

Original Article

Emerging Skills for Learners and Teachers to Learn in the Post COVID-19 Era

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Abstract - This paper sheds light on the importance for the teachers and the learners of the emerging skills and the necessity of applying additional methods that attract twenty-first-century students. It conjointly analyzes the emerging skills of the students and their impact on enhancing their ability to criticize, analyze, produce, and pioneer. COVID-19 has heavily shaken the world and severely affected people from all walks of life, most importantly the students. With the growing advancements in technology, scholars are exposed to radical thoughts and ideas. This has a very direct correlation with how each person starts to perceive the world around them. Using the traditional methods of teaching from books and learning from classroom notes is no longer a viable option today; these forms of teaching have lost their impact in modern times. Modern Educators are exploring new prospects to try and do things differently and with bigger flexibility, leading to potential edges in accessibility to education for students across the globe. During these dynamic international surroundings, young people need resilience, flexibility and skills proving to be essential to navigate effectively through this pandemic. As a post COVID-19 vision, a number of the foremost necessary skills that employers will look for are going to be power, communication and collaboration, aboard sympathy and emotional intelligence, and having the ability to figure across demographic lines of variations to harness the facility of the collective work through effective cooperation. With only a few clicks on their phones, tablets, and computers, students can now access information instantly, so educators will need to rethink how they teach in the classroom.

Keywords - Technology, Teamwork, Post covid era.

1. Introduction

Some time back, I saw a poster which read, “The world is temporarily stopped”. We all will agree that COVID-19 brought normalcy to a grinding halt all over the world. Consequently, we adapt to the “new normal” and the “next normal”. The invisible virus has affected people from all walks of life, especially the students. Given the situation, the Teachers have the responsibility of helping the students to overcome the challenges and adapt the teaching methods to be more effective.

The days of the school system being centered around educating students on subject matter knowledge and regular cognitive skills are long gone. Now, with digitalization, everyone has access to the content. As a result, it becomes important for the Teachers to shift the focus to help the students become lifelong and lifewide learners. Teachers play a crucial role in helping students acquire these new skills, which calls for creativity and a shift in how we approach education and instruction. Their skills no longer assess learners in reproducing the content knowledge; rather, they must be able to infer what they understand and imaginatively apply it to new circumstances. So by strengthening their social and emotional resilience, the Teachers can help the students to thrive amid disruptions. Together, we can provide the country and its communities the adaptability, wisdom, and openness they require to thrive in the face of social and economic change.



2. Continuous Learning

The first step is to reiterate the importance of lifelong learning, whereby the students will learn, unlearning and relearning when the contexts change. It is a continuous process of action and reflection. This will stimulate their critical and analytical thinking to anticipate future needs and how decisions made now may have an impact on the future. This anticipation and reflection will help the learners to take responsible actions, with the belief that they have the power to shape and change the course of events. In addition, this will help the learners to evolve and adjust themselves to the right place in the changing world.

3. Technological Skills

With the growing advancements in technology and the increased dependence thereon necessitated by COVID-19, the students are exposed to radical thoughts and ideas. This directly correlates with how each person starts to perceive the world around him or her. Using the traditional methods of teaching from books and learning from classroom notes is no longer a viable option today; these forms of teaching have lost their impact in modern times. Modern Educators have to explore new prospects to try and do things differently and with bigger flexibility, leading to potential edges in accessibility to education for students across the globe. Some technologies transforming education are online learning, Learning Management Systems, which track students' attentiveness by their facial expressions and eye movements, and Gamification to make learning interesting and interactive. The digital skillset gives the capacity to use technical abilities and digital technologies to support organizational strategy and commercial objectives, which entails the efficient integrated use of a broad spectrum of soft skills. Information from the digital context should not narrow down one's own perspectives and assumptions, but rather, it should be challenged and broadened. Within the learning and development domain, digital technologies and the internet offer a hitherto unseen chance for an immersive, memorable, and interactive learning experience closely aligned with business requirements.

As Peter Drucker rightly said, "The best way to predict the future is to create it."

The central learning paradigm is thus characterized by lifelong and life-wide learning, which will be shaped exclusively by Information and Communication Technologies.

4. Resilience

Resilience means the ability to stay positive, adaptable, and effective when suffering setbacks such as COVID-19. Resilience has come to the forefront because of the sudden changes we are experiencing globally. Because of competition worldwide, sudden shifts, and the surrounding unpredictability, individuals in the workplace and their professional lives face increased pressures, more stringent appraisals and interviews, and unanticipated occurrences such as being laid off or rapidly getting from financial prosperity to economic inadequacy. Organizations face the same pressures, and the result can be more devastating when taken together.

Resilience when facing tough situations is thus a key competency: building individual and organizational resilience is an essential element for achievement and sustainability.

5. Assertiveness Skills

The next skill I would like to highlight is the Assertiveness Skills. It is the ability to speak up for oneself assertively without being confrontational or passive, allowing others to take advantage of the individual. These abilities are useful for students in housemate interactions, study groups, teams, and conflict-resolution situations. They also entail acquiring and putting into practice appropriate boundaries. Students who are emotionally, psychologically, and physically connected become calm, self-assured, and eager to learn new things. They collaborate more effectively, communicate more effectively, and easily get past barriers to learn. Possessing this

talent has several advantages, such as increased motivation, self-awareness, self-regulation, empathy, cooperation, and optimism for the future.

6. Empathy Leads to Effective Communication

Teachers have a major and vital function in the development of people. They are the overt and hidden factors that shape students' behavior and academic performance at every learning level. In this situation, teachers' personality traits have a considerably bigger impact on students' academic success than their subject-matter expertise. A good teacher should establish a social rapport with the pupils that extends beyond the classroom and subject matter. Many students expect their Teachers to be caring and friendly, which makes them trust their Teachers and feel motivated. Curricula and classrooms need to take an active role in promoting pro-social and empathic growth in students. These should be done from the early stages of their life. Adopting a consistent framework to support the development of social and emotional skills is crucial for reflective educators; fragmented concentration on specific concerns is not. These skills can be developed by the Teachers from the primary level onward. They need to identify their texts' empathetic and pro-social themes and include those in the curricula. The Teachers should include those in the lesson plans and highlight them. The teachers can also involve the students in cooperative and collaborative tasks.

7. Case-based Approach

The idea of being able to learn throughout life to be able to proactively deal with changes in working life is directly related to employability. Employability is defined as a person's ability to navigate the labor market independently and realize their potential through long-term work. Employability for an individual goes beyond simply possessing the appropriate set of abilities for the job. The capacity for lifelong learning and the possession of transferable skills that are highly valued in the job market are equally significant. In this regard, another important component in promoting employability among students is a case-based approach to learning.

Students are engaged in discussing certain scenarios that mimic or are typically real-world instances when a case-based method is used. This approach is learner-centered and involves a lot of interaction between participants as they collaborate to analyze the case and expand their knowledge. While the students jointly examine, confront, and resolve problems and questions that lack a single correct answer, the instructor plays the role of facilitator.

A case-based learning approach should be considered one of the important skills to be taught and learned in the future. It gives students a pertinent chance to observe theory in action. Students are exposed to many points of view from real-world or authentic circumstances, enabling them to understand why people may have differing goals. Students can also observe the positive and bad effects of decisions on other people. To arrive at a conclusion, the students must conduct data analysis. Students can practice selecting appropriate analytical techniques because many assignments are open-ended. Case-based learning teachers report that their pupils are more involved, attentive, and engaged in the lesson.

Along with subject knowledge, it aids in developing analytical, communicative, and collaborative abilities. Students sort factual facts, apply analytical methods, explain issues, reflect on pertinent experiences, and make conclusions in an effort to find answers and achieve decisions through conversations. They gain meaningful knowledge and hone their analytical, teamwork, and communication skills in the process. Additionally, a lot of faculties incorporate case studies into their curricula to teach the material, give students access to real-world data, or give them a chance to imagine themselves in the position of decision-makers. This is not a new skill that needs to be developed, but it needs to be reinforced with new perspectives.

8. Entrepreneurial Mindset

Another skill that could be developed is having entrepreneurial mindsets in the learners. This ability extends beyond fostering the capacity to launch a company and enhances a person's capacity to implement ideas. It should be cultivated as a skill directly linked to initiative and flexibility. The student has to gain knowledge and comprehension of the working environment and the economy. The capacity to recognize opportunities where they are.

Entrepreneurial education aims to provide students with the knowledge, skills and motivation to engage in productive endeavours. It triggers curiosity and cultivates creative design thinking. Products and services are but concrete answers to a perceived need. Every business starts with a plan of action. Strategic mapping encourages the habit of preparedness. So this teaches the students how to plan and execute actions. Entrepreneurship challenges children not merely to find the problems but to solve them.

Entrepreneurs do not live in isolation. They are compelled to communicate effectively, seek answers, hustle and negotiate. The entrepreneurial training fosters collaboration and social skills development. Children are introduced to economic realities, values, and interactions beyond the scale and extent of their limited experience. Along with it, they learn the techniques of money management and the importance of hard work. Leadership quality and goal setting can be inculcated in the learners through this skill.

Entrepreneurs are often regarded as the fuel life force of economic and social activity. They are the writers of innovation. Small and medium-sized enterprises source all the jobs in emerging economies. At a time when job security is increasingly threatened by automation, entrepreneurship offers a window of opportunity to define one's work. It is a way to influence the future.

Teachers can develop the skills of working on their own initiative and as part of a team. We need to help the learners identify their strengths and weaknesses and teach them how to plan a project and manage it. We need to inculcate the skills of Finance management and risk assessments. Last but not least, negotiating skills can also be developed.

9. Conclusion

The COVID-19 pandemic has caused severe societal damage from social, health, political, educational and employment, resulting in radical changes across the globe. In the educational field, a paradigm shift is happening that goes beyond the merely methodological. Educators are transforming the educational system from face-to-face teaching to online methods by effectively using Information and Communication Technologies.

Subject-based training was used in the past, but project-based instruction is needed going forward to help students think beyond the confines of subject matter disciplines. The Teachers should stress the importance of life-long and life-wide learning. With the dependence on technologies increasing rapidly, both the Teachers and the students acquire technological skills to be more effective. We need to be resilient and find ways and means to overcome the challenges brought on by COVID-19.

Assertive skills are very important in these changing situations, and the Teachers are responsible for developing empathy, social relationships and communication skills in their students. The case-based approach to learning is a very important skill to be taught and learned. The students need to be equipped to have entrepreneurial mindsets.

In contrast to the bureaucratic past, the collaborative future views teachers and students as co-creators and resources. In the past, educational institutions were technological islands, with students consuming and adopting technology at a rate faster than institutions and with technology frequently being used to support established procedures. Today's educational institutions must make the most of technology to break free from outdated

teaching methods and establish strong new connections between students and knowledge sources and between them and creative applications of knowledge. Currently, the difficulty lies in making teaching a profession of professionals with advanced knowledge, and not just in a select few exceptional cases. Whereas user-generated wisdom will rule the future, received wisdom will rule the past.

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