**ONIGBODE NAOMI OLUWATUMINU**

**ANATOMY BHU/24/01/03/0015**

**INTRODUCTION**

The effects of the covid-19 pandemic and lockdown has stayed apparent on the educational system across the world. The first case discovered in December 2019 in Wuhan, China, it was officially entitled Covid-19 on the 12th of January, 2020. The virus rapidly spread worldwide and was declared a global pandemic on march 11th, 2020 and soon, lockdowns were announced, shutting down schools, and disrupting the balance of the education system at all levels.

Li L., Taeihagh A., Tan S. (3 February 2023*). "A scoping review of the impacts of COVID-19 physical distancing measures on vulnerable population groups".* Nature Communications.

Ekene Francis Okagbue, et.al (2020) *“The effects of Covid-19 pandemic on the education system in Nigeria: The role of competency-based education”*

https://en.wikipedia.org/wiki/Impact\_of\_the\_COVID-19\_pandemic\_on\_education

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9743797

**CHIDI CHRISTABEL, OGWUCHE MARVELLOUS EHI**

**MBBS BHU/24/01/01/0052, BHU/24/01/01/0095**

**GENERAL OVERVIEW OF COVID 19 IN EDUCATION**

At the peak of the pandemic, schools and institutions were shut down. According to UNICEF, about 1.6 billion children were out of school. Closure of schools during this period made it difficult for all educational stakeholders, therefore, schools resorted to the use of e-learning for the continuation of the educational process. Adaptation was a challenge especially in developing countries where access to digital resources is limited.

Pietro, D. et al. (October, 2020) “*open journal of sciences based on existing literature and recent international dataset*” volume B.

IMPACTS ON SPECIFIC GROUPS

**ASHESHE JOAN ALHERI**

**MBBS**

**BHU/24/01/01/0072**

**STUDENTS WITH DISABILITIES**

One of the major groups impacted by covid-19 are students who require learning aid. They were deprived of their access to specialized services and in-person support, they also faced challenges in engaging with remote learning platforms, reducing their participation and learning outcomes, also, the sudden struggle to adapt affecting their mental health negatively, disrupting their education.

*US department of education, (2021)*

**FELIX OGOCHUKWU CHRISTABEL**

**BHU/24/01/01/0039**

**MBBS**

**EARLY CHILDHOOD**

Another aspect commonly overlooked is the effect on developing stage of education. The lockdown limited access to childcare facilities and preschools, causing a stunt in cognitive development due to missing out on the critical social and emotional development opportunities. Remote learning posed as a challenge due to lack of appropriate resources and parental support. It also widened developmental gaps mainly among disadvantaged families.

National academies of sciences, engineering, and medicine (2022). “*Addressing the impact of covid-19 on the early care and educator sector”*

Center on the developing child at Havard university (2021). *“a guide to covid-19 and early childhood development”*

**TATIV EMMANUELLA**

**MBBS**

**BHU/24/01/01/0058**

**GENERAL EFFECTS OF COVID-19 IN EDUCATION**

Due to the increased dependence on online learning platforms and digital tools, adaptation to online learning was normalized, also, learning resources were made accessible worldwide for students remotely. Teachers were forced to up their digital skills, widening their professional scope, and it also improved self-paced learning for individuals. Missing out on school work due to absenteeism was eliminated as resources were permanently made available online. Although, anxiety and uncertainty were heightened due to the unknown outcome of the pandemic. But overall, the pandemic built resilience and adaptation in all partakers of education as the determination to survive became apparent.

*UNESCO, WORLD BANK, National Education Association, UNICEF*

**ISAH DANIEL SADIQ, AYESORO OSEMIDIAME PRAISE, UDISIFAN NREADO-UTEN USMAN, AGABI EGANG OGBECHE**

**BHU/24/01/01/0041, BHU/24/01/01/0043, BHU/24/01/01/0077, BHU/24/01/01/0108**

**BENEFITS AND DRAWBACKS**

Covid-19 revealed the strengths and weaknesses in the global education atmosphere in both developed and developing countries. The closure of schools for over six months caused a lapse in the academic calendar both primarily and in tertiary institutions. The inability of schools to engage learners in educational activities while at home revealed the poor state of the educational system in the country, which led to the discovery of the unavailability of distance online education, web-based learning system and ICT infrastructure in the Nigerian education environment. Covid-19 caused teacher attrition, increased the rate of dropout and lack of interest in digital education. These outcomes resulted in the ill-exploration of students and teachers’ perceptions, attitudes, literacy, competency, and willingness to engage in distance online education.

Adefuye, A.O., Adeola, H.A., & Busari, J. (2021). *The covid-19 pandemic: the benefits and challenges it presents for medical education in Africa.* Pan African medical journal,40(September). <https://doi.org/10.11604/pamj.2021.40.42.28489>

**OLAGUNJU OLAMIDE D.**

**MBBS**

**BHU/24/01/01/0073**

**CHALLENGES BROUGHT UP BY COVID-19**

Some of the issues caused to education by the pandemic include the closure of schools which with-held the education flow completely for about 147 million children between 2020 and 2022 because of the inability of assessment, otherwise limiting others to the use of online platforms that was hindered by network and lack of understanding. Due to this pause, some students, especially those in federal tertiary institutions suffer with extra years added to their academic tenure.

Douglas, B. (nov 14, 2022) *here’s how covid affected education- and how we can get children’s learning back on track* forum agenda

**LAWRENCE-EJIGA VICTORIA, FELIX-ELELE KAMSY**

**KEY OPPORTUNITIES PROVIDED BY COVID-19 IN EDUCATION**

Despite its obvious challenges, the pandemic happened to open some doors for the educational system. A major area being technological advancement and digital learning expansion which allowed rapid adoption to online learning which allowed students to continue their education remotely, wider access to digital resources that aided learning and improved knowledge.

Another major aspect is the development of flexible and blended learning models which introduced the hybridization of in-person and online learning, offering flexibility and also supporting self-paced learning opportunities which fostered a sense of responsibility and independence in students.

Thirdly, it pushed the emphasis on digital literacy and skill development that prepared students and teachers for tech driven tasks and gave the opportunity for professional development for teachers through numerous trainings.

Hodges, C., et al. (2020). *the difference between emergency remote teaching and online learning.* Educase review.

Mishra, L., Gupta, T., & Shree, A. (2020). *Online teaching-learning in higher education during lockdown period of covid-19 pandemic.* International journal of educational research open, 1, 100012

Zhang, W., Yang, L., & Wang, C. (2020). *Suspending classes without stopping learning: chinas education emergency management policy in the covid 19 outbreak.* Journal of risk and financial management, 13(3), 55.

**ROADMAP TO RECOVERY**

**SHADRACK ODUNAYOMI EMMANUELLA**

**BHU/24/01/02/0004**

**PHYSIOLOGY**

Although the results of the pandemic were drastic, recovery is not deemed impossible. One of the ways the educational sector can heal is to embrace the hybridization of online and in person learning by the inclusion of digital resources and educational apps and supporting the advocacy of open educational resources to increase accessibility and equity. *UNESCO (2020), Butcher, et al. (2020)*

Also, teacher training and student support, especially in the area of mental health is necessary to expel the anxiety, depression and trauma caused by the pandemic. Equity in accessibility for all students cannot be stressed enough, requiring adaptable materials and teaching methods.

Finally, continuous assessment and feedback to monitor student progress and adjust teaching strategies accordingly should be emphasized.

Boud et al. (2020*) advocate for continuous assessment and feedback to monitor student progress and adjust teaching strategies.*

Boud, D., & Associates. (2020, April). *Reimagining assessment and feedback in the COVID-19 era.* Higher Education Research & Development, 39(3), 481–486.

Butcher, N., & Hoosen, S. (2020, May*). A Guide to Open Educational Resources (OER) (2nd ed.).* Commonwealth of Learning.

Hart, C., & Zimmerman, J. (2020, June*). Community partnerships in the time of COVID-19. Journal of Community Engagement and Scholarship, 13(1), 1–4.*

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, M. A. (2020, March*). The difference between emergency remote teaching and online learning.* Educause Review, 55(3), 10-27.

Kuh, G. D., Gonyea, R. M., & Lynch, J. (2020, July). *Moving beyond COVID-19: Rethinking student success. Change: The Magazine of Higher Learning*.

OECD (2020). *Education and COVID-19: Focusing on the long-term implications for education.*

Patel, S. K., & Kim, J. (2020, August). *Mental health and well-being of students during COVID-19. Journal of Educational Psychology*, 112(5), 931-943.

UNESCO (2020*). Global Education Monitoring Report 2020: Inclusion and Education.*

Wang, F., & Chen, Y. (2020, May*). Ensuring continuity of teaching and learning during COVID-19. Journal of Educational Technology Development and Exchange, 12(1), 1-15.*

World Health Organization (2020). *Disability and health during the COVID-19 pandemics*

**TAFFI ODATSE PETERS**

**MBBS**

**BHU/24/01/01/0037**

Government and NGOs should endeavor to set up projects to provide internet access and internet powered devices for rural areas. Schools should also aim to create individualized education programs and implement hybrid models with online instruction to better support students with disabilities. They should also offer professional development for rural educators to enhance their skills in creating individualized education programs and using hybrid models to enhance their support for students.

**QUESTIONS THAT CAME UP DURING RESEARCH**

**OJI CHUKWUAGOZIEM DAVID**

**MBBS**

**BHU/24/01/01/0004**

Question: What impact does covid 19 have on student mental health and well-being

COVID-19 Has significantly impacted students’ mental health and wellbeing. The pandemic led to increased anxiety, stress and feelings of isolation due to school closures, lack of in person interactions, and uncertainty about the future.

Overall, the pandemic highlighted the need for mental health resources and support systems within educational settings to help students cope with these challenges. [UNICEF,2021]

Question: How can technology enhance education in the post-pandemic era.

Technology also supported contact tracing for public health group, food delivery for restaurant and groceries, e-commerce for retailers, information distribution for government agencies and news outlets, online learning for schools, supply chain analytics for distributors and couriers. [ <https://Wipro.com>]

Teachers also benefit by using digital tools to track progress and offer targeted support, ultimately creating a more tailored and inclusive educational experience for everyone. [World Economic Forum] [WEF], 2020]

Question: How can educators address digital divide and equity concerns in online learning.

A major solution to reducing the digital divide is to increase connectivity in all communities. Providing widespread internet access can help previously unconnected users take advantage of economic and learning opportunities. Access to computing devices can help increase connectivity. [https://ctv.ieee.org]

Additionally, integrating inclusive content and support services helps all students, especially those from underserved backgrounds, participate fully and equitably in online education. [Common Sense Media, 2020]

**ONYEBUCHI VICTOR CHIZARAM**

**MBBS**

**BHU/24/01/01/0018**

How has covid-19 affected students’ learning outcomes in different subjects?

The impact was quite mixed. Students of Countries with advanced levels of digitalization and more intensive use of information and communication were barely affected compared to students in countries with greater socio-economic disadvantages who suffered larger learning divides due to the poor innovation of ict in education.

How effective are online assessments and evaluation methods?

due to the dynamic structure of higher education, the integration of technology has become increasily demanding, online assessments encompass a diverse range of tools and strategies such as quizzes and exams *Garrison & kanuka* (2004). Online assessments offer the promise of enhanced accessibility, flexibility and real time feedback which can contribute to a more personalized and efficient learning experience *Anderson, Dron. (2011)*

dr. Ayesha A., et al. (January, 2024) *exploring the effectiveness of online assessment methods in higher education*