A Paradigm Shift: The Blending of Web-Based Learning Tools with The Asynchronous and Synchronous Teaching Methodology

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Abstract

Due to the ongoing covid'19 pandemic teaching through digital medium has become quite normal in both urban and the rural areas. the educational institutions are extensively devising and using new ways of remote teaching and implementing digital learning techniques which seem to be beneficial to the students.

In this age of 4G's and 5G's we have embraced the digital medium conveniently, but the problem here is the introduction of proper tutorials for both teachers and students on how to digitally connect with each other and how to access the Blended Learning Tools through various available interfaces. in order to initiate these changes and for imparting training in the digital mode to the kids residing in both the urban and rural areas, firstly the subject teacher should accommodate well enough with the relevant blended tool such that can fittingly apply in their online lecture and help the students to understand the concepts well. The main motive behind the blended tools is to contribute to the holistic development of the students and simultaneously complete the course to be covered in a very light and loving way, making the learning experience creative and delightful for the students in this difficult time and further helping them to understand the difficult concepts of their subjects in a stress-free way. The paper will present a description of the various blended learning tools available online and how the tools can benefit the student community making their digital experience more interesting and informative.

Keywords - Blended Learning; Blended Learning Tools; E-content; Online Teaching; Students

1. Introduction

We all are aware of the paradigm shift that has been taking place all around us since the beginning of the spread of Covid-19; now online teaching has become mainstream teaching procedure in academia. Technology has enabled the adoption of digital platform to ensure continuous learning. However, technology is a double axed sword - it allows students to connect with each other, with the instructor and with content but it also offers various distractions. These distractions can be in the form of real time electronic conversation or the business of commercial and personal interjection perhaps, the online instructor has to provide his or her own steady stream of engagement that can serve to interpret the flow of the external information. The biggest barrier in achieving the equivalent success rate in online learning has been inculcating the same level of collaboration, discussion and engagement that was present in the traditional teaching and learning environment. So it has become of immense importance that a teacher's main focus must be on retention and boosting student's cognitive engagement in online classes.

To enhance the overall engagement in the online classes teachers are adopting both the asynchronous and synchronous formats. Both the formats are helping the teachers to enhance the degree of attention, curiosity, interest, a level of optimism and passion among the students. Usually, asynchronous and synchronous learning are the methods of conducting online classes. The asynchronous learning engages the students with the course content at different time. The classes occur on different schedule and students can complete the pre-recorded video lessons or game based learning assignments on their own pace without delivering the submission in person or in real time space. During the asynchronous teaching the students do not requires to be physically present in the set schedules and time frames yet are being provided a varied range of instructional interactions, online discussion boards, course management portals that include the instructional material, staff graded assignments, quizzes and pre-recorded videos to assess the progress and learning of students.

On the other hand, the synchronous learning engages the students and the teacher at the same time. Classes occur on set schedules and within fixed time frames. The techniques adopted under this method involves live-stream audio, videos, presentations, live chats, live quizzes and discussions. The students and subject teacher are online at the same time at the same platform (Microsoft Teams, Zoom Call or Google Meet). Since the lecture delivery, group discussions and presentation take place at a specific time frame it is mandatory for all the students to be online at the exact time in order to participate and attend the lecture.

Both these teaching learning techniques are helping the academicians in motivating the students to learn and progress in their education overcoming the barriers of physical teaching being faced during this unprecedented times of COVID'19.

Figure-1: Asynchronous and Synchronous Learning Techniques
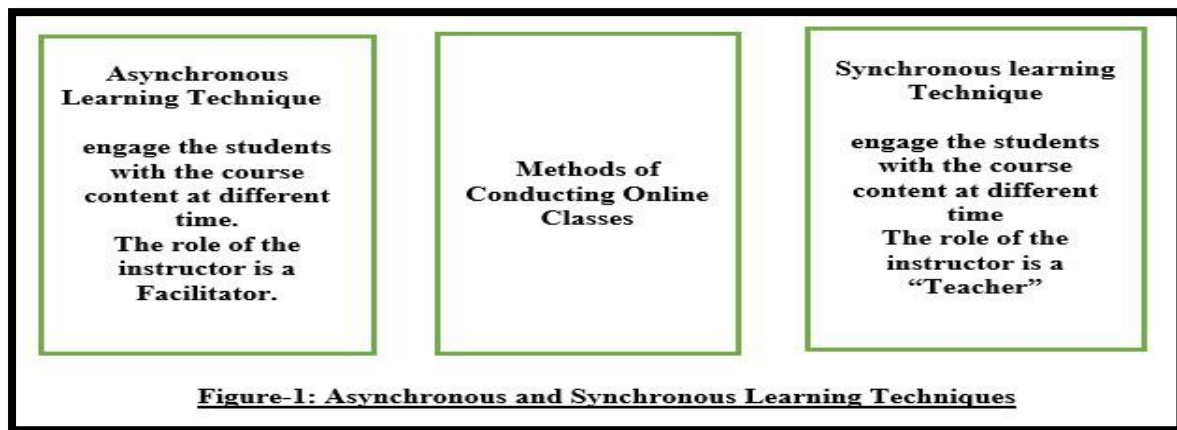
These online cognitive teaching learning methods offers numerous advantages as compared with traditional classroom learning. Both the synchronous and asynchronous learning model is a common solution that makes learning more accessible when the teaching cannot be done in a physical face to face manner. The asynchronous distance learning model works unbelievably well to connect remote learners to instructive content, the major benefit is that it lets the user to move at her/his own pace. This aspect is making the learning more flexible, affordable, convenient and practically possible. In this digital age apart from the availability of asynchronous techniques we cannot deny the importance of synchronous learning methods.

The synchronous learning model makes the responsiveness of a teacher more accessible to the students by accessing many digital platforms. The students can interact with the teacher and their fellow mates simultaneously during the live lecture. This setup strengthens the real time collaboration and learner's knowledge absorption quality resulting in the upsurge in the learning outcomes of the students. As result of which the learning transaction distance between the teacher and the student can be reduced.

1.1 Review of Literature

The literature review examines the increasing attention the blended learning is gaining among the users. It is observed that in order to benefit from the same, it should be analysed and applied carefully in different areas. What is blended learning, as per Osguthorpe and Graham's (2003) "Blended learning combines face-to-face with distance delivery systems… but it's more than showing a page from a website on the classroom screen…those who use blended learning environments are trying to maximize the benefits of both face-to-face and online methods." They further suggested three different blending models that are blend of learning activities, blend of students and blend of instructors (Osguthorpe and Graham, 2003). In first model, same students can benefit from both activities in face-to-face classroom and activities in online learning environment; in second model, they explained that students in the face-to-face classroom can be blended with different students in the online learning environment; in the third model, they explained that students in the face-to-face classroom can benefit from other instructors through online learning environment (Osguthorpe and Graham, 2003).

Singh (2003) defined dimensions that can be blended as offline and online learning, self-paced and collaborative learning, structured and unstructured learning, custom content with off-the-

shelf content, learning, practice and performance support. He explained that since technology changes, organizations will also support blended learning programs instead of single delivery mode programs (Singh, 2003). Garrison and Kanuka's (2004) suggested that "blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences."

Chen and Jones (2007) conducted a survey on MBA students in an accounting class. They aimed to assess students' evaluation of course effectiveness and overall satisfaction of the traditional and blended courses. Students' perceptions indicated that students in traditional setting were more satisfied with the clarity of instruction. On the other hand, students in blended learning class gained an appreciation of the class and indicated more strongly that their analytical skills improved This study indicated that when students are in traditional setting, instruction becomes clearer but when they are in blended class, learning process may become doubtful for them although they see more improvements in their analytical skills (Chen and Jones, 2007).

Akkoyunlu and Soylu (2008) researched students' views on blended learning with respect to their learning styles. They indicated that students' views on blended learning are positive with a level of 8.44 in a range of 1 to 10, 1 being the lowest and 10 being the highest. Furthermore, Akkoyunlu and Soylu (2008) pointed out that highest grade of students' perceptions is given to face-to-face environment that learning is best linked with classroom teaching. Face-to-face learning environment is favoured in both studies (Akkoyunlu and Soylu, 2008; Chen and Jones, 2007).

In a study conducted by Hughes (2007), it is aimed to measure effectiveness of blended learning on learner support and retention. She conducted an action research in third year undergraduate module and designed a blended course. In this blended course, she decreased face-to-face contact time and increased tutor support especially for 'at risk' students (Hughes, 2007). She preferred to use blended learning in order to decrease the effort put for teaching and increasing the effort for tutoring 'at-risk' students. Her results indicated that mixture of well-prepared blended learning with proactive help and encouragement for 'at-risk' learners improve coursework submission and module retention without extra effort (Hughes, 2007) that can be regarded as very effective in helping lecturers to manage their time better.

Akyuz and Samsa (2009) were interested in the effectiveness of blended learning on critical thinking skills of students. The study was carried out on 44 students studying in the department of computer and instructional technology education of Ankara University. It was an experimental study which had pre and post-test applications (Akyuz and Samsa, 2009). They measured students' critical thinking skills with Watson-Glaser Critical Thinking Appraisal Test once prior to five weeks blended learning course and once after the blended learning course. Their results indicated that there are no significant differences between pre-test and post-test scores. This result indicated that effectiveness of blended learning on critical thinking skills has not been observed in this study (Akyuz and Samsa, 2009).

Woltering et. al. (2009) aimed to find out whether blended problem-based learning in medical education increases students' motivation and support learning process with respect to student cooperation. They used a survey to compare traditional problem-based learning with blended problem-based learning. This survey consisted of eight categories. Their findings showed that

among these categories, there were significant differences between groups in motivation, satisfaction and subjective learning gains. As a result, it was found that blended problem-based learning increased the student motivation, student satisfaction and subjective learning outcomes (Woltering et. al., 2009).

1.2 Research Methodology

1.2.1 Aim

The research is being designed for making a qualitative investigation about application of a wide variety of digital teaching tools or the blended learning tools. The blended learning is an approach of learning that combines the various tools of online learning with the facilitator led teaching. The teacher or the facilitator incorporates the technology, different online learning tools to enhance the teaching learning experience and try to make the lecture broader and interesting to the students.

1.2.2 Research Design

With respect to the fulfilment of the above said aim the analytical method is employed. The method involves the use of data, facts and information which are already published or the information available in form of books, journals or magazines which are already available. The critical analyses of the same yield strong observations further strengthening a particular area of research. In case of the present study the available data related with blended learning tools were critically analysed.

1.2.3 Research Questions

1. Why there is a need to apply various tools of blended learning?
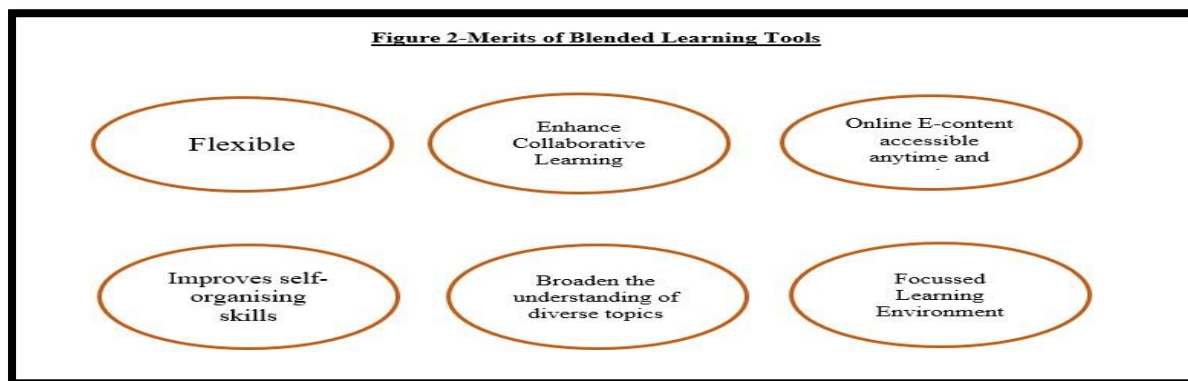2. What are the various blended learning tool available to teach and engage the students?

1.2.4 Data Collection

Secondary sources of data collection were used to collect data for this particular study, which included books, journals, magazines, periodicals and websites.
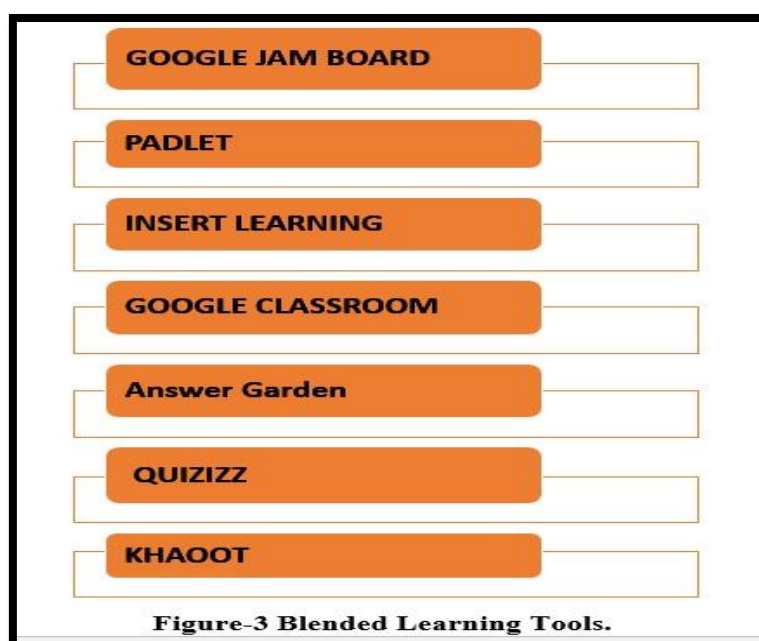
1.2.5 Findings

It is true that in today's hyper digital age everything is going online and in the pandemic hit world everyone is restricted to their home, therefore, blending of educational interactions and technology has become the need of the hour. The learning platform provided by the blending of technology and teaching provides a user-friendly environment to the people. The important information regarding courses, lectures, assignments are always at their fingertips. The students feel control over their knowledge. In blended learning atmosphere the learner can set their own pace for self-study, they feel empowered even in the synchronous learning they can attend the

lecture in the comfort of their home or any other surroundings. The blended learning imparts flexibility, improves self-organising skills and broaden the understanding of many diverse topics which know no boundaries. The blend helps in making more and more e-content online which can be accessible from any type of devices at anytime and anywhere.

Figure 2-Merits of Blended Learning Tools

Flexible

Enhance Collaborative Learning

Online E-content accessible anytime and

Improves self-organising skills

Broaden the understanding of diverse topics

Focussed Learning Environment

2.BLENDED LEARNING TOOLS

This is simply a hybrid mode which allows the blending of classroom teaching with that of online tools. The application of various forms of tools available online reduce the headache of presenting the lectures such that the students feel connected and are not bored by the same. The varied tools give flexible options to the teacher to make the lecture more interesting and encouraging among the students. So what are the blended learning tools being available today? Here are some important tools which are recommended for many the online content and lecture more stimulating and thought provoking.

GOOGLE JAM BOARD

PADLET

INSERT LEARNING

GOOGLE CLASSROOM

Answer Garden

QUIZIZZ

KHAOOT

**Figure-3 Blended Learning Tools.**

2.1 Google Jam Board

Google jam board is a cloud-based digital whiteboard that is designed by Google. The blended learning tool features many components that are desirable by the teachers. The Jam Board Includes-Fun Pens, image embedding, background changes and displaying information for students that can be changed to better engage them during the lecture. G-Jam boards provides the facility of a laser tool which helps the teacher to direct the attention of students to the key details of the topic. The sticky note provided by this application enables the teachers and students to post important bullet points generated during the lecture.

The application is available free of cost. The G-Jam boards are similar to the older interactive white boards but certain features developed in the same make this application more unique, convenient and easily approachable by the users in comparison to the older digital boards. Because its connectivity with the Google cloud the created Jam boards are continuously being saved in one's Google cloud and there is no fear of losing one's lecture, the work saved even if one's laptop crashes, one can access the same from one's cell phones. During the session the teacher can share the link of the jam board via any platform (MS-Teams /Whatsapp/Outlook/Gmail/Google Classrooms) students can login from any devices and can work, reply or can write simultaneously on the single board shared by the teacher. Jam Boards initiate simultaneous thinking with a shared space and shared goal. The Jam boards can be downloaded as PDF image file and can be shared with the students after the lecture

Different Way's to use Google-Jam Boards: -

- Brainstorming
- Teacher-Student Collaboration
- Morning Greetings (Images/Sticky Notes)
- Group Discussion

Figure 4 Google-Jam Boards.
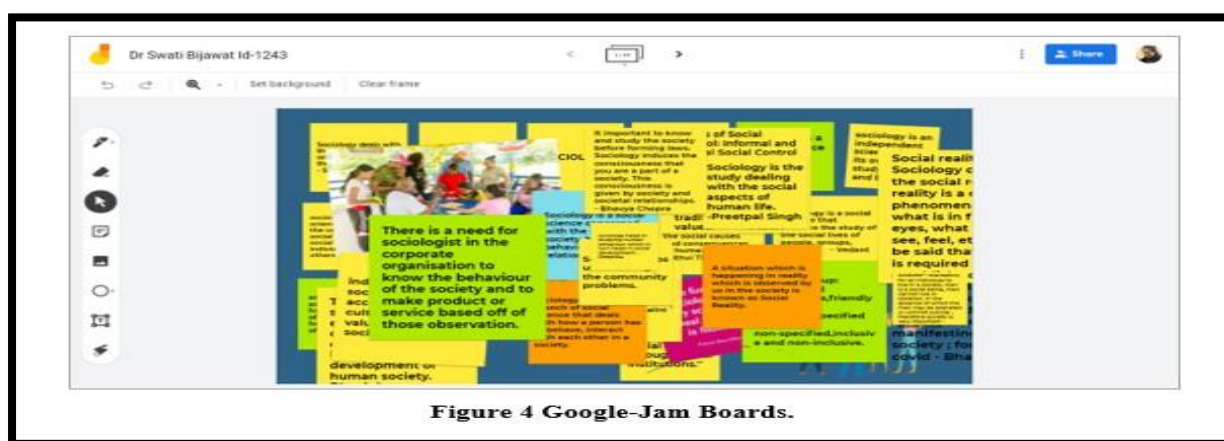
2.2 Padlet

Padlet is a web based application that allows the teachers to post notes, content of the lecture on the digital wall and the uses of this application in the classroom boundless. The teachers can put many forms of content on the walls in form of images, sticky notes, videos, text documents and many more. The application is a good platform to gather collaborative ideas, sharing views,

adding links, YouTube URL's, files, pictures, clipart in form of Padlet notes. Simply the application is awesome to churn group discussions on common topics and lectures.
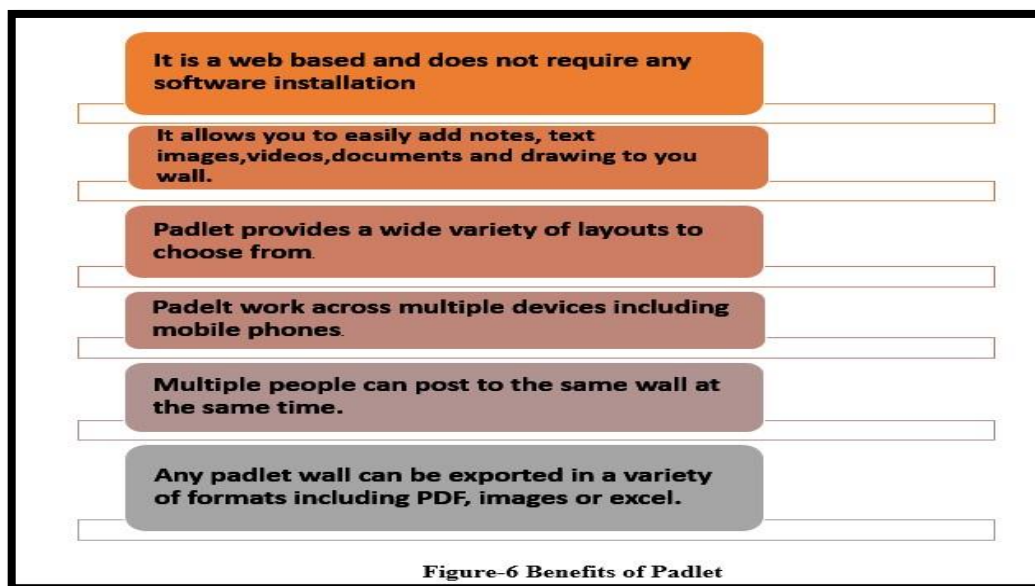
Overall Padlet is canvas available on digital platform to create outstanding and appealing project work that are very convenient to share and team-up together. The Padlet works like a piece of paper. When clicked give the teacher an empty page and teacher can put whatever he/she likes to teach on it. The teacher can drag a video, records a good interview, snap a selfie, write his/her own bullet points, post the same, upload an attachment (Document or Excel File) and finally A padlet is born. The teacher can make his/her padlet more beautiful and appealing by adding custom wallpapers and themes. In the beginning if the user is new s/he is allowed to have 3 padlet's at a time to paint his/her own imagination. The Padlet is a bit different from the other educational web based tools available on the internet because it is very flexible a teacher can create a Venn diagram, a discussion board, a group greeting card, a portfolio or a teaching plan all in one application.

The Padlet is not only used by the students and teachers but professional and individuals around the world uses Padlet to enhance their creativity and paint their imagination. The Padlet can be selectively shared and edited among the students on multiple basis. For this the teachers have to selective picks the students with whom he wants to share is creation. The Padlet is very user friendly, portable and easy to access. With views tailored for smaller devices and easy-to-use editor buttons, you can change how your padlet looks with a quick tap. Personalize it with selfies. Menu is used to invite others to view and edit your Padlet. Share across social platforms. In general individual and organisations are using Padlets for curriculum planning, Digital bulletin boards, Feedback, Biographies, Collages, Collaborative note-taking, CVs/Resumes, Blogs, Creative writing prompts, Essays, Question Answers, Portfolios and Solo or group presentations.

Figure-5 A Padlet

Benefits of Padlet

It is a web based and does not require any software installation

It allows you to easily add notes, text images,videos,documents and drawing to you wall.

Padlet provides a wide variety of layouts to choose from.

Padelt work across multiple devices including mobile phones.

Multiple people can post to the same wall at the same time.

Any padlet wall can be exported in a variety of formats including PDF, images or excel.

Figure-6 Benefits of Padlet

2.3 Insert Learning

InsertLearning a prominent blended learning tool formerly termed as Docent EDU is a "Chrome Extension" that let the instructor or a teacher turn any site into an interactive online session. Free trail of the same is available but extensive use will need a paid version of the same with more wide ranging tools available to the teachers. InsertLearning is very user friendly can be loaded very quickly to open the user can click the extension icon and the toolbar of the same is open. Once the toolbar ops up the teachers and the students can add remarks, embed lecture videos, maps, quizzes, discussions and questions, sticky notes and many more within the actual website in real time and space.

The major aim of the tool is the teacher can induce student learning with help of questions or remarks or class discussions online in the back drop of the actual website so that the students can learn differently outside the traditional classroom setup and put forth their viewpoints. The Insert Learning toolbar consist of the following Features-Dashboard, Sticky   Notes, Highlighter, Questions, Discussion and Feedback Buttons. All features allow changes in the website, but the amount of changes and some additional features added to any website is restricted to the teacher. There are two dashboards one is of Teacher and the other of students. The dashboard of teacher allows to see, copy and assign the docents to the students. The teachers can also see the student's remarks, their answers and discussion inputs.

The applications of InsertLearning are seemingly endless, InsertLearning helps in the vocabulary building of the users. The teachers can click on any word, can leave a meaning or definition, or any other insight, add a stick note which can include anything including a quiz or a descriptive video that that created previously. The teachers can use the InsertLearning to help in building fluency of any language with their students. The teachers can add a video clip

reading any note or article or create a docent with the help of Google doc to explain the project or assignments guidelines.

The prominent application of the InsertLearning tool is that the teachers can use this application to implant questions such that throughout the reading the students critically observe every fact and enhance their learning and get a chance to recapture what they have read while answering the questions. The teachers can organise online discussions on the site within where the students can respond and see the responses of other students in real time.

Making the students literate about a concept is the top priority of the teachers. Importantly creating a docent trough InsertLearning induce higher level of serious thinking among the students. The application helps in developing comprehension skills among the students. The efforts put forth by the teacher in form of creating meaningful docents further assist the students to think critically about the material presented to them and helps them to understand the lecture in a more expressive way. InsertLearning ability to be flexibly fit with Google Classrooms and an excess of the blended learning tools make this a great application to be used by the teachers for facilitating great learning among the students.
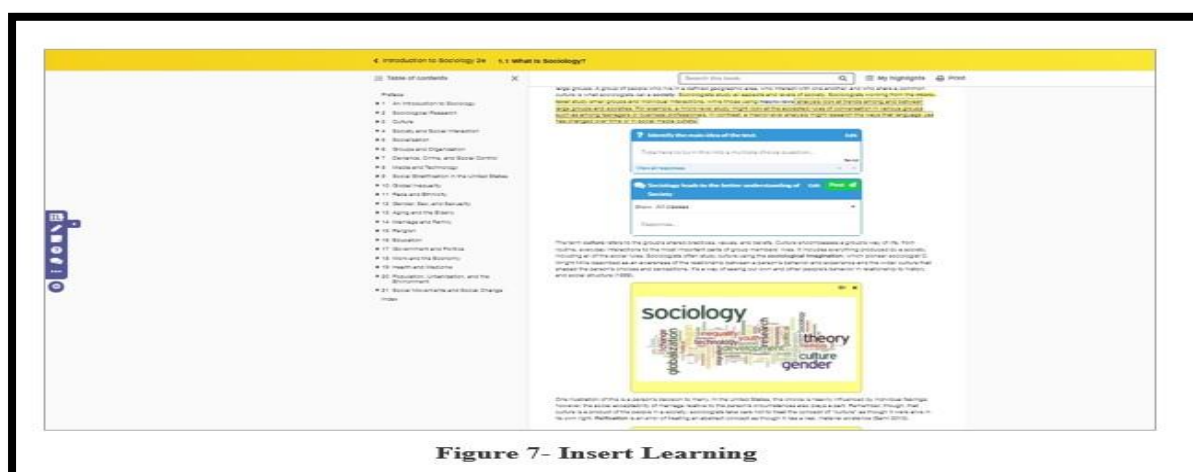
Figure 7- Insert Learning

2.4 Google Classroom

Google Classroom is a collection of varied online tools that allows the teacher to form his own online class, add students to the class, set subject assignments, have the assignments or projects submitted by the students, marking/grading of the same and return the graded test papers. The G-Classrooms are very convenient, highly simple and easy to operate on plethora of devices all for free of cost. The application does not require any IT management setup to operate, there is no overhead cost involve in operating the G-Classrooms. The application keeps itself auto-updated with Google 'advancements and requires no manual maintenance.

The main idea behind the creation of such application was to let the teachers get rid of paper work in the classes and to induce digitalisation as much possible in teaching, assigning and grading the papers of the students saving time and enhancing the critical learning of the students. Initially the working of the application was restricted to laptops, initially to the

Chromebooks but as with the advancement of technology more schools transitioned towards online teaching G-Classroom's got wider acceptability by teachers and students as such the same allows them to work more effectively and in a planned manner share information regarding lectures and assignments.

The G-Classroom's collaborate with Google-Docs, Forms, Sheets, PowerPoint Slides, Google Calendar, Gmail, Insert Learning, Google Jam Boards and Gmail. The classrooms can be share for face to face live interactions and teaching on MS-Teams, Zoom and Google Meet. The biggest advantage of G-Classrooms is its online nature due to which the same can be access from any device with any kind of web-browser even the older devices with redundant technology are able to handle this google application.

All the tools associated with Google collaborate with the G-Classroom's. Google Classroom's are free and the tools and services embed in the same are already freely available. The classrooms simply conglomerate all the tools in a centralized place. One unique feature of G-Classroom's is that it makes the teachers to do "Announcements" that are played for the entire class. All the announcements appear on the dashboard of the G-Classroom and the students can see the same next time when they log-in. Individual announcements can also be done by sending any email to everyone or individual specifically.

The access to the G-Classroom's is based on sign-up by the educational institution after only the teachers and the students can be added to a created class and services can be rendered by the education institution. The generated code makes the security as tight as possible such that no outsider apart from the members of the institution can gain access to information, lectures and assignments of the created class. For Safe-guarding the stakeholders interest google never scan any data nor apply the same of commercial use. Advertisements and commercial display within the G-classrooms are banned.


Figure 8– Google Classroom

2.5 AnswerGarden

It is a website where you can plant a question and then the AnswerGarden immediately creates a link which can be share with the students easily. On clicking the link, the students can start writing answers of the implant question on a virtual board. The AnswerGarden application collects all the possible written answers together and produce a word cloud of all the answers.

The application is an awesome platform for group collaboration, collecting ideas, thoughts and discussions in a one place. The basic objective in designing the website is basically to initiate brainstorming, enhancing the thinking and generation of new ideas among the students. The application is widely used in teaching ideally good for enhancing vocabulary.

The website is very user friendly place a question and invite the students to your AnswerGarden via link. The link is easily accessible by all the participation is limitless the answers of the students will gradually form a growing word cloud by the captured poll data. The application can be utilised by the Teacher for the real time participation of students. The application can be implant in form of a tweet, in your website or as a podcast or in a blog. The application can be used by the subject teacher in the beginning to observe if the student already knows about the discussed topic or at the end of the session to brainstorm or evaluate the understanding achieved by the students while listing the lecture if just to check the students have learnt or not.

In AnswerGarden the students are not limited to answering one reply. They can answer as many they can. This practice helps the student to critically think about the topic by analysing as many angles, enhances the vocabulary, contributing actively in the class and evaluating the answers of other's. The students can participate in groups to induce collaborative team participation. The user need to have only one device from each group either a phone, tablet or laptop and the access to the same is very easy. It is highly imperative to use the word cloud as such the teacher can very well analyses the answers, written vocabulary and can correct the same if required.

How A Teacher Can Utilize It?

Figure-9 How A Teacher Can Utilize it?

Figure 10- AnswerGarden
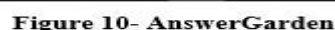
2.6 Quizizz

In this Covid era the online classroom technology has become a mandatory condition for conducting classes in the Asynchronous or Synchronous learning methods. Now days due to many technological advancements like web-based learning or digital learning the integration of classroom teaching and technology have made the e-classroom learning possible.

In extension to that Quizizz can be used in any teaching and learning scenario, a teacher can use the Quizizz to engage students in their online classes in both the remote and real time space. The Quizizz are widely used in the accounting, business, Social Sciences and Language learning classes.

The application of Quizizz is very simple and convenient for the teachers and students. The students can easily sign-up the application by using their Google Id' and the Quizizz is ready to operate by the students. For the teachers once again the creating a Quizizz is very easy, after sign in the teachers can just click the "Create a Quiz" button on the top of the Quizizz site page and can start creating their questions or amazingly can outsource the entire quiz of any other user that relates to their topics, lecture or interest of the students.

Overall Quizizz is a fun game application to conduct easy assessment in an appealing way. The application provides an online assessment tools that helps the teachers to create their own quiz or use the Quizizz of another user. How it works? After creating the Quizizz the teacher provides a unique access code to the students, by accessing the same the students can start appearing for the quiz, there is no limit a number of students can participate in the quiz i.e. an entire class can attend the Quizizz simultaneously. The Quizizz can be recorded live. The same can be used in real time and space or can be given as home work to the students such that they can finish the same as per their pace later on.

After the completion of the quiz the students can review the answers and can discuss with the teachers. The result data can be complied in the spreadsheet too. The conversion in the spread sheet gives the teacher a clear visual of the student's performance in the class. The same helps the teacher to analyse the weaker areas of the students and where he needs to be focus more in the near future.

The application induces live engagement, the teachers can form presentations, quizzes and feedback polls The assessment can be achieved in both the Synchronous and Asynchronous teaching learning models. The insight and reporting engages everyone during the teaching lessons. The use of quiz, polls, presentations act as a prominent brainstorming activity among the students.

The Quizizz can be more fun with images, audio, video and leaderboards and gamification. The use of study tools like flashcards and retakes helps in retaining the attention span of the students. The students can participate from anywhere and from any device. The teachers can create and import question within a seconds to save time and can get the instant feedback on every single question. The application further mastered and polish the teaching methodology of the teacher's.

Benefits of Quizizz

1. A quiz could be created addressing almost any topic like Science, Maths, Geography, Social Sciences etc.
2. Students take an online quiz on Quizizz rather than on a piece of paper.
3. As they take the quiz, the students can see how their responses compare to the rest of the class while remaining anonymous.
4. The students are able to review their responses immediately while still fresh in their minds rather than having to wait for a teacher to grade each individually.
5. The instructor reviews the trends in the classes data and uses these results to determine which topics need further attention.


Figure 11-QUIZIZZ
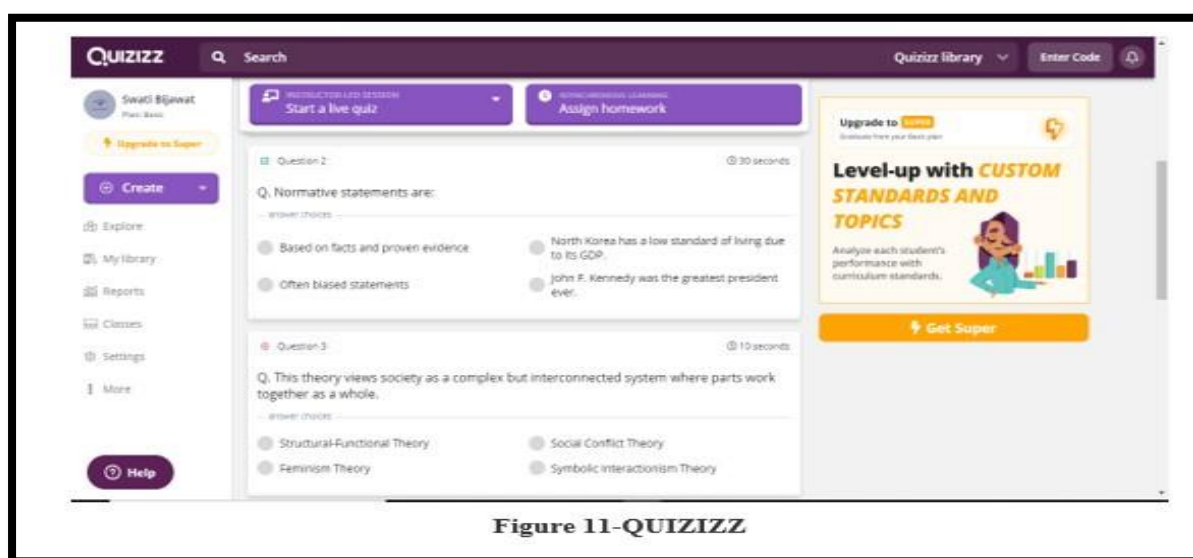
2.7 Kahoot!

Kahoot! is a free online based learning application. It can be used for any subject by people of any age. The platform is very user-friendly and can run on Google Hangouts, Microsoft Teams, Zoom and Jio Meet. The main objective of creating it is to make the learning fun, enjoyable and the application of the games is not just restricted just for the classes, the same can be used for corporate work, family or academy.

The Kahoot's are best played in groups. To join a game, the players, need a unique PIN. If you are the organiser or the game host you can share the PIN with the other collaborators. The players can access the link of the Kahoot's and start playing after entering the PIN. The players can answer the question on their own devices, while the question are displayed on the share screen. In addition to live games the organiser can also send Kahoot! Challenges to the other players in the group. The same is beneficial while sharing homework or assignments as such the challenges can be completed by the players at their own pace.

After the finish of the game the Kahoot's! Application encourages the players to create their own Kahoot's. Which can be co-created with other players. The application allows the user to edit the existing Kahoot's of other players which safe time and effort in forming a new Kahoot!

Figure 12- Why Kahoot?
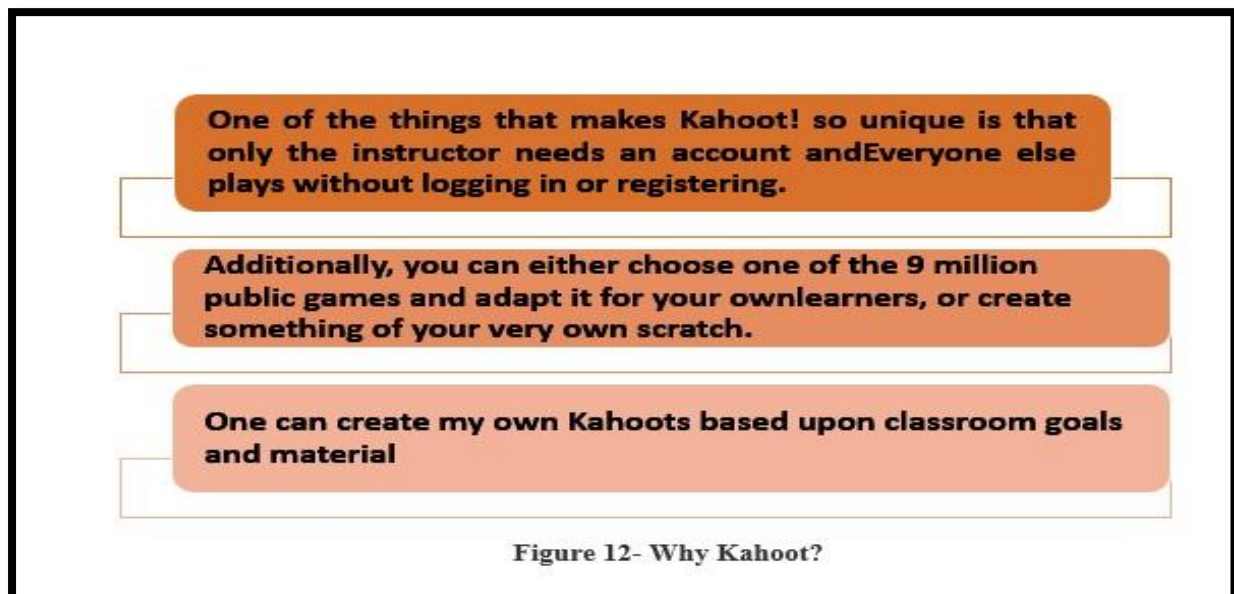
The Kahoot's can be created in a minute. The formatting and editing of the number of questions is up to the user. Kahoot! give the user the freedom to add videos, images, clipart and diagrams to make the questions more appealing and engaging to the students. The Teacher can host the Kahoot! Live in the class or with the help of videos conferencing tool can connect with the students virtually. The questions and the possible answers are displayed on the shared screen and the students can individually answer the same from their personal devices. The teacher can assign a challenge too. The challenge is useful for the students of part time distance learning as such the timer is off and the students can answer the challenge as per their set pace. The same can be shared to Microsoft Teams also.

The Kahoot's allow the teacher to introduce new topics, review the content that need a follow up or a revision from the student sides. The application outreaches the students who aren't attending school via video conferencing or through the self-paced games, very beneficial for students residing on distant or remote locations. Kahoot! make the session more interactive and improve the knowledge retention among the students. The games can be replayed in case if there is a need for recap. The game report after the end of every Kahoot! Helps in assessing the class learning progress and critically analyse the result of every player. After every gaming session the teacher can add poll question to collect student opinions or check whether the students have achieved a common understanding of the topic

Kahoot encourage the students to create their own Kahoot's to foster collaboration, creativity, communication and team work among the fellow students. The application tries to turn the today's learners into future leaders. Kahoot! allows from quick pulse check to a formal assessment of the students enhancing student participation. Finally, from student-paced game modes to game creation projects, Kahoot! powers up independent study and help learners become leaders.
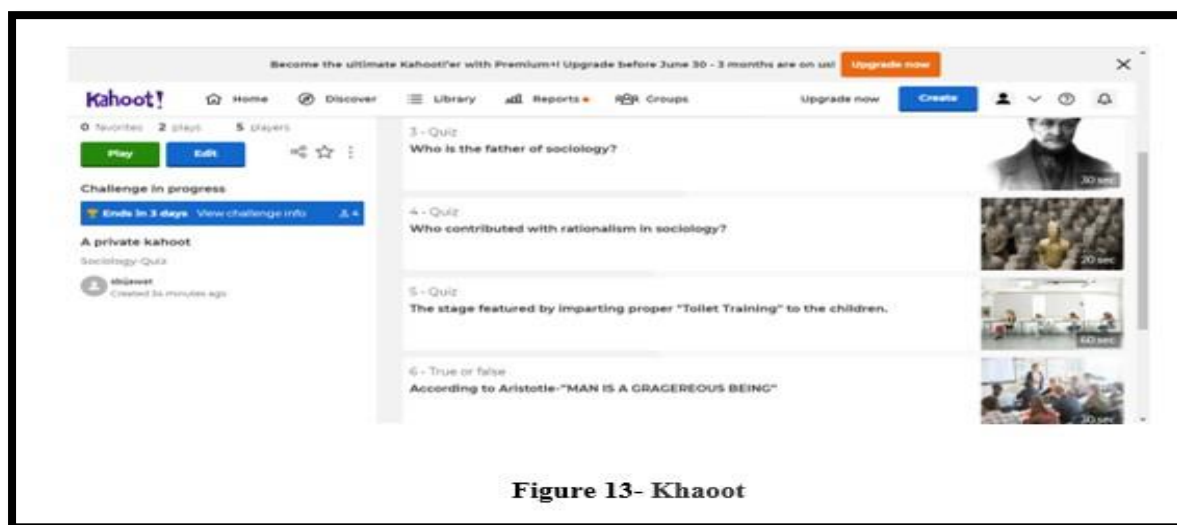
Figure 13- Khaoot

3.Conclusion

It is during our darkest moment that we must focus to see the light"-Aristotle

The current pandemic has placed the whole world at a standstill and there is no specific timeline on when the situations will stabilize. The corona virus outbreak has left many of us feeling frightened, worried and overwhelmed. This is affecting people and the professions in different ways. The lesson learnt during this period is helping the people in reimagining and reshaping may spheres of their life. What is very certain is that the people are learning valuable lessons through this global pandemic and life after COVID will surely change for better.

One of the prominent sector which is undergoing the drastic changes is the field of education and learning. A change in the teaching methodology from classroom to remote, is modernizing the entire education sector whether it be schools, colleges or universities. The post covid phase will see the parents and students focussing on home-schooling, accessing virtual classrooms, opting for online certification and the use of smart educational technologies. The blending of the virtual methods will become the next normal for all students, teachers and educational institutions.

Presently asynchronous and synchronous teaching formats are trending. These methods are emerging as popular alternative methods to conduct the classes while maintaining social distancing till the pandemic is not over completely. Both the teaching methods are the blending of web-based learning and digital learning and to a greater extent are successful in enhancing the degree of attention, passion, curiosity, interest and a level of optimism among the students such that the overall spirit of learning remains intact during these tough times.

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