Economics Education in a Post-Pandemic World: Issues, Challenges, and Opportunities

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Abstract — This paper discussed the concept of economic education, which includes the subject matter, teaching tactics, evaluation of strategies, and general interest material in economics from elementary school to graduate school. The paper then highlighted the impact of the COVID-19 pandemic on organizations, businesses, and the academic sector, which is tackling pandemic dangers. It aimed to analyze the issues, opportunities, and restrictions confronting economic education in the post-pandemic world. The paper draws on empirical studies to provide insights into the challenges and opportunities in pandemic and how higher education institutions are filling the gap in pandemic demand. Thus, its contribution of this paper is to present a thematic analysis of the examined literatures and research, both foreign and domestic, on the concerns, challenges, and opportunities in pandemic, providing perspective for a global post-pandemic period. The paper also highlights how higher education institutions fill the gap in pandemic demand.

Keywords — Economics education, higher education institutions, pandemic demand, concerns, challenges, and opportunities, global post-pandemic period

I. Introduction

Economic education encompasses the subject matter to be covered, the teaching tactics to be employed, the evaluation of those strategies, and material of general interest in economics from elementary school through graduate school (van Wyk, 2015). During the COVID-19 epidemic, organizations are utilizing crisis management approaches to protect their consumers and stakeholders, forming a new normal. Businesses are swiftly reopening, focusing on digital transformation, building digital platforms for employee convenience, and increasing consumer services, to name a few operational changes (Ajmal et al., 2021). As a result, from the perspective of the post-pandemic world, this essay analyzes the issues, opportunities, and restrictions confronting economic education in the midst of a pandemic.

The academic sector is tackling pandemic dangers, according to empirical studies, Jha (2020); Francisco et al. (2020); and Berwick (2020). Technology-assisted classrooms have risen to prominence not just in universities and colleges, but also in schools and, in some circumstances, preschools (Jha, 2020). The new normal in education, according to Francisco et al. (2020), is a shift in teaching strategies from one-size-fits-all to individualized and differentiated learning, a shift in responsibilities in which family members actively participate in the teaching and learning process, and a shift in learning evaluations.Berwick (2020) stated that virtual learning, whether presented as a temporary or permanent solution, is now posed as a solution so that teaching and learning can continue despite lockout and restricted physical engagement.

The findings of the quoted authors demonstrate how higher education institutions fill the gap in pandemic demand. In the Philippines, the COVID-19 epidemic has had a significant influence on higher education institutions. The country immediately chose online education. Some teachers videotaped and uploaded their classes online for students to access, while some were even more creative (Fox, 2007), using Google Classrooms, WebQuest, and other online services, but the vast majority of teachers are unprepared to deal with online education. After three days of the national memorandum for alternative delivery, the Commission on Higher Education (CHED) suspended online instruction due to an increase in the number of students, including teachers, who objected to online learning for a variety of reasons. The truth is that many higher education institutions in the Philippines, both private and public, are not equipped to deploy this online system (Toquero, 2020). As a result, this article differs from the referenced authors in that it will present thematic analysis on the examined literatures and research, both foreign and domestic, on the concerns, challenges, and opportunities in pandemic, providing perspective for a global post-pandemic period.

II. Methodology

This paper presents literature review in which text information provides information and discussion. Thus, its synthesis highlights its general overview of the detailed discussions.

III. Results and Discussion

The following literature review provides a brief overview of the paper's findings and discussions. It discusses the challenges and opportunities faced by higher education institutions during the COVID-19 pandemic and suggests that educators, administrators, and staff need to work together to deliver quality education to learners in the midst of barriers. Also, it highlights the importance of adopting new approaches to teaching and learning, such as modular learning in flexible learning modalities that include synchronous and asynchronous activities, modules, and the like. It suggests that students must take responsibility for their learning and become more self-directed in the new learning environment. The paper also emphasizes the benefits and drawbacks of the new normal learning setting, which is the employment of modules in a blended learning system. Hence, the paper provides insights into the challenges and opportunities faced by higher education institutions during the COVID-19 pandemic and suggests ways to adapt to the new normal and adopt new approaches to teaching and learning to ensure that learners receive quality education despite the challenges posed by the pandemic.

The challenges and opportunities

The COVID-19 pandemic has produced tremendous economic, social, and political issues around the world. It has resulted in an educational crisis as well as a health crisis. According to the

UNESCO Learning Protal (2020) study, during lockdowns and quarantines, 87% of the world's student population was affected, and 1.52 billion students were absent from school and related educational institutions. Because of the suddenness, ambiguity, and volatility of COVID-19, the school sector has been rushing to accommodate the shifting learning landscape.

As a result, the global closure of educational institutions in an effort to control the virus's spread has affected 90% of the world's student population. An significant aspect is the necessity to limit the immediate impact of school closures on the continuity of learning among students. Teachers' viewpoints are just as significant as learners' because they are the ones who provide and support the learning process. Teachers must handle current difficulties successfully in order to allow learner differentiation, learner-centeredness, and learner learning (Chi-Kin Lee, 2020; Edizon, 2020; Hijazi, 2020; UNESCO, 2020).

The importance of adopting new teaching-learning approaches

These facts are corroborated by Camacho and Legare (2016), who argue that the epidemic forces the academy to adopt a new platform for teaching and learning delivery that students must accept. In this environment, students must take responsibility for their learning, become more self-directed, and decide how much time they will spend learning outside of the classroom. Students are expected to read, understand, and complete work without the assistance of teachers in the new setting. They are compelled to engage in self-directed autonomous study.

The findings of Oraif and Elyas's (2021) study on student involvement during the COVID-19 imply that both interactive online design and the facilitation of online courses with the use of design learning modules can boost student interaction. Imposing instructions is vital, thus teachers must be skilled at time management and discussion techniques. Fraysier (2020) and Tualaulelei et al. (2021), as cited Esquierdo-Pitogo & Ecle (2021), that student engagement is an important predictor in minimizing school dropout and increasing student achievement. As a result, student involvement serves as an incentive for enhancing students' learning opportunities.

According to the findings of Atkinson et al. (2021) in their study on performance and image boosting pharmacological interventions among healthcare professionals, the e-module supplied material that was viewed as beneficial for the current and future practice of Healthcare professionals (HCPs). However, several individual, organizational, and societal barriers have been identified as impeding the e-module from becoming an accepted and normalized aspect of the HCP workforce, including the need for up-to-date evidence, the time-consuming nature of completing the e-module, a lack of organizational support, the use of overly complex language, and the module's potential to reinforce the stigmatization of PIEDs (performance and image enhancing drugs).

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The benefits and drawbacks

According to the pie news team (2020), there are benefits and drawbacks to this new normal learning setting, which is the employment of modules in a blended learning system. Educators expressed concern about the usage of modules in blended learning approaches, claiming that they are under pressure to handle and adjust while also managing time. Educators are finding it difficult to develop relationships and understanding with their students, and they are concerned that their interactions have become depersonalized, and that face-to-face communication has already vanished. However, according to the survey, most students prefer online learning since it is more convenient, saves time, is more flexible, and provides for assessment satisfaction.

According to Cheng and Abu Bakar (2017), utilizing a teaching module to teach English rather than a textbook is intended to encourage active learning and improve critical thinking as well as problem solving skills. It allows the lecturer to undertake formative assessment in the classroom. Standardized textbooks have their own styles, and their contents, amount of topic coverage, and organization can all have an impact on the teaching and learning environment. As a result, the adoption of a module creates a more adaptable learning environment for both teachers and students.

According to Salandanan (2001), matching modules to students' levels of readiness and cognition is a key ability for teachers' effectiveness and efficiency. This educational source is distinguished by a small-step, sequential, concept-and/or skill-oriented framework of a specific unit learning. Furthermore, using Self-Instructional Modules (SIMs) to impart core knowledge to learners is an effective method that allows for more meaningful dialogues than teacher-centered lectures. As a result, it can also be an effective method for remediation sessions, particularly for slow learners, as well as for carrying out enrichment activities for quick learners.

Those named Siregar et al. (2020) investigated the usefulness of the Geometry Discovery Learning Module (D-Geometry Module) in increasing secondary school students' reasoning skills, communication, and self-confidence in mathematics. Their findings demonstrated that combining learning theories with discovery learning in Geometry helped increase students' thinking, mathematical communication, and self-confidence. The Discovery Learning Module, rather than traditional learning, has a greater impact on student engagement. To enhance classroom learning, the D-Geometry module should be used as a teaching resource for teachers, students, and curriculum.

Saranyaga (2020) investigated the usefulness of Quizlet Live, a developed app, for a review activity in English classrooms at the university level in Japan vs traditional tactics that did not use technology. He followed up with a worksheet activity in which students matched the language with its meaning after testing them with the computer. The results showed that using the Quizlet app for a review improved learners' involvement in vocabulary acquisition more than the traditional method. When used correctly, these game apps provide a new dimension to our

education. It gives an alternative to the traditional classroom setting while simultaneously reinforcing the concepts that students are learning.

IV. Conclusion

The literature and readings on the issues, challenges, and opportunities in pandemic that give perspective and insights for a global post pandemic era particularly in the new normal curriculum that underscored its relevance paving for the enumerable external and internal benefits to curriculum. For instances, the authors and articles: Protal (2020); Chi-Kin Lee (2020); Edizon (2020); Hijazi (2020); and UNESCO (2020) noted the crucial role of teaching-learning module as the response to unprecedented COVID-19 pandemic. Furthermore, pie news team (2020) and Cheng & Abu Bakar (2017) highlighted the advantages and disadvantages, and the barriers of implementing and delivering learning module.

The related literature, both foreign and local, emphasized how COVID-19 altered people's way of life all across the world, especially the education sector, individuals are encouraged to maintain a safe distance and limit their education . This global outbreak forced educational institutions around the world to cancel face-to-face classes, requiring schools that were still in session to quickly adapt to online delivery . In addition, the sudden shift in the educational paradigm urged schools from basic education to higher education to come with a new approach of teaching and learning such as modular learning in flexible learning modality that includes synchronous and asynchronous activities, modules, and the like.

The disadvantages, challenges, and positive impact of teaching-learning module by different authors could be the basis for any academe institution, particularly in higher education, which is planning to continually improve the curriculum pedagogies. They reinforce the vein targets in this paper. Through these different articles, the researcher finds stregthn in pursuit as response to the gaps identified on factors concerning the issues, challenges, and opportunities in pandemic that give perspective and insights for a global post pandemic era. Hence, delivering quality education to learners lies in the hands of every concerned educator, administrator, and staff of higher education institution who is committed to make its education system work in the midst of barriers.

Lastly, the paper provides insights into the challenges and opportunities faced by higher education institutions during the COVID-19 pandemic. The need for educators, administrators, and staff to work together to deliver quality education to learners in the midst of barriers. The students must take responsibility for their learning and become more self-directed in the new learning environment. It emphasizes the importance of adopting new approaches to teaching and learning, such as modular learning in flexible learning modalities that include synchronous and asynchronous activities, modules, and the like. It highlights the benefits and drawbacks of the new normal learning setting, which is the employment of modules in a blended learning system. The

practical implications of this paper are that higher education institutions need to adapt to the new normal and adopt new approaches to teaching and learning to ensure that learners receive quality education despite the challenges posed by the pandemic.

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