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# Adopting Remote Teaching in the Time of Covid-19: Challenges and Opportunities

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## Adopting Remote Teaching in the Time of Covid-19: Challenges and Opportunities

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### Abstract

In the wake of the global pandemic - COVID-19, the transitioning of the ongoing education journey into Remote Learning poses challenges and evolving opportunities to thousands of instructors, educators, stakeholders, and learners. This unprecedented COVID-19 situation has mainly situated the teachers and learners into the uncomfortable position for not only having to continue teaching-learning online classes for the first time but also to do it without any notice or **preparedness**. Behind such backdrop, this paper attempts to explore the challenges and opportunities for adopting Remote Teaching in the time of COVID-19. To this end, this study devised a survey questionnaire for students of Shaqra University, Saudi Arabia, to have a ground reality of the situation and prospects of teaching-learning online. The collected data were analyzed qualitatively and quantitatively. The study result suggests that in response to the immediate impact of school closures, it is necessary to facilitate the continuity of education for all through remote learning mode, which is safe and suitable for the current world situation by ensuring the digital devices, internet infrastructure, the availability of the communication network to the peripheral users in rural interiors and teacher-students training for new survival digital skills. The study also reflected that the excellent benefits of learning technology and media apps help continue the wheel of education through impacting the learners' motivation and immersion to learning. Moreover, this study will be contributing literature in shaping higher education in the post-Covid-19 pandemic era.

**Keywords:** covid-19 pandemic, Digital skills, education disruption, online learning platform, virtual learning, challenges

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## Introduction

The deadly lingering Covid-19 pandemic has disrupted the affairs of global education like other areas, such as economy, business, commerce, industry, work-habits, transportation, tourism, travel, banking and financial services, people's ways of life, and so on. The consequences of the pandemic have brought the closures of schools, colleges, universities as well as canceling study-abroad programs, conferences, sports events, university-sponsored travel, and closed borders. According to UNESCO (2020a), globally, "Half of the total number of learners – some 826 million students – kept out of the classroom by the COVID-19 pandemic"(p. n.d) . As the threat of Coronavirus continues to spread, with no apparent cessation of surging infections, a dramatic rethinking of continuing academic activities comes into being by moving classes online in the name of remote teaching, distance-education, or e-learning model. Regarding the teaching model, either online or remotely learning, Cynthia Golden opines that "We are not launching 'online learning' at colleges and universities during the COVID-19 pandemic. Instead, we are living through a period of temporary, remote teaching" (Golden, 2020). Some critics have also raised questions about whether "... an online-only model would penalize students who may not have access to digital tools or the internet. Still, many institutions are looking to online learning as a way to salvage students' education in the wake of the pandemic" (Chronicle, 2020, p. 3). Many countries globally are struggling to continue education during the pandemic by adopting a remote teaching model as a temporary or short-term solution. In line with this practice and in response to the threat of the new Coronavirus, the Saudi Ministry of Education (MOE) also took a decision to adopt a remote teaching mode since the beginning of March 2020. In the light of this decision, Shaqra University of Saudi Arabia adopted remote teaching and experienced both positive and negative aspects of the new teaching mode. In a report according to the Saudi Ministry of Education, it is stated that "Integrated and remote education was one of the proposed plans before the spread of the Coronavirus. The emergency events helped with its implementation even though some peripheral regions do not have the necessary components of a fast and effective communication" (Desk Report, 2020, p. n.d). Behind this perspective, this study aimed at exploring the challenges and opportunities of Remote Teaching in the time of COVID-19 through a survey questionnaire for students of various departments at Shakra University.

The Covid-19 pandemic has impacted almost 185 countries through school closures by "[...] impacting hundreds of millions of students" (UNESCO, 2020-C, p. n.d) To save and safeguard against the potential risks of coronavirus infections, Shaqra University moved to distance learning by using the potential opportunities of learning technology in March 2020. Here, it is necessary to cite, according to the General Directorate of Education, Jeddah that "Six million students are carrying out their studies through virtual schools online and 1.6 million university students have benefited from distance learning" (Report, 2020, p.n.d). Therefore, it is essential to think about how the future of remote/online teaching may be workable and customizable for securing a safe learning venue for everyone. That's why, this study attempts to investigate the matter of concerns and opportunities of remote learning towards formulating a sustainable and accessible education for all the students by addressing the gaps and essential needs of those learners who are really in need of support to adapt to the new mode of teaching-learning approaches online.

**Literature Review**

As this research is the latest one and the related literature about the adoption of remote teaching and the impact of Covid-19 on education is not available in the Saudi context, this paper reviews related literature and issues from the global context.

***Covid-19 and Education Disruption***

Seetal, Gunness, & Teeroovengadam (2021) mentioned that COVID-19 has caused a global rush of universities to transfer their courses online to maintain continuity in student teaching and learning, and found academics' uneven familiarity with technology and the need for more "at-the-elbow" technological support during crises to be significant, as well as a need for more leadership to deal with complex situations.

The COVID-19 pandemic has disrupted global education and affected the life of people regardless of nationality, level of education, income, or gender, along with various sections of life and institutions. Education is no exception to this criterion. "The lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures" (p.4) in almost all the global countries (Schleicher, 2020). According to UNESCO (2020a) globally, at least 1.5 billion students and 63 million primary and secondary teachers are affected by the unprecedented disruption caused by the COVID-19 pandemic with school closures in 191 countries. In such a situation, this study attempts to find out the ways how teaching-learning during and post-pandemic can overcome the challenges by leveraging the EdTech opportunities.

***Lack of Internet Facility and Accessible Learning Devices***

Though there are opportunities in remote teaching-learning, there are also some challenging practical issues. Contact North Nord a Canadian education online management points out the following critical aspects while adapting remote teaching:

[...] not all students are as fluent and secure in their use of technology for learning and assessment as their continuous texting may indicate (Nord North, 2020. p.8).

The WB report (2021) releases that "One of the limitations of emergency remote learning is the lack of personal interaction between teacher and student affecting 185 million students" and [...] Nearly 1.6 billion learners across the world have been affected by the largest disruption of education systems in history" (UNB, 2020).

Covid-19 has affected "Half of the total number of learners – some 826 million students ...[who] do not have access to a household computer and 43% (706 million) have no internet at home, at a time when digitally-based distance learning is used to ensure educational continuity in the vast majority of countries" (UNESCO, 2020a). In fact,

This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education and the supportive environments needed to focus on learning, up to the misalignment between resources and needs ( Schleicher, 2020, p. 4 ).

In the new normal situation, equitable education for all has been a matter of concern globally. In this regard, Konikkal (2020) reports in featuring the norm of educational practices and challenges during Covid-19 in India that

online education has its own limitations too. The main hindrance is the DIGITAL DIVIDE due to the non-availability of high-speed internet in rural and remote areas. The inclusive educational system cannot function in keeping the underprivileged out of this exercise. The second issue is the financial backwardness of the students [... who] still cannot afford to buy good quality smartphone or laptop which is a necessity for the online educational system.

### ***Technology-enabled Opportunities***

Where there is a problem, there is a solution. Challenging situations help develop our potentialities because it unveils the weaknesses and we can repair and strengthen our failings for a better future. In fact,

Every challenge opens up a new opportunity! Higher education has many possibilities and challenges during the “keep social distance” period. India is one of the largest nations with many geographical variations, which makes the learning process a difficult proposition in this period. But online classes using various platforms offer big opportunity to reach out to students in remote locations. Virtual classrooms have already become a popular reality (Konikkal, 2020, p.n.d ).

### **Cost-expensive Equipment / Tools**

In teaching-learning remotely or online, the teachers and students need some technical and financial support. Practically, it is very difficult to manage for many persons, institutions, schools and stakeholders because it requires a huge budget. To teach/learn online, some technological equipment are needed, such as

A computer, laptop or tablet with a webcam/camera; A good internet connection; A headset if background noise is an issue; A platform on which to teach live lessons; A means of communicating with students asynchronously (to manage homework, assignments, questions, etc.)! (Warwick, 2020, p. 2).

This issue can be a barrier and challenging one to switch on to remotely learning practice.

### **Self-paced Learning Opportunity**

Digital learning optimizes student-oriented own pace of independent, flexible learning opportunity. Stephanie Norman (2016) talks about the advantages, like self-paced learning, learning from anywhere, comfort, low costs, etc., of Online Learning/Distance Learning without leaving home, which are very important and relevant to the present situation of COVID-19, an era of global crisis. Online classes offer flexible learning schedules and opportunities. If a learner fails to attend the live lesson for any reason, he can see recorded lecture later in his convenient time. So, it is an added opportunity in online learning format more than a face-to-face classroom system.

***Effective Virtual Learning***

To make virtual learning effective, the students and teachers need to formulate practical strategies, be willing to learn, using data analytics and engaging in continuous improvement. In this regard, McGee, Windes, and Torres (2017) considered some facilitating features of virtual teachers, such as (a) their online teaching experience; (b) personal characteristics such as curiosity, tenacity, and organization, and professional skills such as technical skills; (c) instructional design experience; and (d) effective teaching styles while Bailey and Card (2009) pointed out eight areas related to experienced online instructors: fostering relationships, engagement, timeliness, communication, organization, technology, flexibility, and high expectations. So, it is suggestive that teacher-student's willing subservience, technical skills, and readiness can take the next level of virtual learning a success.

***Digital Resources***

In the wake of COVID-19, remote teaching-learning faced a scarcity of digital learning resources, tech tools, and learners' capacity to afford the digital equipment. Digital resources for teaching-learning are referred to the materials such as "technology-based multi-media content specifically designed for education and training purposes" (Churchill, 2017, p. 2). It includes the content, instructional materials, and tools that students and teachers use for teaching-learning support. Digital resources, such as e-books, Web content, educational videos, animation, simulations, interactive multimedia, podcasts, and open educational resources have become more user-friendly, and easier to access (Kumar, Martin, Budhrani, & Ritzhaupt, 2019). Learning activities are designed for students to involve them in inquiry-based, problem-solving, project-based or collaborative work for attaining learning outcomes. It is essential for instructors to align learning resources with "[...] context, curriculum, and outcome based on credibility, clarity, validity, reliability, accuracy, currency, accessibility, usability, and quality of course resources" (Varvel, 2007, p. n.d). Therefore, the current research addresses this gap of digital resources towards a meaningful education journey today and tomorrow.

***Digital Divide' and Inequalities***

Without any doubt, over the last decade, there is remarkable progress in innovative teaching-learning with the integration of technology and internet connectivity. The students who have access to devices and connectivity enjoy the benefits of infinite convenient digital resources and online learning. But every child is not the fateful beneficiary of this Edtech because of not having access to digital devices or internet connectivity at home and this issue underscores the inequitable education, which is termed as 'Digital Divide' and inequalities. HRW (2021) (Human Rights Watch) pointed out that "Covid-related school closures affected children unequally, as not all children had the opportunities, tools, or access needed to keep on learning during the pandemic" (p.n.d). The global pandemic has added this problem on a wider scale. In this regard, Schleicher (2020) points out that

Students from privileged backgrounds, supported by their parents (...) able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems (...) and



the supportive environments needed to focus on learning, up to the misalignment between resources and needs ”(p. 4).

Like many countries,

“more than 25% of U.S. homes lacked internet access, according to the Pew Research Center. In an April survey from Pew, over six times as many lower-income parents said their kids would have to use public Wi-Fi to complete their schoolwork because there wasn't a reliable internet connection at home during the pandemic” (Shakya , Fasano , Marsh, & Rivas, 2020, p.n.d ).

Therefore, it is important to address this gap to ensure those students to get access to learning resources and devices as well.

### ***Learning and Assessment***

Learning and assessment go side by side in any academic activity. Learning occurs through relational activities created by instructors to offer experiences and opportunities for learners to construct and use knowledge from digital resources. Koohang, Paliszkievicz, Klein, and Nord (2016) suggest that learning activities must be intentionally designed for deep knowledge construction and critical thinking in online courses, and such is only achievable with appropriate scaffolding of activities. In virtual mode of teaching-learning, active learning strategies, such as project-based learning, problem-based learning, cooperative learning, collaborative learning, and peer learning, can enhance individual or group activities online (as cited in Kumar, et al., 2019). Students' learning progress filters through authentic assessment. 'So' is also a vital issue for remote/ virtual teaching-learning paradigm.

Seemingly, the above-related literature review reflects the importance of technology-enabled remote teaching and enhances the value of the present research.

### **Method**

The study follows a qualitative research technique. MS excel and pie-chart are used to show the percentage of the participant and response to the each option of the question.

### ***Research Context and Population***

The study was conducted among the students of Shaqra University, Saudi Arabia from different departments. The participants were chosen on a random basis. A total of 30 students from departments of English, Business, Engineering, Medicine and Education took part in this study. These students were engaged in remote learning via the Blackboard platform (LMS) from some remote locations in response to contain the spread of Coronavirus since March 2020. In 'so' doing teachers, students, and university experienced some challenges and viable opportunities. This study is a kind of survey searching for ground reality concerning Remote Teaching towards creating a thriving learning hub.

### **Research Procedure and Questionnaire**

The data collection instrument was chosen a research MCQ questionnaire (See Appendix-A). The researcher sent a questionnaire to 35 students via *e-mail*, *Facebook*, and *WhatsApp* in between

April and May of 2020. There were multiple-choice questions as well as questions asking for short suggestions, offering the respondents free will. The pedagogical goal of the survey was explained in the appendix and asked the participants to answer the questions. They answered the questionnaires pretty willingly, and most of them made some precious suggestions.

The questionnaire for this research quests for students' personal reflections and experiences about 'Remote Teaching-learning in the time of COVID-19'. Practically, this research is designed to capture the ground reality concerning the issue discussed as "personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange" (Marshall & Rossman, 2006, p. 100). Out of 35, a total of 30 questionnaires came back, representing a response rate of 86%.

## Results

The collected data were analyzed qualitatively. The data of the questionnaire were sorted out, and the percentage of participants offering the same response was also calculated. Actually, throughout the data analysis processes, the researcher tried to "[...] describe patterns and themes from the perspective of the participant(s), then attempt to explain these patterns and themes" (as cited in Liton, 2012, p. 137). To this end, tables and figures are drawn below to show the percentage of the result of data analysis.

The research survey in question number: One and two attempted to explore the students' feedback about their perception and understanding of lessons during remote teaching like a face-to-face classroom teaching-learning. The students reflect very positive responses and it sounds very much encouraging during the unprecedented time of crisis due to the COVID-19 pandemic. Here, 83% of the respondents reported that the virtual class was interactive and engaging, which is one of the offshoots of the effective teaching (see Figure one). It opens new ways of overcoming the standstill situation and continuing the journey of education with the help of digital tools and virtual mode of teaching-learning practices. The presence of the 17% participants in the negative experience underlines traction of more attention and care of students' readiness and understanding of virtual lecture.

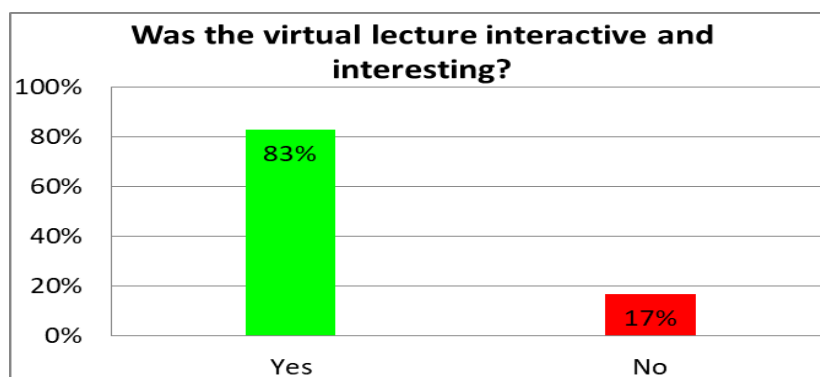


Figure 1. Was the virtual lecture interactive and interesting ?



In the 3<sup>rd</sup> question, the researcher wanted to find out the problems and challenges faced by the students during the virtual teaching-learning process. Forty-seven percent of the students experienced internet connection problems, either no network coverage or weak net connection which has challenged the equitable education for everyone all over the world. In this connection, it is important to cite according to Sue Dynarski, a professor of economics, education and public policy at the University of Michigan, who points out that

“[...] the digital divide has existed for a long time and that the pandemic has only brought it into “sharp focus,” revealing “enormous inequalities. [...] The technological challenges are large and they are very much connected to a family's financial resources” (Shakya , Fasano , Marsh, & Rivas, 2020).

The result also shows that 27% of students found signing in problem with the LMS platform during the virtual session though they had proper network connectivity. This technical issue related to the platform tool needs to be corrected and customized. Interestingly, 37% of the total respondents did not report any technological hazards and challenges during their virtual class while some of the participants did not say anything negative or positive. The participants' responses are sorted out into structured answer in the following table:

Table 1. *Learners' self-exerted Problems and Challenges*

Categories of Problems and Challenges	Statement	Responses	Percentage (%)
Internet Connection	Some of the students faced some difficulties in connection to the platform during the virtual class.	14	47%
Sign In	Sometimes, students were unable to sign in to the platform to participate the virtual lecture though there was strong net support.	8	27%
Sound Interruption	Some students could not listen to the lecture during the live virtual lecture.	9	30%
Attendance	Some students reported that their attendance rate was not accurate what was shown on the platform site.		
Not Available learning Materials	Sudden decision to virtual learning entangles teachers & students in a problematic situation due to not having digital resources because it	23	77%

	is the opposite to traditional teaching-learning practices.		
No Problems	Some students did not face any problems during the virtual class.	11	37%

The fourth question explores the patterns of changing assessment system due to the sudden move to virtual teaching-learning and its effect on students' achievement in the form of grade-point. The Saudi Ministry of education brought the modified assessment measure in order to support the on-going education and teaching-learning processes amidst the crisis. In fact, assessment is a very significant issue in the educational process in any context. Readily, students' success in learning progress and achievement filters through proper assessment system. The majority of the participating students (87%) reported that modified assessment was good and it did not affect their grade-point while 13% students were affected by the new assessment measure (See Figure two).

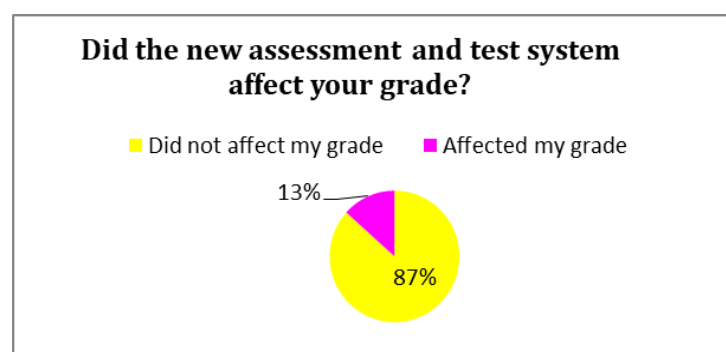


Figure 2: Did the new assessment and test system affect your grade?

The presence of 13% affected students underlines the fact that these students failed to understand the new assessment system and they were not ready for the new system. Under such perspective, it is suggestive that the teacher/school administration should bring the issue to students' clear understanding of the system through training, advertisement on the university website and sharing data with them.

Finally, the 5<sup>th</sup> question also offers the open-ended option to the participants to provide more suggestions or comments for formulating effective and pragmatic virtual classroom learning practices in coming academic session. Majority of them offered suggestions but few did not have any. Students' suggestions are reported into structured answers (See table two). Ninety-three of the respondents suggested that the platform needs to improve its quality and fix the technical problems that they face. 80% participants laid emphasis more on students' training on how to use the platform (LMS) for learning. 83% of the respondents pointed out that a synchronous and asynchronous mode of teaching is more flexible and student-oriented than a face-to-face teaching mode does. Interestingly, 73% participants recognized remote teaching format as a good way of teaching in future and current situation.

Table 2. *Students' self-reported suggestions*

Items of Suggestion	Particulars	Responses	Percentage (%)
Platform to improve better & user-friendly	Shaqura University needs to improve the platform and fix the technical problems that students face.	28	93
Continuation of this method of remote teaching/ distance learning	Students really liked remote teaching and recognized it as a good way of teaching in future.	22	73
Safeguard against the Virus Infection	Remote Teaching serves as a safe and secure learning mode from home in the time of Covid-19. It also supports uniquely to unlock the imminent education stalemate with the school closures in response to contain the flatten Corona infections globally.	26	87
Students' training	It is needed to arrange students' training for how to use platform (LMS) for learning.	24	80
Flexible learning option	Synchronous & asynchronous mode of teaching is more flexible and student-oriented than face-to-face teaching mode does.	25	83

It is manifested from students' self-reported suggestions that remote teaching is a mostly effective and flexible ways of continuing education during COVID-19 infections.

## Discussion

This study based on data analysis and literature review finds some important points of impressions related to Remote Teaching in the time of Covid-19. Here some of them are mentioned in terms of challenges and opportunities and subsequent points of suggestions:

### Challenges

Thousands of teachers and students around the world during schools closure due to the spread of Coronavirus faced the sudden shift to move their teaching and learning online. It seems a daunting task for many teachers and students because everyone is not skilled and fan of technology. Seemingly, every crisis brings challenges and opportunities for a better mean. Like other students globally, Saqra University students faced the following challenges:

**Internet Connection/ Tech Facility:** Many students (47%- see data analysis Q.3) faced some difficulties in internet connection during the virtual class. This has been a global issue.

**LMS Platform Fault:** Several times, student-teachers face technical faults of the platform-Blackboard in logging in to the classes. Sometimes, it creates panic among them.

**Attendance:** On the Blackboard (LMS) site, the learners found inaccurate rate of attendance increasing their tension and fear of deprivation.

**Lack of Digital Resources:** Teacher-students find the need of digital resources due to virtual mode of teaching and assessment (see Table one). It happens for the unexpected shift to the new norm.

### *Opportunities*

Although the remote teaching mode of education has its limitations, there are several advantages that triggers eLearning industry to be the imminent revolution in today's and tomorrow's education landscape. To this point, Stephanie Norman (2016) talks about the advantages, like self-paced learning, learning from anywhere, comfort, low costs, etc. of Online Learning/Distance Learning without leaving home which are very important and relevant to the present situation of COVID-19, an era of global crisis (Norman, 2016). Some of the potential opportunities to leverage in the time of crisis are cited below:

**Engaging Learning:** 83% of the student participants found the virtual class interactive and engaging which is one of the offshoots of the effective teaching (see Figure one). It opens a new way of overcoming the challenging situation and continuing the journey of education with the help of digital tools.

**Flexible Learning:** Students (83% - see Table two) experienced remote teaching-learning as a mode of a flexible and student-oriented option than the face-to-face classroom.

**Safe Home Learning:** According to 87% of students' response (see Table two), Remote Teaching enables a safe and secure learning mode from home in the time of Covid-19. It also supports to continue the imminent education stalemate with the school closures in 192 global countries at the time of deadly Covid-19 pandemic.

**New Life Skills:** Technology-enabled learning requires digital skill which is one of the 21<sup>st</sup> century life skills that students must acquire to thrive in tomorrow's world. Global pandemic hastens and forces us to learn and master this technology skill to sustain the on-going life in a way or another. Thus, Covid-19 crisis turns into boons and blessings.

### *Suggestions*

In the clench of a worldwide pandemic, online teaching has become the norm. Based on the research review and data analytical results, this study addresses some essentials suggestions towards delivering an engaging and fruitful remote/ online teaching-learning.

### *Teachers' Training*

Empowering teachers through Professional Development activities is a key to leverage the education practice and digital opportunities. Online learning requires faculty and students to learn new skills and strategies. So, it is now the time to consider designing, implementing and launching

an online student orientated curriculum, LMS training, and faculty development for effective online teaching and designing towards a golden mean.

### ***Peer-to-peer Assessment and Break-out Rooms***

By using the Break-out Room option in LMS/ Platform tool, teachers can group their students to create an interactive discussion and engaging activity and in the same way by applying peer-to-peer Assessment technique, teachers can facilitate an engaging and interactive learning environment while conducting virtual teaching session.

### ***Collaborative Support for Students***

Participating students thought that they need training/ workshop on how to participate virtual classroom by using technology. In fact, students are struggling more than ever. They need extra support and flexible deadlines rather than penalties. It is also essential to ensure learners' free will and liberal mind without controlling what they are doing on their screens. Instead, it is needed to focus on building trust, relationships, respect and guide by offering clear expectations and transparency for synchronous and asynchronous (blended) learning activities. In addition in case of any problem, it is suggestive to prioritize support for both teachers and students to better deal with such challenges in the future and to establish robust, coherent and contextualized solutions to address education needs in the short-term and long-term for a sustainable progress.

### ***Internet and Financial Issues-Trouble-shooting Solutions***

Hazards and distractions related to internet access, learning platform's (LMS) technical failings, disadvantaged learners' inability to cost-effective tools and so on should be addressed in a trouble-shooting manner to ensure equitable learning opportunity for all. Online/remotely teaching will be successful only if it touches every student. For this, the aforesaid issues have to be tackled. In this regard, it can be mentioned that

“The internet infrastructure in the country needs to be leapfrogged first. Penetration of the communication network to rural interiors must get paramount importance. This task can be executed by governments only since the spectrum and infrastructure are regulated by them. Financial backwardness can be addressed by both government and social organizations. Colleges and universities too can support students in a big way” (Konikkal, 2020,p. n.d).

It is important to cite in this context that in response to the above-cited issue, Saudi Education Ministry has urged the “Communication companies ... for providing high-speed Internet services in light of the current situation, which stressed the importance of remote learning” (p. n.d) (Desk Report, 2020).

### **Conclusion**

The current study through data analysis and literature review exposes some essential implications to the fact that COVID-19 pandemic demands a rethinking of education to address the challenges and opportunity gaps towards an equitable and safe learning model for all teachers and students in the time of ongoing and future crisis. First, to mitigate the immediate impact of school closures, it is suggestive of facilitating the continuity of education for all through remote learning which is safe and suitable for the current situation. Secondly, to ensure the digital devices,

internet infrastructure, and the availability of the communication network to rural interiors must be a principal priority. This task should be executed by governments only since these issues are regulated by them. The vulnerable and disadvantaged learners' financial backwardness can be addressed by both government and social organizations along with benevolent persons and universities, too. Thirdly, to thrive in such critical situations and meaning-making remote/virtual learning, teacher-students need to be equipped with new technical skills and mental readiness through training and workshop. It also requires available digital resources (such as e-books, Web content, educational videos, simulations, multimedia, podcasts, etc.). It can be assumed in line with students' perspective and research analysis that Remote Teaching mode can be a boosting way of overcoming the standstill situation and continuing the journey of education with the help of digital tools if those challenges are addressed properly. Finally, it is hoped that the insights of this study can be helpful to the many countries, researchers, teachers, students, and education stakeholders worldwide who are involved in the matter of struggling to continue education during the Covid-19 pandemic.

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## Appendices

