

## **A Survey of Teaching Resources for Tertiary Education in the Context of the New Normal**

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### **ABSTRACT**

In the country and internationally, Covid-19 has made a huge improvement in the educational sector. All the organizations have now resorted to online learning, which has allowed administrators, instructors, and the society explore better platforms for their learners. Virtual classes are held everywhere and during this pandemic, teachers are asked to identify the best Online Teaching Resources (OTR's). The objectives of this qualitative study was to identify the different OTRs relevant to tertiary education and the new normal context and to critically analyze the benefits, drawbacks, and usefulness of these resources in tertiary education. The documentary analysis was used in the simulated learning system to identify, review, analyze, compare, and contrast the usefulness and practicality of the OTR's. Findings show that these OTR's were identified as: (1) Learning Management System (2) Assessment Methods and (3) Surveys and Polls, among others to support the processes of teaching and learning. It was also found out that there were several online teaching resources (OTR's) open, but few of them are free of charge, and can be used at tertiary level by the majority of teachers. The challenge is to assess the specified list of OTRs for tertiary teachers and use them in the classroom environment and figure out their effectiveness in the future.

**Keywords:** Online Teaching Resources, Learning Management System, Surveys, Polls, Assessment

### **INTRODUCTION**

In the Philippines and many other countries across the world, the Covid-19 has culminated in the disruption of all schools or organisations. As a result, the HEI's switched unexpectedly from face-to-face to online distribution mode. The rise of various e-learning platforms has been noted, and their relevance has been highlighted as distinguishing online teaching tools in tertiary education is one of the most common benefits, drawbacks and usability issues. With this abrupt transition away from school in certain parts of the country, some are concerned as to whether online schooling can continue. In view of the lack of infrastructure and facilities in their respective families, students in both public and private schools can adhere to institutional policies. Their main goal is to pursue knowledge and understanding, but the adoption of technologies has been part of their thought in the pandemic.

Although many tools are available on the Internet, HEI's teachers have trouble in identifying the most useful, realistic and free online platforms suitable for their own fields. Some establishments are building capacity to provide a one-stop shop for teachers and students. For example, Lark, a Singapore-based collaboration suite initially built as an internal portal to fulfill its own development, began providing teachers and students with unrestricted video conferencing time, auto-translation capabilities, real-time project co-editing, and smart calendar scheduling, among other features [1]. Zoom and Google have offered online video conferencing for all types of meetings. These devices are available on smartphones, tablets or desktops.

In this new standard, any institution will have to come up with plans that will enable students and teachers to engage in web-based classrooms. The use of the virtual learning experience (VLE) as a technological method to facilitate the teaching and learning process has been suggested by Chua, et.al. [2]. According to them, teachers should be innovative in developing an engaging learning experience that can better fulfill the needs of today's generation of students. There are many opportunities for creating a more vibrant learning environment, like online classes, by providing students with a technology channel that fits their needs. Flexible learning has been implemented in tertiary education, as requested by the Higher Education Commission. There are, still, obstacles to conquer. All students who lack secure internet connections and/or technologies are aspiring to invest in digital learning; this gap is seen in wealth levels across nations and across countries. For eg, although according to OECD[3] statistics, 95 per cent of students in Switzerland, Norway and Austria have computers to use for their school work, just 34 per cent in Indonesia do so (OECD 2020).

Some organisations are wondering what teaching resources can be used in the classroom to encourage their learners. This study therefore focuses on the survey of numerous online teaching tools (OTRs) that may be applicable at tertiary level. Its advantages, pitfalls and also its importance have been part of this report.

### **Online Resources in the New Normal**

The Commission on Higher Education Commission (CHED) has reported that the HEI's are ready for the immediate transition of online learning to this current level. Dr. De Vera of CHED [4] argues: "We are ready because even before COVID, our top universities have been practicing flexible learning. Since quarantine, the other universities have switched to flexible learning and are looking for classes to start."

However, where there are universities who may not even afford to do online courses, the Higher Education Commission has provided and permitted Accessible Instruction, which involves a combination of electronic and non-digital technology, which, according to CHED, does not necessarily entail an Internet connection. CHED also stresses the right to select the method of distribution appropriate to such schools.

Since modern technologies and the Internet are now boundless, Bekmurat [5] argues that a laptop or tablet has already been fitted to even a young child. There is no doubt that technological developments have been part of the teaching and learning continuum. It is therefore suggested that educators use templates to successfully incorporate this into their teaching activities.

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There are a variety of OTRs that can be found on any website, but their basic functions are peculiar. Not all of the features that a teacher would like to search for are present in one app. Thus, they would end up having 2 or more OTRs. It can be noted in this review that helpful and realistic OTRs are to be used and enhance the teaching and learning process.

### **Objectives of the Study**

The goal of this research was to document the different online teaching tools used in tertiary education. These tools can enhance the processes of teaching and learning by identifying its benefits, drawbacks, and relevance in the new normal circumstance. Finally, in the context of new normal this study proposes the usage of these online services.

### **Scope and Limitation of the Study**

The research was limited to the identification in Tertiary Education of the various online teaching platforms. The usefulness, benefits and drawbacks of these OTRs in the teaching and learning process are compared and contrasted.

### **Research Paradigm**

The research paradigm utilized in this study is action research, which is usually predominant in the qualitative research setting. It includes collecting and reviewing documented teaching resources using the different OTR's. The results of the study will be for tertiary teachers to determine what is best for OTRs in their own content areas.

### **Significance of the Study**

This study provided valuable information to establish the different online educational tools that may be included in the processes of teaching and learning in tertiary education. In the context of the new normal, this may also be the justification for teachers to actually utilize these tools and to figure out their benefits, drawbacks, and usefulness.

## **II. RESEARCH METHOD**

This study used qualitative research method by distinguishing Online Teaching Tools (OTR) for tertiary education. It used the documentary analysis to view the recorded OTR's as the basis for enhancement in the process of teaching and learning. The survey of these tools was critically analyzed by comparing and contrasting their advantages, limitations and usefulness, thereby encouraging tertiary education teachers to choose the right tools in their own subject areas.

### **Data Gathering Procedure**

This research was performed in three (3) stages. The first stage was to search for empirical studies relevant to the study. The second phase was an online teaching tools survey in tertiary education that was carefully compared and contrasted using the documentary analysis. The last stage was the presentation of these Online Teaching Resources (OTRs) to faculty members in tertiary education for further evaluation of its usefulness.

### **Review of Related Literature**

Nowadays lockdown is a common buzzword that has been buzzed by people during a coronal pandemic. In fact, the lock-down is a state of emergency procedure enforced by the responsible authorities in this situation, and it is the central and state governments who

have prevented citizens from leaving their living quarters, culminating in mass quarantines and stays at home around the world since March 2020[6]. In a couple of days, there has been a huge shift of all current courses to online learning. Learning resources such as lesson plan design, teaching materials, video content and technology support teams have become an immediate necessity in the field of teaching [6]. Several online teaching-learning tools, such as Zoom, Google Meet, Facebook, and YouTube streaming, available to both teachers and students, have been used on a need-based basis [7]. Efforts to continue teaching in virtual mode have been remarkable everywhere and, given the lack of experience in similar situations in the past, the transfer has not been easy [8].

Xun, B., Zhang, C., and Zhao, J. [9] said that, in the age of the network, the network, as a digital media and content provider, with its rich knowledge services, young, insightful, sufficient, and so on, is gradually highlighting its unique charm in education and teaching. The Network is helpful in guiding students to consciously explore, unite and cooperate, dare to try and bravely learn to invent. With the development of network technology, traditional teaching methods cannot meet people's needs, online teaching as a new form of education and a means to break the time and space constraints of traditional teaching. For some reason, online distance learning in our country has begun late, but has grown rapidly [10]. Instructional design (ID) and learning design (LD) may be defined as a method or sequence of recommended steps that teachers can use to schedule, execute and assess their instruction [11]. With schools re-opening their doors the next academic year, it is important to prepare how the schools will be able to carry out their goal of implementing better education for each pupil. Since school is a public place where crowds are inevitable and children are vulnerable, there is a need to improve education policy and create opportunities for online learning platforms [12]. Giannini, S, man. [8] Claimed that this global recession has sparked a re-conceptualization of the provision of education at all stages. Intensive use of various technical platforms and tools to ensure continuity of learning is the boldest experiment in education technology – while unexpected and unplanned. Many of this guidance reflects on tools and resources that teachers should use to replace face-to-face lessons. In comparison, hundreds of 'tips and tricks' have been given to students, often without the contextualizing information required to judge which teaching techniques are likely to work[13].

The challenges do not, however, end with the current crisis. In fact, investment on schooling will be jeopardized in the coming years. As tax finances are diverted towards health and social care, despite short-term stimulus packages in certain countries, long-term public spending on education is at risk. Private borrowing will therefore become limited as the economy weakens and unemployment rises [14]. The lack of access to education technology and inventions, often referred to as the digital divide, continues to pose a threat to emerging education technologies [15]. One of the claims provided by online technology is that they will expand access to non-traditional and underserved students by providing a host of educational opportunities and knowledge to those who may have restricted access to on-campus only higher education[13]. According to Jones[16], the petitioners contend that "access to internet connections and learning devices has remained a privilege to date, putting those with poor internet access at a disadvantage when it comes to online classes,"

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according to Daniel, S. J. [17] They are an anxious moment for students and guardians. Uncertainties over when life is going to return to "normal" have exacerbated anxiety. Particularly as institutions make the improvements needed to educate in new ways, reassuring students and parents—with targeted communication—should be given the highest priority.

The HEIs' pivot to updated modes of online learning is expected to aim to bring into motion the government's position to continue learning amid the pandemic. As Secretary of the Philippine Department of Education (DepEd) Leonor Briones said, "Education must continue even in times of crisis, whether it is calamity, disaster, emergency, quarantine or even war"[18]. (The Philippine Higher Education Commission (CHED), on the other hand, urged HEIs to continue the 'deployment of flexible learning and other alternate modes of distribution in place of on-campus [19]. The purpose of these statements is to promote the continuity of learning. However, without enforcing laws and legislation, private HEIs are left to follow their own policies. Stated in The Manila Times [20] that teacher-driven conversations and lengthy lectures are no longer norms in this case. In online learning, students are almost often split on the focus of their classes and their exposure to their mobile gadgets. When educators reflect on the "new normal" set-up of now coronavirus pandemic, this is the best time to use our discomfort to forge a new model. Now is the time for schools to ensure that teachers do not only convert what they do inside the classroom into their online lectures.

### III. Results

The following Online Teaching Resources (OTRs) supporting the teaching and learning process are Learning Management System, Assessment tools, and Surveys.

#### A. Learning Management System

**Edmodo:** It's an online forum that offers teachers the ability to interact and collaborate with students and parents. Teachers will exchange material, emails, pictures, homework and assignments with their students via the Edmodo app or website. The installation of the Edmodo class is so short and simple. Building a set of classes in Edmodo assists with the teaching schedule. There are several forms in Edmodo that teachers set their schedule by day, subject, and using small groups. Anyone may be a pupil, a teacher, or a parent. The Support Center will guide users step-by-step on how to use this new GUI. Teachers can invite students or users to the created class. Similar to the Facebook function, Edmodo has the possibility of posting and commenting on any post belonging to classes, sharing activities or memories, and even class resources so that anyone can use it. Teachers will welcome and use surveys, talks, databases, websites, and other features. The Library Folder Quiz is a striking aspect. The instructor will be able to build and post a quiz in the group. This can be governed by setting certain restrictions and deadlines for additional test reliability, quiz or other test forms [21].

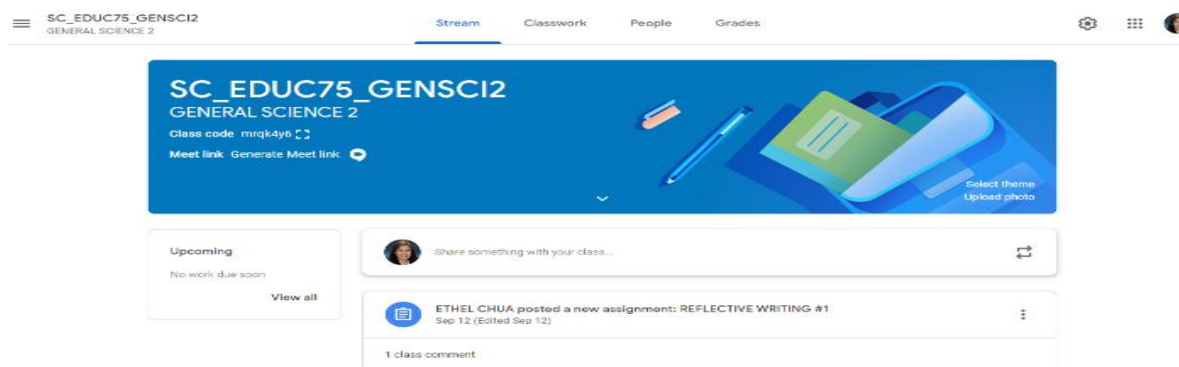


**Figure 1: Edmodo**  
**Source: Edmodo**

The teacher opens the Library Folder while setting up a quiz. On the right, an arrow takes you to the quiz. Questionnaire Details and test questions, and type of queries, should be filled in. This may be real or Wrong, Fill in the Blanks, Compare, Multiple Response, and Short Response. After entering all the questions, the instructor taps the Assign button to upload the quiz. Students will take the exam at one point. Grading and quiz results will be available after all the questions were answered by the students. The following features are included in the new Edmodo (2020) to engage students and create an environment in the classroom: (1) Send assignment (2) Send a questionnaire (3) Create a small group (4) Add material to your library (5) Send and display your direct messages (6) Moderate student posts and read status only (7) Handle and delete group members (9) Link parents to your students. Edmodo is a digital training network that helps all students to engage with the people and resources they need to improve their skills (Edmodo, 2020). While Edmodo has several advantages, when students use their iPads or smartphones, some pitfalls include downloading materials. There is a chance that even a student can hardly log in. This Edmodo can be used to build assessments or quizzes for students as a learning management tool, but it does not have a virtual classroom set up to access students online.

**Google Classroom:** Google Classroom is a free web-based service that links your account to all G Suite programs, including Google Notes, Gmail and Google Calendar. The classroom saves time and paper, making classrooms easy to create, assign tasks, communicate and organise. Google Classroom is available for schools using the Google School Program. However, there is a paying G Suite Business for the Education Community that provides improved features, such as advanced video conferencing capabilities, enhanced security and technological assistance. There's also an online version of Google Apps for schools. With a full-size keyboard on a laptop or tablet, the Google Classroom works better, particularly for people with write assignments. Yet it's working extremely good on tablets and notebooks. The primary function of Google Classroom is the Google Conference, where teachers and students can connect and address lessons remotely. More students can be accommodated in a space that is exclusive to other sources. Google's terms note that they are entirely committed to storing consumer information and

A Survey of Teaching Resources for Tertiary Education in the Context of the New Normal shielding pupils and schools from efforts to exploit it. Google maintains that its app is among the best on the market and actively condemns any illegal effort to collect user data. There must be a Google account for those using Google Drive, Google Classroom, and Google. It is preferable to use the IT administrator's institutional account for all learners in the Google classroom[22].

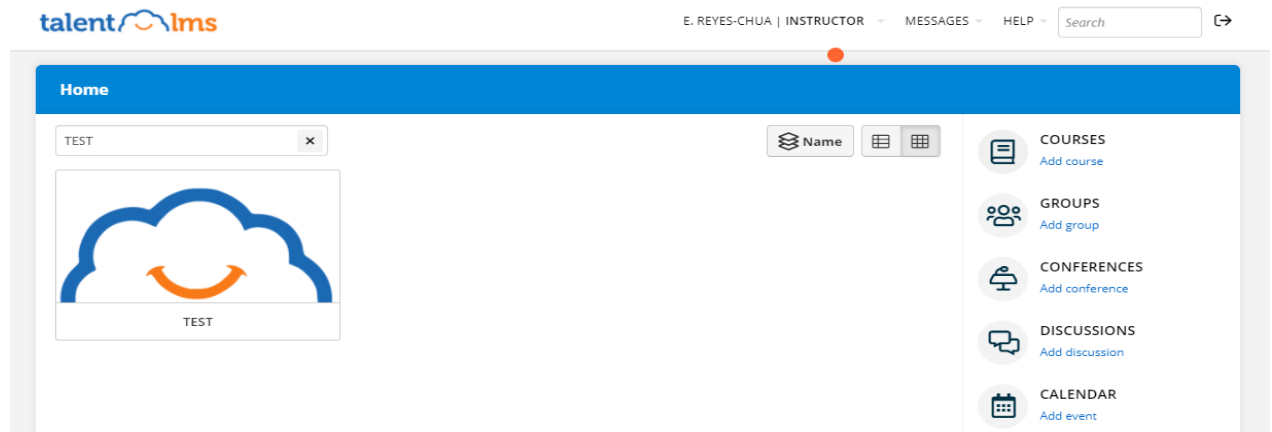


**Figure 2: Google Classroom**  
**Source: Google Classroom**

Google Classroom, including Edmodo and Facebook, has alerts or posts that the teacher can use. To facilitate the Virtual Class meeting, Class Code and Class Connection are also provided in the G-classroom. For the classroom or particular students, teachers and students can create files. The involvement of students would be a real-time search to see whether or not the student is there. As assignments, formative tests, or assessments are offered to students, ratings are automatically generated. For two types of assessments, rapid response, and multiple-choice queries, it has a provision for exams. Edmodo presents different test methods. Until tests may be made, they both have detailed guidance and facts. Google does not have real-time tests to take notice of any of its weaknesses. When it has limitations, resource sharing may be complicated. If open to all applications, Google classroom use is mostly casual. Without control from the instructor, students can post everything. The most popular features provided by Google Classroom include the following features: (1) Create Assignment (2) Make Quiz Assignment (3) Create Questions (4) Post Materials (5) Reuse Posts (6) Create Topics. For the setting, Google Classroom is more cost-effective. Although when it comes to copying and printing the real benefit for schools is more cost-effective.

**Talent LMS:** TalentLMS simplifies and encourages the entire instruction process by enabling users to do more than create lessons and arrange training materials. This free learning management system is beautifully adapted to online teaching. It acts as an easily configurable cloud-based learning management system that helps users to instantly and efficiently conduct online training programs, seminars and courses. With only a few taps, this LMS device will help your training if you wish. This app includes multi-platform support, interactivity, and accessibility. It provides centralized services to assist those involved. This LMS system is meant for organizations of all types engaged in the

recruitment of career development employees. The machine has excellent software for conferences and sports. You will attend seminars and classes anywhere, since this system is completely mobile-responsive. TalentLMS is an award-winning learning management system (LMS) that is ideal for immersive instructional materials. Create courses with only a few clicks on a sophisticated yet creative platform for trainers. TalentLMS quickly incorporates assistance with a wide variety of data and visual formats (presentations, videos, iFrame, SCORM, etc.) and encourages staff who can contribute [23].



**Figure 3: Talent LMS**

**Source: Talent LMS**

There are three (3) roles to be recognized in Talent LMS: as an administrator, a teacher, and a learner. As students, LMS tools, such as classes, parties, seminars, meetings and schedules, can all be navigated. You don't need to patch, delete or backup from another device, since this is a cloud-based LMS. The free edition is limited to these features, although there could be extra features for enhanced models. This include academic/educational links, blended learning, certificate management, company/business, software platform, social learning, personalized classes, reports and analyses, SCORM compliance, customer feedback, software, eCommerce, and consumer management. Normally, there are a few bugs in all technical applications and customers have already found out a few minor bugs in TalentLMS: (1) the vendor may be able to boost customer experience by adding a chat feature. (2) It was important to make the choices about the layout of the course and the diversity of the course content more detailed. (3) The community platform must be improved in order to allow learners to network through sites/feedback/conversations. There are only a few minor drawbacks that the supplier might have created in order to make the product more secure and efficient. None of these have a direct impact on the quality of the operation, which remains one of the best solutions we've seen so far among LMS solutions.

**Ilias:**It is an open-source learning management software that offers shared online work and learning environment. This software is a one-stop e-learning workaround. This full interactive program is a clear partner in the course and a creative way of writing for students. This is a compelling forum to build and understand web-based eLearning. Built



A Survey of Teaching Resources for Tertiary Education in the Context of the New Normal to minimize the cost of using new teaching and training technologies. This platform can be used by multinational firms, freelancers, non-profits, small to medium-sized corporations and government agencies. Thanks to the strongly defined access control, the tool helps you to fine-tune the permissions for each user. Study facilities would encourage you to use a single computer to recreate the entire program. It allows you to import your data by importing a connection. It has a personal workspace for students to easily create portfolios and blogs. Use it as a simple course player and a specialist authoring platform. Voluntary participation of the ILIAS population is cheap and requires complete control of the long-term development process. You can enjoy simple, customized training materials and courses without any discount by installing this free open source software. It provides a wide range of organized features and learning techniques, allowing all clients to have easy access to them. This program is entirely consistent with the online training criteria. This curriculum offers a lot of versatility for preparation and online courses. This encourages the engagement and cooperation of the individual, providing a basis for assessment preparation. The framework [24] runs assessments that include online student instruction.

Ilias LMS highlights the following features: (1) Asynchronous Learning (2) Blended Learning (3) Academic/Education (4) Built-in Course Authoring (5) Corporate/Business. It's a Linux, Computer, and Windows program. In order to build and implement web-based e-learning, ILIAS is a dynamic open source learning management framework. The program was designed to mitigate the expense of implementing new education and training innovations and to achieve the highest degree of customer influence in the distribution of products. The features may be confined to a free pack, but full purchase flexibility is possible.

### **Synthesis**

There are a number of these learning management systems around the world, but the characteristics can vary from one another. Most colleges and universities in the Philippines are trying to start with a free subscription to use what they have instead of automatically subscribing to a paying LMS that needs a variety of functions, management of the IT department and coordination of providers. Instead, the use of free LMS is useful for colleges and universities, since they can conveniently turn to another LMS, if necessary. Any private institution that insists on researching and surviving its own systems during this pandemic can not continue to have one. The usefulness of the above-mentioned LMS depends on the user's ability to learn and find answers to his/her questions. The LMS is, in effect, a method to promote instruction, but more importantly, how the instructor handles the lecture effectively.

### **Tools for Assessments**

Technology can enable teachers track and measure the progress of their pupils in the classroom, and their own. It may also be used to promote collaboration between teachers and educators, to build digital records of the growth and progress of teachers that can be transferred easily from grade to grade. Reports, instructor evaluations, staff activities, and

school activity by records, correspondence, posts, interpretation checklists, subject charts, and rubrics are forms of 21st-century learning experience evaluation including both objective assessments and formative input.

When deciding what is convenient to measure, or what is not worth measuring, educators and institutions should be vigilant. Standard exams in colleges and universities typically concentrate mostly on questions of multiple choice and fill-in-the-blanks. Many tests will take place after training has been completed and with findings given months after, typically after the course has concluded. In the transmission of prompt reviews, assessments are more instructive. During pandemic times, numerous technical methods for measuring student learning need to be created. Measuring learning forms part of the job of each teacher. Supervisors need to check the knowledge of students to help them prepare for college and it operates well. Parents, teachers, and administrators need to recognize how staff do overall. In addition to enabling learning through topic areas, technology-enabled assessments may also minimize the time, money and learning delays required to conduct paper assessments or technology-based evaluations, including a more detailed and nuanced understanding of student desires, priorities and skills than can be given by traditional evaluations, motivating educators to continue. Here are the writers' samples that may theoretically be included in tertiary education:

**Flexiquiz:** It's an easy-to-use, accessible quiz-making app. It offers a wide variety of flexible features that empower users to design any form of test or exam that is personalized to their needs. A teacher can create great-looking tests with different query formats and formatting options in Flexiquiz. Tests may be distributed to a small community individually, or available to anyone via a mutual contact and login link. Flexiquiz has restricted user capabilities, however for evaluation purposes, students and teachers can quickly see the outcome and update the questions with their responses [25].

**ClassMarker:** The online assessment platform of ClassMarker provides the best teachers & businesses' Quiz Construction network. Recruitment & health and safety quizzes, colleges, organizations, distance learning, lead generation, training classes, e-learning, and simulated research, research, pre-employment assessments, online appraisal and compliance. It is also used internationally for industry and organization preparation. Also though it's a free subscription, this ClassMaker has many functionality. Teachers can build detailed details about your account, generate countless quizzes and inquiries, and randomize questions and answers. Test takers may also bookmark questions during a quiz. A Query Bank is generated in such a way that questions can be reused if desired. Multiple Option, Truth or Wrong, Comparing, Concise Answers, Reviews, etc. are often classified as queries. This is encrypted through HTTPS. Exams can also be offered and their rewards displayed instantly. It could be public or private as one of the research choices. It is necessary to save the test and perform it later. The teacher can, utilizing the database, restrict the date and availability of the test or allow students to construct their own accounts. It can even embed images, documents, audio and video tips, but not a paying account. It introduces time limits and testing of quality. Testtaker is able to establish usernames and passwords for users, link registered uses to various groups, save and replay

A Survey of Teaching Resources for Tertiary Education in the Context of the New Normal group test results. The impact, though, will not be submitted to citizens via email and this only applies to paying accounts [26].

**Quizziz:** Quizziz is an online learning platform that enables quizzes to be developed and utilized by educators and students. A quiz can be delivered live as a timed competition or used with a fixed time-limit for homework by providing a special access code for learners. Student communication at Quizziz is highly collaborative. Quiz students view all the questions and responses on their screens. Student computers present only color and symbol choices for various platforms; individual responses must be seen on the classroom board. You can select your own test from our public quiz collection to play a test game! Using every program system, students can play the game and explain data about specific students and the whole community. For amusement purposes, Quizziz is proficient. It is possible to build multiple-choice queries, truth or wrong, poll / survey, or open-ended questions on Quizziz [27].

Questions on Quizziz will be taken up by the library, or a new one will be created by the teacher. After receiving their teacher's code, students can immediately answer concerns. It is easy to receive data easily and submit questions online. Quizziz is a quiz that communicates with questionnaires live or asynchronously, surveying subjects that users execute at their own pace. It also serves as a demonstration that integrates slides and communicates with questionnaires and test questions in an instructor-led environment. In multiple subjects or classes, it can produce as many quizzes as possible.

### **B. Surveys/Polls**

**Sli.do:** Sli.do is a Question and Response web-based and live event polling tool for users to ask questions from their mobile, tablets or computers in live polls. The best approach for a conference or meetings or seminars is Sli.do. Since the software is free to use in its limited version, it is suitable for big meetings where hundreds of inquiries emerge from social media or smartphones, great for smaller activities. Collaborative workshops, community sessions, and performance tournaments are other forms of activities that may aid. If you decide to connect in the scene, it's a fantastic addition. With so many pictures, polls are a perfect way to break monotony and frontal contact. Sli.do is a nice option for cracking the ice if you haven't had too many concerns from the crowd. Sli.do would facilitate the teaching and learning process, as initially noticed and observed by the researchers, by producing many encouraging questions at the beginning of the classroom. At job learning sessions, such as seminars or web-based meetings with multiple participants, it can also be used. The biggest drawback is that there is a temptation to focus on answering the speaker rather than providing another window for a poll or question while the person uses the mobile phone [28].

**Mentimeter:** This easy-to-use app is utilized by about 25 million individuals. The Mentimeter will produce enjoyable, immersive presentations. They create meetings, seminars and seminars that are creative and unforgettable. Participants can go to menti.com and, at the top of the page, enter the code. Mentimeter has been developed to render the interface simple, so it is easy to understand if the audience is related to the introduction [29].

**Poll Everywhere:** Poll everywhere is a dynamic online polling platform that enables students via this website to vote on custom teacher-generated polls via SMS, tablet or smartphone. Poll Anywhere is optimized for mobile devices. Available for both iOS and Android, Poll Anywhere offers another convenient way for regular users to remain logged in. The downside is that teachers in each class can only pose a minimum of questions [30].

### C. Other Online Teaching Resources (OTRs)

Other services can be used to facilitate teaching and learning practices, in addition to the most successful online training methods. Free access to thousands of teacher materials, curricula, and instruction rubrics is offered by Teach-nology.com. TeAchnology[31] has created free and easy-to-use software for teachers committed to enhancing the schooling of the student population of today. To support dedicated teachers worldwide, it is an online instructional platform. While not all instruments are meant for tertiary education, the maker of rubrics and other instructional materials may be updated and recreated by students. Rubi Star is another fascinating online forum for instructors. A successful technique is to build rubrics for any subject or course. It is important to easily introduce and maintain customised rubrics. All you need to do is register and connect to your account. The OER Commons (OER for Open Instructional Materials) is a freely available online repository that provides access to and exploration of usable instructional instruments (OER) [32] and other free educational content by educators and others. In addition to all these OTRs, Springer and Eric Digest have free analysis materials available. They have published study papers which can be accessed by researchers.

## IV. Discussion

It is easy to use all the resources mentioned free of charge. Most teachers are searching for available, practical and free technical and educational resources or tools during this pandemic. While some of them can also be purchased as paid accounts and their importance relates to certain features, others also prefer basic or free accounts. Writers tested OTR classes of three to assist with teaching-learning programmes. The first approach is to use LMS to allow teachers and learners to work online, conduct exercises, hold virtual classes on certain websites, and organise their content. You will find Google Tutorial, Edmodo, Talent LMS, and Ilias. These tools are required to develop and experience web-based e-learning. Edmodo does not have an immersive element in the classroom, but its archive is rich in resources for educators and students to use. In a report by Kim and Bae[36] on the use of interactive English learning techniques by tertiary students, they conclude that it is very important to understand the learning process and the strategic patterns of use in order to make students strategic learners in the context of modern English learning and eventually improve the modern English skills of students. The pedagogical consequences of their research include the use of a modern English-language learning environment in contemporary education, a standardized curriculum is required so that learners can adequately understand the features of modern English-language learning and the advantages of an immersive learning environment in order to better apply it to their academic experience. The current environment provides a range of

A Survey of Teaching Resources for Tertiary Education in the Context of the New Normal opportunities for English learners to take the requisite amount and level of learning experience at any time and wherever they may be, and this approach encourages active engagement and cooperative learning[33]. The role of students and teachers in the use of e-learning tools is also significant. They listed several variables to be considered in the study conducted by Eze, Eze, and Bello [34], such as student thought, internet access, student planning or readiness, and e-learning facilities. Despite the Covid-19 that has exposed shortcomings in colleges and universities around the globe. It is clear that, when encountering uncertain scenarios [35], the community wants stable and sustainable education structures.

Chuaphalakit, Inpin, and Coffin's research[36] revealed that they used Google Applications, Google Classroom, and Google Documents as an online method of peer input using online teaching tools such as those listed above. Google Classroom was a venue for learners to apply their directions, and Google Docs was used as a learning platform to refine their work and give feedback to their peers. Interaction and sharing have become too simple.

An online appraisal can be described as an assessment of a person's skill, behaviors and characteristics. This study is carried out remotely using open source technologies. Relevant requirements may be given for the evaluation, such as: the determination of the applicant's expertise or experience. The second form of OTR is the Assessment Method, which includes: Flexiquiz, Class Sign, and Quizziz, to assess students' understanding of the lesson or to create a positive interaction with students by performing brief quizzes or exams. The third category requires the use of a sample to improve the research method. By enjoying online quizzes, second and third classes can help students appreciate the importance of studying, while surveys are developed for classroom motivational techniques or educational activities such as web-based workshops or conferences. When designed to show where the learners are in their studies, online reviews are more successful. This generally means defining where individuals are linked to 'learning development' – a sequence that generally establishes knowledge, skills and comprehension in a learning sense. Teach-nology and Rubi-star, which are exemplary rubrics and tools for worksheets, are other technical services. Teaching-nology, though, could be more suitable for basic education, although at any point in time Rubi-star is programmed to customize the headings.

## **CONCLUSION**

The online training services (OTR's) have been described in this article. They will help educate tertiary students during this pandemic. These OTRs are classified according to their application as: (a) Learning Improvement System (b) Test (c) Surveys/Polling and (d) Other OTRs. If teachers need to make student life enjoyable and relevant in the context of the modern norm, they are critical and crucial. Students would not be motivated without such practical approaches. Teaching approaches can be complex, but all teaching and learning systems may be assisted by a range of technological capabilities. The advantages, drawbacks and usefulness were measured in this study, but teachers are free to select the OTR that is ideally suited to their own fields or specialization. While several of these

resources are usable, there are individual limitations in this study. It's a challenge for teachers to decide the best choices for their own needs. It is recommended to use the above methods and to verify their usefulness in online learning. This research will be raised to the next step for future developments in the application of these OTRs in similar subjects or courses.

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