

Original Research Article

Strategies, Trends, Methods and Techniques of Teaching in the New Normal Learning Perspective of Students

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Abstract: The knowledge integration in the new normal influences the teachers on the strategies and techniques to align with the technology that focuses on the learning enhancement of the learners. Due to the new normal perspective learning situation, what best strategies of teaching will be provided for better interaction, and better learning process? The study examines to identify the different strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students. Descriptive quantitative and qualitative research design is employed in analysing the strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students. The subjects of the study are the professional teachers in various educational institutions in both public and in private. It comprised 150 participants only. Purposive sampling is utilized in the study in gathering the population of samples because this kind of sampling technique is selective, judgmental, and subjective sampling in a form of non-probability. Results show that strategy in teaching lays the foundation of why and how to conduct the class and help set expectations, creating a shared class culture where students take more responsibility for their class participation, trend in teaching shows that blended learning in the classroom structure directs teachers instruction in more directed activities of students, method of teaching shows to compose learning process from various stages, acquiring knowledges, asking questions that lead to more questions in a growing complexity and pedagogical approach and modern technologies are introduced for educational materials by the students, and technique in teaching shows to bring academic concept to life with visual and practical learning experiences, helping students to understand the lesson into real life situation and poses thought-provoking questions which inspire students to think for themselves and become more independent learners. Findings reveal that there is a significant difference on the strategies, trends, methods, and techniques of teaching in the new normal learning perspective as observed among the respondents.

Keywords: Strategies in teaching, trends in teaching, techniques in teaching, methods of teaching, online lesson, new normal learning perspective.

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INTRODUCTION

One of the pressing issues in the new normal of learning is how to introduce the lesson to students where they can easily understand and apply the principles. The knowledge integration in the new normal influences the teachers on the strategies and

techniques to align with the technology that focuses on the learning enhancement of the learners. What strategies are suitable in the new normal and appropriate in their online classes and learning enhancement where it supports the design of teaching? This must have to do with the behavior and attitude of students as the center of the learning process. In most

cases, issues on the knowledge integration through online learning in the new normal and perspective are the slow internet connection and devices, destruction inside the home where students are having the classes. In addition, students have difficulties in adjustment of the traditional classroom teaching to online classes. Due to this situation, what best strategies of teaching will be provided for better interaction, and better learning process?, Mallillin, Carag, Mallillin, & Laurel, (2020). On the other hand, education is a learning process where various strategies and techniques can be danced to have an enthusiastic, dynamic, and active lesson. It is an attitude and pinnacle of individual vision of the lecturers. Strategies of teaching analyzed the framework online and improvement guide in the new normal process. It increases the level and process of online classes in the various trends, techniques, implementation, support, teaching delivery mode, and system in the learning perspective of students. It possesses the process of online learning application in a systematic existence of education that displays and designs the goal of the learning toward relevant high-end techniques in teaching. It establishes and develops the proper strategy in teaching during the new normal of teaching to focus on the support provided for the initiative and learning process despite the resources limitation in online teaching. Teaching strategies provide delivery mode of teaching in accordance with the learning process and needs of students. This can boost the instructional teaching modality for the online classes during the new normal, Mallillin, Mallillin, Carag, Collado, & Largo, (2020).

On the other hand, the pedagogical approaches to teaching as cited by Carag, (2020) admonished various innovative approaches that would assist the different abilities of the learners where it equips the learning process and teaching success. The innovative techniques in teaching practically understands the visual and concept of the ideas to be expressed that can develop self-confidence among teachers and develop critical thinking of students. It examines and utilizes the experiences of reflexive approaches in the new normal learning perspective to identify and to focus the exclusive belonging and category that describes the position in the online learning process to include the philosophy of teaching and operational practices of teaching. It reflects the teaching experiences and student outcomes in the new normal learning perspectives, Vital, (2021). The strategies, trends, methods, and techniques in the new normal learning perspective provided tools for teachers that build online classes pedagogy, transition, and instruction. It offers transformation and practical advice in pedagogical effectiveness of online teaching. It innovates the structures of assessment and approaches that focus on maintaining the building of crucial relationships with learners' meaningful experiences. The innovative structure in the teaching trends, methods, and

techniques in online learning must be focused on students as learning centered in the new normal perspective learning. It implements the design strategies in the new normal to facilitate learning and pedagogy. Teachers on the other hand, adapt the resources, tools, and advice that suit the needs and unique teaching as to the movement of the new normal online contexts, Itow, (2020).

Moreover, strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students should also focus on the various domains of learning as to psychomotor, affective, and cognitive where it is vital to online teaching. The various domains of learning in the performance of students in their academics can be designed in various activities in teaching especially during the new normal classes. It explores the knowledge and participation of activities in an in-depth learning process. It assists and helps teachers to provide style and work based on the learning needs of the students. The various domains of learning identifies the extent of the academic performance of students in their learning skills, behavior, and attitude in their academic achievement. The methods, designs and approaches provide the ability to carry the online lesson through implementation and execution in the various domains of learning especially on the motivation process of the learners to satisfy students' worth, acceptance, values, preference, beliefs and commitment, and in coordination of their information, ability, and academic performance. This acquires knowledge and skills in the different situations of learning in the new normal that will provide better learning process and output, Mallillin, (2020). Deeper learning techniques provide a system in understanding the semantic acquisition strategies introduced in the new normal learning perspective of students in a self-driven standard learning. It enhances the performance and effectiveness of the strategies in adapting the segmentation of the online classes in the new normal, Michieli, Biasetton, Agresti, & Zanuttigh, (2020).

Furthermore, the trends and techniques in the new normal teaching provides the initiative to influence the readiness of learning and online teaching as alternatives in the delivery mode in the new normal learning and process in the absence of the face to face teaching and interaction of the learners. This determines the readiness and capability of the device and action familiarity, connectivity, preparation on self-efficacy and experiences in the technology of learning online and modality. The online learning and teaching in the new normal is determined in the accessibility and competency of the ICT tool, confidence, preparedness, exposure to e-learning and use of high technology in teaching. It builds the knowledge in the techniques of teaching competency and knowledge in the flexible use of blended learning, adapted, designed, and

implemented in the wide learning system in teaching online, Callo, & Yazon, (2020). Hence, it addresses the various outcomes, directions, and implications for the blended learning in the new normal considering the effectiveness of the various techniques in teaching for the success of the students learning perspective atmosphere. The success of the online learning depends on the techniques and strategies of teaching that enhances the students in their learning process. It determines the decision and rules to evaluate the educational experiences of the learners. The trends of teaching and techniques proceeds the instructional modern technology evolution and contemporary aspects in the new normal process and learning, Dziuban, Graham, Moskal, Norberg, & Sicilia, (2018). It explores the continuous learning and teaching in the new normal process and perspective learning that have adapted in the various educational institutions. The adoption of the new normal process of learning challenges both teachers and students to include the limited coverage of networks and issues aside from the lack of gadgets among the students. It perceives the analysis and needs for the opportunity of the emerging technology as part of the pitfalls in the current trends of teaching. These challenges offer the opportunities for the various educational institutions to look for better techniques in teaching as to diversity, flexibility in learning, adjustment, method, support and innovation opportunity in teaching pedagogy on the new normal classes, Gurajena, Mbunge, & Fashoto, (2021).

Research Question

1. What are the strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students?
2. Is there a significant difference on the strategies, trends, methods, and techniques of teaching in the new normal learning perspective as observed among the respondents?

Hypothesis

There is a significant difference on the strategies, trends, methods, and techniques of teaching in the new normal learning perspective as observed among the respondents.

Research Design

The study employs the descriptive quantitative and qualitative research design in analysing the strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students.

Qualitative descriptive design is utilized for inherit flexibility, utility, simplicity in diverse contexts. It is the descriptive application of research in a scientific rigor. It constitutes the design in the descriptive research from the other methods of qualitative research. It provides an overview of the descriptive qualitative research that underlies and

orientates the key characteristics and philosophical perspective that refers and identifies the implication of the study. It also provides insights in the descriptive research and application of the process and designs the identification of the explicit element in the application of the research approaches. It enhances the available information of research in the descriptive qualitative approach in influencing the employed approach of standard research, Doyle, McCabe, Keogh, Brady, & McCann, (2020).

On the other hand, quantitative descriptive designs are also employed because it explains the response of the strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students among the respondents. It also explains and discusses the research design in quantitative research especially on the implementations, structures and designs that affect in the findings and significant consideration of the result of the study. It provides ways in the concept and understanding of the research flow and design of the study, Bloomfield, & Fisher, (2019).

Participants of the Study

The subjects of the study are the professional teachers in various educational institutions both in public and private. They are the best and reliable source of information because they are exposed in teaching especially in the new normal classes where they apply the various strategies, trends, methods, and techniques in the perspective learning of students. The study comprised 150 participants only.

Sampling Techniques

Purposive sampling is utilized in the study in gathering the population of samples because this kind of sampling technique is selective, judgmental, and subjective sampling in a form of non-probability. This kind of sampling requires prior knowledge and purpose in choosing the participants. The link of the questionnaire is forwarded among the participants, whoever responds to answer the questionnaire is eligible and a part of the population sample. Purposive sampling is utilized to access the subset of the participants that fits the selected profile of the respondents. It has a history and development views, it is straightforward and simple as to its complexity. It is a better matching that provides objective in the research in improving the study and rigor trustworthiness of the data. Four aspects are being described in the concept of the purposive sampling as to confirmability, dependability, transferability and credibility. It outlines the aim of the intent and nature of purposive sampling in presenting the various examples and studies as to contexts and applications. It highlights the purposive sampling in varying the integrated contexts design and study. The strategy in the purposive sampling creates a situation in terms of trustworthiness of the analysis and

collection of data. The approach is used to align the methods of research, objectives, and goals in addressing the population of the study. It is an approach that provides the improved method in addressing both the

qualitative and quantitative approach of research, Campbell, *et. al.*, (2020).

Instrument Used
Strategies, trends, methods, and techniques of teaching

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Strategies, trends, methods, and techniques of teaching is extremely satisfied
3.40-4.19	Observed	Strategies, trends, methods, and techniques of teaching is very satisfied
2.60-3.39	Neutral	Strategies, trends, methods, and techniques of teaching is slightly satisfied
1.80-2.59	Not Observed	Strategies, trends, methods, and techniques of teaching is slightly satisfied
1.00-1.79	Not Observed	Strategies, trends, methods, and techniques of at All teaching is not satisfied at all

RESULT

Table-1: Strategies, trends, methods, and techniques of teaching in the new normal normal learning perspective of students

Indicator	WM	I	R
It organizes a course design necessary in an online environment in a pedagogical value component placing students' learning and experiences at the heart of the plan.	3.99	O	13
It platforms, equips, and engages tools for student's options in the classroom for an effective learning process.	4.03	O	7.5
It incorporates technology into teaching to actively engaged students in the multimedia software and other advanced technology in teaching.	4.06	O	5
It develops thinking skills and effective learning to analyze, contextualize, relate, and argue that will convert to knowledge and information of students.	4.06	O	5
It provides and differentiates teaching by allocating tasks based on students' abilities, to ensure no one gets left behind.	4.02	O	10
Lecturers take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues.	4.02	O	10
There is self-care in online learning to adjust in the curriculum for teachers, students, and parents gained values and appreciation.	4.15	O	2
It improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way.	3.71	O	20.5
It encourages students to work together by introducing various class activities to enhance the learning process.	4.15	O	2
It provides synchronous technologies from text-based that can be used to create teacher-student interaction team-based exercises and expected live interaction with their peers in online learning.	4.15	O	2
Involves the use of games in the learning strategy and reward to teach students and becomes active in the lesson.	3.95	O	16.5
It makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process.	4.03	O	7.5
It lays the foundation of why and how to conduct the class and helps set expectations, creating a shared class culture where students take more responsibility for their class participation.	3.99	O	13
It poses thought-provoking questions which inspire students to think for themselves and become more independent learners.	3.95	O	16.5
Blended learning in the classroom structure directs teachers instruction in more directed activities of students.	3.99	O	13
It brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations.	4.02	O	10
School curriculum is adaptive to a student's unique needs, to promote student progress.	4.06	O	5
Methods of teaching exist in the updated digital learning, information, and communication technologies.	3.95	O	16.5
It allows students to develop knowledge and skills in the classroom setting.	3.84	O	19
Pedagogical approach and modern technologies are introduced for educational materials by the students.	3.71	O	20.5
It consists of learning processes from various stages, acquiring knowledge, asking questions that will lead to more questions in a growing complexity.	3.95	O	16.5
Average Weighted Mean	3.99	O	
Standard Deviation	0.119		

Table 1 presents the weighted mean and the corresponding interpretation on the strategies, trends, methods, and techniques of teaching in the new normal teaching and learning perspective of students.

As gleaned in the table, rank 1 is shared by the three indicators which are “There is self-care in the online learning to adjust in the curriculum for teachers, students, and parents gained values and appreciation”, “It encourages students to work together by introducing various class activities to enhance learning process”, and “It provides synchronous technologies from text-based that can be used to create teacher-student interaction team-based exercises and expected live interaction with their peers in online learning”, with a weighted mean of 4.15 or Observed. Rank 2 is shared by the three indicators which are “It incorporates technology into teaching to actively engage students in the multimedia software and other advanced technology in teaching”, “It develops thinking skills and effective learning to analyze, contextualize, relate, and argue that

will convert to knowledge and information of students”, and “School curriculum is adaptive to a student’s unique needs, to promote student progress”, with a weighted mean of 4.06 or Observed. Rank 3 is shared by the two indicators which are “It platforms, equips, and engages tools for student’s options in the classroom for effective learning process” and “It makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process, with a weighted mean of 4.06 or Observed. The least in rank is shared by the two indicators which are “It improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way” and “Pedagogical approach and modern technologies are introduced for educational materials by the students”, with a weighted mean of 3.71 or Agree. The overall average weighted mean is 3.99 or Observe in the strategies, trends, methods, and techniques of teaching in the new normal normal learning perspective of students.

Table-2: Significant difference on the strategies, trends, methods, and techniques of teaching in the new normal and learning perspective as observed among the respondents

	z computed Value	Comparison	z critical value	Decision
Strategies, trends, methods, & techniques observed	109.544	>	± 1.96	rejected

Table 2 shows the significant difference in the strategies, trends, methods, and techniques of teaching in the new normal and learning perspective as observed by the respondents.

It reveals in the table that the z computed value of 109.544 is greater than the z critical value of ± 1.96

which resulted in rejection in the hypothesis. Therefore, it is safe to say that there is a significant difference in the strategies, trends, methods, and techniques of teaching in the new normal normal and learning perspective as observed among the respondents. The alternative hypothesis is accepted.

Table-3: Thematic analysis and core ideas on the strategies, trends, methods, and techniques of teaching in the new normal and learning perspective of students

Theme	Frequency of Response	Core Idea
Strategy in teaching	Variant General General General	Plan and organize thoughtfully Clarify expectation, norm, and purpose Build faculty and student-centered interaction Use of technology
Trend in teaching	Typical General General Variant Typical Typical	Self-care Blended learning Personalized learning Social and emotional learning Gamification Experiential Learning
Method in teaching	General Typical Variant General Typical Typical	Flipped Classroom Project-based learning Cooperative learning Problem-Based Learning Design thinking Thinking-Based Learning
Technique in teaching	General Variation General General Typical	Visualization Cooperative learning Inquiry-based instruction Differentiation Technology in the classroom

The thematic analysis is the result of the flow of the study sent through google form and is based on the response of the participants. Furthermore, the thematic analysis and the core ideas are included. On the other hand, the result of the student gathered is categorized according to the reaction and prediction of the participants. The responses are categorized into general, typical, and variant. "General" refers to the number of responses of the participants that belong to 101-151, "Typical" refers to 50-100 from the response of the participants, and "Variant" refers to the response of the participants that belongs to 1-49. Hence, the text verbatim is included to elaborate further the response of the participants.

Strategy in Teaching

Strategies in teaching assist in implementing the online setting to the new normal process in exploring various instructional strategies. It helps in the successful design in online lecture classes. It helps in creating interaction in online teaching classes. It enhances the strategies that play student learning. It collaborates remote learning, assessment policies, feedback, and offers flexible teaching, Mahmood, (2021). Generally, the participants observed that:

"It organizes a course design necessary in an online environment in a pedagogical value component placing students' learning and experience at the heart of the plan". (P46-T1)

"It lays the foundation of why and how to conduct the classes and helps set expectations, creating a shared class culture where students take more responsibility for their class participation". (P106 -T1)

"It provides synchronous technologies from text-based that can be used to create teacher-student interaction team-based exercises and expected live interaction with their peers in online learning". (P102-T1)

"It platforms, equips, and engages tools for student's options in the classroom for an effective learning process". (P102-T1)

Trend in Teaching

The trend in teaching is a school practice and teachers worked as evidence through different student testing and different matrices in the improved measures of teaching. It explores the impact of teaching in the new normal and the challenges of teachers, environment educators, and system leaders that enrich the profession in teaching. It offers the comprehensive condition of the mature teaching profession, White, (2021). Typically, the participants say that:

"There is self-care in online learning to adjust in the curriculum for teachers, students, and parents to gain values and appreciation". (P82-T2)

"Blended learning in the classroom structure directs teachers instruction in more directed activities of students". (P123-T2)

"School curriculum is adaptive to a student's unique needs, to promote student progress". (P107-T2)

"Lecturers take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues". (P47-T2)

"Involves the use of games in the learning strategy and reward to teach students and becomes active in the lesson". (P75-T2)

"It allows students to develop knowledge and skills in the classroom setting". (P85-T2)

Method in teaching

Method in teaching describes the conceptual framework designs as guides for students to troubleshoot, guide, and implement teaching method, and pedagogy practices. The teaching method consists of cognitive framework and interactive challenges to address the students' enhanced learning. These include self-regulation, metacognition, mental mindset, student mistrust and fear, ineffective strategies of learning, prior knowledge, transfer of learning, working memory, constraint mental effort, selective attention, and misconception, Chew, & Cerbin, (2021). Typically, the participants stressed that"

"Pedagogical approach and modern technologies are introduced for educational materials by the students". (P103-T3)

"Method of teaching exists in the updated digital learning, information, and communication technologies". (P77-T3)

"It improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way". (P41-T3)

"It consists of learning processes from various stages, acquiring knowledge, asking questions that will lead to more questions in a growing complexity". (P104-T3)

"It makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process". (P84-T3)

“It develops thinking skills and effective learning to analyze, contextualize, relate and argue that will convert to knowledge and information of students. (P81-T3)

Technique in teaching

Technique in teaching is an alternative in teaching based on the needs of students where the techniques of teaching are patterned for interactive discussion for both teachers and the learners. Technique in teaching must be focused on the new adaptive teaching and based learning optimization scheme to be used for several solving problems. The technique is also referred to as the based learning teaching optimization, specifically designed and developed in the technique of teaching. The concept shows the new design for better teaching, Bureerat, & Slesongsom, (2021). Generally, the participants emphasized that:

“It brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations”. (P106-T4)

“It encourages students to work together by introducing various class activities to enhance the learning process”. (P44-T4)

“It poses thought-provoking questions which inspire students to think for themselves and become more independent learners”. (P107-T4)

“It provides and differentiates teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind”. (P101-T4)

“It incorporates technology into teaching to actively engage students in the multimedia software and other advanced technology in teaching”. (P75-T4)

DISCUSSION

Strategies, trends, methods, and techniques of teaching in the new normal learning perspective of students have accelerated due to the technology changes and pandemic crises interruption. It is a catalyst that evolves in the new normal situation. It creates collaborative and ecologic behavior among institutional educators. Due to this situation, the technologies are readily applied as to flexibility in teaching, Ebert, & Tavernier, (2021).

On the other hand, the strategies in teaching show that it organizes a course design necessary in an online environment in a pedagogical value component placing students’ learning and experience at the heart of the plan. The position of education necessary in the new normal teaching and learning perspective. The ideology is based on the process of the new normal technology and a service framework personalized learning online.

The technique process is acknowledged in an ideology learning program. The new normal student curriculum is supported through focus and aptitude in the improved learning and effect of teaching the lesson, Zhao, Yang, Qiao, & Chen, (2020, December). Hence, it lays the foundation of why and how to conduct the class and helps set expectations, creating a shared class culture where students take more responsibility for their class participation. It initiates and highlights the decision in the type of teaching perspective and development pillars of teaching, Aven, & van Kessenich, (2020). Also, it shows to provide synchronous technologies from text-based that can be used to create teacher-student interaction team-based exercises and expected live interaction with their peers in online learning. The development is all-around challenges in the increased demand of flexible learning in the new normal online lesson. The learning privilege is an effective way to create opportunities to support flexible learning, context, and implementation. The approach alternative is a new normal blended learning to solve in a defined context and practical problems in a traditional classroom setting to pursue global learning. It is an approach to improve the effect of learning and synchronous teaching that provides the positive and implementation of learning according to the adoption, needs of quality technology and benefits. The teaching is a structured mode of learning in the implementation of the various actions in the teaching strategy in identifying the gap of the learners in the practice of the new normal scenario, Li, Yang, Chu, Zainuddin, & Zhang, (2020). Strategies of teaching also platform, equip, and engage tools for student’s options in the classroom for an effective learning process. It assesses and evaluates the model of adapted and effectiveness of teaching in the improved activities and performance in the new normal strategies of learning, Mohammed, Khidhir, Nazeer, & Vijayan (2020).

Furthermore, the trend in teaching shows that there is self-care in online learning to adjust in the curriculum for teachers, students, and parents to gain values and appreciation. It transitions the learners online learning to explore their adaptation and perception on the use of online learning processes. It analyzes the motivation, effect, attitude and the behavior perceived control in the accessibility, self-efficacy and ease used of technology cognitive engagement, Aguilera-Hermida, (2020). It also shows that blended learning in the classroom structure directs teachers instruction in more directed activities of students. It provides self-regulated ability of students in their learning process competency and effectively. The academic achievement affects the competency as a significant variable to measure and use of learning attainment outcome. It is to determine the self-regulated and learning influenced academic strategies in the student achievement. It facilitates the practical implication and development of self-regulated student

learning competencies, Lim, Ab Jalil, Ma'rof, & Saad, (2020). On the other hand, the trend in teaching shows that school curriculum is adaptive to a student's unique needs to progress. It reforms the curriculum in the new normal that offers the avenue and promising support for students' achievements. Teachers are adaptive and innovative in the curriculum used in the online classes as to student understanding, comfort, self-efficacy, activities, structure, completion, and time, Fogleman, McNeill, & Krajcik, (2011). Subsequently, it shows that lecturers take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues where the new normal challenges the role of teachers in addressing the collaborative trend of teaching learning development and opportunity, Daniel, Quartz, & Oakes, (2019). Hence, it also shows that it involves the use of games in the learning strategy and reward to teach students and becomes active in the lesson and allows students to develop knowledge and skills in the classroom setting. The learning integrates authentic opportunities in online challenges in the new normal process and instructional design of activities, Lowell, & Moore, (2020).

Moreover, method of teaching shows pedagogical approach and modern technologies are introduced for educational materials by the students. It provides the principle, concept, and application in improving the quality of educational system and pedagogy to ensure teaching effectiveness condition, Nurmanov, (2020). Meanwhile, the method of teaching exists in the updated digital learning, information, and communication technologies. It adopts technology on the teaching extent of practice that focuses on the mechanism factors that influenced the use of technology online classroom, Scherer, Siddiq, & Tondeur, (2019). It also shows that it improves the attention, involvement, and acquisition of knowledge that provides method and impact of learning in a positive way. The instructional effectiveness introduces the immersive and interactive usage in online scientific teaching enactment and strategy engaged in generative learning manipulative teaching, Makransky, Andreassen, Baceviciute, & Mayer, (2020). It shows also that it composes the learning process from various stages, acquiring knowledge, asking questions that lead to more questions in a growing complexity. It conceptualizes the objectives of the lesson to present, to analyze, and to identify the potential knowledge in the new normal learning perspective. It is a comprehensive and systematic knowledge that contributes to the method of teaching, Durst, & Zieba, (2019). It shows that it makes possible and identifies greater accuracy and general innovation in the creation of educational experiences and new ideas in the learning process and develops thinking skills and effective learning to analyze, contextualize, relate, and argue that will convert to knowledge and information of students. It provides sustainable development to explore the difficult concept

in the educational setting that requires interdisciplinary skills to foster knowledge assimilation of students in values and acquisitions. The learning teaching practices and development equipped students in their skills as to complex problem solving, reflection, analysis, and critical thinking exploration. It conceptualizes the extent of learning and teaching strategies and experiences to frame student learning, Manning, & de Aguiar, (2020).

Subsequently, technique in teaching shows that it brings academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations. It analyses the learning process in capturing the visualization of the student's success and support in the teaching improved learning. It engages the application and development of an ethical approach to learning and system of student support and process, West, Luzeckyj, Toohey, Vanderlelie, & Searle, (2020). It also encourages students to work together by introducing various class activities to enhance the learning process. It assesses the student academic performance and class engagement in online classes during the new normal. It focuses on refinement and uses plan techniques in the teaching cycle to determine the suitability of curriculum in content teaching, Busebaia, & John, (2020). It also poses thought-provoking questions which inspire students to think for themselves and becomes more independent learners, and differentiates teaching by allocating tasks based on students' abilities, to ensure no one gets left behind. It implements fundamental education in establishing instructional allocation and responsibility in the standard pattern in teaching. It is based on a new normal process of learning at the newly created school curriculum, Lindacher, (2020). Lastly, it shows to incorporate technology into teaching to actively engage students in multimedia software and other advanced technology in teaching. It uses technology in instructional planning and educational decisions. It embraces the program preparation of progressive and innovative approaches to maintain the preparation and acknowledges integrity of teachers in competency of digital teaching development and strategy involving goal setting, virtual teaching, reflection and support for all teaching professions, Keefe, (2020).

CONCLUSION

1. Strategy in teaching shows to lay the foundation of why and how to conduct the class and helps set expectations, creating a shared class culture where students take more responsibility for their class participation.
2. Trend in teaching shows that blended learning in the classroom structure directs teachers instruction in more directed activities of students.
3. Method of teaching shows to compose the learning process from various stages, acquiring knowledge,

asking questions that lead to more questions in a growing complexity and pedagogical approach and modern technologies are introduced for educational materials by the students.

4. Technique in teaching shows to bring academic concepts to life with visual and practical learning experiences, helping students to understand the lesson into real life situations and poses thought-provoking questions which inspire students to think for themselves and become more independent learners.

RECOMMENDATION

1. Strategies in teaching should organize a course design necessary in an online environment in a pedagogical value component placing students' learning and experience at the heart of the plan which is needed in the new normal teaching and learning perspective because most students have difficulty in the adjustment of the new normal classes.
2. Trends in teaching must be given emphasis among the respondents. Lecturers or teachers should take time to nurture both educational and social development, academic progress to improve the classroom behavioral issues in the new normal teaching.
3. Methods of teaching should improve the attention, involvement, and acquisition of knowledge that provide the method and impact of learning in a positive way. Thus, contribute to effective teaching.
4. Techniques in teaching should encourage students to work together by introducing various class activities to enhance the learning process in the new normal learning perspective of teaching.

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