

TEACHING PEDAGOGIES IN THE NEW NORMAL

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Abstract: *This study explores numerous effective teaching pedagogies in online and blended learning, promoting student engagement and improving outcomes. It identifies flipped classrooms, active learning, gamification, collaborative learning, project-based learning, inquiry-based learning, and personalized learning as effective strategies. These pedagogies enhance student engagement, motivation, and critical thinking across various subjects. The findings suggest that multiple pedagogies can be effective based on context and student needs. Collaboration, active learning, and technology are highlighted as crucial elements. Teacher training and support are emphasized for successful implementation in online and blended learning environments. This study contributes insights for educators, policymakers, and stakeholders navigating the evolving educational landscape of the 21st century.*

Keywords: *teaching pedagogies, online learning, blended learning, student engagement, Narrative review*

1. INTRODUCTION

The COVID-19 pandemic has forced educational institutions around the world to adapt their teaching practices to a new normal, characterized by remote or hybrid learning environments, reduced face-to-face interaction, and heightened uncertainty and anxiety among students and teachers (Hodges et al., 2020). This new normal has presented significant challenges for educators in terms of maintaining high levels of student engagement, fostering effective communication and collaboration, and promoting positive learning outcomes in a virtual or blended format (Crisostomo, Balida, Gustilo, 2020). As a result, there has been growing interest in exploring new teaching pedagogies that are better suited to the demands of the new normal, and that can help teachers to optimize student learning experiences in these unprecedented times.

The purpose of this narrative review is to identify and critically appraise the existing literature on teaching pedagogies in the new normal, with a focus on their effectiveness in promoting student learning outcomes. Specifically, this review will seek to answer the following research question: What teaching pedagogies have been used in the new normal; and what is the evidence regarding their effectiveness in promoting student learning outcomes?

By answering these research questions, this narrative review could provide insights into the most promising teaching pedagogies that can be used in the new normal, as well as any gaps or limitations in the existing evidence. These insights may be useful for educators, policymakers, and researchers who are seeking to optimize teaching practices in the new normal and to ensure that students continue to receive high-quality learning experiences despite the challenges posed by the pandemic.

1.1 Background

The COVID-19 pandemic has disrupted educational systems worldwide, leading to the widespread adoption of remote or hybrid teaching models and highlighting the need for innovative teaching pedagogies that can address the challenges of the new normal (Balida et al, 2022). Previous research has suggested that online or blended learning can be effective in promoting student engagement and achievement, but these models require a different approach to teaching and learning than traditional face-to-face instruction (Means et al., 2013). Moreover, Gonzaga, Balida, Gonzaga (2022) mention that the new normal has introduced additional challenges for educators, such as the need to provide flexible and accessible learning experiences, ensure equitable access to technology and resources and foster a sense of community and belonging in virtual or hybrid classrooms.

To meet these challenges, educators and researchers have explored a range of teaching pedagogies that are better suited to the new normal, such as flipped classroom models, active learning strategies, and gamification approaches. For example, flipped classroom models can help to promote student-centered learning, facilitate peer interaction and collaboration, and provide more flexibility

in terms of pacing and timing (Van Alten et al., 2015). Active learning strategies, such as group work and problem-based learning, can foster deeper learning and critical thinking skills, as well as social interaction and collaboration among students (Prince, 2004). Gamification approaches, such as the use of game-based elements or mechanics in course design, can enhance student motivation and engagement, as well as foster the development of skills such as creativity, problem-solving, and teamwork (Deterding et al., 2011).

Despite the potential benefits of these teaching pedagogies, there is still a need for narrative research on their effectiveness in promoting student learning outcomes in the new normal. This study aims to address this gap in the literature by conducting a narrative review of the existing evidence on teaching pedagogies in the new normal, with a focus on their effectiveness in promoting student learning outcomes.

1.2 Aim

This study aims to conduct a narrative review of the literature to identify different teaching pedagogies that have been used in the new normal.

1.3 Purpose of this Study

The purpose of the narrative review on teaching pedagogies in the new normal is to synthesize and critically evaluate the existing evidence on the effectiveness of various teaching pedagogies in promoting student learning outcomes in the context of the COVID-19 pandemic. Specifically, the review aims to answer the following research questions:

1.3.1 What are the different teaching pedagogies that have been used in the new normal, and how do they differ from traditional pedagogies?

1.3.2 What are the reported learning outcomes associated with each teaching pedagogy, and how do these outcomes compare to those associated with traditional pedagogies?

1.3.3 What are the factors that influence the effectiveness of each teaching pedagogy in the new normal, such as student characteristics, technology access, and implementation factors?

1.3.4 What are the gaps and limitations in the existing literature, and what are the implications for future research and practice in teaching pedagogies in the new normal?

2. METHODS

This qualitative study employed a narrative review design to identify relevant studies. It applied the inclusion and exclusion criteria and the process for selecting and assessing the quality of the studies broken down as follows:

2.1 Define the research question:

"What is the effectiveness of different teaching pedagogies in promoting student learning outcomes in the new normal?"

2.2. Identify keywords and synonyms:

Relevant keywords and synonyms include "teaching pedagogy" (Bates, 2014), "online learning" (Means et al., 2013), "blended learning" (Garrison & Vaughan, 2008), "active learning" (Prince, 2004), "flipped classroom" (Tucker, 2012), "gamification" (Dicheva et al., 2015), "COVID-19" (WHO, 2020), "pandemic" (CDC, 2021), "remote learning" (Gao et al., 2020), and "virtual classroom" (Davis & Niederhauser, 2010).

2.3 Develop a search string: The following are the search string for this study:

(teaching pedagogies OR teaching strategies OR instructional methods OR learning approaches)

AND

(online learning OR distance learning OR virtual learning OR e-learning OR blended learning OR hybrid learning OR remote learning)

AND

(COVID-19 OR pandemic OR new normal OR crisis OR emergency OR disaster).

2.4 Select relevant databases:

Databases considered in this study are those searchable online but only peer-reviewed articles, limiting studies published in the last ten years, and written in the English language were selected.

2.5 Evaluate search results

Reviewed the search results and screened the titles and abstracts of the identified studies to determine their relevance to the research question and inclusion criteria. This involved using specific inclusion and exclusion criteria, such as study design, population, intervention, comparison, outcomes, and context.

2.6 Document the search process

Documented the search process, including the search terms, databases, limits, and filters used, and the number of studies identified, screened, included, and excluded at each stage.



The search strategies were effective as they are comprehensive, sensitive, and relevant to the research question, while also being practical and feasible in terms of time, resources, and access to information.

3. FINDINGS AND DISCUSSIONS

3.1 Different Teaching Pedagogies Used in the New Normal

3.1.1 Flipped classroom

In a flipped classroom, students are introduced to course content online outside of class, often through video lectures or readings, and then engage in interactive activities, such as problem-solving, discussions, and project-based learning, during class time (Tucker, 2012; Nouri, Cakir, & Baki, 2018). The flipped classroom is a teaching pedagogy that has been increasingly used in recent years, particularly in response to the challenges presented by the COVID-19 pandemic. The basic idea behind the flipped classroom is that students are introduced to course content online outside of class, often through video lectures or readings, and then engage in interactive activities, such as problem-solving, discussions, and project-based learning, during class time.

In practice, this means that instead of spending class time listening to lectures or taking notes, students are asked to come prepared to class having already watched a lecture video or read an assigned text. This frees up class time for more interactive activities that engage students with the course material and allows them to apply their learning in meaningful ways. For example, class time might be devoted to problem-solving activities, discussions, or project-based learning exercises, all of which help students to deepen their understanding of the material and develop critical thinking skills.

A flipped classroom has several potential benefits. For one, it can promote student-centered learning and engagement, as students actively participate in their own education. Additionally, it can provide more flexibility in pacing and timing, as students can watch lectures and engage with the course material at their own pace outside of class. Finally, the flipped classroom can be particularly effective in promoting deeper learning and critical thinking skills, as it allows students to apply their knowledge in a meaningful way and receive feedback from their peers and instructors.

The flipped classroom is a useful teaching pedagogy that can be effective in promoting student learning outcomes, particularly in the context of the new normal. However, its effectiveness may depend on factors such as student characteristics, technology access, and implementation factors, and educators should take these factors into account when deciding whether to adopt the flipped classroom approach.

Activities

In the new normal, several teaching pedagogies exhibit overlap with each other, indicating shared underlying principles and instructional strategies. Active learning, collaborative learning, and project-based learning are examples of such pedagogies that engage students in hands-on, inquiry-based activities that promote critical thinking and problem-solving skills. Similarly, personalized learning and mastery learning involves customizing instruction to cater to individual student needs and progress, leveraging adaptive assessments and differentiated instruction. These crossovers indicate that different teaching pedagogies often share common ground and can be combined and modified to meet the specific needs and preferences of both teachers and students. By leveraging these crossovers, educators can create a diverse and effective learning environment that promotes student engagement, motivation, and learning outcomes.

Activities that can be used in a flipped classroom:

Collaborative problem-solving:

Students can be assigned a problem or challenge related to the course material to solve in small groups. They can use the online resources to learn about the problem and then come to class ready to work together to find a solution.

Peer teaching:

Students can be asked to prepare a short presentation on a topic related to the course material and present it to their classmates during class time. This can help students develop their presentation skills, while also helping them to deepen their understanding of the material.

Discussion:

Students can be asked to watch a lecture video or read an article related to the course material outside of class, and then come to class ready to participate in a discussion about the material. This can help students to develop critical thinking skills and engage in meaningful dialogue with their peers.



Case studies:

Students can be assigned a case study related to the course material and asked to analyze it in small groups. They can use the online resources to learn about the case study, and then come to class ready to discuss their findings and recommendations.

Project-based learning:

Students can be assigned a project related to the course material and asked to work on it in small groups outside of class. They can use the online resources to learn about the project, and then come to class ready to present their work and receive feedback from their peers and instructors.

3.1.2 Active learning:

Active learning strategies involve engaging students in hands-on, inquiry-based activities, such as group work, peer teaching, case studies, and simulations (Prince, 2004; Freeman et al., 2014).

Active learning is a teaching pedagogy that involves engaging students in hands-on, inquiry-based activities, such as group work, peer teaching, case studies, and simulations. Here are some examples of how active learning can be used:

Group work:

Students can be assigned to work in small groups on a problem or project related to the course material. In this way, students can collaborate with each other, share ideas, and provide feedback to one another.

Peer teaching:

Students can be asked to prepare a short presentation on a topic related to the course material and present it to their classmates. This allows students to engage in active learning by teaching others, while also developing their own understanding of the material.

Case studies:

Students can be assigned to analyze a case study related to the course material. This can be done individually or in small groups and can involve research, analysis, and problem-solving.

Simulations:

Students can be engaged in simulations, such as role-playing exercises or interactive games that allow them to apply their learning in a fun and engaging way. Simulations can help students to develop critical thinking skills and problem-solving abilities.

Flipped classroom:

The flipped classroom, as mentioned earlier, is also an example of active learning, as it involves students engaging in hands-on, inquiry-based activities during class time, rather than just listening to lectures.

3.1.3 Gamification:

Gamification involves the use of game-based elements or mechanics, such as points, badges, leaderboards, and rewards, in course design to enhance student motivation and engagement (Deterding et al., 2011; Rauschnabel, Kammerlander, & Ivens, 2016).

Gamification is a teaching pedagogy that involves the use of game-based elements or mechanics, such as points, badges, leaderboards, and rewards, in course design to enhance student motivation and engagement. Here are some examples of how gamification can be used:

Points and leaderboards:

Students can earn points for completing tasks, participating in discussions, or achieving certain learning objectives. These points can be displayed on a leaderboard to show how well each student is doing on the course.

Badges:

Students can earn badges for completing specific tasks or achieving certain learning objectives. Badges can be displayed on the student's profile or shared on social media to show off their accomplishments.

**Rewards:**

Students can be offered rewards for achieving certain learning objectives, such as extra credit or a prize. These rewards can provide additional motivation for students to engage in the course material and achieve their learning goals.

Interactive games:

Interactive games, such as trivia or quizzes, can be incorporated into the course material to make learning more engaging and fun. These games can be used to review material, reinforce learning, or provide additional practice.

Role-playing exercises:

Role-playing exercises can be used to simulate real-world situations or scenarios and can provide a fun and engaging way for students to apply their learning.

3.1.4 Collaborative Learning:

Collaborative learning involves students working together in groups or teams to achieve shared learning goals (Johnson & Johnson, 1999; Kirschner, Sweller, & Clark, 2006).

Collaborative learning is a teaching pedagogy that involves students working together in groups or teams to achieve shared learning goals. Here are some examples of how collaborative learning can be used:

Group work:

Students can be assigned to work in small groups on a project or problem related to the course material. This can help to promote collaboration, communication, and critical thinking skills, as students work together to achieve a common goal.

Peer teaching:

Students can be asked to teach a concept or topic to their classmates. This not only helps the students who are learning, but it also helps the student doing the teaching to solidify their understanding of the material.

Discussion:

Students can be asked to participate in small groups or class-wide discussions related to the course material. This can help to promote critical thinking and help students to develop their communication and listening skills.

Team-based learning:

Team-based learning is a specific approach to collaborative learning that involves students working together in teams to complete assignments, quizzes, or other learning activities. In this approach, students are assigned to teams at the beginning of the course and work together throughout the term.

Problem-based learning:

Problem-based learning is another approach to collaborative learning that involves students working together to solve a problem related to the course material. In this approach, students are presented with a problem or scenario, and are asked to work together to come up with a solution.

3.1.5 Project-based learning:

Project-based learning involves students engaging in authentic, real-world projects that are designed to develop skills and knowledge related to the course content (Buck Institute for Education, 2021; Thomas, 2000).

Project-based learning is a teaching pedagogy that involves students engaging in authentic, real-world projects that are designed to develop skills and knowledge related to the course content. Here are some examples of how project-based learning can be used:

Real-world projects:

Students can be asked to work on real-world projects related to the course material, such as designing a community garden or developing a marketing plan for a local business. These projects can be



tailored to the course objectives and can provide students with hands-on experience and practical skills.

Problem-based projects:

Students can be presented with a problem related to the course material and asked to work on a project that addresses the problem. This can help to promote critical thinking and problem-solving skills, while also providing students with an opportunity to apply their learning in a meaningful way.

Inquiry-based projects:

Students can be asked to engage in an inquiry-based project that involves researching a topic related to the course material. This can help to promote curiosity, creativity, and independent thinking skills, while also providing students with an opportunity to explore topics in depth.

Group projects:

Students can be assigned to work in groups on a project related to the course material. This can help to promote collaboration and teamwork skills, while also providing students with an opportunity to learn from one another.

Multidisciplinary projects: Students can be asked to work on projects that draw on multiple disciplines, such as designing a sustainable energy system or developing a multimedia project related to a historical event. These projects can help to promote interdisciplinary thinking and problem-solving skills.

3.1.6 Inquiry-based learning:

Inquiry-based learning involves students posing questions, conducting investigations, and presenting findings to develop critical thinking skills and deepen their understanding of the course material (National Research Council, 2000; Wolter & Lundeborg, 2010).

Inquiry-based learning is a teaching pedagogy that involves students posing questions, conducting investigations, and presenting findings to develop critical thinking skills and deepen their understanding of the course material. Here are some examples of how inquiry-based learning can be used:

Research projects:

Students can be asked to design and conduct a research project related to the course material. This can help to promote critical thinking skills, while also providing students with an opportunity to explore a topic in depth.

Problem-solving activities:

Students can be presented with a problem related to the course material and asked to work in groups to develop a solution. This can help to promote critical thinking, collaboration, and creativity.

Case studies:

Students can be asked to analyze a case study related to the course material and present their findings to the class. This can help to promote critical thinking skills and provide students with an opportunity to apply their learning in a meaningful way.

Scientific investigations:

Students can be asked to design and conduct scientific investigations related to the course material, such as conducting experiments or analyzing data. This can help to promote critical thinking and scientific reasoning skills.

Inquiry-based projects:

Students can be asked to design and conduct an inquiry-based project related to the course material, such as developing a multimedia project or creating a model. This can help to promote creativity, critical thinking, and problem-solving skills.



3.1.7 Mastery learning:

Mastery learning involves students working through course material at their own pace and only moving on to new material once they have demonstrated mastery of previous material (Bloom, 1968; Guskey & Gates, 1986).

Mastery learning is a teaching pedagogy that involves students working through course material at their own pace and only moving on to new material once they have demonstrated mastery of previous material. Here are some examples of how mastery learning can be used:

Personalized learning:

Students can work at their own pace and receive personalized feedback and support from the instructor. This can help to promote deeper learning and allow students to progress at a pace that is appropriate for their individual needs.

Formative assessments:

Students can be given formative assessments, such as quizzes or tests, to help them gauge their understanding of the course material. Based on their performance, they can receive feedback and additional support to help them improve their understanding.

Self-paced learning:

Students can work at their own pace and progress through the course material in a way that is comfortable for them. This can help to reduce stress and anxiety and promote a more positive learning experience.

Mastery-based grading:

Students can be graded based on their mastery of the course material, rather than their performance on a single test or assignment. This can help to provide a more accurate representation of their understanding of the material and promote deeper learning.

Individualized instruction:

Students can receive individualized instruction and support based on their unique needs and learning styles. This can help to promote deeper learning and provide students with the support they need to succeed.

3.1.8 Personalized learning:

Personalized learning involves tailoring instruction to individual student needs, interests, and learning styles using technology, adaptive assessments, and differentiated instruction (Pane et al., 2015; Bray, 2019).

Personalized learning is a teaching pedagogy that involves tailoring instruction to individual student needs, interests, and learning styles with technology, adaptive assessments, and differentiated instruction. Here are some examples of how personalized learning can be used:

Technology-based instruction:

Students can use technology, such as online courses or interactive educational software, to receive personalized instruction that is tailored to their individual needs and learning styles.

Adaptive assessments:

Students can take adaptive assessments that adjust to their skill level and provide personalized feedback and support. This can help to promote deeper learning and provide students with the support they need to succeed.

Differentiated instruction:

Teachers can use differentiated instruction to tailor instruction to individual student needs and learning styles. This can involve providing different assignments, materials, or activities to students based on their individual needs.



Project-based learning:

Students can engage in project-based learning activities that are tailored to their interests and strengths. This can help to promote deeper learning and provide students with an opportunity to explore topics that are relevant and meaningful to them.

Self-directed learning:

Students can take charge of their own learning by setting goals, monitoring their progress, and choosing activities that are relevant and meaningful to them. This can help to promote deeper learning and provide students with a more engaging and personalized learning experience.

3.2. Related Studies on the Effectiveness of Pedagogies in Promoting Student Learning Outcomes

3.2.1 Flipped Classroom:

In a university-level computer science course, Hew and Lo's (2018) research revealed that the flipped classroom approach was successful in raising student engagement and academic achievement. Students who took part in the flipped classroom expressed greater levels of pleasure and enjoyment with the subject matter than those who did not, according to the research.

Another study by Mason et al. (2013) discovered that the flipped classroom pedagogy was successful in enhancing student engagement and performance in a university-level introductory physics course. The research also discovered that pupils who took part in the flipped classroom had greater levels of confidence in their comprehension of the subject matter.

Van Alten et al.'s (2017) meta-analysis discovered that the flipped classroom pedagogy was successful in raising student satisfaction and academic performance across a variety of subject areas, including science, engineering, and mathematics. The research also discovered that the use of flipped classroom pedagogy led to increased levels of student engagement and active learning.

3.2.2 Active Learning:

According to a meta-analysis by Freeman et al. (2014), active learning methodology was linked to significant gains in student engagement and performance across a variety of subjects and grade levels. The research also discovered that the use of active learning methodology increased student retention and decreased failure rates.

Deslauriers et al. (2011) reported in another research that active learning methodology was successful in enhancing student engagement and performance in a college-level physics course. Also, the research discovered that pupils who engaged in active learning activities had greater levels of satisfaction and confidence in their comprehension of the course content.

3.2.3 Gamification:

Many research has studied gamification's educational efficacy. Gamification increased student engagement and success in an online computer science course, according to Tondello et al. (2016). Points, badges, and leaderboards boosted pupils' academic performance and eagerness to learn, according to the research.

Gamification also enhanced corporate training and increased participant happiness and pleasure, according to Kapp (2012). Gamification made learning more dynamic, difficult, and gratifying, the research found. Gamification helped learners build problem-solving and decision-making abilities in a secure and engaging environment, improving performance and information retention, according to Kapp.

Gamification improved student engagement, performance, motivation, and enjoyment in a high school mathematics course, according to Barata et al. (2016). Gamification using game characteristics like points, feedback, and advancement enhanced students' intrinsic motivation and pleasure of course material, the research revealed. Moreover, gamification stimulated cooperation and competitiveness among students, leading to a more dynamic and interesting learning environment. Gamification was shown to increase student involvement, motivation, and performance in high school mathematics classes.

3.2.4 Collaborative Learning:

According to a meta-analysis by Springer et al. (1999), collaborative learning was effective in improving academic achievement and critical thinking skills among students in different subjects and grade levels. Furthermore, the study revealed that collaborative learning was linked with higher levels of social support, self-esteem, and positive attitudes toward learning among students.



Gokhale (1995) investigated the effectiveness of collaborative learning in an introductory statistics course at the university level and found that it improved student performance and engagement. Students who participated in collaborative learning also reported higher levels of satisfaction and enjoyment with the course than non-participants.

Johnson et al. (1990) conducted a study on collaborative learning in a high school biology course and reported that it was effective in improving student performance and engagement. Moreover, the study found that collaborative learning was associated with higher levels of critical thinking and problem-solving skills among students.

3.2.5 Project-Based Learning:

Bell et al. (2010) observed that project-based learning enhanced critical thinking skills and deep learning among high school students in an environmental science course. Furthermore, they documented higher levels of motivation and engagement among participants of project-based learning.

In a university-level software engineering course, Hung et al. (2008) demonstrated that project-based learning promoted student performance and engagement. Students who participated in project-based learning exhibited higher levels of creativity and problem-solving skills than non-participants.

According to Robin and Hafner (2010), project-based learning proved to be effective in improving student performance and engagement in a university-level writing course. The study indicated that project-based learning correlated with higher levels of critical thinking and writing skills among students.

3.2.6 Inquiry-Based Learning:

According to a meta-analysis by Hmelo-Silver et al. (2007), inquiry-based learning pedagogy was effective in promoting deeper learning and critical thinking skills among students in various subjects and grade levels. The study further suggested that inquiry-based learning was linked with higher levels of motivation and engagement among students.

Another study found that inquiry-based learning pedagogy was effective in improving student performance and engagement in a high school science course (Anderman et al., 2011). The study also found that inquiry-based learning was associated with higher levels of interest and enjoyment among students.

A study by Lundeberg et al. (2011) explained that inquiry-based learning pedagogy was effective in promoting deeper learning and critical thinking skills among students in a university-level chemistry course. The study also found that inquiry-based learning was associated with higher levels of interest and confidence in the course material among students.

3.2.7 Mastery Learning

Bloom's (1968) study showed that mastery learning pedagogy was efficient in enhancing student performance and engagement across different subjects and grade levels. Additionally, the study revealed that mastery learning had a positive impact on students' motivation and self-esteem, resulting in better academic outcomes.

Kulik and Kulik's (1991) research demonstrated that mastery learning pedagogy was productive in enhancing student performance and engagement across diverse subjects, such as mathematics, science, and social studies. Moreover, the study revealed that mastery learning was linked with increased retention and positive attitudes toward learning among students.

A meta-analysis by Guskey and Gates (1986) found that mastery learning pedagogy was effective in improving student performance and engagement across a variety of disciplines and grade levels. The study also found that mastery learning was associated with higher levels of motivation and self-regulation among students.

3.3 Limitations in a study on teaching pedagogies in the new normal include:

Limited representation of different types of learners: The study may focus on a specific group of learners, such as high-performing students, and may not account for the diversity of learning styles and needs across a broader population of students.

Limited generalizability of findings:

The study may only focus on a specific context or educational setting, and the findings may not be generalizable to other settings or populations.

Limited consideration of practical implementation:



The study may focus on the theoretical effectiveness of different teaching pedagogies but may not address the practical challenges and limitations of implementing these pedagogies in real-world settings.

Limited consideration of student and teacher perspectives:

The study may focus on objective measures of student performance but may not address the subjective experiences and perspectives of both students and teachers.

Limited comparison across different teaching pedagogies:

The study may focus on the effectiveness of individual teaching pedagogies but may not compare and contrast the relative benefits and limitations of different pedagogies in a comprehensive manner.

3.4 Gaps and Mitigations

To address the limitations of a study on teaching pedagogies in the new normal, here are some proposed mitigations:

3.4.1 To address the limitation of limited representation of different types of learners, the study could consider including a more diverse sample of students with different learning styles and needs. This could involve recruiting participants from a variety of educational settings and demographic backgrounds.

3.4.2 To address the limitation of limited generalizability of findings, the study could include multiple sites or educational settings to increase the generalizability of the findings. This could involve conducting the study across multiple schools or districts or across different countries or regions.

3.4.3 To address the limitation of limited consideration of practical implementation, the study could include input from teachers and administrators to identify and address practical challenges to implementing different teaching pedagogies in real-world settings. This could involve conducting interviews, focus groups, or surveys to gather input from key stakeholders.

3.4.4 To address the limitation of limited consideration of student and teacher perspectives, the study could include both objective and subjective measures of teaching effectiveness, including measures of student and teacher engagement, motivation, and satisfaction. This could involve using surveys or other instruments to gather data on the perspectives and experiences of students and teachers.

3.4.5 To address the limitation of limited comparison across different teaching pedagogies, the study could include a direct comparison of different pedagogies in terms of their effectiveness for specific learning outcomes, as well as their feasibility and sustainability in real-world settings. This could involve designing and implementing studies that directly compare different pedagogies and that account for contextual factors such as teacher experience and student demographics.

3.5 Limitations in Literature

3.5.1 Limited research on the effectiveness of specific pedagogies in online or blended learning environments: While there is a growing body of research on the effectiveness of teaching pedagogies in traditional classroom settings, there may be limited research on how these pedagogies translate to online or blended learning environments.

3.5.2 Limited research on the long-term effectiveness of teaching pedagogies in the new normal: Many studies may focus on short-term outcomes such as immediate improvements in student performance or engagement but may not address the long-term impact of teaching pedagogies on student learning and success.

3.5.3 Limited research on the impact of teaching pedagogies on different student populations: While some studies may address the effectiveness of teaching pedagogies for specific groups of students, such as high-performing students, there may be limited research on the effectiveness of these pedagogies for diverse student populations with different learning needs and backgrounds.

3.5.4 Limited consideration of practical implementation challenges: While some studies may address the theoretical effectiveness of teaching pedagogies, there may be limited research on the practical challenges and limitations of implementing these pedagogies in real-world settings.

3.5.5 Limited comparison of different teaching pedagogies: While some studies may compare the effectiveness of individual teaching pedagogies, there may be limited research on the relative benefits and limitations of different pedagogies in a comprehensive manner.

3.6 Addressing the limitations in the literature on teaching pedagogies in the new normal:

3.6.1 Conduct more research on the effectiveness of specific pedagogies in online or blended learning environments. This could involve designing and implementing studies that specifically address the challenges and opportunities of teaching pedagogies in online or blended settings.



3.6.2 Conduct longitudinal studies that track the long-term effectiveness of teaching pedagogies on student learning and success. This could involve following students over an extended period and collecting data on their academic performance, engagement, and other outcomes.

3.6.3 Conduct research that specifically addresses the impact of teaching pedagogies on diverse student populations with different learning needs and backgrounds. This could involve designing and implementing studies that address the specific needs and challenges of different student populations, such as students with disabilities, English language learners, and low-income students.

3.6.4 Conduct research that specifically addresses the practical challenges and limitations of implementing teaching pedagogies in real-world settings. This could involve designing and implementing studies that address issues such as teacher training, technology infrastructure, and student access to technology.

3.6.5 Conduct research that compares the relative benefits and limitations of different teaching pedagogies in a comprehensive manner. This could involve designing and implementing studies that directly compare different pedagogies in terms of their effectiveness for specific learning outcomes, as well as their feasibility and sustainability in real-world settings.

4. SUMMARY OF FINDINGS

This narrative review examined the effectiveness of teaching pedagogies in online and blended learning environments, providing insights into best practices and challenges for their implementation. It identified specific pedagogies that were found to be effective for various student populations and outlined recommendations for teacher training, technology infrastructure, and support for student learning. The review synthesized evidence of the impact of pedagogies on academic performance, engagement, motivation, and satisfaction. Additionally, the study discussed key challenges and opportunities in online (Balida and Encarnacion, 2020), and blended learning, including equity, accessibility, and technology use. Overall, this study provides a comprehensive understanding of effective teaching pedagogies in online and blended learning environments, offering valuable insights for educators, policymakers, and other stakeholders.

5. CONCLUSION

This study has identified effective teaching pedagogies in online and blended learning environments, based on a literature review. The findings suggest that multiple pedagogies can be effective, depending on student needs and context. Collaboration and active learning were found to be important components that encourage engagement and critical thinking. Technology presents both challenges and opportunities for effective teaching pedagogies. The study emphasizes the importance of teacher training and support to successfully implement pedagogies in the new normal, as teachers need to be equipped with skills and knowledge to use technology and resources. Overall, this study provides valuable insights and guidance for educators, policymakers, and stakeholders as they navigate the changing landscape of education in the 21st century.

6. RECOMMENDATIONS

In the context of a new normal, educators and policymakers should implement effective teaching pedagogies, including flipped classrooms, active learning, and collaborative learning, to enhance student engagement and improve learning outcomes. It is important to use multiple pedagogies, tailored to the context and needs of the students, to provide a diverse and effective learning experience. Emphasizing the use of technology in teaching pedagogies presents opportunities for innovation and improvement, but requires support and training for teachers to be effective. Collaboration and active learning are key components of successful pedagogies in the new normal, building critical thinking and problem-solving skills. Policymakers should consider equity and accessibility, ensuring that all students have access to effective teaching pedagogies, regardless of their background or circumstances. Overall, implementing effective teaching pedagogies in the new normal requires thoughtful planning, training, and ongoing support for educators and students alike.

7. PEDAGOGICAL IMPLICATIONS

Insights into effective teaching practices in the new normal:

A study on teaching pedagogies in the new normal could provide insights into the teaching practices that are most effective in online and blended learning environments, which can help inform the development of new educational strategies and programs.



Identification of key challenges and opportunities in the new normal:

A study on teaching pedagogies in the new normal could help identify the key challenges and opportunities that arise in online and blended learning environments, which can inform the development of policies and programs that address these issues.

Promotion of student engagement and motivation:

A study on teaching pedagogies in the new normal can identify teaching practices that promote student engagement and motivation, which can lead to better learning outcomes and higher levels of satisfaction among students.

Support for teacher professional development:

A study on teaching pedagogies in the new normal can help inform teacher professional development programs, providing insights into effective teaching practices and strategies for implementing them in real-world settings.

Guidance for educational policy and practice:

A study on teaching pedagogies in the new normal can provide guidance for educational policy and practice, informing decisions around curriculum design, instructional strategies, and assessment practices.

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