

Calamities Abound: Impact of COVID-19 Face-to-Screen Induced Learning among University Students in Zimbabwe

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Abstract:

The outbreak of -COVID19 on Mother Earth prompted for reactions, adjustments and novelties on all aspects of life, including the education sector. In universities world-wide, modes of lesson delivery were compelled to change from the usual face-to-face to online teaching strategies. Researchers of this qualitative study explored the impact of COVID-19 on the public university students' learning in Zimbabwe. Data was collected through interviewing students online and observations. Thematic approach was used for data analysis. Findings showed that university students' shift from face-toface to online learning brought a plethora of challenges which include: lack of e-learning hardware, limited technical knowhow, expensive data bundles, network challenges, frequent power-cuts, home-learning disturbances and low-teacher online response. There were also some advantages, for instance, technological development on the part of the students, lecturers and universities towards world standards. The study recommended for universities and national intervention especially on: engaging mobile network operators to subsidize data costs and e-learning gadgets funding. There is also need for lecturers and students' online instructional enhancement and electronic gadget operation workshops to make the involved parties prepared for this new-normal at hand.