









submitted that the feeling of being lost in the cyberspace during online learning hinders the grasping level of concepts, because of the lack of feedback from body language alongside the fact that the teachers don't get to know the students personally during online classes. Additionally, the approach is that discussion during online learning is slow and not as effective as during offline classes, thus limits the type of communication and eliminates feelings of connection amongst students for which these elements aid faster comprehension and retention ability. The fundamental advantage of this offline mode is that it gives adaptability to teachers also, students to understand individually, at their own time furthermore, this is less subject to the quality of either gathering's Internet connection (Azlan, Wong, Tan, Huri, Ung, Pallath et al., 2020).

Although university teachers are committed to advancing technology-embedded learning environment, the present technology evolves at a fast pace and adaptability on the part of students may take a long time. Besides, students are confronted with the challenge of pedagogical integrity towards keeping a harmony between their necessities and that of others in classes. Notwithstanding the way that most of participants who were occupied with this investigation have been affected by technology at one point or the other in their lives, the outcomes shows that a number of them are not enough ready for a technology-rich online education. The use of technology for performing academic research, essay composition, data analysis, presentations preparation, assignment submission etc. is simply not meeting the initial expectation of students, who have always had a registered though and mindset that academic activities has to be done with the four walls of the school. Therefore, migrating to online teaching and learning becomes a serious issue unless there is a change in their perception, thought and mindset regarding how they should receive education. Majority of students reported that they use computer on a daily basis, but not for academic use, rather for social networking. Hence, there is a challenge of acceptance of online learning on the part of university students. Participants also submitted that online learning doesn't prove cognitive presence and competence, suggesting that a cognitive adjustment is necessary in other to create positive learning results. Thus, regardless of whether learning is face-to-face or online, levels of opinion and information building are

the goals of learning, and the higher-order procedure of learning comes up in the system of critical thinking and problem solving.

Online teaching and learning has come to stay, and provision of effective instruction to online learner is critical. There is need for reconceptualization of roles of students and teachers in online teaching and learning, and teachers must develop interpersonal relationships with their students online. Online education requires more time and effort than physical learning; hence teachers must inculcate a learner-centered education environment in which students are empowered to acquire responsibility of their own education towards achieving better outcomes. Although wide efforts have been made in present study towards gaining insight into the psychological narratives of online learning and teaching, deeper information is still needed in this regard. More research may be required towards substantiating and expanding the findings of this study.

As today's students are exploring more convenient and economical ways of earning a university degree, they need to fully embrace the new mode of learning alongside the implication of the use of technology in fulfilling their dreams. On the other hand, university teachers must be willing to provide highly sensitive, robust and lucrative education resources and materials to online learners. Teachers have to expand new pedagogy skills for course plan, delivery and evaluation in online environments. The critical thinking theory is particularly essential in considerate the online learning and teaching experience. Particularly, teaching experience assists in preparing online learners towards enacting their roles properly in the online environment. Teachers must be given adequate continuous support including necessary technology, technical assistance and professional development opportunities in a bid to make online teaching and learning successful and hitch-free.

## References

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