Learning Experiences in the Post-pandemic Era Through Infographics Arts

Yahya Don(✉)

School of Education, Universiti Utara, Changlun, Malaysia
d.yahya@uum.edu.my

Abstract. In this study, the efficacy of classroom instruction and learning in pandemic caused by COVID 19 is investigated. Using infographics as a teaching and learning tool in post-pandemic COVID 19 education is a method that is addressed and is the emphasis of the method. The issues of students not showing up to class, students not being motivated to learn, students not concentrating on what they are being taught, and the teachers growth are all addressed. It is debated whether or not including art into infographics assists students in focusing their attention, organizing their thoughts, and becoming engaged in a topic. The benefits and objectives of learning through graphical art are scattered across a variety of domains, including community support, parental involvement, and student exam achievement. The use of strategic infographic art has been shown to improve students' communication abilities, as well as their emotional well-being and their awareness of the fact that the technology may be used to teach other skills, such as teamwork. In the wake of the COVID 19 pandemic, infographics have emerged as the preeminent method of instruction and education because to their ability to pique students' interests, keep their satisfaction, and ultimately boost their academic achievement.

Keywords: Learning experience · Classroom instruction · Infographics

1 Introduction

Coronavirus disease 2019 (COVID-19) was discovered for the first time at the end of December 2019 in the city of Wuhan, which is located in China. This disease manifested itself as an outbreak of pneumonia with an unknown cause [1]. On March 11, 2020, the World Health Organization (WHO) announced that the outbreak had been classified as a global pandemic [2]. This was in response to the disease's rapid spread across the globe. As of the 14th of October in the year 2020, the disease had already infected more than 38 million people and was responsible for more than a million fatalities [3]. It had spread to 217 countries and territories throughout the world.

The absence of specific treatments or vaccines during the early phase of the pandemic prompted many countries to implement various public health interventions. These interventions ranged from recommendations for physical distancing to stricter lockdown measures in an effort to flatten the COVID-19 infection curve, which was essential in order to prevent overwhelmed health systems [4–6]. This was done in an attempt to

S. Setiawan et al. (Eds.): IJCAH 2022, ASSEHR 724, pp. 1875–1879, 2023.
https://doi.org/10.2991/978-2-38476-008-4_203

prevent overwhelmed health systems from occurring. Nevertheless, every country has its own set of regulations to follow during the lockdown [7, 8]. In a broader sense, a lockdown can be thought of as a sequence of interventions with the overarching goal of limiting a person's mobility and the amount of social interaction they have, with the end goal of preventing the spread of COVID-19 [9].

The Movement Control Order (MCO), which was enacted by the government of Malaysia in 2020, has had a considerable impact on the economic and social sectors in addition to the education field. In an effort to ensure that no child falls behind in their educational pursuits, educators are starting to make use of the prospect that sessions might be held online. The implementation of this online learning approach is really aggravating. Some students do not have access to necessary technological resources, like personal smartphones, adequate internet data, and a direct internet connection. The majority of educators strive to achieve success by utilizing any platform and taking into consideration whether or not it is suitable. This is because there is widespread confusion among educators regarding which platform is ideal for facilitating online learning.

When it comes to the process of teaching and learning, making a good choice when it comes to the platform that will be used is of the biggest importance. The attention and interest of the students should improve as a result of this. Teachers need to be aware of the stability level of the internet before choosing the educational platform that would be the most successful for their students. This degree of stability can range from low to medium to high. The fact that the first Movement Control Order (MCO) occurred during a school break came as a surprise to many children, but this was good news because it indicated that the break would be longer than expected.

As a result, every day was made more fun by participating in things such as watching television, playing PUBG, making slime, staying up late, and many others. The same things happened over and over again, just like an old record playing the same tune all day. Online lessons are now being taught by educators using a variety of platforms and applications, including WhatsApp, Telegram, Google Classroom, Zoom, and Google Meet, and others. There is no difference in the primary objectives of the educators with regard to the platform that they have selected; these objectives are to support the efforts of the government, to continue teaching, and to continually monitor the development of their students.

Each day, additional notes pertaining to education are posted in the group, and members are given homework to complete. This is done to ensure that teaching and learning are progressing in an efficient way. Adjusting to the new normal is doable, despite the fact that it might not be an easy process. New teaching methods require teachers to adapt. Despite this, a significant number of people find enjoyment in expanding their knowledge through the use of tools, such as mobile apps, online courses, and other resources. Students have expressed that adjusting to the new norm of attending school at home can be a bit of a challenge. On the other hand, for some people, it is enjoyable since they get to experiment with a variety of internet applications such as Google Forms, PowerPoint, and watching films on YouTube [10]. Students are appreciative when they receive feedback from their teachers regarding the contributions they have made to the class project, and they can feel the sense of closeness that exists between them.

2 Infographics Arts as a Teaching Method

An image that combines design and data in such a way as to assist individuals and organizations in more effectively conveying their messages to the audiences for whom they are intended is referred to as an infographic, and it is one of several types of images [11]. Infographics are formally described as a depiction of facts or concepts that seek to make sophisticated information available to an audience in a way that is both rapid and easy to absorb [12]. In other words, infographics aim to make complex information more accessible to an audience.

Information design, information architecture, and data visualisation are terms that are used to describe the process of making an infographic as well as presenting it [13]. Information is conveyed through the use of graphics called information graphics, which comprise graphic components that are pertinent to the data. Graphs, tables, pictograms, charts, and maps are all examples of these types of components. It provides essential information in a clear and concise format that can be utilized as a visual assistance. Since the beginning of time, information has been presented in the form of infographics. Cave walls were often decorated with pictorial markings made by early people. These markings served as symbolic emblems of the people's travels and professions. In the middle ages, Christopher Schneier was one of the first people to graphically communicate the results of his astronomical research on the sun [14].

Infographics are no longer used solely for the purpose of archiving records or outlining academic theory; rather, they are now employed to naturally transmit and express the links and systems of complex information and knowledge. In the past ten years, the vast majority of research on infographics has focused on the role that graphics play as an attention-getting tool, whether they help with recall and comprehension, and whether they are primarily used to complement the content of an article or to catch the attention of the reader [15]. Understanding and memory are both improved by using infographics. Shively & Maine [16] demonstrated that infographics are the right tool for the 21st century to scaffold and assist learning, while also expanding the concept to real-world applications for learners to utilize.

This occurs as a result of the increasing prevalence of the use of technology, the ensuing increase in competitiveness across all of these sectors, the effects of globalization, and the use of the internet. Infographics, and especially type-based visuals, are simple to produce and do not require a great deal of artistic ability; nonetheless, the benefits to the audience are immense. It is widely accepted that visual literacy is necessary since most people learn best through visual means [17]. When words and pictures are provided to learners, there is a greater likelihood that they will develop verbal and visual representations as well as establish linkages between them [18]. If having the ability to make connections between corresponding visual and verbal representations leads to more meaningful learning, then incorporating animation into narratives should make for more in-depth education.

3 Conclusion

According to the learners, the use of multiple presentation slides did very little to shape their comprehension, and the use of an excessive amount of text content proved to be

a barrier to the learners' ability to acquire new knowledge. The infographic method of teaching has revealed that students are more likely to comprehend information when employing effective visual communication and a mixture of excellent graphic design. According to the students, in order to establish a methodical and effective information delivery system, instructors should place an emphasis on the use of aesthetically pleasing colors and text that is clear and easily understandable, which should be supported by relevant illustrations, charts, or tables.

However, students came to the conclusion that the use of infographics as a tool to facilitate learning is not only very appropriate but also very effective because not only does it clarify the information that instructors present, but it also has the potential to improve students' creativity and innovation skills by enhancing how they use and manipulate visuals as a form of communication in both teaching and learning settings. The students had a positive reaction to the infographic arts aspects, and the method may also be helpful in resolving any problems that the students may have encountered during the learning session. The popularity of infographics as a tool for facilitating learning is mostly impacted by the fact that learners have a strong command of visual communication and a tendency to dislike graphic design. Infographics have also been adapted such that they are compatible with various forms of multimedia, such as montage and interactive design. This makes it feasible for audiences as well as students to enhance their visual literacy skills in a way that is both efficient and effective.

Author's Contributions. Yahya Don has acknowledged that he was solely responsible for the conceptualization of the study and the drafting of the manuscript.

References

1. World Health Organisation. Pneumonia of Unknown Cause-China. Available: https://www.who.int/csr/don/05-january-2020-pneumonia-of-unkown-cause-china/en/ [Accessed June 14, 2022].
2. World Health Organisation. WHO Director-General's Opening Remarks at the Media Briefing on COVID-19–11 March 2020. Available: https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-themedia-briefing-on-covid-19---11-march-2020 [Accessed June 14, 2022].
3. World Health Organisation. WHO Coronavirus Disease (COVID-19) Dashboard. Available: https://covid19.who.int/ [Accessed June 14, 2022].
4. C. Benke, L. K. Autenrieth, E. Asselmann, and C. A. Pané-Farré, "Lockdown, quarantine measures, and social distancing: Associations with depression, anxiety and distress at the beginning of the COVID-19 pandemic among adults from Germany," *Psychiatry Res.*, vol. 293, 2020.
5. S. N. Williams, C. J. Armitage, T. Tampe, and K. Dienes, "Public perceptions and experiences of social distancing and social isolation during the COVID-19 pandemic: A UK-based focus group study," *BMJ Open*, vol. 10, 2020.
6. S. A. Meo, A. A. Abukhalaf, A. A. Alomar, F. J. AlMutairi, A. M. Usmani, and D. C. Klonoff, "Impact of lockdown on COVID-19 prevalence and mortality during 2020 pandemic: Observational analysis of 27 countries," *Eur. J. Med. Res.*, vol. 25, no. 56, 2020.
7. T. Plümper and E. Neumayer, "Lockdown policies and the dynamics of the first wave of the sars-Cov-2 pandemic in Europe," *J. Eur. Public Policy*, pp. 1–21, 2020.

8. P. D. Wibbens, W. W. -Y. Koo, and A. M. McGahan, "Which COVID policies are most effective? A bayesian analysis of COVID-19 by jurisdiction," *PLoS ONE*, vol. 15, 2021.
9. B. L. Dickens, J. R. Koo, J. T. Lim, M. Park, S. Quaye, H. Sun, Y. Sun, R. Pung, A. Wilder-Smith, and L. Y. A. Chai, "Modelling lockdown and exit strategies for COVID-19 in Singapore," *Lancet Reg. Health West. Pac.*, vol. 1, 2020.
10. D. D. Howell, "Four key keys to powerful presentations in powerpoint: Take your presentations to the next level," *TechTrend*, vol. 52, no. 6, 2008.
11. D. Abilock and C. Williams, "Recipe for an Infographic," *Knowledge Quest*, vol. 43, no. 2, 2014.
12. M. Davis and D. Quinn, "Visualizing text: The new literacy of infographics," *Digital Literacies*, 2014.
13. M. Smiciklas, *The Power of Infographics: Using Pictures to Communicate and Connect with Your Audiences*. USA: Que Publishing, 2012.
14. R. A. Hatch, "A timeline of activities & events-copernicus to newton," *The Scientific Revolution Homepage*, 2002.
15. B. Morrison, "Creating an Effective Infographics. Stryve Group," 2013.
16. C. H. Shively and L. Maine, "Now I see! Visual and analytical routes to literacy through infographics," *ISTE*, 2012.
17. R. Williams, "Visual learning theory," *Arts Work in Education*, 2009.
18. M. D. Roblyer and A. H. Doering, *Integrating Educational Technology into Teaching*. 5th Ed. Boston: Allyn & Bacon, 2008.