

The Post–Pandemic Classroom: Challenges and Opportunities for Thai University Lecturers

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Abstract

This article aimed to study (1) Thai university lecturers' experiences with technology during the COVID–19 pandemic, (2) lecturers' perceptions regarding pedagogical changes due to online teaching, and (3) assessment adaptations in post–pandemic higher education. The sample was three university lecturers from southern Thailand selected by purposive sampling based on their involvement in online teaching during and post–pandemic. The instrument for collecting data was face–to–face interviews adapted from Rapanta et al. (2021). Data analysis was conducted through descriptive content analysis. The results indicated that 1) lecturers significantly adapted to digital technology, integrating platforms like Zoom, MS Teams, and Google Drive into regular teaching, enhancing flexibility and educational inclusivity; 2) lecturers experienced a shift from traditional instructor roles to facilitators, embracing hybrid teaching models and student independence, yet faced challenges in managing simultaneous onsite and online classes; and 3) assessment methods diversified post–pandemic, incorporating digital submissions and multimedia evaluations, although academic dishonesty emerged as a significant concern. This study underscores the necessity for institutional support, professional development, and continuous evaluation of technology–integrated pedagogies in higher education to sustain advancements made during the pandemic.

Keywords: Distance learning; Online teaching adaptation; Digital pedagogy; Educational Innovation; E–learning

Introduction

The COVID-19 pandemic dramatically impacted global education, prompting an unprecedented shift to online teaching and exposing critical technological limitations and educational inequalities, particularly in developing regions (Nworie, 2021; Rapanta et al., 2021; UNESCO, 2020a, 2020b). In Thailand, this abrupt transition revealed infrastructural inadequacies—especially in remote areas—while simultaneously accelerating innovation in teaching approaches and enhancing educator competencies (Bangkok Post, 2020; Minahan, 2020).

Although the emergency response to digital teaching has been widely documented, there remains a limited understanding of how Thai university educators have adapted beyond the crisis. This includes how lecturers reconfigure pedagogy, integrate technology in sustainable ways, and redefine their instructional roles in a digitally mediated environment.

This study directly addresses that gap by exploring Thai university lecturers' post-pandemic pedagogical reflections—an area underrepresented in Southeast Asian scholarship. It investigates evolving instructional practices, attitudes toward digital integration, and implications for institutional policy and resilience planning (Anaraki et al., 2024).

By centering the voices of educators, this research contributes to a deeper understanding of long-term transformation in Thai higher education, offering insights into the adaptability of universities in the face of future disruptions.

Research Objectives

1. Analyze how teaching practices adopted during the COVID-19 pandemic have shaped current pedagogical methods among university lecturers.
2. Identify and compare teaching challenges faced by lecturers during and after the pandemic.
3. Evaluate changes in assessment methods employed by lecturers in the post-pandemic educational context.

Literature Review

Literature highlights significant challenges in pandemic-induced online education, including technological constraints, resistance to pedagogical changes, and student disengagement (Ironsi, 2022; Mok, 2022). Conversely, enforced technological integration accelerated skill development among educators and students (Blonder et al., 2022; Rapanta et al., 2021). However, sustained success requires comprehensive training and robust institutional support (Ratnaningsih et al., 2021).

Technological Adaptation and Equity

The outbreak of COVID-19 prompted a global shift to online teaching, affecting over 1.4 billion students (Rapanta et al., 2021). While online learning had been debated prior to the pandemic, the crisis accelerated its adoption—though not without major shortcomings (Tomczyk, 2020; Ironsi, 2022). Many distance learning programs failed to meet learning objectives due to infrastructure deficits, unfamiliarity with platforms, and lack of pedagogical readiness (Mok, 2022; Ironsi, 2022).

Equity concerns became prominent, especially in low- and middle-income countries where access to stable internet, devices, and digital resources was limited (Rideout & Katz, 2016; UNESCO, 2020a). These disparities persisted into the post-pandemic period (UNESCO, 2020b).

In Thailand, digital inequality was particularly pronounced in remote areas, where educators and students lacked access to Wi-Fi, smartphones, or laptops (Bangkok Post, 2020). The limited availability of Thai-language digital teaching materials also posed barriers.

Changing Instructor Roles and Skills

The pandemic challenged traditional educator roles, demanding new digital competencies and flexible pedagogical strategies (Kahveci et al., 2008; Blonder et al., 2022). Many lecturers, especially in developing nations, required technical assistance to adopt new tools, which increased costs and preparation time (Hodges et al., 2020). Instructors often referred to online teaching as a last resort rather than a pedagogical innovation.

Thai educators were similarly affected, particularly those unfamiliar with digital platforms. They had to rapidly shift from face-to-face delivery to screen-based instruction, often with minimal training (Minahan, 2020; Chulalongkorn University, 2020).

Moreover, faculty described themselves as amateurs in digital teaching before the pandemic, revealing a widespread skill gap (Nworie, 2021). This has underscored the need for professional development programs that prepare instructors for long-term digital engagement (Hollander, 2021).

Assessment and Pedagogical Shifts

Post-pandemic teaching requires rethinking assessment and instructional design. Experts have cautioned that educational technology may reinforce privilege, favoring those with better access (Amoah & Mok, 2020; Gonzales et al., 2020). To ensure long-term success, universities must build inclusive systems with sufficient time for pedagogical transition (Asgari et al., 2022).

Students' perspectives on their learning experiences during the pandemic are essential for shaping post-pandemic strategies. Blended learning models will require gradual adoption and robust

quality assurance systems to monitor engagement, communication, and learning outcomes (Protopsaltis & Baum, 2019).

In the Thai context, educators faced the challenge of integrating pedagogy into digital formats in ways that maintained student interest (Bangkok Post, 2020). The experience, though difficult, led to a noticeable increase in digital skills and openness to new methods (Minahan, 2020).

The Thai and Southeast Asian Context

The Southeast Asian region shares many challenges seen globally but presents unique institutional and infrastructural conditions. In Thailand, school closures affected 13 million students and 600,000 teachers, prompting widespread adoption of digital platforms such as Zoom and Google Meet (Bangkok Post, 2020). While these tools supported continuity, teachers in rural areas were disproportionately disadvantaged. Emergency measures eventually stabilized the system, but long-term pedagogical transformation remains ongoing.

Similar patterns are observed across Southeast Asia, where limited access, teacher preparedness, and uneven policy implementation have shaped post-pandemic transitions (UNESCO, 2020b).

Synthesis and Gap

While global studies provide rich insights into the pandemic's effects on education, fewer have captured lecturers' perspectives in Southeast Asia, particularly Thailand. Much of the research focuses on emergency adaptation, with limited attention to how educators reflect on, adjust to, or resist post-pandemic pedagogical shifts (Damşa et al., 2021).

This study addresses that gap by exploring Thai university lecturers' evolving attitudes toward digital pedagogy, instructional roles, and institutional support in the post-pandemic era. In doing so, it contributes to regional knowledge and supports the creation of more equitable, responsive teaching environments in Southeast Asia.

Conceptual Framework

This study utilizes digital pedagogy frameworks (Rapanta et al., 2021) and technology acceptance theories (Davis, 1989) to examine the interaction between technology integration, pedagogical evolution, and assessment adaptations among Thai university lecturers.

Research Methodology

A qualitative methodology using face-to-face interviews was conducted with three lecturers from southern Thailand, selected purposively for their experience in online teaching. Interview questions, adapted from Rapanta et al. (2021), covered digital technology roles, pedagogical identity changes, and assessment adaptations. The participants were selected through purposive sampling as it allows for the targeted selection of participants who have expertise and experience in the integration of technology in teaching and learning, increasing the relevance and credibility of the study. Specifically, participants were chosen because they were university lecturers working in the same university as the researchers, who have experience teaching during and post pandemic, which allows for easy access to potential participants, reducing logistical barriers and increasing the feasibility of the study.

Data were analyzed using thematic coding, following Braun and Clarke's (2006) six-step approach. After transcribing the interviews, initial codes were generated to capture recurring patterns, which were then organized into broader themes aligned with the research questions. This approach allowed for the identification of insights related to technology use, shifts in educator identity, and changes in assessment practices.

Instruments and Data Collection Method

For this study, face-to-face interviews were conducted with 3 university lecturers. Prior to the collection of data, the research ethic committee of the university gave approval for the authors to collect the data via interviews. The interview questions were adapted from Rapanta et al. (2021). The interview questions are as follows:

1. What are the roles that digital technologies and distance learning can play in campus-based education after the Covid-19 experience?
2. What do you think about yourself and your role as an educator now? How do you think your identity has changed/must change?
3. What do you think has changed in terms of learning assessment in the post-Covid era?

Questions 1 and 2 were based on the contradicting report that many higher institutions around the world have been strongly advised to revert back to the traditional teaching method (face-to-face) in the classroom after the government relaxes many of the lockdown measures put in place, whereas evidence from many investigations suggested a blending together of both online and face-to-face teaching methods in the post-pandemic period. More so, question 3 was used to

measure the impact of the new teaching method on the students' learning during the COVID-19 outbreak compared to their performance with campus-based teaching.

Limitations

This study acknowledges several limitations. The small sample size (three participants) limits the generalizability of findings; however, the study aims for depth over breadth, consistent with qualitative inquiry. Additionally, the researchers' familiarity with the participants—being from the same university—may introduce potential bias in data interpretation or response candor. Efforts were made to minimize this through neutral questioning and careful thematic coding.

Results

The study investigated Thai university lecturers' reflections on post-pandemic teaching practices, particularly their use of digital technologies, role transitions, and assessment changes. The findings are organized into three thematic categories that emerged from participant responses.

1. Perceived Benefits of Digital Learning

All three participants agreed that digital platforms have become integral to campus-based education, offering greater flexibility and accessibility for both students and educators. Participants described how online tools such as Microsoft Teams, Zoom, and Webex facilitated hybrid learning environments and enabled students to participate remotely due to illness or personal circumstances.

Participant 1 noted that digital technology “provides equal opportunities for both students and teachers to learn and teach at convenience,” highlighting its long-term value beyond the pandemic. Similarly, Participant 2 emphasized that online tools “make teaching and learning easier and more flexible,” particularly in emergency scenarios. Participant 3 reinforced this, explaining that digital integration allowed students with valid absences “to access class materials and recordings,” thus maintaining continuity of learning.

2. Operational Challenges

Despite the benefits, participants also identified several persistent challenges. Participant 3 expressed concern over “low motivation levels of students' learning attitudes,” suggesting that online participation may reduce engagement. Additionally, managing hybrid classrooms was described as difficult due to the simultaneous supervision of both on-site and online students.

Participant 3 remarked: “I cannot completely supervise students attending the lectures online... monitoring both on-site and online students together at once [is] a challenge.”

3. Evolving Instructor Identity

The pandemic catalyzed a shift in how lecturers perceive their instructional roles. All participants acknowledged transitioning from traditional knowledge-deliverers to facilitators of learning in more flexible and tech-integrated environments.

Participant 1 shared that “teachers can prepare classes online and deliver them through several online platforms,” demonstrating increased autonomy in lesson design. Participant 3 noted that the experience “changed people’s perspective... [and] made them become more open and receptive” to digital learning, indicating a broader redefinition of the educator role.

Discussion

Lecturers' positive adaptation to digital teaching aligns with findings from Ironsi (2022) and Blonder et al. (2022), highlighting increased pedagogical skillsets and accessibility. However, challenges identified by Rabbi et al. (2020) underscore the necessity for enhanced institutional support and targeted professional development to address student engagement and integrity concerns.

In essence, all three participants shared their experiences and views on the use of digital technology in teaching during and after the COVID-19 pandemic. Participant 1 noted that digital technology had been in use before the pandemic but the attitude towards using it had changed drastically during the pandemic. Distance learning became more appreciated, and teachers became more flexible in their approach. Online teaching and learning allowed for equal opportunities for both students and teachers to learn and teach at convenience. Participant 2 pointed out that the use of digital technology was intensified during the pandemic, and it could still be used in the future, especially when students or teachers are infected with COVID-19. Participant 3 acknowledged the benefits of digital technology in content delivery, giving students class activities, assignments and evaluation of students, which makes students interact more or be involved in class activities leading to effective learning. This is in concordance with Lohr et al. (2021), which shares the belief that students are cognitively involved in such situations. However, low motivation levels of students' learning attitudes and the challenge of monitoring both on-site and online students were some of the challenges faced.

These experiences reveal underlying systemic barriers that hinder the long-term integration of digital education in Thai universities. Key constraints include uneven internet infrastructure, especially in rural regions; lack of centralized, sustained professional development programs; and minimal institutional incentives for faculty to adopt hybrid models beyond the crisis period. While

individual instructors have demonstrated adaptability, institutional frameworks have not yet fully evolved to support scalable digital transformation.

Compared to institutions in higher-income or more digitally advanced regions, Thai universities—especially public ones in less urbanized provinces—often face resource and staffing limitations that restrict their digital readiness. Unlike countries with national e-learning policies or fully integrated learning management systems, many Thai institutions still rely heavily on instructor-driven solutions and ad-hoc adaptations.

The participants' experiences and views on the use of digital technology in teaching have important implications for education stakeholders. The COVID-19 pandemic has accelerated the adoption of digital technology in education, and it is likely that the trend will continue even after the pandemic. Teachers and students should be open and receptive to using digital technology in education to enhance learning and teaching. This aligns with Ironsi (2022), who provides evidence that both teachers and students believe digital technology supports positive learning outcomes.

However, it is important to address the challenges that come with digital technology use, such as low motivation levels of students and the challenge of monitoring both on-site and online students. These align with the difficulties highlighted in earlier studies, such as those by Rabbi et al. (2020). Teachers should be trained to effectively use digital technology and address these emerging classroom complexities, as emphasized by Ratnaningsih et al. (2021). Educational institutions must also invest in digital infrastructure and ensure that both faculty and students have equitable access to online resources.

This study contributes to educational policy and curriculum design by offering evidence from Thai university lecturers' lived experiences. It highlights the need for policies that support long-term digital teaching frameworks, including blended delivery models, hybrid assessment strategies, and sustained digital literacy training. Curriculum designers can leverage these insights to develop adaptive, inclusive curricula that reflect the realities of both in-person and remote learners.

Knowledge from Research

This study identifies institutional support, ongoing professional training, and adaptive pedagogical strategies as crucial for effective long-term integration of technology in higher education. It advocates a balanced, structured approach to hybrid teaching. According to a discussion among three participants, post-pandemic learning assessments have returned to normal onsite evaluations, with paper submissions being the most common. However, digital technology has been

adopted to allow for online submissions of written works in pdf files and jpg formats via Google Drive. Participants noted that the use of digital technology has impacted the way students are assessed, making it easier for teachers to review and evaluate student work. For instance, Participant 2 mentioned that in their class, students could submit their speaking videos when the assessment is about speaking. Additionally, group work assignments could be submitted via a Google Drive link, allowing students full control over editing and creativity. However, Participant 3 expressed concern about the use of digital technology in assessments, as some students have found ways to cheat during tests and exams by accessing the internet. Nevertheless, most lecturers continue to assess their students both online and onsite, exploring the use of technology more in the post-pandemic era. These submissions from the participants were a reflection of several studies where the teachers expressed their satisfaction with online teaching with students' performances because they could easily have access to these teaching contents, carry out self-efficacy via the internet, and study-interact as a group and replay class activities on their self-study leading to a better academic performance (Blonder et al., 2022).

This discussion also highlights how the COVID-19 pandemic has changed the methods of learning assessment. Onsite evaluations have been replaced by online assessments, and the use of digital technology has been adopted to facilitate the submission and evaluation of student work. However, the use of digital technology has also presented new challenges, such as the potential for cheating. In the post-pandemic era, it is likely that the use of digital technology in learning assessment will continue to be explored as a means to improve the evaluation process. Nevertheless, it is important to consider potential drawbacks and take appropriate measures to prevent cheating and ensure the fairness of assessments.

Overall, the experiences and views shared by the participants reinforce the growing importance of digital technology in education and the urgency of addressing the challenges associated with its use. For Thai higher education to remain resilient and competitive in the post-pandemic landscape, national-level coordination, institutional commitment, and faculty empowerment will be essential.

Conclusion

The pandemic accelerated technology integration and pedagogical innovation among Thai lecturers, revealing significant educational opportunities and challenges. Institutional support, continuous professional development, and strategic assessments remain critical for future success.

The use of digital technology has offered benefits such as greater ease of submission, increased flexibility, and the ability to replay assessments for review purposes. However, there are also potential downsides to the increased use of digital technology in learning assessments, such as the potential for cheating. To ensure the fairness and accuracy of assessments, appropriate measures must be taken to prevent cheating. In the post-pandemic era, it is likely that the use of digital technology in learning assessment will continue to be explored as a means to improve the evaluation process. Nevertheless, educators must continue to evaluate and adapt their assessment methods to ensure that they remain effective in the post-pandemic era.

Overall, the experiences and views shared by the participants highlight the importance of digital technology in education and the need to address the challenges associated with its use. Policymakers, educators, and educational institutions should work together to promote the effective use of digital technology in education while addressing the potential challenges that come with it.

Importantly, the lessons learned from the COVID-19 experience can also inform institutional resilience in the face of future disruptions—whether caused by pandemics, natural disasters, or other emergencies. This study emphasizes the value of adaptable pedagogies and systems that can sustain learning continuity in uncertain times.

Suggestions

Future studies should include larger, more diverse lecturer samples, evaluate long-term student outcomes, and formulate effective hybrid classroom management strategies.

At the institutional level, universities should develop clear, flexible hybrid teaching policies, invest in robust digital infrastructure, and implement comprehensive technological training programs for academic staff. These initiatives can help bridge gaps in digital readiness and ensure consistency in teaching quality.

At the faculty level, it is recommended that institutions encourage peer mentoring systems to support knowledge sharing in digital pedagogy and hybrid course design. Ongoing professional development programs should also emphasize strategies for maintaining student engagement and assessment integrity in blended environments.

At the student level, awareness programs on academic integrity in digital contexts should be promoted to discourage online misconduct and foster responsible learning behaviors. Clear guidelines on expected conduct in hybrid and online settings should be part of student orientation and course planning.

Finally, this study offers insights that can inform national education strategies. Policymakers should consider incorporating these findings into broader planning efforts to strengthen digital education frameworks, particularly in preparation for future disruptions or crises. A nationwide emphasis on equity, teacher training, and infrastructure could enhance the resilience and adaptability of Thailand's higher education system.

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