

ABSTRACT

This study aimed to determine the experiences that learners and lecturers had following the shift from the traditional classroom and whether this necessitated the development of new pedagogical methods. The paper's key argument is that the COVID-19 situation has revised teaching methods while entrenching the social constructivism education model used for decades in higher learning institutions with positive outcomes. The findings of the study show that indeed there were emergent pedagogies such as the use of the WhatsApp classroom, remote learning, and blended learning. We find that the flipped classroom has replaced the conventional approach as educators embrace digital tools.