

The Analysis of Course and Teaching Evaluation for Language Classes during COVID-19 Pandemic

Yuziana Yasin*, Harshita Aini Haroon, Noriha Basir, Rongdara Rochanahasadin, Mohd Azrizal Mohd Salleh, and Farhinaa Othman

Universiti Malaysia Perlis, Malaysia

*Corresponding author: yuziana@unimap.edu.my

Received: 22nd March 2021; Revised: 22nd April 2021; Accepted: 1st June 2021

ABSTRACT

The need for educational innovation to train educators to teach online is becoming more critical as online learning in higher education has increasingly grown over the past decade. Some researchers have suggested that teachers need a radical shift in their approach to teaching as they move from traditional to online classrooms. The COVID-19 pandemic has affected students and lecturers in higher education institutions, as well as teaching-learning processes, leading to the inevitable acceptance and implementation of online teaching and learning. Coping with online teaching challenges provides an opportunity for the lecturers to work as a team in empowering each other to deliver lessons online. In this study, four key considerations of online teaching and learning which are learning tools, pedagogy, assistance for learners and administration (CoL, 2020) were used as a guideline in designing the course content for, and delivery of Preparatory English course. This paper will discuss the students' overall course evaluation and teaching evaluation of two lecturers who taught the course. One hundred sixteen engineering and technology students participated in this study between Week 1 to Week 6 (face to face classes) and Week 7 to Week 14 (online classes). A quantitative method was used to assess the lecturers' teaching performance, based on students' course and teaching evaluation. The study revealed the success of the course delivery and teaching evaluation with students' rating of the two at 93.9% and 94.5% respectively. The study supports Vygotsky's social constructivism theory which claims that a person has not only a set of abilities but also a set of potential skills that can be realised if given the proper guidance from others. The results of this study help us to understand that a proper key consideration of online learning have played positive impact towards students' evaluation results.

Keywords: Each online, course evaluation, teaching evaluation, online teaching guidelines

1. INTRODUCTION

One of the precautionary measures that many countries worldwide introduce to stop the outbreak of novel coronavirus or COVID-19 is to close schools and universities in order to halt the spread of this severe disease. There is no doubt that educational activities have also been dramatically affected by this deadly spreading pandemic. Stakeholders in education have been working actively to find effective alternatives to conduct new teaching and learning activities because the traditional teaching methods in person-to-person classes cannot be easily and conveniently conducted because of the need of keeping social distancing. In order to maintain the teaching and learning activities and provide students' right in education amid the spreading of the severe disease, online classes or distance learning will be essentially employed. The online classes can at least offer a protective measure to ensure that students are protected while their classes are not interrupted by the deadly disease.

Furthermore, several studies indicate that online classes are able to respond the needs of both teachers and students better than the traditional classroom-based learning. According to Gautam (2020, p. 3), "Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans." The potential of online learning enables learners in a distance learning to become the classes that have no limitations (Greenhow & Galvin, 2020). Online classes are easily to be managed with some advantages that include "remote learning, comfort, and accessibility" (Mukhtar, Javed, Arooj, & Sethi, 2020, p.1).

The most recent study from Malaysia suggested that online teaching is effective because students can actively engage themselves with online lessons and they can achieve the course outcomes as taking a traditional course (Yasin, Basir, Othman, & Rochanahasadin, 2020). Hence, both teaching and learning activities can be effectively conducted online and can be an appropriate choice during the spread of COVID-19 without any speculation. However, in a language course that taught by a few teachers, there's a need to investigate the students' satisfaction for the course taught to provide continuous improvement to the online teaching and learning delivery. Therefore, this study aims to investigate the students' overall course evaluation and teaching evaluation of lecturers who taught the course during the enforcement of Movement Control Order (MCO) in Malaysia to flatten the curve of the spread of COVID-19.

2. LITERATURE REVIEW

2.1 Outline Learning

Online learning has been well-known and become the important mechanism in managing activities of teaching and learning. "This mode of education is useful, and thus it can be managed as a transition mechanism" (Mishra, Gupta, & Shree, 2020, p. 5). Yao (2020) suggested that this kind of activities has been increasingly important because of the ongoing spread of COVID-19 pandemic as to serves the need of the educational system and learners. The knowledge and understanding of using the modern technology, therefore, will be a major aspect that finally will enable the learning achievement. A lot of challenges from online learning activities need to be closely managed with the effective well-planned management.

Palloff and Pratt (2013) pointed out that teachers could be anxious if they handle a class online during conducting teaching through unfamiliar modern technologies. A training of using those technologies must be provided for the teacher prior to their online teaching because the process of classroom management for online classes is different from the teaching of in-person classroom (Alman & Tomer, 2012). The technology literacy and some unique needed skills for online teaching should be acquired by all professional online teachers such as being respectful and responsive to learners (Keengwe, 2014). Teachers need to clearly ensure that their teaching will enable students to learn in the new environment. In fact, online learning is the realistic integration of both pedagogical competencies and technology (Bigatel, Ragan, Kennan, May, & Redmond, 2012). This means that a variety of applications and platforms will be selected and integrated with a teaching method that both learners and teachers can make up the new condition for learning, particularly a teacher as a commander to a facilitator (Manca & Ranieri, 2016, p. 504).

Currently, online learning has been successful at universities and probably better than the traditional classes. According to World Economic Forum, "there have already been successful transitions amongst many universities (World Economic Forum, 2021). The most obvious characteristics of online learning is that learners and a teacher stay away from a different location without having a face-to-face meeting. The online video conference by conducting through popular applications, for instance, Google Meet and Zoom Video Communications will be used,

and the teacher and learners can still have the interaction and discussion as usual. Indeed, two approaches of online learning have always been conducted which are synchronous and asynchronous learning. The first one is instructed in the real time directly through the Internet, while the second one is the time-delayed instruction of the Internet (A Handbook for UMass Faculty, 2020). The online learning has no boundary; that is, some students are encouraged to have the better engagement and learning results, according to Perrin & Anderson (2019).

2.2 Online Learning Evaluation (Assessment)

The dramatically accelerated growth of online learning has forced people in education to gear up for the effective approaches for both teaching and evaluation on their online classroom. The emphasis on these kinds of tasks is to use a flexible process that can be effectively used as ones for in-class teaching. As a matter of fact, to do online teaching and evaluation is not familiar for many instructors because it is a new form of practice both for contents and implementation (Mandernach, 2020). The process of evaluating the online contents will also focus on the quality of measures of teaching. The process must guarantee that the use of modern technologies will fulfil the needs of students with effective pedagogical practices. When online teaching evaluation is required, it can be done through two main types of its kinds: summative and formative.

The summative evaluation is usually used at the end of a lesson and unit as to assess the students' ability by focusing on marks or scores (Stannard, 2021). Another important of evaluation is the formative evaluation which focuses on providing feedbacks to students, ensuring that the contents have been learnt and understood (Stannard, 2021). "The formative evaluation has been extremely useful in producing modules which are suitable for their target audience, are easy to use, and are instructive" (Phelps & Reynolds, 1999, p. 192.). It is an accurate reflection of teaching that makes students to know what they need to be improved and continued. In practice, the performances of the whole class or an individual student can be evaluated through these principles. For example, the individual understanding on a text of a lesson can be done by online boards like Padlet and Google forms (Stannard, 2021). In short, online evaluation needs to be integrated with several factors. The use of technologies and pedagogical mechanism must guarantee to meet students' learning needs and achievement.

3. METHODOLOGY

In order to analyse the students' feedback on course and teaching evaluation for language classes in the teaching of English preparatory course during COVID-19 pandemic, a survey was conducted to the students at the end of the course. This survey covered the students' view to the whole course that has been carried out throughout the formal classroom setting via face to face (Week 1 – Week 6) and online classes from (Week 7 to Week 14) of teaching. There were one hundred sixteen engineering and technology students have participated in this study. This English preparatory course is a compulsory course for the students with Band 1 and Band 2 of the Malaysia Universiti English Test (MUET). For Week 1 until Week 6, the course content was delivered in a normal classroom setting, face to face according to the teaching plan. However, due to the announcement to shift the face to face classes to the online classes during the pandemic Covid-19, there were some changes made to the course content delivery to suit with the online teaching and learning process.

In order to cope with the sudden shift of the course delivery from face to face to online classes, the teaching staff for English preparatory course started to go through again Weekly teaching plan and identify the possible way to conduct the classes online. Several practices and training were conducted to ensure that all the staff were able to use the online platforms and managed to deliver their online classes well. This is in line with Alman & Tomer (2012) that suggested a

training of using technologies must be provided for the teacher prior to their online teaching because the process of classroom management for online classes is different from the teaching of in-person classroom.

The four key considerations of online teaching and learning which are learning tools, pedagogy, assistance for learners and administration (CoL, 2020) were used as a guideline in designing the course content for, and delivery of English preparatory course. This guideline has guided the teaching team to consider possible aspects in designing and conducting effective online classes to the students.

For the learning tools, the content for Preparatory English subject (UVA101) was designed to support students' self-learning. Weekly Teaching Plan was used by the teaching team to think of possible way to conduct the lesson online. From the teaching plan, the teaching team discussed together on how to make the course content accessible to students by using variety of media and technology. One Simple Weekly Planner was provided to the students to guide them on the Weekly Teaching Plan.

In term of pedagogy, the appropriate use of two-ways communication tools and technologies were selected by the teaching team in order to help support the classroom communication throughout the online classes. Here, the class time was divided into three main parts. In the first part of the lesson, the class content input was delivered to the students via Google Meet and WhatsApp. In the second part of the lesson, the focus was given on class output to test students understanding and also to assist students with deeper understanding of the topic. Quizizz, YouTube, MyLine and Google Form were used to gather the class output from the students. In the third part of the lesson, summary of the lesson was given. Students were also provided with the future references and self-study materials by the end of the class. Here, the students were given guide to develop self-directed learning skills with the collection of class content in Google Classroom.

Next, in order to provide learner support during this online classes, a survey on "Help us to make your learning better" was conducted after each lesson. This survey was used to help the teaching staff to provide psychological and emotional support to the students for continuous academic interaction to students' success.

Lastly, in term of the class administration, students were guided for their tasks. From the curriculum development to the assessment of students learning, students were reminded on the course objective and also on course assessments throughout the semester. They were also given flexibility and ample time for their assignment submission.

By the end of the semester, the students that participated in this study were given a course and teaching evaluation survey. By using the scales given in the questionnaire, the students need to answer all the questions that apply to them by ticking the corresponding box that best reflects their view. The survey was divided into two main parts. Section A focuses on the course evaluation while Section B focuses on teaching evaluation. The students' evaluation and feedback for the course were analyse and presented in the next session of result and discussion.

A cross-sectional study design was used to describe the student's perceived behavior of teachers. These behaviors are determined to support students' development and establish emotional connection with their teachers. Item development for the teacher emotional support scale was mainly based on the three dimensions presented in the Hamre and Pianta's (2007) CLASS conceptual framework.

Approval was secured from the institution's Ethical Research Board prior to the conduct of the study. The researchers sent the questionnaires through Google Form to the participants' email addresses. Proper instruction and guidelines for filling out the research instrument were explained, as well as the purpose of the research. The participants were informed of the confidentiality of the information gathered. A consent form was given to the participants, stating that participation is not mandatory and that they have the right to withdraw. Honesty in answering the questions was also emphasized to ensure accurate results. Data were retrieved through the recorded responses in Google Forms.

Participants of the study were students in a faith-based institution enrolled in the virtual learning instruction from August to December 2020. Fifty students agreed to participate in the pilot study. Purposive-convenience sampling was used to include the 298 respondents who agreed to answer the revised and proposed scale.

Since the measure was according to the students' perspective, the teacher emotional scale developed by Schenke et. al (2015) was modified to suit the virtual classroom. The original scale was composed of 21 items. There were seven statements for each of the three dimensions of teacher emotional support namely, positive climate, teacher sensitivity and regard for students' perspective. The proposed scale was reviewed and validated by group of professors who hold Ph.D. degree and are experts in the fields of psychology, guidance and counseling, education, and research. The questionnaire was then revised to integrate their comments and inputs. As a result of the pilot study, several items were deleted to increase the coefficient of reliability to a good level. The items that were deleted were "My teachers allow making fun of other students", "My teachers get upset when we request for further explanations", "My teachers do not convey personal interest in students", and "My teachers are firm when it comes to meeting schedules". Thus, the revised questionnaire that was distributed to gather responses for the factor analysis consisted of seventeen statements. This was a Likert Scale which was rated by the students as "Always True", "Often True", "Sometimes True", "Rarely True" and "Never True".

Analysis of the scale consisted of three main assessments. First, item analysis was performed to analyze the descriptive properties. Particularly, the mean and standard deviation, skewness as well as kurtosis for each item were taken into consideration. If the item has an extreme mean and with almost zero standard deviation followed by skewness and kurtosis higher than |2|, it was no longer considered for further analysis (George & Mallery, 2001). Second, the three-factor model was assessed by using Analysis of Moment Structures (AMOS 24) to confirm presence of the three dimensions. An improved model was also tested for comparison to follow the suggestion of maximum likelihood factor analysis. Particularly, the measures of Comparative Fit Index (CFI), Root Mean Square Error Approximation (RMSEA) and Goodness of Fit Index (GFI), were used to evaluate the models. Third, Cronbach's alpha coefficient using the Statistical Product and Service Solutions (SPSS 23) was used to test the internal consistency reliability of the scale. George and Mallery (2001) also presented the subsequent intervals for the interpretation: $\alpha > 0.9$ = Excellent, $\alpha > 0.8$ = Good, $\alpha > 0.7$ = Acceptable, $\alpha > 0.6$ = Questionable, $\alpha > 0.5$ = Poor, and $\alpha < 0.5$ = Unacceptable. An improved three-factor model was also tested for comparison following the suggestion of results from maximum likelihood factor analysis. The researcher sought the approval of the University's Ethical Review Board in conducting the study. Each participant was provided with a copy of the informed consent form.

4. RESULT AND DISCUSSION

The result and discussion in this section consists of the analysis of the students' evaluation to the course evaluation and the lecturers' teaching performance. The data and discussion of this study are presented based on three main parts; course evaluation, teaching evaluation and comments. Table 1 below presented the overall students' feedback analysis from the students' evaluation.

Table 1 Overall students' feedback analysis

	Instructor A	Instructor B
Total respondents	63	53
Average of course evaluation	92.8%	95.0%
Average of teaching evaluation	94%	95%
Overall	93%	95%

Based on table 4.1, generally the study revealed the success of the course delivery and teaching evaluation with students' rating of the two at 93% and 95% respectively. Teacher B has slightly higher score for both course evaluation (2.2%) and teaching evaluation (1%) compared to teacher A. However, both teacher A and teacher B are in an excellent range of course evaluation and teaching evaluation performance (more than 90%), as rated by the students at the end of the semester. The high performance from both instructors are mainly due to the careful planning of course delivery with an agreeable standard of teaching delivery methods and course content that was delivered by both teachers throughout the semester. This high satisfaction level is in line with Alman & Tomer (2012) suggestion that a training of using those technologies must be provided for the teacher prior to their online teaching because the process of classroom management for online classes is different from the teaching of in-person classroom. Hence, with a proper training and preparation, both teaching staff for this course were able to deliver their lesson to the students very well.

The discussion of this study was also supported by the Vygotsky's social constructivism theory which claims that a person has not only a set of abilities but also a set of potential skills that can be realised if given the proper guidance from others. Vygotsky (1978) stated that collaborative learning methods require learners to develop teamwork skills and to see individual learning as essentially related to the success of group learning which can be seen as a process of peer interaction that is mediated and structured by the teacher.

For the first part of the evaluation, the questionnaire focuses on the students' feedback towards the effectiveness of the course to their own development. There were 10 questions for this part. Question A1, A2, A3, A4, A5, A6, and A8 scored the highest from the students' evaluation with the average of 98.25%. Question A9 and A10 scored the second highest from the students' evaluation with the average of 97.45%. Question A7 scored the lowest percentage compared to the other questions with the percentage of 96.5%.

Based on the students' rating for the course evaluation, it can be seen that students highly satisfied with the course. 98.25% of the students believed that the course has developed their interest in the subject (English), the course has given them a good understanding of the subject, the course was well organised, the course outcome (CO) were stated clearly at the beginning of the class, the pace of the course is good, the grading of the course was fair, and the workshops/ seminars/ tutorials/ practices/ etc. were useful. There're slight lower ratings (97.45%) were given by the students to rate that this course has met their expectations and the length of this course was just right. The students rated the lowest (96.5%) for the handouts/ exercises/ assessments given were adequate.

Both instructor A and instructor B have been rated almost in the same range by the students (98%) for item A1, A2, A3, A4, A5, A6, and A8. For item A7, which focuses on the students' satisfaction of the adequacy of the handouts/ exercises/ assessments given, instructor A has a slight higher percentage (0.6%) compared to instructor B. On the other hand, for the item A9, which addressed whether this course has met their expectations, instructor B has a higher percentage (98.1%) compared to the instructor A. The summary of the students' rating for course evaluation is as presented in the table 2 below.

Table 2 Summary of students' feedback for course evaluation.

Questions	Instructor A	Instructor B	Average
A1. The course has developed my interest in the subject.	98.4%	98.1%	98.25%
A2. The course has given me a good understanding of the subject.	98.4%	98.1%	98.25%
A3: The course was well organized.	98.4%	98.1%	98.25%
A4: The course outcomes (CO) were stated clearly at the beginning of the class.	98.4%	98.1%	98.25%
A5. The pace of the course is good.	98.4%	98.1%	98.25%
A6. The grading of the course was fair.	98.4%	98.1%	98.25%
A7. The handouts/ exercises/ assessments given were adequate.	96.8%	96.2%	96.5%
A8. The workshops/ seminars/ tutorials/ practices/ etc. were useful.	98.4%	98.1%	98.25%
A9. This course met my expectations.	96.8%	98.1%	97.45%
A10. The length of this course was just right.	96.8%	98.1%	97.45%

For the second part of the evaluation, the questionnaire focuses on the students' feedback towards their satisfaction to the lecturers' teaching performance. Overall, the result shown that the students rated item B1 the highest (99.05%), followed by items B4, B5, B6 and B7 with 98.25% respectively, and followed by items B2 and B3 with 97.45% respectively.

Based on the students' feedback for section B on the teaching evaluation, it was demonstrated that students were highly satisfied with the instructor's ability to communicate the ideas and concepts clearly; instructor A received 100% from the students' rating, while instructor B received 98.1% rating. On a different view, students rated instructor B slightly higher (98.1%) than instructor A for the item B2 (the lecturer demonstrated knowledge and competence in the subject matter) and the item B3 (the lecturer gave sufficient practices to test my understanding of concepts and principles). Instructor A has slightly higher rating with the difference of 0.3% for the items B4, B5, B6, and B7 (98.4% respectively) compared to instructor B. The summary of the students' feedback for teaching evaluation is presented in the table 3 below.

Table 3 Summary of students' feedback for the teaching evaluation

	Instructor A	Instructor B	Average
B1. The instructor communicates ideas and concepts clearly.	100%	98.1%	99.05%
B2. The lecturer demonstrated knowledge and competence in the subject matter	96.8%	98.1%	97.45%
B3. The lecturer gave sufficient practices to test my understanding of concepts and principles.	96.8%	98.1%	97.45%
B4. The instructor uses class time efficiently.	98.4%	98.1%	98.25%
B5. The instructor is always punctual for classes and easily available for consultations.	98.4%	98.1%	98.25%
B6. Corrected assignments and tests were made available to the students.	98.4%	98.1%	98.25%
B7. Overall, I would rate the instructor's performance as very good	98.4%	98.1%	98.25%

The last section of the questionnaire was prepared to supplement the students' evaluation earlier. Here, students were given opportunity to express any feedback to the instructor in the comments section. The overall students' feedback from the comments sections are divided into three themes; expressing thanks, expressing satisfaction and suggesting for future improvement. The result for this section is presented in the table 4 below.

Table 4 Overall students' feedback in the comments section

	Instructor A	Instructor B
Theme 1: Express thanks.	<ul style="list-style-type: none"> • <i>Thank you for teaching us during MCO, we appreciate it.</i> 	<ul style="list-style-type: none"> • <i>Great lesson taught by Miss. Thank you miss.</i> • <i>The lecturer was good. I also has a good spoken in English by now. Thanks.</i>
Theme 2: Express satisfaction of the lesson conducted.	<ul style="list-style-type: none"> • <i>Madam already did a good job teaching us. Please keep the good work until the end. Saranghae madam.</i> • <i>I like to study English from now on and thanks for teaching me patiently.</i> • <i>All okay. I like madam teaching. My teacher gives information very clearly and she is every kind of person, she very understand what student need.</i> • <i>Very good person.. please maintain the same teaching method with full of patience as you currently did.It's good for me to improve my English.</i> 	<ul style="list-style-type: none"> • <i>Best lecturer ever. Trusted lecturer...best rated.</i> • <i>The best subject to develop our basic English</i> • <i>Our miss is the excellent lecturer.. I like our class so much.</i> • <i>I love the way miss teaching! The best lecturer I ever had :)</i> • <i>Great lesson taught by Miss.</i> • <i>Miss you are good and supporting teacher that i feel good in learning. You always guide us when we stuck.</i>
Improvement	<i>I hope this course have improve in online class to make students easy to understand.</i>	<i>More quiz exercise to improve the reading and speaking skill.</i>

Table 4 presented the students comments on the overall course content delivery and teaching and learning process. There are three themes emerged from the comments part of the students' evaluation questionnaire. The first theme seen that most of the students expressed their thanks and appreciation to both of the teachers. Based on students' feedback, they felt that the teachers has given their best in ensuring that the course content can be delivered well to the students despite the classes were conducted online. Secondly, students also expressed their satisfaction with the lesson conducted. Majority of the students enjoyed the class activities and the course contents that have been delivered to them. As the activities were designed to support students' self-learning, students were able to participate with the course content well. The use of Quizizz and WhatsApp activities were found to be part of the factors contributed to the students' enjoyment with their online classes. This is in line with the claim that because of no boundaries of online learning, students will have better engagement and learning achievement (Perrin and Anderson, 2019) and the environments of online learning enable both teachers and learners to join a special world for new learning experiences and cross-cultural experiences (Tallent-Runnels, Thomas, Lan, Cooper, Ahern, Shaw, and Liu, 2006). Thirdly, the students' also suggested for some improvement to be made to online learning sessions for language skills that required more exercises especially for reading, speaking and grammar skills.

The results imply that students have been engaged in learning through online learning, however they expected to have the same experience as attending to face to face classes especially in term of the course content and exercises. The study supports Vygotsky's social constructivism theory which claims that a person has not only a set of abilities but also a set of potential skills that can be realised if given the proper guidance from others. Vygotsky (1978) also suggested that because learning is essentially a social phenomenon, learners are partially motivated by rewards provided by the knowledge community. However, because knowledge is actively constructed by the learner, learning also depends to a significant extent on the learner's internal drive to understand and promote the learning process. Through actively involve with the learning process, students will feel more motivated to get knowledge. Hence, a training, that will enhance teachers' identities and contributions while they conduct online teaching (Alman and Tomer, 2012) must be provided for the teachers and teaching online with the modern technologies must be integrated with effective pedagogical performances (Bailey and Card, 2009).

5. CONCLUSION

This study has presented the analysis of course and teaching evaluation for language classes in the teaching of English preparatory course during COVID-19 pandemic. The researcher has attempted to investigate the students' overall course evaluation and teaching evaluation of two lecturers who taught the course during the enforcement of Movement Control Order (MCO) in Malaysia to flatten the curve of the spread of COVID-19. The findings of this study are a contribution towards the online teaching and learning method, with the purpose of improving the process of teaching and learning to run smoothly and effectively.

REFERENCES

- A Handbook for UMass Faculty. (2020). Teaching and Learning Online Communication, Community, and Assessment. Available: https://www.umass.edu/oapa/sites/default/files/pdf/handbooks/teaching_and_learning_online_handbook.pdf.
- Alman, S. W., & Tomer, C. (2012). Designing online learning: A primer for librarians. ABC- CLIO.
- Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F. (2012). The identification of competencies for online teaching success. *Journal of Asynchronous Learning Networks*, 16(1), 59-77.

- Gautam, P. (2020). Advantages And Disadvantages Of Online Learning. Available: <https://elearningindustry.com/advantages-and-disadvantages-online-learning>.
- Greenhow, C., Galvin S. (2020). Teaching with social media: evidence-based strategies for making remote higher education less remote. Available: <https://www.emerald.com/insight/publication/issn/2398-5348>.
- Keengwe, J. (2014). Cross-cultural Online Learning in Higher Education and Corporate Training. IGI Global.
- Manca, S. and Ranieri, M. (2016), "Is Facebook still a suitable technology-enhanced learning environment? an updated critical review of the literature from 2012 to 2015", *Journal of Computer Assisted Learning*, Vol. 32 No. 6, pp. 503-528.
- Mandernach, J. (2020). A Faculty Evaluation Model for Online Instructors: Mentoring and Evaluation in the Online Classroom. Available: <https://www.westga.edu/~distance/ojdla/fall83/mandernach83.htm>.
- Mishra, L., Gupta, T., Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1(2020), 1-8.
- Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan journal of medical sciences*, 36(COVID19-S4), S27–S31.
- Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: the realities of online teaching*. Oxford: John Wiley & Sons.
- Perrin, A. and Anderson, M. (2019), Share of US adults Using Social Media, Including Facebook, is Mostly Unchanged since 2018, Pew Research Center, available at: <https://www.pewresearch.org/fact-tank/2019/04/10/share-of-u-s-adults-using-social-media-including-facebook-is-mostly-unchanged-since-2018/>.
- Phelps, J. & Reynolds, R. (1999) Formative Evaluation of a Web-based Course in Meteorology. *Computers & Education*, 32, 181-193.
- Stannard, R. (2021). Online Education: Evaluation and Assessment when Teaching Online. Available: <https://www.onestopenglish.com/online-teaching/online-education-evaluation-and-assessment-when-teaching-online/1000055.article>.
- World Economic Forum. (2020). The COVID-19 pandemic has changed education forever. This is how. Available: <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>.
- Yao, J. (2020). What Role Should Teachers Play in Online Teaching during the COVID-19 Pandemic? Evidence from China. Available: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3565608.
- Yasin, Y. (2020, October 27). *The analysis of Online Teaching and Learning method in Preparatory English subject at Centre for International Languages, UniMAP*. In E- Proceeding of the 2nd International Conference on Immersive Education Technology 2020.