UNVEILING THE LIVED EXPERIENCES OF COLLEGE STUDENTS IN TEACHING DEMONSTRATION THROUGH ONLINE PLATFORM: A PHENOMENOLOGICAL STUDY

Crystel Mae Rodriguez, Rona Masinaring, Analyn Mamaumbon, Gabrele D. Cubero
Davao de Oro State College New Bataan, Philippines

ABSTRACT

Online teaching is an introduced platform due to the pandemic brought by COVID-19. College practitioners teaching elementary students are engaged in challenging situations, teaching through the use of online platform. The online technology is an effective learning tool that enhances the preservice teachers' capabilities to teach through the online program. Specifically, this pandemic can cause pressure towards the BEED college students upon to their teaching demonstration and every institution is abruptly shift to online class due to the global health issues. Using a qualitative research design study, this paper aims to explore and to unveil the lived experiences of Bachelor of Elementary Education college students in teaching demonstration through online platform. It is used to describe how college students experience a certain phenomenon. In the study, 8 first year to fourth year college students from the education department were purposely selected to participate. The researcher gathered information from the participants through in-depth interviews. There were seven major themes revealed in this study: boost confidence; build communication skills; difficulty in delivering lesson; unstable internet connection; ask others help; finding alternative ways and back to face to face. Moreover, the study found that unstable internet connection was the major problem encountered by the college students to perform their teaching demonstration through online platform. But the lived experience of the college students in online class should be understood and provide a lending ear and to be heard a voice for building a strong understanding about their learning journey in this pandemic crisis.

KEYWORDS: *lived experiences, teaching demonstration, online platforms, college students, internet problems, Philippines*

INTRODUCTION

Online teaching is an introduced platform due to the pandemic brought by COVID-19. College practitioners teaching elementary students are engaged in challenging situations, leading through the online platform. Online technology is an effective learning tool that enhances the pre-service teachers' capabilities to guide them through the online program. Moreover, the life experience of BEED college students' competency to impart and implement learning and adjust to the new generation of teaching would not be easy. Teaching demonstration through online technology creates different outcomes for the students and the teachers. Due to the pandemic, it was constrained to carry out the activity with students exclusively (Sobaih et al. 2020).

. In global online learning environments, it offers a learner the opportunities for flexibility, interaction, and collaboration (Gedera et al., 2013). 4,600,00 college learners in the United States are currently studying at least one of their classes online, and by 2014, this figure will rise to 18,650,000, according to New Horizon (2012). (para. 10). Integrating educational technologies creates issues and worries related to students' learning. In addition, practitioners should focus on the potentials and applications that educational technologies give people to improve their performance and the constraints of these technologies that impair them.

In the Philippines, practice instructors are given every opportunity to bring out the best in aspiring teachers. They are also required to offer various options for self-reflection that will help one become ready to be a student-teacher. According to Daluba (2013), students taught using the demonstration technique perform much better than those taught using the traditional lecture style. The student teaching experience should also be organized to accommodate changes and created so that student teachers can offer value-added services that will improve student learning. At the same time, they develop the skills needed to get ready for their classrooms and students.

To achieve this goal through practice teaching, the collaborating schools and the Teacher Training Institution—where the content and strategy courses are initially studied—should collaborate. At these institutions, the majority of practice teaching experience is gained.

Furthermore, student teaching is a difficult task that demands the most significant moral, personal, and professional dedication from all who choose to serve. Beltran (2002) pointed out that the improvement of student teachers depends on how the teacher training schools have molded these pre-service teachers. The online platform accentuates that technology does not offer a complete solution for a transformative education; the practitioners should concentrate

on the potential and uses of educational technologies to enhance their performance and the limitations of these technologies that hinder their performance.

With these instances, the researchers are motivated to study the lived experiences of Bachelor in Elementary Education Students of Davao de Oro State College- New Bataan Campus on teaching demonstration through an online platform.

Purpose of the Study

This qualitative research effort aimed to explore and unveil the lived experiences of Bachelor of Elementary Education college students in teaching demonstration through an online platform.

Specifically, this aimed to unfold the encountered experiences and know the benefits and drawbacks of their teaching demonstration through an online program.

Research questions

This paper was intended to explore the life experiences of Bachelor of Elementary Education college students in teaching demonstration through an online platform, specifically; it seeks to answer the following questions:

1. What are the lived experiences of Bachelor of elementary education college students in the application of teaching demonstration through an online platform?
2. What mechanisms are used by Bachelor of Elementary Education students that best cope with the challenges experienced in teaching demonstration through online platforms?
3. What are the learning insights the Bachelor of Elementary Students gained in the application of teaching demonstration through an online platform?

Theoretical Lens

This study was anchored on Social Cognitive Theory proposed by Bandura's Theory which suggested that individuals learn from one another. A procedure known as a teaching demonstration shows students how to complete a task using fundamental tools. The demonstration's effectiveness may be impacted by the audience's age and size (Smith et al., 2013).

Bandura's Social Cognitive Theory provides a center ground between conventional behavior and cognitive learning theories (Bandura, 1999). Individual motivation, attention, and memory are all included in this idea. A student needs their teacher's attentiveness to detail and drive to finish the assignment to imitate a demonstration successfully. According to the Social Cognitive Theory, people learn new skills through imitation and observation (Bandura, 1999). Instructors can model appropriate conduct and task-specific skills by demonstrating them. Students can see the instructor in action, copy what they see, and pick up the technique.

Significance of the Study

This study was undertaken to discover the teaching demonstration experience of Bachelor of Elementary Education college students through an online platform at Davao de Oro State College. The study was significantly beneficial to the following:

Teachers. The improvements to this approach had a tremendous impact; through this study, the teacher will discover how the college students deliver their ideas and mold their skills in teaching demonstration through an online platform.

Students. As a future educator, the study's results will significantly help me use this experience through an online platform to be more knowledgeable and well-skilled in teaching demonstration.

Futures Researchers. This served as a reference to future researchers who would like to embark similar study that highlights a BEED college who are teaching demonstration through an online platform.

Definition of Terms

Teaching Demonstration. Teaching demonstrations are meant to show how well a candidate can teach those discipline-specific concepts and skills to students who are novice-level thinkers in the discipline. The synthesis of content and pedagogical knowledge is the goal of a successful teaching demonstration.

Online Platform. These education portals enable teachers to deliver live or on-demand course content supported by digital collaboration and learning tools.

Teaching Experience. Throughout a teacher's career, teaching experience is positively correlated with increases in student achievement. The increases in teacher effectiveness brought on by experience are most significant during the first few years of teaching. However, they continue to be considered when teachers enter their second and third employment decades.

Limitations and Delimitation of the study

The study was limited to exploring the experience of Bachelor of elementary education students at Davao de Oro State College-New Bataan upon their teaching demonstration. Further, this study focused on the experiences of BEED students in teaching through an online platform. The study occurred in the first semester of the academic year 2021-2022.

METHODOLOGY
Research Design

The researchers investigated the perception of Bachelor in Elementary Education students of Davao de Oro State College- New Bataan Campus on the experience of BEED college students teaching demonstration through an online platform. The researchers used the descriptive study as the research strategy that indicated the relationship between the theory and research usually emphasizes how the ideas were applied.

Furthermore, the researchers used a phenomenological study. Phenomenology is a kind of qualitative research that emphasizes the shared nature of living experiences in the teaching demonstration experience of BEED college students. Phenomenology is more concerned

with how people perceive their environment. This research employed an approach that illuminated the specific experiences and identified phenomena through how the actors in a situation perceived them.

Moreover, this study employed qualitative methods such as interviews, participant- observation, and navigating the experiences from the participants' perspective. Establishing inclusion and exclusion criteria improves the possibility of obtaining accurate and repeatable results, reduces the risk of injury to the participants, and prevents the exploitation of weaker individuals.

Research Locale

The study was conducted in New Bataan, Davao de Oro. Officially the Municipality of New Bataan is a 1st class municipality province of Davao de Oro, Philippines. There are 16 barangays, and 204 puroks make up the political division of New Bataan. With a total land area of 55,315 hectares (136,690 acres), New Bataan is located west of Maragusan Municipality, south of Municipality of Compostela, and north and west of Davao Oriental Province. New Bataan is also known for amazing and beautiful tourist attractions, including Garden Bamboo Resort, Myk Angelo Inland Resort, Taytayan Hydro Inland Resort, Cualing Inland Spring Resort, and Mossy Forest (White Peak).

Mountain ranges border it, and more than half of its area is covered in forest, which has provided some of the residents there with a means of subsistence via the cultivation of crops including coconut, rice, corn, cacao, abaca, and bananas. Andap, Tandawan, Camanlanganm, and Manurigao are the barangays in New Bataan that have the most forest cover. For the security and safety of everyone during data collection, researchers in this study only selected one (1) community, Barangay Cabinuangan, because it is close by and not too risky.

Role of the researcher

In this study, the researcher's role discussed the participants' prior experiences and their common and shared phenomena during their online teaching experience. Specifically, the researcher gathered data using interview guide questions. Entered the world for an extended period, asking questions, observing, participating, and collecting whatever data were available. However, the data was being collected. The researcher's primary responsibility was to secure the participants and their data. Researchers can put themselves in the participant's shoes and comprehend their distinctive experiences. The researcher's top priority is protecting participants and their data even when it is being collected.

Research participants

It enables researchers to understand the participant's unique experiences by placing themselves in their shoes. The researcher's primary priority is protecting participants and their data while it is being collected.

A researcher must interview participants who were Bachelor of Elementary Education students who were currently enrolled in Davao de Oro State College- New Bataan Campus. Thus, finding potential participants who had experienced the phenomenon and were willing to share their thoughts.

Random sampling was the technique utilized in this study to collect samples. According to Thomas (2020), random sampling is used to make statistical inferences about a population. It helps ensure high internal validity, and randomization is the best method to reduce the impact of potential confounding variables. Random sampling is where a researcher selects a sample based on the needs of the study. Using random sampling, we will interview eight (8) selected participants from all Bachelor of Elementary Education college students in Davao de Oro State College.

Moreover, the researcher used inclusion and exclusion criteria to determine the characteristics of the subjects or elements in a study. Establishing inclusion and exclusion criteria improves the likelihood of obtaining accurate and repeatable results, reduces the possibility that subjects would suffer damage, and prevents the exploitation of weaker individuals. (Yale, 2022). The inclusion criteria of our study were the following participants: the college students that enrolled in Bachelor of Elementary Education from the first year to fourth-year students, participants were selected that is engaged in teaching demonstration through online platform. The participants can be of any status (single, married, or widow), and participants can be male or female of any age. Additionally, our study's exclusion criteria are the following; the students not enrolled in the Bachelor of Elementary Education are excluded from this study.

Data collection procedure

The methods that the researcher utilized to gather data were in-depth interviews. The researcher is taking and whatever the data collection method that focus to group or one-to-one interviews, in addition to the variety of study methodologies available, there are also different ways of making a record of what is said and done during an interview or focus group, such as taking handwritten notes or video-recording. An interview is an important qualitative research method in which the researcher collects data directly from the participants. In-depth interviews are mostly long-duration, face-to-face interviews conducted to achieve desired goals.

A one-on-one interview, sometimes called an in-depth interview, is a technique for getting more specific information or a thorough grasp of a topic or concept. And with the use of constructivism responses, the research used thematic content analysis made it possible for the researcher to fine common patterns across the research that to unveil the life lived experiences of BEED college students in teaching demonstration through online platform. Once the interviews were collected, they were analysed through open coding. The use of open coding provided the chance to collectively gather participant's responses, recording significant data in regard to this topic on current conditions on delivering experiences of BEED college student during their teaching demonstration through online.

Data Analysis

For this work, it is assumed that interviews were audio-recorded. Although transcription is a laborious procedure, seasoned transcriptionists must convert spoken words to written words to facilitate analysis. The discovery of themes, problems, similarities, and contrasts that the researcher interprets based on participant accounts.

This process enabled the researcher to understand the world from each participant's perspective. Finding patterns or themes in qualitative data is the process of thematic analysis. It is the first qualitative method that should be learned, according to Braun & Clarke (2006), because it teaches fundamental abilities that may be used in many other types of analysis.

RESULT AND DISCUSSION
Lived Experiences in teaching demonstration through online platforms

Based on this study's results, two benefits gained by the participants and two concerns during online teaching demonstrations. The first benefit is they boost confidence in teaching demonstration through online platforms. They boost their self-assurance by showing their abilities and skills in teaching. Moira (pseudonym) participant mentioned that she can build her confidence through demo teaching. Likewise, Luffy (pseudonym) has stated that through teaching demonstration, he boosted his confidence in speaking in front of people. Conforming to these, Blanton et al. (2019) agreed that online demonstration increases confidence in teaching (Bellows et al., 2019), and we agree that education students need to see instructional strategies modelled to gain knowledge and skills needed to teach effectively (Gretter & Yadav, 2018). Research indicates that confidence positively impacts student achievement (Hattie, 2012; Khan, 2011; Ashton, 1984). According to Sheffield et al. (2015), graduate students who took the course were asked to complete pre-and post-facilitation questionnaires that evaluated their knowledge of, comfort level, and attitudes toward online and blended learning. These results showed that the students understood the importance of the online component for their ability to teach in the future and had grown more knowledgeable, competent, and confident about doing so.

The second benefit the students gained was building communication skills in teaching demonstration through online platforms. They enable to understand others and to be understood themselves by listening, speaking, observing, and empathy with other people to have effective communication. A participant named Alyssa (pseudonym) articulated that she is motivated and confident to speak and share her ideas in public through teaching demonstration. Furthermore, participant Kitty (pseudonym) expressed that teaching demonstration is a big factor in building her communication as a good practice and preparation for being a future educator. Accordingly, according to Bower et al. (2011), teaching online improved students' understanding of communication concepts. Students also reported a reduction in communication anxiety and an increase in confidence as a result of the teaching demonstration online, providing evidence for the interrelationship between the cognitive, behavioural and affective dimensions of communication.

Aside from the benefits of positive experiences gained by participants, they experienced two concerns. The first concern is they found difficulty in delivering a lesson, in which they could not apply their preparations and teaching strategies well in giving knowledge, lectures, and teaching the students the skills through online platform. Alyssa (pseudonyms) admitted that she had the most difficult experience in delivering the lesson by giving knowledge to the listeners. Moreover, Anya (pseudonyms) articulated that she found difficulties in delivering the topic while ensuring that receivers. Many authors have supported the assertion that the majority of education students lack the approaches and competencies required for online and blended teaching and learning, which prevents them from understanding how to design a course environment using an LMS interface and how to instruct effectively online (Hixon, Barczyk, Buckenmeyer, & Feldman, 2011; Lane, 2013).

Moreover, another major concern in teaching demonstration was students' unstable internet connection, which hinders teachers and students from delivering and understanding the topic in the online class. Kitty (pseudonyms) spoken that teaching demonstration online was hard, especially in creating a lesson plan, editing videos, and uploading videos for submission online. Also, Rodrigo (pseudonyms) expressed that teaching demonstrations online was hard for him since he lived in a remote area. Henaku (2020) found evidence to support these concerns, showing that students encounter issues with internet connectivity, gadget issues, financial hardship due to the high cost of internet bundles, and disturbance due to the necessity to help with household chores. Due to the numerous difficulties involved, online learning, according to college students, should be suspended.

Coping mechanisms in teaching demonstration through online platforms

On the other hand, the participants coped through several coping mechanisms. First, they ask others for help when they find difficulties in demo teaching online. For instance, Moira (pseudonyms) expressed that she asks her classmates' ideas for her to gain ideas. Sofie (pseudonyms) stated that she coped with the challenges by having inquiries to persons who were knowledgeable enough to give her ideas to improve her teaching demo. Many researchers solidified these as students seek help from peers or teachers to understand better; this is a good indicator of help-seeking behaviour. Also, students are said to be engaged when they show positive behaviours, such as increasing class participation and attendance; and reinforcing task completion and effort (Fredricks et al., 2011; Miller, Greene, Montalvo, Ravindran, & Nichols, 1996).

Secondly, due to unstable internet connection, participants such as Rodrigo and Luffy (pseudonyms) attested finding alternative ways to find and going to a place where the internet is strong. Since they lived in a place with a slow internet connection, they could proceed to their demo teaching

online. Accordingly, Chung et al. (2020) concluded that most participants explained that their alternative way to the sudden internet interruptions was to download the lecture video and note to the Google Classroom. At that moment, they can listen to it, and if they have any questions or contributions, they either comment in the comment section.

Learning insights in teaching demonstration through online platforms

The participants have mentioned three general notions about language research. The first one is how back to face-to-face. Sansa, Rob, and Jon (pseudonyms) mentioned that they researched to search for existing problems in the language community. The moment they had answers to their inquiry, they believed it would benefit the community and them as future educators. Power and Gould-Morven (2011) noted that "online learning seems paradoxical to be both booming and busting simultaneously" (p. 19). Due to their perception that their educational culture and values are in danger from this transformation, education students have demonstrated resistance to online teaching and learning. Increased workloads, a lack of resources, inadequate technological skills, anxiety or lack of confidence with technology, and pedagogical worries about the success of student learning in an online setting are further issues with online teaching (Bennett & Lockyer, 2004; Hunt, Davies, Richardson, Hammock, Akins, & Russ, 2014; Johnson, Wisniewski, Kuhlemeyer, Isaacs, & Krzykowski, 2012; Power & Gould-Morven, 2011). Education students used to face-to-face instruction report feeling lonely and detached from peers in the virtual setting, and they assume their students do too (Hawkins et al., 2012; Power & Gould-Morven, 2011).

Concluding Remarks

From the results of this study, we can say that education students need training or webinars regarding online teaching, online resources, strong internet connection, adequate technological skills, and pedagogical skills appropriate to online classes. All of these will guide the students to become effective educators not just in face-to-face learning but also in online learning since we all live in the modern era where technology was highly developed and engaged in learning.

From the findings we have gathered in this study, we felt enlightened and emphatic about the experiences of students in their journey in teaching demonstration online. As education students, we encounter such challenges and concerns in online classes, but they also have mechanisms to deal with these, which is also a positive one to them. Moreover, their insights in shifting the online class to face-to-face were their articulations because this will give them more knowledge and skills to apply it in reality or having face-to-face interactions with their students.

This study is anchored and supported by Social Cognitive Theory proposed by Albert Bandura. He suggested that individuals learn from one another. A procedure known as a teaching demonstration shows students how to complete a task using fundamental tools. The demonstration's

effectiveness may be impacted by the audience's age and size (Smith et al., 2013). Individual motivation, attention, and memory are all included in this idea. A student needs their teacher's attentiveness to detail and drive to finish the assignment to imitate a demonstration successfully.

According to the Social Cognitive Theory, people learn new skills through imitation and observation (Bandura, 1999). Instructors can model appropriate conduct and task-specific skills by demonstrating them. Students can see the instructor in action, copy what they see, and pick up the technique. Thus, this theory confirmed the result of the study based on the emerging themes such as asking for the help of others; most of the key informants admitted that one of their mechanisms in dealing with the challenges in teaching demonstration online was asking others for help. Asking others for their knowledge, skills, and strategies will help them to give them an idea of how to deal with the challenges they encounter during teaching demonstrations online.

The contribution of this study lies in the BEED students' lived experiences and standpoints on their ways of demo teaching through online platforms.

Recommendation

Based on the findings and conclusions, the researcher recommends the following:

For the School Institution. They should provide and create alternative ways to meet the needs of education students, such as webinars regarding online teaching, resources for strong internet connection, and technology resources, most especially the students who live in remote areas. They should create plans and strategies regarding the effectiveness of online classes.

For the Teachers. They should provide online resources, adequate technological skills, and pedagogical skills appropriate to online classes to produce an effective educator in online classes as preparation and practice for integrating technology in education.

For the Students. They must continue to improve themselves to become an effective educator by gaining information and experiences from experts or teachers and speakers from webinars. They must learn to effectively adapt and integrate technology and online classroom platforms in class.

For future researchers. The researcher recommended that this also opens future research related to the phenomenon being studied.

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