

FROM ONLINE BACK TO FACE TO FACE: DYNAMICS IN TEACHING AND LEARNING PUBLIC SPEAKING IN POST-PANDEMIC

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ABSTRACT

The COVID-19 Pandemic has affected the teaching and learning process. However, in the post-pandemic period, returning to the face-to-face learning model after "getting used" to online learning also poses its own challenges for both lecturers and students. The purpose of the paper is to investigate the impact of the transition from face-to-face on campus to emergency remote teaching (ERT) and back to face-to-face on public speaking teaching and learning. In addition, this paper also discusses formulations in teaching and learning public speaking that can be applied during the post-pandemic period. The method of this study is qualitative descriptive. Data collection was carried out through observation, interviews, and documentation on public speaking teaching and learning at the Bachelor of Japanese Literature, Faculty Humanities, Udayana University. The results indicate the two impacts of face-to-face teaching and learning to ERT (Emergency Remote Teaching) and back to face-to-face teaching and learning in the public speaking course. First, students lose the atmosphere of public speaking that involves the audience face-to-face. Second, students lack time to practice while studying face-to-face methods. Both students and lecturers need time to adapt back to face-to-face classes because they have been accustomed to online teaching and learning for two years. Regarding the teaching and learning model of the post-pandemic period, it is recommended to combine both best practices of online to face-to-face teaching and learning to maximize the achievement of learning outcomes. In the future, teaching and learning in the public speaking course can be done more flexibly and can accommodate online-face to face teaching and learning simultaneously.

Keywords: face-to-face teaching and learning, online teaching and learning, post-pandemic, public speaking

INTRODUCTION

It is undeniable that the Covid-19 pandemic has presented challenges to education. Common challenges are associated with sudden shifts from offline to online learning (Schultz & DeMers, 2020). This causes a lack of preparation and difficulties for teachers, students, and educational institutions. Online learning during the covid-19 pandemic is not a learning experience planned from the start to be designed online but is an alternative mode of delivery due to the state of the crisis. Hodge et al. (2020) mention this learning model as emergency remote teaching (ERT).

Although ERT and online learning and teaching (OLT) have a few similarities, both use digital technology, but they do not share the same definition. ERT refers to a temporary shift, and the goal is to provide access to "temporary" learning as a solution to a crisis, such as the COVID-19 pandemic, so that there is no time for the preparation of actual online activities and materials. On the other hand, OLT, by utilizing information technology, provides a learning ecosystem that can increase flexibility and access to learning by applying careful design and combining synchronous, asynchronous, and independent learning activities (Rapanta et al., 2021).

In the case of public speaking learning, online learning and teaching is not something that just started during the pandemic; even before the pandemic, several institutions around the world had provided online public speaking courses or training (Butler, 2017). Since its inception, teaching public speaking online has become a hot topic of debate because some agree and some oppose it. One of the reasons for the cons of online teaching is that public speaking is a field that requires a form of direct instruction so that there is the experience in face-to-face learning that cannot be obtained in online learning. On the other hand, those who agree with online learning believe that there is no significant difference in public speaking skills between students who study online and those who study face-to-face. In addition, they also believe that online public speaking learning can open wider access to learning (Westwick et al., 2016).

In the Bachelor of Japanese Literature, Faculty of Humanities, Udayana University, the Public Speaking course is one of the compulsory subjects. The learning outcome of this course is that students master public speaking techniques in formal and informal situations in Japanese. During the pandemic, according to government and university regulations, public speaking learning was fully online. However, since the odd semester of 2022, the learning process at Udayana University has been carried out offline. Returning to the offline learning model after "getting used" to online learning also poses its own challenges for both lecturers and students.

In this paper, the impact of the transition from face-to-face on campus to emergency remote teaching (ERT) and back to face-to-face on public speaking teaching and learning are examined. The scope of this study is limited to the public speaking course at Bachelor of Japanese Literature, Udayana University. Through this study, it is also hoped that a public speaking teaching and learning model can be formulated that can be applied in the post-pandemic period.

THEORETICAL FRAMEWORK

To investigate the impact of the transition from face-to-face on campus to emergency remote teaching (ERT) and back to face-to-face on public speaking teaching and learning, the Community of Inquiry (CoI) theory was applied. CoI is based on the concept of three "presences" in the teaching and learning process, namely cognitive, social, and teaching. The learning environment, whether online, blended or face-to-face, is basically a community that depends on instructors/teachers/lecturers, and students. Instructors and students share ideas and information with each other, so "presence" is a social phenomenon that manifests itself through interactions between students and instructors (Garrison et al., 2000).

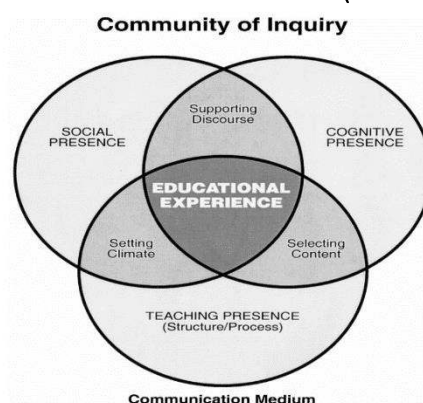


Figure 1. Elements of an Educational Experience (Garrison et al., 2000)

METHODS

This qualitative research involves 30 informants consisting of 15 students who have taken a fully online public speaking course in the odd semester of 2021 and 15 students who have taken a face-to-face public speaking course in the odd semester of 2022. In this study, semi-structured interviews were conducted for data collection. The data collection procedure was carried out through the following stages: 1) preparing questions related to the research topic; 2) interviewing informants; and 3) transcribing, reducing, and classifying data. In addition, observations were also made on public speaking lectures in the odd semester of 2021, which were held online, and in the odd semester of 2022, which was held face to face.

RESULTS AND DISCUSSION

Impact of Shifting Face-To-Face Learning to Online Learning

The shifting from face-to-face learning to online learning in public speaking courses at the Bachelor of Japanese Literature Udayana University, especially at the beginning of the pandemic, poses formidable challenges not only for lecturers but also for students. As described in the background of online learning that was carried out at the beginning of the pandemic period, online learning was not ideal and met the standards of online learning, which was implemented is emergency remote teaching (ERT). After carrying out fully online public speaking lessons for approximately two years, through observations and interviews with students who have participated in online learning, it can be said that online learning not only provides challenges but also good opportunities for lecturers and students. The following section describes the challenges and opportunities in online public speaking learning at the Bachelor of Japanese Literature, Udayana University.

Challenges in Online Learning

1. Lack of Mastery of Online Learning Management Systems (LMS) and Information and Communication Technologies (ICT)

Before the pandemic, Udayana University already had a Learning Management System (LMS) called Online Academic Service for Elearning (OASE). This LMS supports the implementation of virtual asynchronous learning at Udayana University. Training to use the features available in this LMS has also been given to lecturers. However, before the pandemic, in the Public Speaking course, the LMS features used by lecturers were still limited to uploading materials or sharing learning resource links, even though this LMS itself has many features that can help the learning process, such as quiz features and assignments for evaluation to features, workshops that allow peer evaluation.

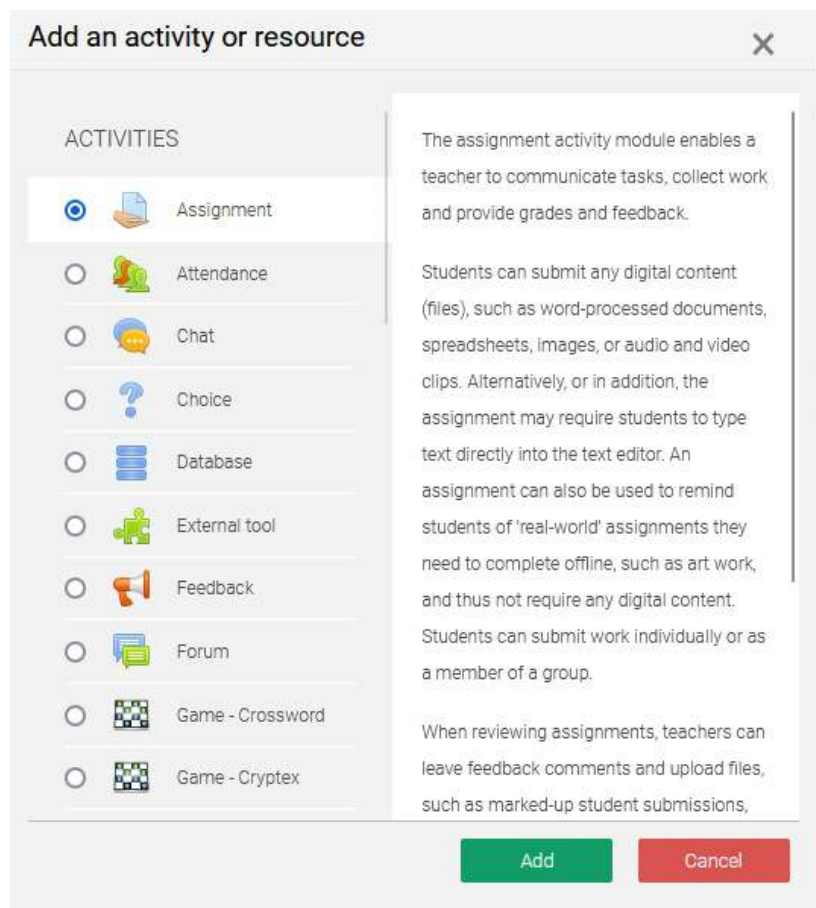


Figure 1. Some of the features available in OASE

The availability of various features in OASE basically supports the ideal asynchronous learning. From the lecturer's perspective, even though we have attended training, the variety of features is also a challenge because of the lack of ability to apply various features. This has the effect that lecturers can only use standard features that are relatively simpler to use, such as file uploads or assignments. For features that are quite complicated to use, such as workshops, it takes time for lecturers to practice and operate them.

Some students also experience problems in utilizing the features in the LMS. Some students said that they had problems uploading assignments because they missed clicking the confirmation sign at the end of uploading assignments. Some students also said that at first, they were confused by how to answer the quiz with matching, drag, drop, and ordering questions.

Prior to the pandemic, Udayana University had also subscribed to a video conferencing platform, namely Cisco Webex. To support online learning during the pandemic, each lecturer at Udayana university is given a video conferencing platform account that can be used without time restrictions. Both lecturers and students also need time to understand and get used to using the features on this platform.

2. Lesson Plans for Online Learning Not Available

Designing an effective lesson plan is an important part of the pedagogical procedure. The success of learning outcomes mostly depends on appropriate learning plans and implementation (Rahmawati & Saefullah, 2021). The lesson Plan for public speaking lessons is

prepared for face-to-face learning. Therefore, when learning and teaching activities shift from face-to-face to online, some parts of the lesson plan need adjustment. For example, when practising non-verbal elements in public speaking, such as eye contact, gesture, and body language, which in the practical lesson plan are carried out directly in front of the class face-to-face but turn into students collecting video recordings when they practice it. In addition, sudden adjustments to the lesson plan were also made by providing additional material related to speaking techniques in online meetings and speaking techniques in conditions of wearing masks.

3. Lecturers Have Not Mastered Online Teaching Methods

Teaching offline and teaching online certainly have different methods. Teaching public speaking online, although not impossible, has challenges related to effective teaching methods (Miller, 2010). Reisetter et al. (2007) stated that there is a significant difference between offline or face-to-face teaching methods and online teaching methods. Teaching online is not only moving face-to-face classes into online classes, but lecturers must pay attention to different formats. As lecturers, we have attended several pieces of training related to teaching methods, but all of them are based on face-to-face teaching. Therefore, when we suddenly had to teach online, we did not have sufficient knowledge about online teaching methods and techniques. With limited ability to manage online classes, as teachers, we have low personal satisfaction with the teaching methods that have been applied. We are not sure whether students can understand the explanation well and have challenges in building good interactions with students. The results of interviews with several students showed that they felt the lecturers were more interactive and enthusiastic when teaching offline classes.

4. Losing the Atmosphere of Public Speaking Face-to-Face

In building public speaking competence, exposure to speaking in front of an audience is one of the important things. In face-to-face classes, students can feel the real atmosphere of public speaking because they are in the same room and interact in real with the "audience." Although some studies, such as Broeckelman-Post et al. (2019), show that the results of online public speaking learning will be as successful as face-to-face learning when elements such as learning design, instruction, and classroom interaction can be applied properly. However, it is undeniable that face-to-face public speaking classes are better able to present a variety of stimuli that evoke students' speaking skills and create various cognitive modifications. In face-to-face public speaking classes, students develop not only verbal skills but also nonverbal skills more optimally because they have the opportunity to make eye contact with the audience and use a variety of gestures and body language.

5. Technical Obstacle

Technical constraints also greatly affect the success of online public speaking lectures. Due to network constraints and limitations on student devices, some of the students did not turn on the video during online lectures. Although some research results, such as Castelli & Sarvary (2021), and Gherheş et al. (2021) show that the reason students choose not to turn on videos during online synchronous class meetings is not only because of network and device constraints but also other reasons, such as feelings of discomfort to anxiety. When students don't turn on the video during online synchronous class meetings, it is very difficult to know

the students' nonverbal reactions, whether they are smiling, confused, bored, or frowning. Another technical obstacle that is very disturbing in online public speaking lectures is that students do not answer when asked to speak due to problems with the microphone on their device or due to internet connection reasons. The most important learning outcome in public speaking courses is the ability to speak, but how can this ability be achieved if, throughout the lecture, students do not speak at all?

Opportunities in Online Learning

1. There are many interesting learning features available on the Learning Management System

Learning Management Systems (LMS) in online classes can reinforce the learning process and create an engaging learning environment (Bradley, 2020). In addition, the use of LMS also allows online learners to be independent with the availability of various features (Blau & Hameirie, 2010). The LMS provided by Udayana University, OASE, also has various features that support online learning, especially virtual asynchronous, in public speaking courses. Through OASE, lecturers can upload lecture materials, carry out formative assessments through Quizzes and Assignments, as well as conduct discussion sessions through Forums. OASE has various features that can maximize virtual asynchronous learning between lecturers and students, such as Games and Peer Assessment.

In learning public speaking, the peer assessment feature in LMS is useful for providing feedback to improve students' public speaking skills. Students get not only feedback from lecturers but also from their classmates. Through LMS, peer assessment and assessment lecturers are also well documented. LMS also allows documenting a complete student portfolio. Lecturers and students can also continuously monitor the development and mastery of public speaking.

2. Students are more confident when speaking in online lectures

Many people feel afraid or anxious when they have to speak in public. This is because when they have to appear or speak in public, they will be the focus of the attention of the audience (Raja, 2017). Moreover, in foreign language or second language classes, students have public speaking anxiety in the target language. The main factors that contribute to foreign language learning anxiety when speaking in public are linguistic factors, cultural factors, and psychological factors. Public speaking anxiety increases stress, so it affects the success of students' public speaking (Ibrahim & Yusoff, 2013). In online classes, some students feel they are more confident and able to overcome public speaking anxiety. This is because they do not have to meet face-to-face with the audience (lecturers and classmates).

3. Students can study anywhere and anytime

Learning public speaking online allows students to learn anywhere and anytime. An adequate LMS will support a flexible online public speaking learning process. Virtual synchronous learning, through the video conference meeting application, also gives students the flexibility to participate in learning from anywhere.

Impact of Shifting Online Learning to Face-to-Face Learning

Below are the challenges and opportunities in the shift from online learning to face-to-face learning.

Challenges in face-to-face learning

1. Adjustment of semester learning plans to face-to-face learning

Public speaking practice can be practiced in class as before the COVID-19 pandemic. Gestures, body language, and eye contact can be observed directly. However, the practice time in class is not as much as the recording practice. Students had felt nervousness, fear, anxiety, and forgetting the text (vocabulary) during practice in front of the class, so they had wasted too much time on it. It is necessary to adjust the semester learning plan related to students' difficulties in remembering texts and overcoming their psychological matters.

2. Both lecturers and students need time to adapt back to face-to-face learning and teaching

Adapting back to face-to-face learning is not a simple thing because we have been used to online learning for two years. There are four things we need to pay attention to during this adaptation period, as below.

Public speaking anxiety is a constant problem for students. Students' failure to cope with stress while preparing for public speaking can reduce their performance and affect their real skills (Ab Aziz et al., 2021). Students experience fear and anxiety when speaking in front of many people, making the classroom atmosphere tends to be passive and slow. According to the results of interviews, during two years of online learning, it was indicated that most of the students felt comfortable speaking through a video conference called Cisco Webex. Almost all students in class prefer to turn off their video cameras during lectures. They did not see the faces of the other students, so the students who spoke or practiced through the video conference did not feel intimidated. However, on the contrary, when they returned to doing face-to-face learning and speaking in front of the class, most of the students felt fear, anxiety, and worry.

Student motivation tends to decrease due to fear and anxiety feeling when beginning to speak in front of the class. The cause of the lack of student motivation is: first, the preparation for learning is not optimal. Students did not read the materials that were distributed to students before the lecture began. Second, they speak in front of the class while seeing speaking notes in their hands. Third, during discussing in class, students tend to be passive because students feel embarrassed or awkward when speaking to express opinions, especially if they are wrong in answering.

Lecturers need to adapt to the behavior of students who tend to feel fear and anxious. Some simple ways to help them to overcome their problems are: first, intensely giving them enthusiasm and motivation in class. Then, giving leeway, such as letting students occasionally see the outline when speaking in front of the class (only during practice). Finally, adjusting the content of the public speaking lecture material is easier to understand by students.

Lecturers also need to adapt to the character of each student because, for two years, they have not actually met. We feel discomfort and anxiety with each other. Lecturers need to find ways to start comfortable communication with students.

Opportunities in face-to-face learning

1. Students can explore and practice nonverbal communication more deeply

Nonverbal communication is communication that is done by conveying messages without transmitting words. In short, a message without a word. This form of communication helps verbal communication. Through this verbal communication, a person can communicate his mood or opinion and can even show a reaction to the message being conveyed (Swargiary & Roy, 2022). Students will certainly be more stimulated to speak in front of the class when using nonverbal communication, such as body language, gestures, expressions, and eye contact.

2. A real and natural atmosphere is important

Students need to practice interacting with the audience when speaking in front of the class. A real and natural atmosphere is important for students to make easily interact with the audience. Some advantages of Public Speaking practice through face-to-face learning are as below.

- Students can see the faces (expressions) of the audience.
- Students can apply two-way communication through question-and-answer techniques to the audience.
- Students can use nonverbal communication (body language, gestures, and eye contact).

3. Lecturers should pay attention to the components of the assessment in more detail

The assessment component in this public speaking course is divided into verbal (language) and nonverbal (body language, gestures, expressions, and eye contact). The nonverbal component can be assessed in more detail in face-to-face learning. Therefore, the assessment of students becomes more accurate. Although, the assessment of students' expression component is still difficult to assess due to the use of the mask.

4. Utilization of the learning management system (LMS) comprehensively and efficiently

Before the 19th pandemic, lecturers and students actually started using a learning management system called Online Academic Service for E-learning (OASE). The use of various features in the last two years has increased due to regular training. OASE can also be considered as a portfolio for both lecturers and students. In general, all learning and teaching activities (materials, assignments, evaluations) are provided and can be accessed easily. Since March 2020, OASE has been fully functional in online learning and teaching.

Since returning to face-to-face learning, the function of OASE has not changed. Actually it has actually increased because it is used as a systematic learning portal to facilitate the management of lecture activities. Also, lecturers and students have started to leave the conventional lecture method, which uses many papers.

5. Lecturers and students are able to build a disciplined attitude

Both lecturers and students have experience managing time in online lectures for two years. Both tend to be more obedient to time during online lectures. This may be because, during online lectures, both lecturers and students do not have too many problems accessing virtual rooms (video conferences). Except for internet connection problems.

This good attitude continued when we returned to face-to-face learning. Both are disciplined in time, compared to before the 19 pandemics. Lecturers and students are on time during face-to-face lectures begin. No time is wasted.

Lecturers are also punctual in delivering (uploading) materials at OASE. Students are also more active and quickly access material and have many times to study material that is difficult to understand before the lecture begins. If students have understood the material in depth, then the practice of speaking in front can be done more efficiently.

6. Dynamics Of Learning and Teaching Post Pandemic Covid 19

To achieve maximum learning outcomes, the public speaking learning process needs to be adjusted to the dynamics of the post-covid-19 pandemic. There are many good things that can be adopted from online learning to support face-to-face learning. Referring to the Community of Inquiry (CoI) theory, the three presences that play a role in the dynamics of learning of the post-covid-19-pandemic are as follows.

7. Mastery of Information and Communication Technology (ICT)

At this cognitive level, lecturers and students can exchange information, developing their ideas related to the material given in public speaking. The material is provided in OASE, which requires lecturers to improve themselves in mastering the use of Information and Communication Technology (ICT). Lecturers undergo training on e-learning on a regular basis, so they experience an increase in ICT mastery. Now, most of the features in OASE are utilized.

8. Psychological aspects and motivation to learn in students

Students who enrol in public speaking courses need comfort before speaking in front of an audience. In this case, lecturers need to modify the learning design that adjusts the level of anxiety and fear of students. Only by realizing the level of anxiety of students speaking in public, then it provides a starting point for lecturers in an effort to find problems and solutions in the learning process (Hasibuan et al., 2022).

Lecturers have responsibilities related to psychology and student motivation. This needs to get great attention because they are in a transition period to face-to-face learning. At this level of social presence, lecturers have the responsibility to create a conducive atmosphere for learning. In addition, lecturers should also be able to establish good and open relationships in communicating with students. Good relations are also expected to be realized between students. With open communication and mutual opinion, the learning process runs smoothly. The realization of this social relationship is expected to be able to explore the needs of students and be able to be captured and implemented in learning designs by lecturers in the future. So that the psychological aspects of students are resolved and students' motivation to learn increases.

9. Combination of synchronous and asynchronous learning support face-to-face learning

At the level of teaching presence, lecturers can deliver material both online and face-to-face. Lecturers also deliver lectures with good and correct methods. At this level, lecturers

are also required to be able to collaborate online and face-to-face teaching methods. In addition, synchronous and asynchronous forms of learning are also combined with supporting face-to-face lectures.

CONCLUSION

Cognitive presence is achieved starting with the exchange of information between lecturers and students, the process of mastering Information and Communication Technology (ICT), and providing material in various learning media. The use of Information and Communication Technology (ICT) at Udayana University continues. However, returning to face-to-face lectures, the use of ICT continues and even tends to increase. Prior to the 19th pandemic, only a small percentage of lectures used this technology. But since the pandemic and heading to normal life, it used to be 100%. The same thing happened in this Public speaking course.

The return to face-to-face learning needs to pay attention to student motivation and psychological aspects (such as fear, anxiety, worry, etc.). The approach taken by the lecturer is to develop communication with students inside and outside the classroom. For example, a small discussion related to learning or not. This discussion is also created through small groups between students so that they can start interacting with their classmates again. In addition, lecturer time to listen to students is also needed to help increase learning motivation and also manage their psychology.

Although the return to face-to-face learning, online learning is still carried out at any time under certain conditions. In these conditions, synchronous learning can be an option. Synchronous learning is where lecturers and students carry out the learning and teaching process in real-time in virtual classes, for example, through video conferences. Learning can still be interactive because it is done at the same time. However, asynchronous learning is not done simultaneously (not in real-time). This form of learning is independent. Flexibility is a priority because students can access course materials anytime and anywhere. Meanwhile, lecturers can provide lecture materials such as lecture video recordings, article/paper learning modules, and so on. This form of asynchronous lecture utilizes video conferencing as a means of recording as well as OASE features. In addition, what is no less important is the availability of lecture recordings to help students learn asynchronously, which can be repeated if they do not understand it in one lesson.

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