

# TEACHING, LEARNING AND ASSESSMENT DURING COVID-19 LOCKDOWN IN COLLEGE OF EDUCATION AGBOR: SATISFACTION, DISSATISFACTION AND REMEDIES

By

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## Abstract

The study was on lectures and students views on WhatsApp mobile learning (WBL) in the College of Education Agbor, Delta State (COEA) during the COVID-19 lockdown. Qualitative data was collected from 27 lecturers and 52 students. Analysis was done using the thematic technique. The study's findings showed that teaching, learning, and assessment was possible in WML and was easy and cheap to use. The participants were dissatisfied with the irregular internet access and electricity supply and limited interaction and assessment. They recommended that lecturers and students be trained on online learning and be provided with smartphones and computers. Findings from this study have provided information that can improve the present state of WhatsApp mobile learning for future emergency online learning.

**Keywords:** *WhatsApp, WhatsApp mobile learning, online learning, COVID-19. and assessment*

## Introduction

Teaching, learning, and assessment in a school's environment are always a top priority in many developed and developing countries. It is because education is perceived as an indispensable tool in national growth and development. Nigeria, as a country, stresses this belief so much that the Universal Basic Education (UBE) act of 2004 placed early child care and education (ECCE) into the mainstream of Nigeria Education. While the struggle is there to sustain and improve Nigeria's

education system, medical researchers' prediction of the flu virus pandemic after the 1918-19 pandemic became a hindrance. Barry (2005), in *Awake* magazine, reported that every virus pandemic outbreak is usually between 35-39 years. The world is overdue to have another pandemic and added that the next virus pandemic "will emerge in china or a nearby country and spread rapidly throughout the world. Several waves of infection will occur. Morbidity will be extensive in all age groups, and there will be widespread

disruption of social, economic, and educational activities in all countries...."

True to this medical prediction, Giorgio's, Hilligje, and Trine (2020), in a global survey report, announced that in December 2019, a viral out-brake of pneumonia of unknown origin occur in Wuhan, China. On January 9, 2020, the World Health Organization (WHO) officially pronounced the discovery of a novel coronavirus: SARS-COV2 (Severe acute respiratory syndrome). This new virus is responsible for the respiratory disease called Covid-19. Again, the widespread disruption prediction brought about lockdown" of many countries in social and physical activities. While the lockdown affected economic activities greatly, educational activities were also seriously affected. No country will venture to lockdown its door to teaching and learning its most precious human resources: the children for too long. Xudong and Jing (2020) reported that the closure of educational institutions to contain the spread of Covid -19 has over 91% imparts of the world's student population (UNESCO, 2020). It is a serious disruption for the huge growth worldwide in the provision of education at all levels for the last 50 years. Therefore, many governments ordered institutions to cease face-to-face instructions and switch to online teaching and virtual education.

Wang (2020) said that in Beijing Normal University (BNU), the faculty of Education started its new semester with online teachings registering over 4,036 courses with tens of thousands of students; in 1,515 faculty. Wang reported that for

the first time in the university 118 years of history, all BNU's 30 schools and faculties were delivered online. Etieyibo (2020), a professor of philosophy at Witwatersrand university Johannesburg (SA), happily announced on social media that he just concluded his virtual online teaching at the beginning of the lockdown in South Africa. What was involved in online teaching and learning, and how affordable it was during the lockdown period in many countries like Nigeria?

Online learning is a digital method of teaching and learning using the internet website through various digital gadgets. These gadgets are the computer systems, Android phones, smartphones, satellite TV, and CD- and Rom. These gadgets operate through video conference, virtual, webinar, zoom, WhatsApp call conference, WhatsApp message, google classroom, blackboard, vula, and satellite television broadcast. Meanwhile, wifi and other network data are needed to assess these gadgets, and they are expensive to obtain. Therefore, during the Covid- 19 lockdown, who made provisions for these gadgets for effective teaching and learning for teachers and students in the various countries?

Jude (2020) reported that in Netherland, all school children from elementary four (primary) to high school (secondary) and tertiary schools were provided with laptop computer systems and free household wifi from the government. The school children were still enjoying online teaching and learning through video/virtual conferencing for a full classroom simulated participation. In Nigeria, all

federal universities during the lockdown periods were closed down for industrial actions. However, this is with the exception of other tertiary institutions such as state and private universities, polytechnics, and colleges of education.

To assess or evaluate online teaching and learning success during the covid-19 lockdown pandemic, Teresa, MaDelega, Kaietan, and Comas-Iope (2020) study 458 students from three different subjects using nine field experiment at universities Autonomies Madrid (Spain). They studied the differences in assessment by dividing the students into two groups. The first group (The control corresponds to two academic years, 2017/2018 and 2018/2019). The second group (experimental) corresponds to students from 2019/2020, which is the group had their face-to-face activities interrupted because of the covid-19 confinement. Their findings showed a significant positive effect of the covid-19 that changed students' learning strategies to a more continuous habit improving their efficiency and performance.

In Delta State, the government adopted satellite television broadcasts between 10-11 a.m. for the primary and secondary school sections, who happened to have television at home or radio set, with a good electricity supply. While in the tertiary sections, some of the universities and colleges of education adopted several online learning platforms like the institution portal, google classroom, WhatsApp messaging, and audio recording for their teaching and learning. A case study of this is the College of Education, Agbor. The management organised a one-

week academic staff training on using zoom /video conferencing for teaching and learning. The technicality of using zoom/video conferencing became too rigorous that many of the academic staff settled for WhatsApp group for their online teaching. WhatsApp groups were created between staff and students to carry out the online teaching during the lockdown.

How were teaching, learning, and assessment done? What were the things that were properly done and those not properly done? Answers to these questions will help the teachers and educational institutes improve online learning and provide quality online learning during a future emergency closedown of school. This study is out to determine lecturers and students' satisfaction and dissatisfaction with the teaching, learning, and assessment during the lockdown period of Covid-19 in the college of education Agbor, Delta State. In this study, qualitative data was used to identify the benefits that lecturers and students had during the WhatsApp mobile learning (WBL), the challenges they faced and suggested how the WBL can be improved.

### **Research Question**

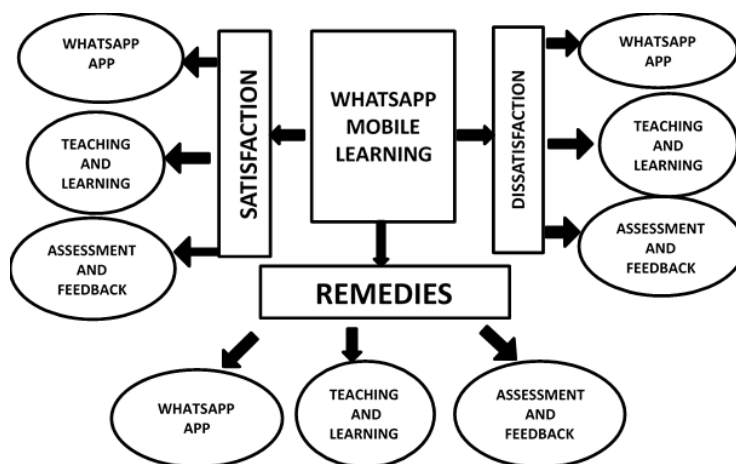
1. What was the satisfaction of students and lecturers in the WhatsApp mobile learning during the covid-19 lockdown?
2. What was the dissatisfaction of students and lecturers in WhatsApp mobile learning?
3. What are the remedies to the dissatisfaction experienced by lecturers and teachers during the WBL?

## Methodology

This study is a case study that employed an in-depth examination of the subject by collecting qualitative data. The case study research design was used to examine the participant views on the satisfaction, dissatisfaction, and remedies to the dissatisfaction of the WML that took place in the College of Education Agbor (COEA) during the COVID-19lockdown. We used both lecturers and students for the study. Through the purposive sampling technique, the sample was made of 70students and 44 lecturers; this gave a total of 114respondents. The response rate of 69% brought the sample size to 79 (lecturers = 27 and students = 52). The sample comprised 52(19%) females and 27(34%) males. Also, 15(19%), 23(29%), 21(27%), and 20(25%) of the participants were from the school of education, school of science, school of arts and social science, and school of vocational studies.

The instrument was an unstructured questionnaire consisting of two sections. The first section captured the demographic information of the respondents, which

includes gender and school. The second section consists of three sub-sections that were formed using open-ended questions. It was needed to elicit the participants' perceptions on their satisfaction with the WML (sub-section 1), participants' perceptions of their dissatisfactions with the WML (sub-section 2), and the participants' perceptions on the remedies to their dissatisfactions with the WML (sub-section 3). The researcher assistants trained research assistants administered the unstructured questionnaire to the participants. Before the administration of the questionnaire, the consent of the participants was sought and obtained. The respondents' demographic information was summarised with frequency and percentage. The second section of the questionnaire was analysed by employing the thematic technique. The researchers repeatedly read the qualitative materials, the words and sentences were coded while considering existing literature and research questions. Each sub-section was arranged under three themes: WhatsApp application, teaching and learning, and assessment and feedback, as presented in figure 1.



**Figure 1:** Themes from content analysis

Abbreviations such as A1, A2 were used to identify participant 1 and participant 2. Generally, A1 to A27 was used to identify the lecturers, while A28 to A79 was used to represent the students.

## **Results**

### **Participants' perceptions of their satisfaction with the WML**

#### **WhatsApp App**

Respondents repeatedly mentioned that WhatsApp mobile app is easy and cheap to use because it consumes less data when compared with other learning platforms. A student put it this way:

"WhatsApp consumes less data, unlike zoom that consumes so much data." A62

The respondents pointed out that they can have access to the learning materials repeatedly and that the WhatsApp app is safe.

"With the WhatsApp app, I can still learn, no fear of contacted COVID-19 or been kidnapped." A49

#### **Teaching and Learning**

The general views were that the lecturers could have firm control over the class (group). It is possible to teach, ask, and answer questions. The group can take as many as 250 students. The students can ask questions without feeling shy. Teaching and learning were effective. Here are some of the respondents' views:

"It is an effective method of teaching because I can go back to the recorded lectures, listen to them repeatedly until I have understood it. Students who were afraid or shy to ask questions face-to-face can now freely ask and respond to questions. Students can learn without fear

of being mocked when they answer wrongly." A31

"I was able to control what happened in the group by setting rules from the beginning of the course, and I open the group for lectures or when students want to submit assignment and classwork, and I close it after that. Only the course coordinator and I can permit anybody who wants to post materials into the group. Hence, students could not post unnecessary materials into the group chat." A14

It was also mentioned that the WML had exposed them to many online learning tools. They read wide, and learning could take place any time. They can study at Their own pace, and They can have access to Their lectures anytime. Some student expressed their feelings this way:

"Because there were no textbooks, I had no choice but to dig out information from the internet. I have become more familiar with my computer, and I can now access materials from the internet. I do not need to pay somebody to do it for me again." A48

"I can lecture my students anytime and anywhere. It is also possible to record your lectures earlier than the lecture time if you are not available at that time. All you need to do is to post your recorded lesson on the group chat. With this, I hardly have an excuse for not attending my lectures. In such rare cases, I will let the students know I will not be available, but they can listen to the recorded lesson post their questions in

the group chat, and I will respond to them later." A17

"I gain so much knowledge. I can use my phone to change pictures to Pdf document. I also learned how to reduce the size of a video." A55

"Even when I do not have data to join the class, whenever I have data, I can still have access to what was taught. One thing that I appreciate was that I had experienced online learning. I have much about online learning, but I always wondered if I will ever experience it." A39

### **Assessment and feedback**

The respondents confirmed that the WBL environment was conducive for assessment. Most of the lecturers gave classwork, assignments, quizzes, test and took attendance. The revision was done before the test. Feedback was given to the students, and examination malpractice was controlled, but this was subject to how the lecturers handled the assessment process. The following are the comments of some participants:

"The WML environment was good for assessment. You can post a link to an online test or quiz and then ask the students to respond to it. Feedback can also be done instantly. The online test and quiz give the students their scores and answers to the questions they failed instantly. I observed that there was an improvement in students' achievement level." A12

"For the first time in my life, I took an online test, and it was easy to access. The assignments and classwork kept us busy during the lockdown." A53

"Some lecturers were able to control examination malpractices. They made sure the test duration is short, and the answers to the questions require thinking and application of knowledge. Sometimes the test questions were customised that is each student had different questions. Also, if you do not submit at the right time, you will not be allowed to submit again." A61

"Some of the lecturers were able to identify those students who copied other students' classwork and assignments; their names were mentioned on the group chat. The lecturers would always say that those who copied other people's work will not be given scores. Some of the lecturers insisted that we should submit our assignments and classwork to their personal WhatsApp number or email and not to the group chat." A62

"Some of the lecturers made sure that you cannot write attendance for another person. They tied the name and matriculation number of the students to their individual WhatsApp numbers. You can only use your WhatsApp phone number when you want to indicate that you were present." A48

### **Participants' perceptions of their dissatisfactions with the WML WhatsApp App**

The majority of the participants said they brought the data they used for the online lectures. The college and government did not make any provision. The network and electricity supply were unreliable. Some respondents did not have a personal smartphone; they borrowed from other people before being part of the WBL. Sometimes the battery of their smartphone runs down before the end of the lectures.

They also complained that their phone storage is not large enough to accommodate the numerous audio and visual materials. Also, the students said they were not given any training on WML. Here are some of the responses of the participants:

"Most times, when there is data, there is no electricity to charge my phone. When there are electricity and data, there will be no network. At times all will be available, but there will be no time because of other engagements. It can be very frustrating" A36

"When our smartphones are down, no internet connection or data; we are cut-off from the lecture, but by the time we come back, we get more confused because much has been done in our absence. There was a time my phone had problems, and by the time I was able to use it when I opened my file to access my materials, they were all gone. I lost all the voice messages, videos, and documents. I felt frustrated and unmotivated to continue." A29

### **Teaching and learning**

The general views were that the lecturers were not committed to the WML. Some of them were not detailed in their explanation of concepts. Their handwritten notes were not clear enough, and they always give excuses for not attending their lectures.

"Some lecturers did not lecture; they keep giving excuses like 'I am in the market', 'My brother's wife died, 'I am busy', and 'Hacked account'. Sometimes the lecturer's background will be noisy, and we may not hear the lecturer. Others will post the pictures of the pages of their textbook and

ask us to read them up without any explanation." A68

A handful of the participants said that some students find it difficult to learn if there is no physical contact between them and their teacher. Non-verbal communication in learning is absent in online learning. Practical and mathematics-related courses were difficult to understand, and there was no hard copy or e-book for the students to use. Attendance had many issues, it was difficult to carry out a rich discussion, and the students did not ask enough questions. Interaction between student and student and teacher and student is poor, and WML was not learner-centred. Here are some of the respondents' views:

"I cannot learn if I am not in physical contact with my lecturers. I miss my lecturers' non-verbal communication. Another issue is that my parents always send me an errand during my lecture time. They will say, 'you can listen while doing what I want you to do'". A28

"I love this online learning, but I understand better when my coursemate throws more light on what has been taught. I miss my coursemate a lot. Is it possible to allow some of the students to throw more light on what has been taught?". A32

"Many of us do not stay till the end of the class; we write down our names for attendance and leave the group. In most cases, I do not ask questions because I feel reluctant or distracted by other messages coming from other chats. Another thing is that the voice messages are so many that they end up piling up". A43

"I feel the gap between my students and me. There were times I wanted to form smaller groups of 10 students each within the group chat, like the way zoom can break into several classrooms/groups because I know this will encourage interaction and socialisation. I could not form the smaller groups because I do not have the technical knowledge to do it". A21

### **Assessment and feedback**

The participants claimed that some of the students copied their assignments and classwork and posted them on the group chat as if it was theirs' A handful of the students said they were not given any assessment throughout the WML. Likewise, a few students claimed that they do not know how to assess students' achievement on the WML. Some of the students said they find it difficult to submit their assignments and classwork due to network problem; others said they forgot the time they were supposed to submit them, a few of them said they were not aware of the time they were supposed to submit. Some of the lecturers claimed that some students deliberately decided not to do their assignments and classwork. Some of the participants have these to say:

"After spending so much time to do my assignment and classwork, another student will then copy it and paste it as if it was his work. It makes me feel I am a fool for wasting my time to do my assignments and homework". A63

"At the beginning of the WML. I made students submit their assignments and classwork on the course group chat. I observed that some of them just copy another person's work and post it as if it

was theirs. I later asked them to submit to my personal WhatsApp number. It created another problem. Sometimes I mistakenly do not open some of the students' messages thinking they came from my acquaintance. Another challenge was that you correct each student instead of just doing it in the course group chat. It was very stressful". A5

### **Participants perceptions on the remedies to their dissatisfactions with the WML**

#### **WhatsApp App**

The participants suggested that the government and school authorities should provide smartphones for students and laptops for lecturers. The institution should provide wifi for students and lecturers usage. Training should be carried out for both the teachers and students on online learning. They advocated that blended learning should be introduced into our educational system, and the institution should try other online learning platforms like zoom, google classroom, blackboard, and so on. They insisted that the government should improve on the present state of the country's electricity supply. Also, the institution should have a working e-library that students and lecturers can access at any time and everywhere. Here are some of the comments of the participants:

"The government should give free smartphome to students, or it can be on hire purchase, and wife should be provided for the students and lecturers. If possible, the students' and lecturers' phone numbers can be registered with WhatsApp/network provider for free access to browsing". A39



"Why don't we use zoom? It will make us feel we are in the classroom or provide a learning platform that is strictly for the institution". A11

"Now that we have gone back to face-to-face learning, the institution should not forget online learning. Blended learning should be introduced. So that we can perfect online learning and when there is need to have only online learning in future, it will be very easy for both students and lecturers to migrate to online learning". A23

"Training should be carried out for students and lecturers. It is one thing to use WhatsApp for social interaction. It is another thing to use for teaching and learning. For me, WhatsApp mobile learning is good and has a lot to offer. All that is needed is training on how to use it. We need training on how to use tools like jamboard, google form, camscanner, on the WhatsApp platform". A12

### **Teaching and learning**

The participants believed that video clips should be used for mathematics and related practical courses. The lecturers should be trained to encourage and maintain interaction among students and between the lecturers and their students. They suggested that the lecturers take the online lectures more seriously by preparing for their lectures. There should be more question-and-answer section; It will facilitate interaction. Some of the participants' views are captured below:

"Lecturers should be committed to their lecturer. They should prepare for their

classes and make the lesson interesting and inviting". A34

"For practical and mathematics topics, the lecturers should use videos. There are some online tools that can reduce the size of the video". A29

"We need training on how to encourage interaction in our online class. Recently, someone told me that a well-organised question and answer section could aid interaction". A14

### **Assessment and feedback**

Most of the participants suggested that lecturers use more friendly assessment techniques like projects, self-assessment, peer evaluation, timed tests, quizzes, group work, and thought-provoking questions. They believed that there should be training on how to carry out an effective assessment on the WhatsApp platform. The lecturers should be trained on the different instruments and techniques that can be used for assessment and giving instant feedback on the WhatsApp platform. The students should submit their assignments through the lecturers' personal WhatsApp numbers. However, it was pointed out that it will be better if the lecturers provide a WhatsApp number different from their regular WhatsApp number. A lecturer puts it this way:

"We still need training on the online assessment of students. I believe that other tools will help us in assessment in our online lectures. I have heard of self-assessment and peer evaluation, but I do not know how to go about it. The training should also cover the methods and

techniques that are most suitable for online assessment". A22

The students suggested that the number of assignments and classwork should be reduced, and if possible, while we are now on face-to-face learning, the WhatsApp group chat can still be used for assessment. A student comment was recorded as:

"After the normal classroom learning, the students can ask questions and receive answers to their questions through the WhatsApp group chat. Also, test questions can be posted on the group chat while the students can answer the questions using paper and pen in the classroom". A 66

### **Discussion**

This study focused on the lecturers' and students' satisfaction, dissatisfaction, and remedies to the nature of teaching, learning, and assessment in COEA during the COVID-19 lockdown. The findings of our study showed that the WhatsApp mobile app was easy and cheap to use, it consumes less data, they can have access to the learning materials anytime and anywhere. Besides, lecturers have firm control over their group (class); the group can take up to 250 students and teachers, learning, asking, and answering questions where possible. The participants' satisfaction was in agreement with Etieyibo (2020); he was happy to conduct virtual teaching with his students.

Many of the respondents confirmed that WML had exposed them to many online tools and the WML environment was conducive for assessment. It was so because the lecturers could give classwork,

assignment, quizzes, and test. The students could respond to the online test, and they were given their scores immediately. The questions they failed were corrected instantly. Students had no room for cheating because the questions were sometimes customised. This finding corroborated the findings of Teresa et al. (2020); they used 458 students in their study. The findings of their study confirmed a significant improvement in the student's efficiency and performance. It was attributed to the continuous learning that took place during the COVID-19 lockdown.

The major complaint of the participants was lack of access to data, wifi, computers or smartphones, network services, and irregular supply of electricity to power their digital gadgets. The findings were in disagreement with that of Jude (2020); he affirmed that every pupil from elementary four in the Netherlands down to tertiary schools was provided with smartphones, computers, and household wifi by the government for easy online learning during the lockdown. According to him, electricity supply was never a problem to them. Poor connectivity is a major hindrance to online learning during the COVID-19 lockdown (Gupta, Dabas, Swamim, and Mishra, 2021).

Other areas of dissatisfaction were that interaction between students and students and students and teachers were poor, lecturers were not committed to the WML, and practical, and mathematics-related courses were difficult to understand. Also, some students copied other students' assignments, classwork and posted them as

theirs. Their parents interfered with their learning. In Kapasia, Paul, Roy, Saha, Zaveri, Mallick, Barman, Das, and Chouhan's (2020) study, one of the problems they identified was that the study environment at home was unfavourable. Students found it difficult to focus during the online learning during the COVID-19 due to distraction caused by the irregular way they were assigned household duties (Azlan, Wong, Tan, Huri, Ung, Pallath, Tan, Yeong, and Ng, 2020). Abstract content and laboratory activities were concerned with the online learning that took place in higher education in Indian (Mishra, Gupta, and Shree, 2020).

The participants recommended that the government or institutions should provide computers to lecturers and smartphones to students. There should be free wifi and a constant electricity supply. Training for both lecturers and students on online teaching and learning using WhatsApp and other online learning platforms like zoom, webinar, and google classroom. Interaction between the teacher and students and student and student should be improved. Blended teaching and learning should be practised to prepare tertiary institutions for future compulsory online learning. A study on teaching and learning using internet-based e-learning during the COVID-19 pandemic concluded that blended learning would become common (Azlan et al., 2020). A study on online learning in Nepal during the COVID-19 pandemic suggested that interactive sessions and brainstorming sessions will improve students' participation and interaction during online learning (Atreya and Acharya, 2020). The participants of this study came from the

College of Education Agbor, Delta State. Hence, the results of this study may not be generalised to all institutions in Nigeria. However, it can be generalised to institutions that have similar characteristics to COEA.

### **Conclusion**

The study provided qualitative data that captured lecturers and students' satisfaction, dissatisfaction, and remedies to the teaching, learning, and assessment during the COVID-19 lockdown in the College of Education Agbor. The findings revealed that teaching, learning, and assessment were possible in WBL. However, lack of regular access to the internet and electricity, limited interaction, and lecturers' noncommitment to the WML were some of the factors that impaired the WML. The participants suggested that the lecturers and students be trained on online learning and they should be provided computers, smartphones, and free wifi.

### **Recommendations**

We hope this study has provided enough information to the government, policymakers, and institutions on what will make future online learning yield better results. Specifically, we recommend the following:

1. The usual face-to-face teaching and learning in the classroom should be blended with online teaching and learning.
2. Training of lecturers and students through workshops and seminars on assessing online (digital) learning should be done regularly.

3. All stakeholders of education and educational authority should strive to improve online teaching and learning by using zoom video conferencing, webinars, google classroom, and WBL.
4. School administrators in tertiary schools should provide free wifi through their ICT centres in the school for lecturers and students to access.
5. Some of the online learning platforms for digital learning should be added to the general courses offered by the students.
6. The government should allocate grants to Tertiary schools to access digital gadgets such as computers and smartphones to students and lecturers at instalments.

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