LIVED EXPERIENCES OF UTILIZATION OF GOOGLE MEET FOR ACADEMIC OUTCOME OF THE SENIOR HIGH SCHOOL STUDENTS

Camielle A Pizarro

Teacher, Barangay Longos Senior High School

ABSTRACT

This study aims to determine problems of online distance learning modality with the use of google meet in teaching Physical Education to find huge opportunities for the learner's despite of the challenges that we are facing now.

The researcher through interview with the selected students in Barangay Longos Senior High School, made observation and triangulations to search answers to the research questions.

A series of in depth semi- constructed interview was utilized as the primary method. Data was also gathered through a series of personal interview and was done on available time that the participants of the study agree in a comfortable place that is conducive for the participants to share their knowledge and experiences. Six among the respondents were female and four were males.

Based on the lived experiences of utilization of google meet for academic outcome of the Senior High School students, conclusions were made.

Online classes kind a hard move for them because of the poor internet connection, that even if they find a strong signal, sometimes the Teachers while presenting the lecture find its difficulties because of the same problem. The participants understand the situation amidst pandemic they were lucky to experience a free education for their future opportunity to learn and be digitally literate. It is beneficial in this time of pandemic to use the google meet as virtual learning tool in this pandemic. However, the disadvantage was the poor internet connections, the eagerness of the participants learns was distracted by it. The participants insight they were not comfortable using the platform because they can't deny the fact of the adjustment in this new education strategies in teaching and learning. They said that their eyesight experiencing blurredness. Moreover, they were being interrupted by their surroundings, not focused on the lesson because of that. Most -participant answered it was not easy, they find it difficult because of the distraction of their sibling, the noise, the internet connection and they were not able to focus on their classes. However, two participants answered it was easy to use because they were comfortable to have classes at home, it is in favor for them to have classes at home because of the pandemic. Opinion about the face-to-face classes to be back as part of the traditional way of teaching and learning. They also emphasized the value of vaccine that it is important to be vaccinated for all the learners and teachers to get ready in the face-to-face classes, be in normal situation as usual.

Based on the major findings and conclusions of the study, the following recommendations are advanced. The researcher may suggest building a personal connection with the students for they could learn in the new normal teaching strategies to motivate the student to perform well in the virtual class.

The school may recommend prioritizing the needs of the students especially the good internet connections to be provided to the students who needed it most.

The stakeholder may also suggest thinking of a possible project for the enhancement of the school needs for the students especially in this new normal system of education.

Future researchers are advised to conduct in-depth study on lived experiences of teaching strategies for academic outcome of the senior high school students in different places and settings, considering further variables not considered by the present study due to limited time among others.

INTRODUCTION

Teaching field learning in a remote modality clearly poses pedagogical and logistical challenges. Variety of potentially successful approaches to remote teaching of topics typically taught in the field, especially in teaching that needs to develop the critical and technical skills of the students. The education systems now a days changed by the pandemic that focused on the learning outcome types most frequently taught in typical field settings and most heavily

impacted by modality shift: identification and natural history, field techniques, data collection, and study design.

Schools have dictated much of their effort to build up a group of virtual teaching environment supported by necessary resources and platforms. Several training and information's disseminate in every department of education, in the basic education, secondary, senior high school even in the high education. In fact, they are striving to achieve certain successful results. However, the spread of COVID-19 has left these institutions in a predicament. It has led to bad consequences of emotions, such as fears, worries and feeling of apprehension among students all over the world. Fear alone negatively affects the psychological status of students and lead to stigma in some situations.

The validation of the effectiveness of technology or virtual class application is highly dependent on the adoption of the technology as a mean for distance learning. Most adoption studies have shown that the process of adoption itself is not an easy one as it may influence many aspects, such as learning technology, context, and strategy. Though technology adoption has been covered by many researchers in the previous studies, it is believed that the adoption of innovative ways of teaching, which is Google Meet, in exceptional circumstance; that is, Coronavirus pandemic has not been investigated yet. Both Google Play and Apple Store have recently provided all users with Google Meet. The application can be accessed and updated automatically from the Store. The freemium strategy that is found in the App Store has positively affected the number of users (Habes et al., 2020).

The challenges to inclusive teaching posed by shifting to distance- learning modalities that were most frequently identified by respondents were technology, student time, less engaging modality, and geography or transportation. A combination of institutional support, such as providing necessary equipment to students, and thoughtful remote course design, such as focusing on activities likely to be effective in a remote environment, may assist students in overcoming these faculty- perceived barriers. An important consideration expressed is that remote teaching modalities may exacerbate existing inequalities between students, presumably because of correlation between access to technology and socioeconomic class or other factors.

Several potential shortcomings that can be overcome through more targeted and well- designed education research. As educator, the application and effectiveness of active learning strategies in remote or face- to- face teaching of field learning outcomes would allow for more specific pedagogical recommendations. In the long run, improved and more

inclusive experiences for students in field- based disciplines.

In the modern world, our learners through the help of our educators were gradually harnessed with the 21st century learning skills has to offer but the questions are how deep is our society's perception about it? and what are the benefits our learners will have from its acquisition using different modalities?

Through this, a study of the on the lived experience of utilization of google meet as platform of teaching senior high school students amidst the pandemic must think of interventions and techniques for the students to cope in this time. It determines problem of online distance learning modality with the use of google meet in teaching Physical Education to find huge opportunities for the learner's despite of the challenges that we are facing now.

As explained by Lemke & Silverman, (2020) A key extra feature that radically worsens the learning environment is that people have developed high pressure of fear during the spread of COVID-19 which put the colleges and universities under the pressure of accounting for two important issues simultaneously: choosing an effective e-learning tool and controlling the high fear environment of the students. Accordingly, the current study investigates the importance of choosing an effective and suitable technology that lessens the fear factor during the educational process. Therefore, the fear element as an external factor was introduced to the TAM as Technology acceptance model to account for the acceptance of Google Meet technology. The novelty of the current research lies in the fact that fear factor was added as an external factor to the well-established TAM model along with the novelty of both the Coronavirus situation and the novelty of Google Meet app that have been also addressed. Google Meet app is relatively a recent application, and no studies have focused on their role at the higher education domain.

In addition, Liu, Q., et al. (2020) added that technology acceptance model (TAM) is used to investigate the perceptions of two groups, namely: teachers and students regarding the use of Google Meet in the Coronavirus pandemic. Fear during the predicament of COVID-19 and its direct relation with the TAM model has never been dealt with before. Our model, therefore, focuses on the different forms of fear that teachers and students may have especially when there is a big threat from Coronavirus pandemic. By doing so, it is believed that this research paper will provide technological and educational input to both teachers and application developer of how to implement and develop new technologies in the time of disease lockdown. Understanding the conditions behind the adoption of Google Meet during Coronavirus

pandemic may lead to highlight certain educational issues that are unique and can appear only in such exceptional circumstances. It may add theoretically and practically to the related literature in the field of technology adoption.

The findings of Kumar et al., (2020). effect of coronavirus pandemic on modern technology, especially the ones that are related to teaching and learning. Technology has proven to be a useful tool and a captive road. In fact, it has achieved a kind of victory over the disease itself and paves the way to a new approach in teaching. The study focuses on the effect of COVID-19 on the teaching process via GM. The model of the study puts more emphasis on the perceived fear factor (PF), which has an extraordinary effect on measuring the influence of COVID-19 over a group of teachers and students. Likewise, there is an interest to investigate the effect of the pandemic not only on Google Meet but also on other teaching-based technologies that have been used during this period. Therefore, this is study is an attempt to fill this gap and opens the door to future work.

On the other hand, Al-Maroof, R. S. (2020), Google Meet is considered as a safe environment in online teaching, and it is highly recommended during the pandemic outbreak. It is considered as a potential solution in teaching during the shutdown period. The availability of GM has given all teachers and peers the self- sensing of security and an immediate communication tool when the city of Dubai is the contamination status. Google Meets has several advantages over other means of communication

Researchers evaluate distance learning quality against student learning outcomes, Ni, (2016) overall student satisfaction with distance learning experience, and students' attitudes to distance learning, proposes a framework of five pillars of quality, where student satisfaction plays the key role. In this paper, we aim to prove our assumption that student satisfaction is impacted by the educators' ability to effectively utilize active learning techniques, integrate high-level interaction and collaboration into the instructional design, and provide high quality and timely learner support and resources. These factors, affecting students' perception of their distance learning experience, need to be understood in order to provide students with a more comprehensive educational experience and greater benefit from this pattern of education. They address these issues within the literature review, special attention being given to the key challenges for maintaining high quality distance learning standards, which include lack of effective teaching practices and communication patterns.

According to the research studies of Ahmed Al Rawashdeh, (2020) found the following advantages of online learning: flexibility of time and place, self-tailored learning, the ability of students to learn according to their own pace and in the comfort of their environment, increased access to materials, efficiency, and ability to participate in a relatively stress-free environment. On the other hand, research studies reported the following disadvantages of online learning as perceived by students: lack of self-discipline, inability to manage time effectively, technological difficulties, lack of face-to-face interaction with instructor and classmates, more work than face-to-face classes, and lack of sufficient time to complete assignments. Even with these disadvantages, the majority of students in these studies indicated their willingness to enroll in online classes.

However, Terry, R. (2019) cited that the the global growth of online and blended learning programmers has seen an increase in the use of 'virtual classroom' (or 'webinar') technology in Higher Education. This has meant that the ability to plan and deliver successful virtual classrooms has become an important skill for university teachers. Virtual classrooms provide opportunities for synchronous interactions in online, blended and even traditional face-to-face programs. Although the delivery of virtual classrooms will be an increasingly common factor in a teacher's workload, colleagues may have reservations about the use of this form of learning technology. Some will have concerns about the extent to which the technology can facilitate effective interactions, and others may be daunted by the apparent challenges.

As explained by Linneman, J. (2018), said that Pedagogies evaluated include lecture only, lecture with small group discussions, and lecture with simulations. Although lecture-simulations sections outperformed lecture-only sections on one outcome measure, few performance differences appeared between lecture-only and alternative groups. Even when controlling eight variables potentially affecting performance, active learning components provided little measurable learning benefit. Student appraisals of instructor effectiveness were generally favorable, and students preferred the lecture-only format to the lecture-discussion format. Despite calls to reduce reliance on lecturing, these data suggest introducing active learning into lecture-based courses may not consistently enhance achievement. Perhaps discussions and simulations were too few or too short in duration to yield significant learning advantages. Course content and instructor style and experience likely confound effects of teaching methodology on achievement.

According to Cappar, G. et. al (2015) , comparisons of small group discussions to lecture-based courses in various fields have typically shown small group discussions result in greater

quantitative conceptual learning than lecture alone. Studies of the effectiveness of simulation use show mixed result. Some found simulations provide positive impacts on factors other than content mastery Investigations of in-class simulations in social science courses have significant student gains in quantitative measures of academic performance when compared to lecture-based controls. However, simulation treatment groups and controls had equivalent performance outcomes simulation and traditionally taught control groups performed equally well on a posttest administered immediately after the simulation, but the simulation group outperformed the control group three years later.

According to Wartono Wartono (2019), he studied the effect of inquiry-scaffolding on critical thinking skills and conceptual understanding. The research design used was a mixed method embedded experimental model. The samples were 64 students. Two-way ANOVA test results for critical thinking skills and conceptual understanding are the same, where the significance value of the learning model = 0.00 (smaller than the alpha value of 0.05). It means that there are differences in critical thinking skills and conceptual understanding of students who learn by inquiry-scaffolding models (IS) with conventional models. The interaction value between the learning model and the initial ability to critical thinking skills (CTS) is 0.502, while the conceptual understanding is 0.788. It means that there is no interaction between the learning model and the initial ability to CTS, or conceptual understanding. The results of advanced tests with the Tukey test prove that CTS and the conceptual understanding of students with high ability who experience learning with IS are higher than students with high ability in conventional learning. The same thing also applies to students with low initial ability. Thus, it was concluded that the learning model with an inquiry-based scaffolding technique was superior in improving CTS and conceptual understanding, on students with high and low initial abilities. Therefore, this technique can be used in other learning by using different moderator variables.

Acar, O. A., & Tuncdogan, A. (2018) stated on their research that the Individual innovativeness has become one of the most important employability skills for university graduates. In this paper, we focus on how students could be better prepared to be innovative in the workplace, and we argue that inquiry-based learning (IBL) – a pedagogical approach in which students follow the inquiry-based processes used by scientists to construct knowledge – can be effective for this purpose. Drawing on research which examines the social and cognitive micro-foundations of innovative behavior, we develop a conceptual model that links IBL and student innovativeness and introduce three teacher-controlled design elements that can influence the strength of this relationship, namely whether an inquiry is open or closed, discovery-focused or information focused and individual or team based. We argue that an open, discovery-focused, and team-based inquiry offers the greatest potential for enhancing students' skills in innovation.

The researcher was interested in conducting this study to determine a study on the lived experience of utilization of google meet for academic outcome of the senior high school students as platform of teaching amidst the pandemic must think of interventions and techniques for the students to cope in this time. It determines problem of online distance learning modality with the use of google meet in teaching Physical Education to find huge opportunities for the learner's despite of the challenges that we are facing now.

The framework of this study is anchored on the Adams, N. E. (2015), Bloom's taxonomy of cognitive learning objectives, found out that the pinnacle of Bloom's taxonomy is evaluation, which is also important to critical thinking. When instructors reflect on a teaching session and use learner feedback and assessment results to judge the value of the session, they engage in evaluation. Critically appraising the validity of a clinical study and judging the relevance of its results for application to a specific patient also require evaluative skills. It is important to recognize that higher-level skills in the taxonomy incorporate many lower-level skills as well: to critically appraise the medical literature (evaluation), one must have knowledge and comprehension of various study designs, apply that knowledge to a specific published study to recognize the study design that has been used, and then analyze it to isolate the various components of internal validity such as blinding and randomization.

An education strategy should prevent learning loss resulting from non-pharmaceutical interventions to mitigate the impact of the Pandemic, which is likely to be considerable, equivalent at a minimum to two months of academic learning and potentially more. It should be recognized, however, that the extraordinary circumstances under which any likely alternative modality of education could be continued during the Pandemic, make it virtually impossible for systems and institutions to achieve the same goals. This requires reprioritizing curricular goals and defining what should be learned during the period of social distancing.

As such impact becomes proximal to every learner and educator, this may impact their motivation and functioning. For this reason, continuing educational activities, in some form, may contribute to the well-being of students during the crisis, maintaining a sense

of normalcy and regularity in an otherwise unpredictable situation where the normal functioning of individuals is constrained by the limitations on mobility. The development of skills, attitudes and values purpose, resiliency and self-efficacy, should be explicitly cultivated through activities that foster connection and affirmation. There is a potential tradeoff between ensuring well-being and significantly increased screen time derived from a transition to distance learning. Education systems and institutions need to decide the right balance with respect to this tradeoff. It will also be desirable to explicitly suggest that institutions provide guidance to parents and students about the safe use of online tools, social networking, television, and video gaming.

Lived experiences of utilization of google meet in teaching Physical Education of the Senior High School Students

RESEARCH QUESTIONS

Lived experiences of utilization of google meet in teaching Physical Education for academic outcome of the senior high school students of Barangay Longos Senior High School, Kalayaan Laguna. Sought to answer the following questions: 1.) What are your experiences in using google meet in online learning, in your virtual class?2.) What are the advantages and disadvantages of online learning and use of google meet as online platforms in virtual class?3.) Are you comfortable in your virtual class using the google meet? Why?4.) How do you find it easy or difficult?5.) What can you advise to our education department at this moment?

This study is designed to the following the generalization of this present study would be a great contribution to the vast knowledge in the lived experience of utilization of google meet as platform of teaching senior high school students. Vital results of this investigation could be highly significant and beneficial specifically to the following:

Administrators. The results of this investigation would serve as input to administrators in formulating guidelines and supervisory plan that would improve instruction in general especially to the Teachers. The administration, to find out the results of these studies if the teacher uses modules and online class and effective and has a great impact on the teaching of Physical Education. **Guidance Counsellors**. This study may also serve as feedback mechanism to guidance counsellors as a basis for formulating programs and projects that will enhance reside in the guidelines for practice in schools, referral procedures, and resource planning, where they can assess the effectiveness of a modality in teaching especially in Physical Education. Personal challenges, which relate to the needs as well as the skills of the counsellor. Some examples here are training, supervision, and attitudes towards school systems. **Teachers.** This study will facilitate the teacher's reflection which has important role because it's a process that helps teachers to collect, record, and analyze everything that happened in the lesson. To teachers so that they can think of more effective ways of teaching strategies Physical Education, in teaching using the platforms of google meet and so that they can monitor the teaching modality they use. It will further stimulate their role as partners in developing potentials and skillful learners who will be assets rather that liability in the society thereby molding good citizens of the nation. **Researchers**. The study may offer literature and findings that may be useful in the conduct of future studies more particularly in the context of the modalities that would be an effective way to find strategies that will suit the needs of the students amidst pandemics.

To intent reader understand the paper, the researcher has given both the conceptual and operational definition of terms used in this paper.1.) Google meet- is a free access platform using the goggle browser to set meetings and classes. It is a platform especially the teachers and the students to conduct lectures in virtual form.2.) Utilization- the action of making practical and effective use of something, especially the use of google meet in virtual class. 3. Lived experiences of several individuals particularly the students of senior high school, phenomenological researchers describe what all participants have in common as they experience a phenomenon (e.g. joy is universally experienced). The main purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of a universal essence (a grasp of the very nature of the thing). Qualitative researchers identify a phenomenon or an object of human experience.

METHODOLOGY

This study is a qualitative research study which utilized the lived experiences / A

phenomenological study is description of the lived experiences of several individuals. Phenomenological researchers describe what all participants have in common as they experience a phenomenon (e.g., joy is universally experienced). The main purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of a universal essence (a grasp of the very nature of the thing). Qualitative researchers identify a phenomenon or an object of human experience. This experience may be a phenomenon associated with fulfillment, commitment, resilience, redemption, etc. The researcher generates data from persons who have experienced the phenomenon and develops a composite description of the essence of the same experiences. Phenomenological research process ends with the description what persons experienced and how they experienced it Observation and asking questions, as data gathering procedures is employed in this research to determine the lived experience of utilization of google meet as platform of teaching senior high school students. Collection of documents as secondary data was also done and the researcher, interview participants involved in this study. Immerse to the participants for find concrete data for the said research, as one of the reliable sources for the supplementation of the data to be gathered.

The research design is significant in conducting the current study since it draws out necessary information from the researcher's worthy experiences from a relatively extensive time. Several months was spent by the researcher in the study the immersion program involved the application of observation on the subjects looking into their way of life, that the student experience using the platform of google meet. Along with this unstructured interview to gather supplemental information with respect to the varied aspect of the study was done by the researcher. Carefully recorded in a diary and later processed. Follow up interviews are done to support and reflect the true meaning from the subjects of the study.

This approach is supported by Sullivan (2005), who defines that research designs always address certain key issues, who will be studied, how the respondents / participants selected and what information will be gathered from them.

Also, for (Creswell, 2009), the ethnographic design utilized in the field of social science is a prolonged qualitative research design aimed at exploring cultural groups such as historical formation, compositions, resettlements, social welfare characteristics, materiality, spirituality, and a people's heritage.

A phenomenological study is description of the lived experiences of several individuals. Phenomenological researchers describe what all participants have in common as they experience a phenomenon (e.g., joy is universally experienced). The main purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of a universal essence (a grasp of the very nature of the thing). Qualitative researchers identify a phenomenon or an object of human experience. This experience may be a phenomenon associated with fulfillment, commitment, resilience, redemption, etc. The researcher generates data from persons who have experienced the phenomenon and develops a composite description of the essence of the same experiences. Phenomenological research process ends with the description *what* persons experienced and *how* they experienced it, Barrow, D.M. (2017).

The researcher conducted research to the workplace that she used to work as Teacher of the Barangay Longos Senior High School located at Kalayaan, Laguna. Ten (5) selected participants participated in the said research and religiously answer the questions that the researcher asked.

This study being focused on the lived experiences of the utilization of google meet to the selected senior high school students of Barangay Longos, Senior High School, Kalayaan. Laguna. The subjects of this study are students enrolled in the said school who live in Kalayaan Laguna particularly studying in the said school. Purposive Sampling was utilized as a sampling technique.

The subjects were selected based on how long they have been experiencing the new normal of studying using the google meet platform used by their teachers in virtual teaching. Above was likewise chosen as criteria in choosing subjects of this study since they already have the capability of giving the appropriate data for the study.

The following steps was observed in the gathering of data.

The researcher made an interview guide which was content validated by the experts. To conduct this study, letter was sent to the Division superintendent Dr. Marites A. Ibanez asking permission and approval to conduct the study.

Permission from the school head principal to conduct a study to the school where the teacher respondents were teaching. Preparation of self-made questionnaire by the researcher followed to obtain the necessary data on the lived experiences of the utilization of google meet in virtual class of the senior high school students.

The researcher-made questionnaire was checked by the thesis adviser. Face validation of the contents of the questionnaire was done by the adviser of the researcher and other panel members in the

researchers list. They are vital panel members of the research department.

The researcher will interview the participants with required health protocols. Face to face interview recorded, implementing the data privacy to secure the identity of the participants with the consent of the guardians of the said participant.

The gathered data was interpreted and presented in textual and tabular forms and appropriate interpretation was made.

The researcher personally administered the research instrument to the participants, confer and discuss with them the significance of the study and accomplish interview as scheduled.

In this study, the researcher constructed interview guide questions to serve as guide during the interview with the identified subjects of the study. The researcher performed the roles of an active listener to the participants. This was done by listening to every detail of the experiences they are sharing. The researcher followed through with the guide questions every time the interview is made. Audio recording which aided so much in the gathering of data is employed with permission from the interviewee. A series of in depth semi- constructed interview was utilized as the primary method. Data was also gathered through a series of personal interview and was done on available time that the participants of the study agree in a comfortable place that is conducive for the participants to share their knowledge and experiences.

The researcher conducted the triangulation method, this refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Consultation with the expert like registered guidance counselor, Barangay Longos Senior High School, Kalayaan Laguna. Compiled documents from researcher about response of the participants is used as the triangulation to further analyze and understand the gathered data that the participants of the study provided during the interviews.

Thematic analysis was done to organize the information gathered by the researcher from the subject of the study. This study pattern with Braun and Clarke (2013) who define analysis as a method for identifying, analyzing, and reporting patterns within data. Braun and Clarke (2013) state that the thematic analysis is foundational method of analysis that needed to be defined and described to solidify its place in qualitative research. This research used thematic analysis to gain insight and knowledge form the data gathered. The method enables the researcher to develop a deeper
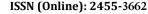
appreciation for the group or situation which were observed during the information gathering stage. Information gathered by the researcher led to determine broad patterns allows the researcher to conduct more granular research and analysis, hence, increasing the number of times spent in the interview.

Narrative research is a term that subsumes a group of approaches that subsumes a group of approaches that in turn on written or spoken words or visual representation of individuals. This approach typically focuses on the lives of the individual as through their own stories. The emphasis in such approach is on the story, typically both what and how Moen, T. (2006), cited that the narrative analysis which is employed in the study aims to identify the kinds of stories and experiences told about the researched phenomenon and the kinds of story representing the lived experiences of the utilization of google meet for academic outcome of the senior high school students of Longos, Senior High School, Kalayaan Laguna.

The researcher in this study took into consideration the ethical aspects of conducting research. Respect in stating the purpose or intention upon interviewing them was highly considered and practiced. The researcher also asked permission if they can be possible participants for the study. If the participants were willing to be interviewed, she would ask or set them an appointment or schedule in which time would be suited for them to conduct an interview. Also, the researcher built deeper relationship with her participants in able for her to interview and to deepen the understanding about the lived experiences of utilization of google meet academic outcome of the students of Barangay Longos Senior High School, Kalayaan Laguna was always protected. The researcher presented respect to the participants' opinion and experiences about the use of google meet for their academic outcome and how they deal with it. The identity of the participants was hidden and only the researcher knew them. The researcher made it to a point that whatever emerged during the interview would be between the researcher and the participants. The utmost confidentiality of the research was surely concern.

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