

COVID-19: ITS IMPACT ON THE PEDAGOGICAL APPROACHES OF JUBAIL UNIVERSITY COLLEGE FACULTY MEMBERS

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ABSTRACT

The purpose of this study is to describe and explain the impact of COVID-19 on the pedagogical approaches of the Jubail University College Faculty members. It also endeavored to uncover the challenges on shifting pedagogies from face-to-face to online learning. Twenty-three (23) faculty members from different department voluntarily participated in the study. The study used the quantitative-qualitative method to generalize results from the faculty-respondents. Descriptive research design was utilized as simply the attempt to determine, describe, or identify what is. Implementation of online learning due to COVID-19 pandemic brought new insights and cautionary tales about what works in education. The COVID-19 crisis emphasized the critical importance of technology in education. Workloads of faculty members doubled not in terms of additional teaching loads but learning new technology could be considered as additional work load, if not burden, on their part. Classes schedule suddenly become more fluid, since some classes were conducted beyond regular working works just to accommodate students. On a positive side, online learning delivery reduced the time and cost for travel, increase opportunities to access and collaboration between students and teachers.

Keywords: online learning, COVID-19, online classes, BlackBoard, Learning Management System

INTRODUCTION AND BACKGROUND

Education is the only presage beyond which a group of people adjusts with its demands. Throughout the world, education is the main driver of transformation towards sustainable development. It is a fact that quality education is a vehicle that plays a vital role in creating the best value of graduates who will become great leaders and workforce for the nation. As the world becomes increasingly scientific and technological, the impact of quality education is vital for the economic advancement and nation's prosperity (Valencia, 2020).

According to Merriam-Webster, pedagogy is the “art, science, or profession of teaching.” This broad definition covers various aspects of teaching, and there are many moving parts to pedagogy that include teaching styles, feedback, and assessment. Generally, each teacher has their pedagogical approach to teaching and learning in their classroom. However, it's crucial that they also consider the most effective content delivery and mastery evaluation based on individual student needs.

On December 31, 2019, as a typical black swan event, COVID-19 took the world by complete surprise. This newly identified coronavirus was first seen in Wuhan, the capital of central China's Hubei province. As of the end of February 2020, almost 90,000 people have been infected by the virus, leading to over 3,000 deaths (Kilpatrick & Barter, 2021).

Due to the threat of the COVID-19, many educational institutions worldwide suspended their academic activities and classes. Saudi Arabia suspended the in-attendance education activities in all schools, universities and educational institutions since March 9, 2020 and directed all educational institutions to implement distance learning through online platforms (Khalid, 2020). Shifting to digital education to support teacher and student progress will be a cornerstone of National Transformation Program (NTP). Digital learning in Saudi will hope to boost student achievement and is vital to the modernization of school curriculums and long-term success of educators (Saudi Gazette, 26th May 2019).

The unplanned and unprecedented disruption to education changed the work of many teachers suddenly. School buildings were closed and teaching was migrated to an online environment. This paradigm shift caused ripple effect and education have changed and may still change in the ways that are yet to determined. Teachers needed to find ways to connect to students and transition to unfamiliar modes of teaching. Aside from modular learning, online learning is one of the alternative solutions for this situation, but shifting from face-to-face to online learning is a challenge for teachers to provide meaningful educational experiences to their students. Due to working remotely, current pedagogies that may no longer be adequate, challenged to quickly learn new technologies, and not able to meet students face-to-face, many teachers experienced the single most traumatic and transformative event of the modern era. Not only teachers, students are not exempted from this situation. Students had to develop new learning skills and often struggled at home with social isolation and loneliness. School closures to prevent virus transmission maybe effective, however, school closures for a long period of time may have detrimental social and health consequences for both students and teachers. According to Baired (2020), caring for educators/teachers is an important part of the recovery and a sustainable education model for the future. Research shows that successful student learning outcome begin with caring about teachers, prioritizing their mental health, nurturing their combined self-confidence, and understanding their workload.

In this article, the researchers will examine the impact of COVID-19 on JUC Faculty members' pedagogies. It will also aim to discover the challenges that faculty members faced and continuously facing during this pandemic.

Statement of the Problem

The purpose of this study was to describe and explain the impact of COVID-19 on the pedagogies of faculty members at Jubail University College. It will also endeavor to uncover the challenges on shifting pedagogies from face-to-face to online learning. Thus, the following research questions were addressed:

1. What is the demographic profile of the respondents?
2. What changes in workload did the faculty members did to provide equitable instruction to their students?
3. What elements of online delivery were identified as successful or challenging by the faculty members?

Objectives

As stated in the statement of the problem that purpose of this study was to describe and explain the impact of COVID-19 on the pedagogies of faculty members of Jubail University

College and will also endeavor to uncover the challenges on shifting pedagogies from face-to-face to online learning. Thus, the study aims to achieve the following:

1. To determine the demographic profile of the respondents.
2. To find out the what are changes in workload that faculty members did to provide equitable instruction to their students.
3. To determine the successful and challenging elements of online classes delivery by the faculty members.

Scope and Limitation

Jubail University College in the Eastern Province of the Kingdom of Saudi Arabia is the setting of the study. The respondents are faculty members from current departments of the college, namely: Business Administration, Computer Science & Engineering, General Studies, Civil Engineering, and Mechanical Engineering. The respondents are conducting their classes online due to current COVID-19 pandemic and mandate of the Ministry of Education to shift face-to-face to online classes. The respondents were surveyed and consulted regarding their online learning approach. Twenty-three (23) faculty members from different department voluntarily participated in the study.

Due to non-probability sampling method, specifically voluntary or self-selecting techniques, only few participated in the study. Thus, this limitation of the study cannot generalize the findings.

Significance of the Study

The study aimed to assess the impact of COVID-19 on the pedagogical methods of Jubail University College Faculty members. Thus, the results of the study will benefit the following:

Curriculum Planners. The results of this study will give them information and will help them to understand how online approach works and eventually make inputs in enhancing the curricula.

School Administrators. The result of this study will give them insights on the different ways on how to teach students in the light of online approach as a learning modality.

Faculty members/Teachers. It can be a supplemental material in their teaching endeavor. The content is relevant to the needs of their teaching session. Also, it can be more beneficial to their end to look at it as an aid to realize effective learning for students.

Learners/Students. Online Approach can be an opportunity to learn and adopt with technology.

Future Researcher. This study helps and guides the future researcher to conduct more relevant study that will ensure continues improvement of this modality.

REVIEW OF RELATED LITERATURE AND STUDIES

Related Literatures

Learning Styles. For student to develop understanding of subject matter, it requires that teachers know what students already understand and believe about it (Reiser, 2013). These prior conceptions serve as foundations for building new understandings. Teachers can only use students' prior knowledge if they know what it is. Reiser (2013) also added that students may bring kinds of knowledge and experience that are unique to their cultural, ethnic, and socioeconomic backgrounds. Students may also lack the prior knowledge and experience

necessary to engage in dialogue and collaboration around particular scientific concepts simply because they have not had access to certain experiences.

Learning style is a defining factor in the teaching and learning practice. Understanding students' learning style supports in designing effective courses. Cultures affect students' learning styles; as such designing curriculum and learning activities based on students' learning styles results in enhancing students' academic achievement (Alfaddaa, Osmanb, & Alfaddac, 2020).

In the study of Almaghraby and Alshami (2013) about the learning style and teaching method preferences of Saudi students, they found out that the concrete-sequential learning style is the most preferred. In sequential organizational style, the approach to learning is a step-by-step process and information is remembered in a logical manner, like storing it in a filing cabinet (child1st.com, 2016). In the study of Alqahtani (2011), he concluded that Saudi EFL learners prefer auditory, visual, interpersonal, kinesthetic, and intrapersonal learning styles in that order.

Psychology of Persuading Students. In persuading students to listen to their teacher's lecture, it starts with respect. As Willingham says, "If you have students' respect, they will try to pay attention both to please you and because they trust you." Gaining respect can take time, and there are no shortcuts. The single fastest way to get students to respect their teacher, is for the teacher respect them first, and show them that teacher is paying attention to them, as individuals. Another way is to take a connection centered approach, where the teacher focus on the learners' interests (barefootteflteacher, n.d.)

According to Tharby (2016), the first few weeks with a class are the most important. This is when the classroom culture becomes established, when routines, habits and behaviors are forged, when the path for the year is laid out. All teachers, schools and classrooms are different but the goal is usually the same in these opening weeks. To be recognized and respected by the students as their teacher. With this regard, the application on rhetorical persuasion is crucial. Students need to know that their teacher have the credibility, trustworthy, fair, and have an absolute faith in their ability to learn – an application of ethos appeal. Students need to be reassured that their teacher know the subject matter and know how to teach it – a logos appeal application. Pathos is much more than mere pity and empathy. It is about appealing to the full gamut of emotions – from excitement and fear, to amusement and curiosity. Teacher are not aiming to be students' friend, but rather to form a good working relationship.

Virtual Classroom Management. According to Hale and Grenny (2020), holding online classes obviously differ from face-to-face. But the idea that passive students rarely do quality work resonates. In their study comparing 200 attendees of a face-to-face experience with 200 of a virtual experience, they found that when rules are applied, 86% of participants report as high or higher levels of engagement as in face-to-face meetings. The rules that should be followed according to their study are:

(1) The 60-Second Rule – in a virtual classroom, this 60-second rule can work in much the same way. Help students feel like the material is directly affecting them. Startle them into paying attention. The teacher could share an anecdote from their own experience that exemplifies the real-world importance of the day's lecture or discussion, while also bringing a sense of personal connection to the class.

(2) The Responsibility Rule – the teacher should engage their students as active learners from the beginning. Rather than simply asking students to participate or requiring poll responses, teachers should give them specific reasons to engage beyond obligation.

(3) The Nowhere to Hide Rule – this approach can be very effective in a virtual classroom, too. The teacher should insert two-minute exercises or real-time problems into their lecture and make use of a platform’s breakout feature to get students working together. When students are on a defined team with a defined objective, they are more engaged in finding a solution—and are then more motivated to understand how that solution fits in with the class material, as well as with the ideas from other groups.

(4) The MVP Rule – if the teacher does choose to present a synchronous lecture, they should pare down their PowerPoint or presentation deck to the essentials. They should use live lecture time to elaborate on—and provide lively examples of—those essential points, and encourage students to take notes on things that aren’t already written down for them. Another option is to record your lecture and ask students to listen to it asynchronously in favor of using in-class time for discussion and debate.

(5) The 5-Minute Rule - during virtual class time, teachers are competing with all the online and social media distractions at students’ fingertips, as well as the distractions of home or wherever they find themselves signed in for class. By fostering engagement every five minutes, teachers are reminding students to be active learners and keep their attention on class.

According to Gutierrez (2013), the secret recipe to a truly persuasive eLearning course is to follow simple persuasive rules. These rules are: the human brain and human emotions. They also include the subconscious mind and the unconscious mind of your learners. Persuasion starts in the mastery of these subjects. Persuasive design is not just about influence. It’s about understanding the learner and providing the information to help facilitate the learning experience.

Learning Management System. A typical learning management system (LMS) provides a tool for teachers to upload and create links to resources, create online assessments and provide immediate evaluation to students (Llantos & Estuar, 2018). Learning Management Systems (LMS) are “web-based applications, running on a server and accessible with a web browser from any place with an Internet connection. LMS give educators tools to create online course websites, and provide access to learning materials” (Smet, et. al., 2012).

According to TrustRadius.com, a software review website, the following are the top-rated LMS in terms of customer/user satisfaction world-wide: Google Classroom, Moodle, Schoology Learning, and BlackBoard Learn (TrustRadius.com, 2021).

Related Studies

According to Noor, Isa, & Mazhar (2020), the change of process from face-to-face classroom teaching to online teaching practice influences the school teachers’ teaching norms, their professional role, and the teaching strategies they apply, with the virtual model of education. Student participation in online classes is minimal due to the limited or non-availability of e-devices for all students in home. But teaching staff are assisting students by providing additional online video tutoring and email guidance following online classes.

In the study of Kaden (2020), it was found out that there was increase and change in workload for the teacher and that online education can support learning for many students but needs to be carefully designed. Caring about his students’ well-being and humanizing digital learning while teaching remotely was more important. digital learning while teaching

remotely was more important than learning new. Equity should be at the center of remote learning plans, with increased guidance needed for special education populations.

In Saudi Arabia, the top three LMS are BlackBoard, Moodle and Jusur (Al-Ajlan, 2016). According to Aldiab, et. al. (2019) most of the universities, around 90%, in Saudi Arabia use Blackboard LMS for their teaching and learning activities. Every LMS has similar features for communication and management for a course, however, currently there is no feature or tool available in any LMS to assist students or teacher to perform laboratory experiment in a distance learning platform.

METHODOLOGY

This part presents the methods of research that was used by the researchers to gather and analyze the necessary data. The methodology includes discussion of the research design, the source of data, including the population sampling and locale of the study; the data gathering instrument and means for data collection; and the tools used for data analysis.

Design

The study used the quantitative-qualitative method to generalize results from the respondents. Descriptive research design was utilized as simply the attempt to determine, describe, or identify what is. It also aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation, thus it is appropriate for this study.

Participants

The participants/respondents of the study are teachers/faculty members from current departments of Jubail University College. The respondents are conducting their classes online due to current COVID-19 pandemic and mandate of the Ministry of Education to shift face-to-face to online classes. Twenty-three (23) faculty members/teachers from different department voluntarily participated in the study. Table 1 shows the distribution of respondents.

Table 1. Distribution of Respondents

| Department | Number of Faculty- Respondents |
|--------------------------------|-----------------------------------|
| Business Administration | 15 |
| Computer Science & Engineering | 0 |
| Civil Engineering | 1 |
| General Studies | 4 |
| Mechanical Engineering | 3 |
| TOTAL | 23 |

Instrumentation, Data Collection and Tools for Analysis

Survey questionnaire was used as data gathering instrument for respondents (see Appendix). To validate the instruments, 3 experts in the field of online learning were consulted. For reliability of the survey questionnaire, it was piloted to small number of faculty members. The researchers uploaded the survey to google form, a survey administration software

developed by Google - an American multinational technology company that specializes in Internet-related services and products. Respondents were emailed and survey link was provided for them to participate in the survey.

Survey questionnaire is categorized based on the research questions stated in the statement of the problem. For the first research question, survey items number 1 to 4 addressed this matter. For the second research question, survey items 5 to 8 answered this inquiry. Frequency analysis and mean were utilized for both research questions 1 and 2. Item number 9 to 14, Likert-Scale, of the survey addressed the third research question. For the interpretation of the Average Weighted Mean (AMW) in the respondents' survey, the following descriptive points will be used:

Table 2. AWM descriptive points

| Relative Value | Statistical Limit | Interpretation |
|----------------|-------------------|-------------------------|
| 5 | 4.3 – 5 | Very satisfied |
| 4 | 3.5 – 4.2 | Satisfied |
| 3 | 2.7 – 3.4 | Neutral |
| 2 | 1.9 – 2.6 | Not satisfied |
| 1 | 1.0 – 1.8 | Extremely not satisfied |

RESULT ANALYSIS AND DISCUSSIONS

This section presented the data gathered, the analysis, and interpretation relative to the aim of the study.

Demographic profile of the respondents

Twenty-three faculty members from various department of Jubail University College participated in the survey. Table 3 shows distribution of respondents in terms of their academic rank and educational attainment. Out of 23 participants, 13 are assistant professors and 10 are lecturers. No associate professor and instructor participated in the survey. As per policy of the Royal Commission, doctorate degree holder faculty is automatically rank as assistant professor. Those who are aiming for higher academic rank, such as associate professor or full professor, must submit their intention for re-ranking, required documents, and should pass the criteria to be considered for academic rank promotion. Master's degree holder is ranked as lecturer and bachelor's degree holder is ranked as instructor.

In terms of teaching loads, associate professor's maximum teaching load per week is 14 hours – usually equivalent to 5 sections of 3 credit-hour course; assistant professor's maximum teaching load per week is 16 - usually equivalent to 6 sections of 3 credit-hour course; lecturer's maximum teaching load is 18 hours per week; and instructor's maximum teaching load is 20 hours per week. Excess hours are considered as overload, depending on the hourly rate approved by the Royal Commission. Table 4 shows the distribution of respondents in terms of teaching load. For some reasons, majority of the faculty members don't usually reach the maximum teaching loads per week. Number of registered students per program, assigned administrative task, and availability or need to offer courses are some reasons for not reaching the maximum teaching loads of faculty members. In some cases, there are also time that faculty members are teaching beyond the prescribed maximum teaching loads.

Jubail University College’s academic calendar is divided in three terms; 2 semesters (1st and 2nd semester) and 1 summer. Terms are depending on the approved academic calendar by the Ministry of Education, usually 1st semester start on the month of August and will end on January. Second semester is between January to June. Summer term is an optional term for the students. Only students who wish to finish their program earlier or those who are required to take summer in order to catch-up or required for whatever reasons can and should take summer term.

Table 3. Distribution of Respondents in terms of Academic Rank and Educational Attainment (N=23)

| Department | Academic Rank | Academic Rank (N) | Educational Attainment | Educational Attainment (N) |
|-------------------------|----------------------|--------------------------|-------------------------------|-----------------------------------|
| Business Administration | Associate Professor | 0 | Doctorate degree | 0 |
| | Assistant Professor | 6 | Doctorate degree | 6 |
| | Lecturer | 9 | Master’s degree | 9 |
| | Instructor | 0 | Bachelor’s degree | 0 |
| Civil Engineering | Associate Professor | 0 | Doctorate degree | 0 |
| | Assistant Professor | 0 | Doctorate degree | 0 |
| | Lecturer | 1 | Master’s degree | 1 |
| | Instructor | 0 | Bachelor’s degree | 0 |
| General Studies | Associate Professor | 0 | Doctorate degree | 0 |
| | Assistant Professor | 4 | Doctorate degree | 4 |
| | Lecturer | 0 | Master’s degree | 0 |
| | Instructor | 0 | Bachelor’s degree | 0 |
| Mechanical Engineering | Associate Professor | 0 | Doctorate degree | 0 |
| | Assistant Professor | 3 | Doctorate degree | 3 |
| | Lecturer | 0 | Master’s degree | 0 |
| | Instructor | 0 | Bachelor’s degree | 0 |

Table 4. Distribution of Respondents in terms of Teaching Load
(2nd semester of academic year 2020-21)
N=23

| Academic Rank | Academic Rank (N) | Regular Teaching Load as per Contract (credit hour per week) | Mean | Standard Deviation |
|---------------------|-------------------|--|------|--------------------|
| Assistant Professor | 13 | 16 | 8.30 | 4.60 |
| Lecturer | 10 | 18 | 6 | 2.68 |

Changes in workload that teachers did to provide equitable instruction to their students

Due to the threat of the COVID-19, Saudi Arabia suspended the in-attendance education activities in all schools, universities and educational institutions on March 9, 2020 and directed all educational institutions to implement distance learning through online platforms (Khalid, 2020). Royal Commission's educational sectors, including Jubail University College shifted from face-to-face classes to online classes. Shifting to digital education to support teacher and student progress is a must in a hope to continue and boost student achievement and to address the needs of education amidst pandemic.

Though Royal Commission Education Sectors has been using BlackBoard as eLearning Project Committee since 2015 (Solangi, Shahrani, & Pandhiani, 2018), it was only when COVID-19 pandemic burst out that faculty members maximized its usage. Blackboard is a web-based learning management system designed to provide online courses. Blackboard provides many types of tools and features to facilitate the online learning experience (Zaydi & Salmeen, n.d.). Table 5 shows the faculty members' platforms that they are using to deliver their online classes. Though BlackBoard is official Learning Management System of Royal Commission of Jubail, some platforms are still being utilized by faculty members to better enhance their online classes. An indication that JUC teaching personnel are dedicated in their job to deliver quality learning to their students.

Zoom Meetings is a proprietary video teleconferencing software program developed by Zoom Video Communications. The free plan allows up to 100 concurrent participants, with a 40-minute time restriction. Users have the option to upgrade by subscribing to a paid plan. The highest plan supports up to 1,000 concurrent participants for meetings lasting up to 30 hours (Zoom.us, n.d.).

Table 5. Teachers' Platforms for Teaching
(2nd semester of academic year 2020-21)
N=23

| Platforms | Frequency |
|-------------------------------------|-----------|
| Collaborate Ultra/Blackboard | 19 |
| Zoom | 6 |
| Recorded Lecture Videos via Youtube | 16 |
| Other (Whatsapp, Flipgrid, etc.) | 2 |

YouTube is an American online video sharing and social media platform owned by Google. It was launched on February 14, 2005, by Steve Chen, Chad Hurley, and Jawed Karim. It is

the second most visited website, right after Google itself. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting. (webwise.ie, n.d.). Flipgrid is video-discussion platform originally started by a University of Minnesota professor to keep in touch with students for a course he was teaching has been purchased by tech giant Microsoft (Young, 2018).

Table 6. Mode of Assessments and Teaching Materials
(2nd semester of academic year 2020-21)

| N=23 | | | |
|---|----------|-----------|------------|
| Assessment Type | Modality | Frequency | Percentage |
| Assignments | Offline | 2 | 9% |
| | Online | 21 | 91% |
| Periodic Exams (Quizzes, Midterm & Final Exams) | Offline | 7 | 30% |
| | Online | 16 | 70% |
| Course Materials (Handouts, PPT, etc..) | Offline | 0 | 0% |
| | Online | 23 | 100% |

Table 6 shows the modality of faculty members in assessing their students and providing course materials. Since BlackBoard is the official Learning Management System of Royal Commission of Jubail, faculty members' assignments, periodic exams, and course materials are usually being uploaded in this LMS platforms. Though classes are online due to COVID-19 pandemic, there are still few faculty members opted to give their assessment offline (hardcopy or face-to-face meeting). Possible reasons for giving the assessments offline are due to faculty members' fluency in using the technology and personal preference of the faculty due to trust issue in technology, such as possible cheating on exams/assignments. With the introduction of technology into the classroom and the popularity of online classes, new opportunities for "e-cheating" exist (King & Case, 2014). According to Holden, et. al. (2021), both faculty and students perceive online testing to offer more cheating opportunities than in traditional, live-proctored classroom environments. With regards to course materials, all the faculty respondents are uploading their materials to BlackBoard so that students can access it anytime and anywhere.

Successful and challenging elements of online learning pedagogy

Due abrupt transition of face-to-face classes to online started on March 9, 2020, faculty members were caught unprepared for this transition. Table 7 shows the rating of teachers on the elements that could be challenging for this so-called "new-normal" way of education.

Students' participation in the class ($M=3.91$, $SD=0.97$); students' obedience in submitting requirements on time or following teacher's instruction ($M=3.52$, $SD=0.93$); satisfaction on using the JUC's online platform, BlackBoard, ($M=3.83$, $SD=1.03$) are all rated by faculty-respondents as "satisfied". Their rating could be due the fact that in online classes faculty members noticed an improvement in these elements.

Students' attendance ($M=3.39$, $SD=0.88$); assessment performance, quizzes and periodic exams ($M=3.39$, $SD=0.87$); and cheating incidence in online classes ($M=3.26$, $SD=1.45$) are rated as neutral. Faculty members rated these as "neutral" because they noticed that there is

not much discrepancies between face-to-face and online classes in these elements. In others words, cheating sometimes happen in face-to-face classes, so the tendency to happen in online classes is also possible. Absenteeism whether face-to-face nor online usually occur.

Table 7. Variables of Online Learning Pedagogy
(2nd semester of academic year 2020-21)
N=23

| Variables | Mean | Standard Deviation |
|-----------------------------|------|--------------------|
| Students' participation | 3.91 | 0.97 |
| Students' attendance | 3.39 | 0.88 |
| Students' obedience | 3.52 | 0.93 |
| Assessment performance | 3.39 | 0.87 |
| JUC's Platform (Blackboard) | 3.83 | 1.03 |
| Cheating Incidence | 3.26 | 1.45 |

According to ViewSonic article (2021), one of the biggest challenges that teachers face today with teaching online is 'attention'. In some countries, online classes were initially held on an assortment of easily available and free software which cannot provide more advanced and engaging teaching/learning experience, thus engaging students becomes problem. Contrary to Jubail University College which invested on LMS Blackboard platform that provides many types of tools and advance features to facilitate the online learning experience, thus engaging students was not considered as problem. According to Holden, et. al. (2021), both faculty and students perceive online testing to offer more cheating opportunities than in traditional, live-proctored classroom environments. Thus, assessment performance and cheating incidence were rated as not satisfied by the teachers due to cheating could happen or happening in online assessments.

CONCLUSION AND RECOMMENDATION

Implementation of online learning due to COVID-19 pandemic brought new insights and cautionary tales about what works in education. The COVID-19 crisis emphasized the critical importance of technology in education. Workloads of faculty members/teachers doubled not in terms of additional teaching loads but learning new technology can be considered as additional workload, if not burden, on their part. Classes schedule suddenly become more fluid, since some classes were conducted beyond regular working works just to accommodate students. There are also times when the technology failed, poor internet connection, and technical issues encountered that could disrupt online classes. On a positive side, online learning delivery can reduce the time and cost for travel, increase opportunities to access and collaboration between students and teachers.

In relation to the findings and conclusions drawn, the following recommendations are hereby offered:

1. Support systems for teachers and students should be strengthen more by the JUC management, specifically in e-learning.
2. Distinctive impacts on online learning need to be studied in depth.
3. Teachers and educational stakeholders have to be actively involved in future research related to online learning.

4. Since the setting of the research is only Jubail University College and only few participated in the survey, the researchers hope that future study related to the current study will be conducted.

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