E-POSTER FOR MASTER THESIS DURING COVID-19 PANDEMIC:

ITS EFFECTIVENESS AND USERS' PERCEIVED USEFULNESS

Akmal Akmal[1],Peni Larasati[1],Tengku Intan Suzila Tengku Syarif[2]

[1]Graduate program of English Language Education

Faculty of Teacher Training and Education,

Universitas Ahmad Dahlan,Yogyakarta,Indonesia.

[2]University of Technology Mara (UiTM)

Academy of Language Studies,

Kampus Jengka

26400 Bandar Tun Abdul Razak Jengka

Pahang, Malaysia

*Akmal@mpbi.uad.acidl

Abstract.

This study was conducted in the context of joint-thesis open learning application use for masters' degree/graduate-supervisors communication. The objectives are to identify reasons for no intention of the application and e-poster template use; and to identify the significant influences of Technology Acceptance Model (TAM 3) variables on this case. The research questions---what are the reasons for the supervisors and supervisees dismissal of the application as well as its e-poster template, and secondly, how do TAM 3 variables affect their productivity in writing master thesis. The data were taken from questionnaires based on TAM 3 evaluation model, administered to 12 thesis supervisors from the Philippines and Malaysia, and 30 Indonesian supervisees. Data were analyzed using Partial Least Square Standard Equation Model (PLS-SEM). The results indicated that supervisors faced performance (PE) and effort expectations (EE) problems. The supervisees' facilitating condition (FC) is the main reason for the lack of intention to use.

Dissatisfaction of internet connection to render e-poster multimedia links, namely one of the reasons. For practical implication, stable internet connection is needed, and corrective feedback tools should be infused into the application.This research contribute constructive feedback for other graduate programs to have similar application and use e-poster presentation in their international joint thesis collaborations.

Keywords: E-poster, Master Thesis, Final oral viva, TAM3

Introduction

Every graduate students at the Universitas Ahmad Dahlan (UAD), Indonesia, is required to get the degree by research and academic publication.During the final research project, both supervisors and supervisees should have face-to-face consultation and a strong academic relationship.The graduate students should follow a residential program abroad (Malaysia & Philippine) under the program of International Joint Thesis Writing.COVID-19 pandemic,however, has suspended face-to-face consultation for almost three years and shifted into online learning due to restriction and lockdown imposed by each government. Supervisors and supervisees then conducted thesis supervision online through Facebook, WhatsApp, Zoom, Google meet, E-mail, or Webex. Nevertheless, Peni (2022) found that the quality of the supervision was still unsatisfactory due to technological barriers and one's preferences. This finding is confirmed by Radu, et al (2020) online learning made communication more complicated than face-to-face education; Sawitri (2020) found the students felt stressed; they missed personal touch with their fellow learners and teachers, Haryadi & Itah (2021). According to UNESCO (2020), the unsatisfactory advantages of these platforms can be the result of sudden and limited preparation. As the result, joint thesis application was designed in 2020 to support supervision and final viva e-poster presentation. Nevertheless, five out of fifteen supervisors do not enjoy e-poster presentation and six out of thirty supervisees do not use e-poster template given in the Joint Thesis application. This research, therefore, has two objectives: to find out their main reasons not to use the application and e-poster presentation; and to identify significant influences of Perceived Ease of Use (PEU) towards Perceived Usefulness (PU); PEU, PU, Experience, and Voluntary on Behavioral Intention of Use (BIU); and Behavioral Intention of Use (BIU) on Use Behavior.The results of this research contribute constructive feedback for other graduate programs to have similar application and use e-poster presentation in their international joint thesis collaborations

By definition, poster presentation is the presentation of research information on a series of posters that may include drawings, photographs, charts, graphs, and textual data relating to a specific subject (Meriem-Webster,2022).Poster session is prevalent means of disseminating information or research findings at academic conferences, annual meetings, project proposal, or at any kind of events where the main goal is to educate or to inform the people including final oral thesis defense. In the theoretical level, poster presentation is used for knowledge transfer among the scientific community to present and discuss their work with other researchers in their field of interest but at the practical level the dedicated hour for the poster session is very limited. It is not uncommon for the readers to engage with hundreds or even thousands of posters either standing alone poster or presenter-companion poster. Thus, the merit of using poster presentation both conventional and printed posters for sharing research results, accepting feedback, transferring knowledge, receiving awards and prizes, seem to be ineffective (Moule,et al,1998; Simone & Rodrian,2001; Adams & Patrea, 2004; Rowe & Ilic, 2009; Goodhand, Giles,and Wahed, 2011; Ilic & Rowe,2013; Stanton. 2013; Arslan, et al, 2014; Venkatesan & Coskun,2019; Naseem et.al,2021; Leone. et al, 2022; and Farida, et al,2022).

Electronic posters (e-poster), a modification of traditional paper-based posters delivered through Zoom meeting or web hosting e-posters, improve audience engagement with the presenter as he/she can supplement his/her oral presentation with multimedia hyperlink (Alyer, 2021) so the focus of e-poster is on the learning process rather than reporting

3ʳᵈ English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

outcomes. E-poster brings benefit to the students, audience, presenter, event organizer, sponsor, environment (Shin,2012; Venkatesan, 2021; Chartier,2021).

In literature, numerous studies have been conducted and resulted some guidelines and several recommendations for the improvement of digital/e-poster presentation (Moule, et al,1998; Simone & Rodrian,2001; Adams & Patrea, 2004; Rowe & Ilic, 2009; Goodhand, Giles, and Wahed, 2011; Ilic & Rowe,2013; Stanton. 2013; Arslan, et al, 2014; Venkatesan & Coskun,2019; Naseem et.al,2021; Leone. et al, 2022; and Farida, et al, 2022). Nevertheless, no the literature has addressed the effectiveness of e-poster embedded into joint thesis application within the context of final project research of graduate students and Extended Technology Accepted Model (TAM 3).

The first aspect of TAM 3 is Perceived Usefulness (PU). It is the degree to which an individual believes that using certain technology would improve their productivity (Nkwenti & Abeywardena, 2019) while the second one is Perceived Ease of Use (PEOU). Davis (1989) defined PEOU as the degree to which a person believes that using a particular system would be free of effort. Davis' model can predict an individual's acceptance, adoption, usefulness, and ease of use of Information System (IS). According to Muganda, et al. (2016), there is a relationship between PU and PEOU in terms of user engagement, satisfaction, grade score, and self-reliance. The use of IS can improve the users' productivity. Akmal and Hariguna (2019) tested the Davis' model to 523 students and found that the Behavioral Intention of Use (BIU/Intention to Use) was significantly influenced by perceived usefulness (PU), perceived ease of use (PEOU), and the experience. Venkatesh, et al (2013) said that the users actual use of Technology is influenced by their intention and the intention itself is constructed by several factors such as social influence, performance expectation, facilitating condition, innovation of technology, behaviour of the users, and effort expectancy. These are called the unified theory of acceptance and use of technology (UTAUT).

Five out of twelve supervisors (41.6 %) refuse using the platform while six out of thirty (20%) supervisees had no intention to use the e-poster template embedded in the application. This problem has led to the formulation of the research objectives. The objectives are 1) to identify reasons for no intention of the application and e-poster template use; 2) to identify significant influences of Technology Acceptance Model (TAM 3) variables. The research questions were focused on the supervisors and supervisees dismissal of the application and provided e-poster template, and secondly, how did the application of joint thesis affect their productivity in writing master thesis. This research contribute constructive feedback for other graduate programs to have similar application and use e-poster presentation in their international joint thesis collaborations.

Method

This research belongs to explanatory quantitative seeking a more complete understanding of a relationship between variables. It serves as stepping stone for future research.The data were taken from questionnaire administered to 12 thesis supervisors from the Philippines and Malaysia, and 30 supervisees from Indonesia (batches 6 & 7 from Malaysia, batches 10&11 from the Philippine). The questionnaires were adapted from TAM 3 evaluation model not UTAUT as the researcher believes that the supervisors and supervisees are not influenced by social factors. The data were analyzed by using Partial Least Square Standard Equation Model (PLS-SEM) to reveal relationship among the indicators as seen in the figure 1 below;
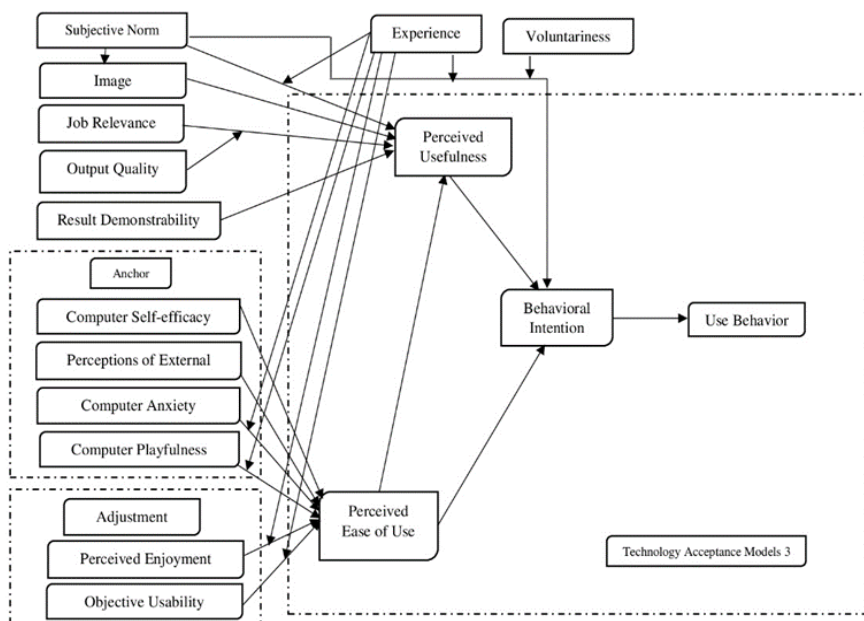
Figure 1.TAM 3 by Awodoyin, Adetoro, and Osisanwo (2017)

In order to help researcher in finding out the reasons why joint thesis application and e-poster presentation are accepted or unaccepted by the supervisors and supervisees and for undertaking suitable measures, the researcher used the following research constructs with 5 Likert scale (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree,5=strongly agree)

Table 1. Research Constructs

No.Laten ConstructsOBSERVED VARIABLES1.PEOUEasy to learn	Laten ConstructsOBSERVED VARIABLES1.PEOUEasy to learn	OBSERVED VARIABLES1.PEOUEasy to learn
1.PEOUEasy to learn	PEOUEasy to learn	Easy to learn
		Easy to reach the purpose
		Clear and easy to understand
		Flexible
		Free from difficulty
		Easy to use
		Feel nervous to use
		Feel confident to use2.PU
2.PU	PU	The thesis can be

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

ISSN: 2828-7193

	(Sun, 2003)The thesis can be finished quickly.	finished quickly. Writing thesis is easier to do Improving the users' works Increasing the productivity Enhancing the effectiveness Useful 3.Intention to use (IU)
3.Intention to use (IU)	Intention to use (IU) (Taylor and Todd, 1995)Users' desire to use Joint Thesis application and e-posters	Users' desire to use Joint Thesis application and e-posters Users' ability to use Joint Thesis application and e-posters Users' urge to use the application often4.Experiences
4.Experiences	Experiences (Szajna, 1996)Users have a great deal of experience using the application	Users have a great deal of experience using the application Number of times using the application and e-poster5.Voluntariness
5.Voluntariness	Voluntariness (Sun and Zhang, 2003)Users use the application when they need it.	Users use the application when they need it. Users do not need the website to submit the thesis. Although the application can be effective, the users do not need it.6.Behaviour
6.Behaviour	Behaviour (Davis, 2003)Users always spend their time to use the application	Users always spend their time to use the application Users access the application almost every day.

Users access the application for at least 15 minutes.

E-poster was blended into Joint Thesis application. The supervisors and supervisees should write his/her individual username and password in the form provided by the graduate program. In this application, they can enjoy proposal e-poster, chapter-by-chapter supervision, and final viva voce presentation. E-poster template can be seen in figure 3.
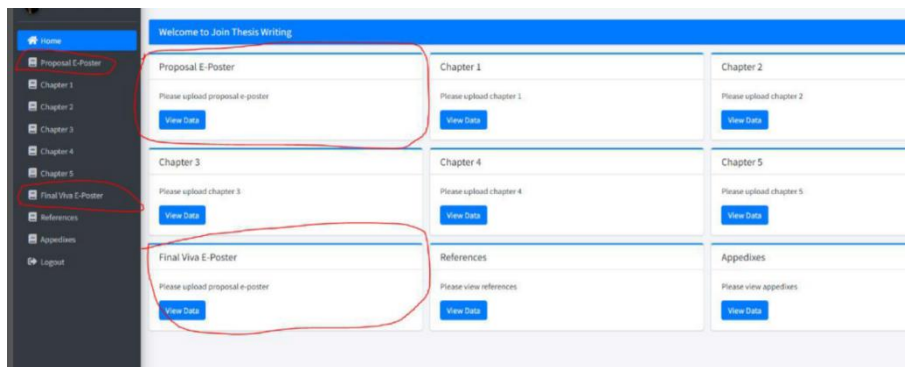

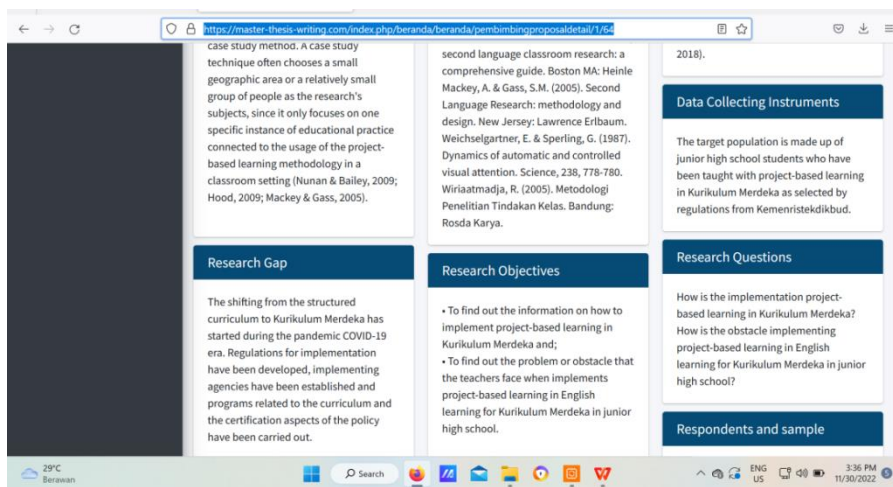Figure 2. Setting of e-poster in the Joint thesis application

Figure 3. Template of e-posterarticle

Finding and Discussion

From measurement model it shows that the composite reliability of the observed variables is higher than 0.7. which means all variables are reliable or consistent. It is in accordance with the ideas of Hair, Hult, Ringle, and Sarstedt (2014) that the minimum composite reliability value in PLS analysis must exceed 0.7.

Table 2. Construct Reliability

Laten	Cronbach's AlphaRho	Rho_AComposite	Composite	Average Variance Extracted

Reliability Average Variance Extracted (AVE) Intention Constructs Cronbac				
use0.4970.4970.7990.665Experiences0.8600.9640.9320.873Perceived Ease of Use0.8410.9270.8780.596Perceived Usefulness0.8810.8940.9090.626Use Behaviour0.8690.9200.9370.882Voluntariness0.6140.6930.7950.570				
Intention to use0.4970.4970.7990.665Experiences0.8600.9640.9320.873Perceived Ease of Use0.8410.9270.8780.596Perceived Usefulness0.8810.8940.9090.626Use Behaviour0.8690.9200.9370.882Voluntariness0.6140.6930.7950.570	0.4970.49700.7990.665Experiences0.8600.9640.932	0.4970.799	0.799	0.665Experiences0.8600.9640.9320.873
Experiences0.8600.9640.9320.873Perceived Ease of Use0.8410.9270.8780.596Perceived Usefulness0.8810.8940.9090.626Use Behaviour0.8690.	0.8600.9640.9320.873Perceived Ease of Use0.8410.9270.8780.596Perce	0.9640.932	0.932	0.873Perceived Ease of Use0.8410.9270.878

9200.9370.882Voluntariness0.6140.6930.7950.570	ived Usefulness0.8810.8940.9090.626Use Behaviour0.869			
Perceived Ease of Use0.8410.9270.8780.596Perceived Usefulness0.8810.8940.9090.626Use Behaviour0.8690.9200.9370.882Voluntariness0.6140.6930.7950.570	0.8410.9270.8780.596Perceived Usefulness0.8810.8940.9090.626Use Behaviour0.869	0.9270.878	0.878	0.596Perceived Usefulness0.8810.894
Perceived Usefulness0.8810.8940.9090.626Use Behaviour0.8690.9200.9370.882Voluntariness0.6140.6930.7950.570	0.8810.8940.9090.626Use Behaviour0.869	0.8940.909	0.909	0.626Use Behaviour0.8690.920
Use Behaviour0.8690.9200.9370.882Voluntariness0.6140.6930.7950.570	0.8690.9200.9370.882Voluntariness0.6140.6930.7950.570	0.9200.937	0.937	0.882Voluntariness
Voluntariness0.6140.6930.7950.570	0.6140.6930.7950.570	0.6930.795	0.795	0.570

The constructs have Cronbach alpha score > 0.6.It is meant that all constructs are reliable because the composite reliability scores are above the minimum threshold level for composite reliability (0.7). Since AVE scores > 0.50 is higher than 0.5 (0.66,0.87,0.59,0.62,0.88,0.57) the measures of the six reflective constructs have high level of convergent validity. The AVE

score is 0.873 and root score of AVE is 0.934 which is higher than the correlation scores inter-constructs (0.814;0.202;0.507;0.582), so the model has also good discriminant validity score.

By using a scale from 1 to 5 (from totally agree to totally disagree), the respondents had to evaluate statements in the questionnaires table 1, and the outer model is given in the figure 4 below;
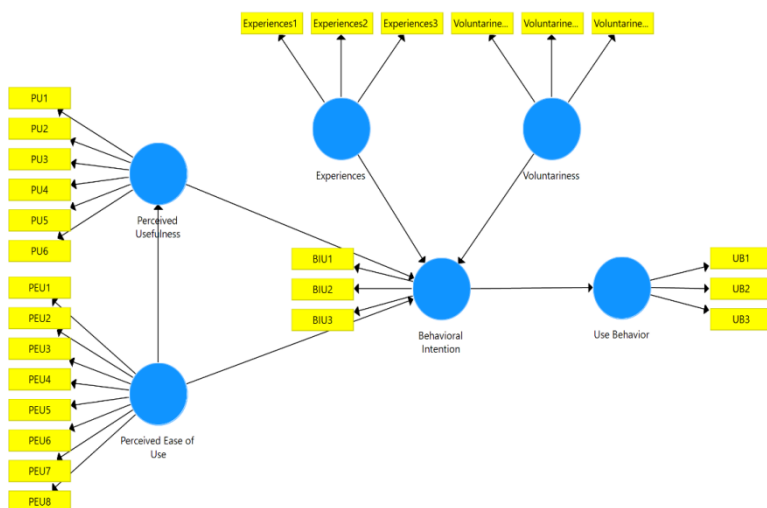

Figure 4. Outer Model of joint thesis application and e-poster

Users' experiences present the frequency or how often the users use the application to have communication with the supervisors. They are facilitated to get mentorship, guidance, and feedback from the supervisors so the teaching and learning process during joint thesis are organized here.

Table 3. Supervisors' experience in using the application

Experiences1I have a great deal of experience using the application0.910Experiences2I have used the application for many times.0.957Experiences3I sometimes used the application0.278??	I have a great deal of experience using the application0.910Experiences2I have used the application for many times.0.957Experiences3I sometimes used the application0.278??	0.910Experiences2I have used the application for many times.0.957Experiences3I sometimes used the application0.278??
Experiences2I have used the application for many times.0.957Experiences3I sometimes used the application0.278??	I have used the application for many times.0.957Experiences3I sometimes used the application0.278??	0.957Experiences3I sometimes used the application0.278??
Experiences3I sometimes used the application0.278??	I sometimes used the application0.278??	0.278??

??

Based on the finding above--from the outer model--the third indicator (Experience 3) has score of 0.278 which shows that the indicator is invalid or not accurate. In the Experience variable, there are two valid indicators i.e., I have a great deal of experience using the application and I have used the application for many times. Those are analyzed through total effect model. The score is 0.166 for original sample that it interprets those good experiences will increase behavioral intention of use around 16.6%. The experienced users will give better intention to use the application and it supports the learning and teaching process in higher level. While inexperienced users need improvement because they rarely use the application.

When compared to Popescu (2010), the users who were not familiar with the web 2.0, usually had consideration not to use the application properly since the users' used of application or web only for entertainment purposes. Popescu found that the users are less familiar with the web to use in education purposes. So, Popescu recommended the users to use blogs or wikies to support the learning and teaching.

The structural model results can show that PEOU has the strongest effect on PU (0.437), followed by PU to intention (0.436), Intention to Use Behaviour (0.419), Volunteer to Intention (0.249), and Experiences to Intention (0.231).
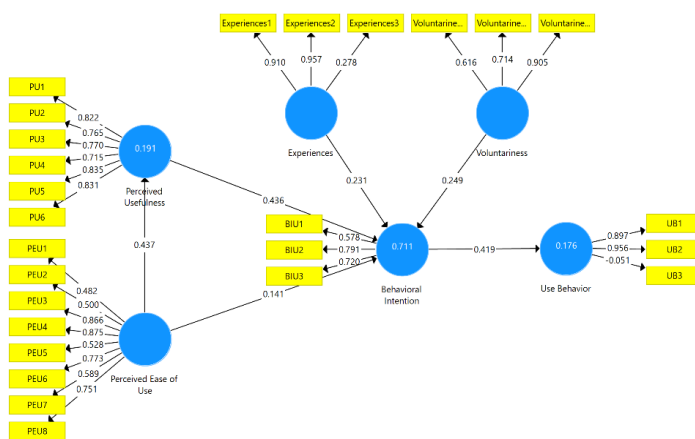

Figure 5. Inner Model of joint thesis application and e-poster

The four constructs PEOU, PU, Experience, and Volunteers explain 71.1% of the variance of the endogenous construct Intention (R2 =0.711), as indicated by the value on the circle. Intention (behavioral intention) explain 17.6% of the variance of behaviour to use.

It is shown that the respondents' intention has positive influence on behavior to use. It means the higher intention, the more frequent the respondents use the application. From the supervisors' feedback, it is found that they do not have intention to use the application because of the ease of aspect since they need additional effort to download, give feedback, save in the PDF format, upload again to the application. To the supervisees, e-poster presentation needs fast and stable internet connection. So, they do not want to voluntarily use it because of supporting facilities.

 Perceive Ease of Use (PEOU) has positive or significant influence on Perceive Usefulness (PU). It can be interpreted that good PEOU value will increase PU. The increasing is 44.6% for every improvement. By using bootstrap or resampling, the score PEU towards PU is 0.508 with t-statistics of 3.342; p-value is 0.0001 < 0,05.

The influence of PEOU on PU is indicated by f-square of 0.248. Because perceived ease of use significantly influences the perceived usefulness, it is recommended to all participants to

use the application and e-poster presentation. Comparing to the previous research done by Akmal and Hariguna (2019), perceived ease of use and perceived usefulness have significant influence on intention to use the application. The finding is also confirmed by Rosen and Kluemper (2008) that perceived ease of use and perceived usefulness are classified as the significant predictors of IS acceptance.

The influence of experience on Intention to use (Behavioral intention) can be seen from its coefficients of 0.166. It means that experiences have no strong influence on behavioral intention (only16.6%) with p-value of 0.542 > 0.05. Its p-values should be less than 0.05 to have direct influence on Intention to use (behavioral intention). It is supported by Maraqa and Rashed (2018) that users' experiences must be encouraged to use the IS regularly.

Finally, it is found that Intention to use (behavior intention) has significant influence on the behaviour of the participants to frequently sign in the application and e-poster (p-value=0.037).

Conclusion

Based on the findings and discussion, it is concluded the supervisors have performance (PE) and effort barriers (EE) since they need extra effort to download the thesis draft, write direct corrective feedback, save it into PDF format, and upload into the system. Master students or supervisees has problem with facilitating condition (FC) as they have low internet connection to render e-poster multimedia links. PEOU has significant influences on PU. Nevertheless, PEOU, PU, and Experience have no significant influence on Intention to use (Behaviour Intention).

Future Studies and Suggestions

It is suggested to revise the application by providing corrective feedback tools in the PDF format of the Master Thesis manuscripts and changing the software to accommodate multimedia rendering.

Acknowledgement

References

Akmal & Hariguns (2019). Assessing students' continuance intention in using multimedia online learning.TELKOMNIKA, Vol.17, No.1, February 2019, pp.187~193.DOI: 10.12928/TELKOMNIKA.v17i1.10328Al-Balas M, Al-Balas HI, Jaber HM, Obeidat K, Al-Balas H, Aborajooh EA, Al-Taher R, Al-Balas B. (2020). Distance learning in clinical medical education amid COVID-19 pandemic in Jordan: Current situation, challenges, and perspectives. BMC Medical Education. 20:341. DOI: 10.1186/s12909-020-02257-4. Alnusairat, S., Al Maani, D., & Al-Jokhadar, A. (2020). Architecture students' satisfaction with and perceptions of online design studios during COVID-19 lockdown: the case of Jordan universities. International Journal of Architectural Research, ahead-of-p.

10.1108/ARCH-09-2020-0195Amir LR, Tanti I, Maharani DA, Wimardhani YS, Julia V, Sulijaya B, Puspitawati R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. BMC Medical Education. 20:392. DOI: 10.1186/s12909-020-02312-0.Anderson D, Imdieke S, Standerford NS. (2011). Feedback Please Studying Self in the Online Classroom. INTRNATIONAL JOURNAL OF INSTRUCTION VOL 4 (1) PP 3-15.Arbaugh JB. (2000). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. Journal of Management Education. 24(1):32–54. DOI: 10.1177/105256290002400104. [CrossRef] [Google Scholar]Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi:

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning

engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability,

12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the

development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Al-Balas M, Al-Balas HI, Jaber HM, Obeidat K, Al-Balas H, Aborajooh EA, Al-Taher R, Al-Balas B. (2020). Distance learning in clinical medical education amid COVID-19 pandemic in Jordan: Current situation, challenges, and perspectives. BMC Medical Education. 20:341. DOI: 10.1186/s12909-020-02257-4. Alnusairat, S., Al Maani, D., & Al-Jokhadar, A. (2020). Architecture students' satisfaction with and perceptions of online design studios during COVID-19 lockdown: the case of Jordan universities. International Journal of Architectural Research, ahead-of-p. 10.1108/ARCH-09-2020-0195Amir LR, Tanti I, Maharani DA, Wimardhani YS, Julia V, Sulijaya B, Puspitawati R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. BMC Medical Education. 20:392. DOI: 10.1186/s12909-020-02312-0.Anderson D, Imdieke S, Standerford NS. (2011). Feedback Please Studying Self in the Online Classroom. INTRNATIONAL JOURNAL OF INSTRUCTION   VOL 4 (1) PP 3-15.Arbaugh JB. (2000). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. Journal of Management Education. 24(1):32–54. DOI: 10.1177/105256290002400104. [CrossRef] [Google Scholar]Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands

HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment.

171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC

K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Alnusairat, S., Al Maani, D., & Al-Jokhadar, A. (2020). Architecture students' satisfaction with and perceptions of online design studios during COVID-19 lockdown: the case of Jordan universities. International Journal of Architectural Research, ahead-of-p. 10.1108/ARCH-09-2020-0195Amir LR, Tanti I, Maharani DA, Wimardhani YS, Julia V, Sulijaya B, Puspitawati R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. BMC Medical Education. 20:392. DOI: 10.1186/s12909-020-02312-0.Anderson D, Imdieke S, Standerford NS. (2011). Feedback Please Studying Self in the Online Classroom. INTRNATIONAL JOURNAL OF INSTRUCTION VOL 4 (1) PP 3-15.Arbaugh JB. (2000). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. Journal of Management Education. 24(1):32–54. DOI: 10.1177/105256290002400104. [CrossRef] [Google Scholar]Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M.

(2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student

success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE

Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the

United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Amir LR, Tanti I, Maharani DA, Wimardhani YS, Julia V, Sulijaya B, Puspitawati R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. BMC Medical Education.

20:392. DOI: 10.1186/s12909-020-02312-0.Anderson D, Imdieke S, Standerford NS. (2011). Feedback Please Studying Self in the Online Classroom. INTRNATIONAL JOURNAL OF INSTRUCTION VOL 4 (1) PP 3-15.Arbaugh JB. (2000). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. Journal of Management Education. 24(1):32–54. DOI: 10.1177/105256290002400104. [CrossRef] [Google Scholar]Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çinar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA.

(2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan,

Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg,

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang

L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Anderson D, Imdieke S, Standerford NS. (2011). Feedback Please Studying Self in the Online Classroom. INTRNATIONAL JOURNAL OF INSTRUCTION   VOL 4 (1) PP 3-15.Arbaugh JB. (2000). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. Journal of Management Education. 24(1):32–54. DOI: 10.1177/105256290002400104. [CrossRef] [Google Scholar]Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3),

123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang

TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519.

doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y,

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Arbaugh JB. (2000). Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses. Journal of Management Education. 24(1):32–54. DOI: 10.1177/105256290002400104. [CrossRef] [Google Scholar]Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. Internatinal Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C.,

Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A

qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google

Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Aristovnik A, Keržič D, Ravšelj D, Tomaževič N, Umek L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. Sustainability.; 12(20):8438. DOI: 10.3390/su12208438. [CrossRef] [Google Scholar]Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown.

International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy.

10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences

students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L,

(Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Aslan I, Ochnik D, Çınar O. (2020). Exploring perceived stress among students in Turkey during the covid-19 pandemic. International Journal of Environmental Research and Public Health. 17(23):8961. DOI: 10.3390/ijerph17238961. Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown.

International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy.

10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences

students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L,

(Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Ausín B, González-Sanguino C, Castellanos MÁ, Muñoz M. (2021). Gender-related differences in the psychological impact of confinement as a consequence of COVID-19 in Spain. Journal of Gender Studies. 30(1):29–38. DOI: 10.1080/09589236.2020.1799768.Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral

Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to

synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC,

Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality

Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Blendon RJ, Benson JM, DesRoches CM, Raleigh E, Taylor-Clark K. (2004). The public's response to the severe acute respiratory syndrome in Toronto and the United States. Clinical Infectious Diseases. 38(7):925–931. DOI: 10.1086/382355. Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution.

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017).

Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's

Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Braat-Eggen PE, van Heijst A, Hornikx M, Kohlrausch A. (2017). Noise disturbance in open-plan study environments: a field study on noise sources, student tasks and room acoustic parameters. Ergonomics. 60(9):1297–1314. DOI: 10.1080/00140139.2017.1306631. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE.

15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011).

"Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry

Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental

quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, Rubin GJ. (2020). The psychological impact of quarantine and how to reduce it: a rapid review of the evidence. The Lancet.; 395(10227):912–920. DOI: 10.1016/S0140-6736(20)30460-8.Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from

https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A,

Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching.

46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Canet-Juric L, Andrés ML, del Valle M, López-Morales H, Poó F, Galli JI, Yerro M, Urquijo

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

S. (2020). A Longitudinal Study on the Emotional Impact Cause by the COVID-19 Pandemic Quarantine on General Population. Frontiers in Psychology. 11:565688. DOI: 10.3389/fpsyg.2020.565688. Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and

Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management

Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-

19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Cava MA, Fay KE, Beanlands HJ, McCay EA, Wignall R. (2005). The experience of quarantine for individuals affected by SARS in Toronto. Public Health Nursing.22(5):398–406. DOI: 10.1111/j.0737-1209.2005.220504.x.Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online

learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with

online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A.,

Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive

Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Cecchini, J. A., Carriedo, A., Fernández-Río, J., Méndez-Giménez, A., González, C., Sánchez-Martínez, B., & Rodríguez-González, P. (2021). A longitudinal study on depressive symptoms and physical activity during the Spanish lockdown. International Journal of Clinical and Health Psychology, 21(1). 10.1016/j.ijchp.2020.09.001Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control

and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the

COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008).

What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed). Lawrence Erlbaum Associates. 10.4324/9780203771587Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of

student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of

Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-

Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

ISSN: 2828-7193

Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Crawford, C., Barker, J., & Seyam, A. (2014). The promising role of hybrid learning in community colleges: looking towards the future. vol. 7 237-242 doi:10.19030/cier.v7i3.8645Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases.

10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university.

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors

influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Driessen E, Beatty A, Stokes A, Wood S, Ballen C. (2020). Learning principles of evolution during a crisis: An exploratory analysis of student barriers one week and one month into the COVID-19 pandemic. Ecology and Evolution. 10(22):12431–12436. DOI: 10.1002/ece3.6741. Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and

disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI

10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G.

(2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology.

Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Du Toit, A. (2020). The outbreak of a novel coronavirus. Nature Reviews Microbiology, 18(3), 123. 10.1038/s41579-020-0332-0 Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F,

Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from

https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Dumford, A. D., and Miller, A. L., (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. Journal of Computing in Higher Education, 30(3), pp. 452-465.Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from

https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A,

Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivaniševié K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching.

46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Ekman P. (1992). An Argument for Basic Emotions. Cognition and Emotion. 6(3):169–2DOI

doi: 10.1080/02699939208411068.Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning

engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability,

12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the

development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Elmer T, Mepham K, Stadtfeld C. (2020). Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland. PLoS ONE. 15(7):e02363DOI doi: 10.1371/journal.pone.0236337.Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K,

Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Deniša Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic:

a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style

matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Gelles LA, Lord SM, Hoople GD, Chen DA, Mejia JA. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. Education Sciences. 10:3DOI doi: 10.3390/educsci10110304. Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and

Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management

Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-

19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Gonzalez T, De la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. (2020). Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE. 15(10):e02394DOI doi: 10.1371/journal.pone.0239490.Gopal A, Sharma AJ, Subramanyam MA. (2020) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI

DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom

furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under

COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Gopal A, Sharma AJ, Subramanyam MA. (2020   ) Dynamics of psychological responses to COVID-19 in India: A longitudinal study. PLoS ONE. 2020;15(10):e0240650. doi: https://doi.org/ 10.1371/journalGrosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases.

10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university.

Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors

influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Grosse, C.U. (2002). Managing Communication within Virtual Intercultural Teams. Business Communication Quarterly, 65(4), 22-38.Retrieved from https://www.learntechlib.org/p/96593/ on December 23,2022Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control

and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the

COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008).

What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Hamann K, Glazier RA, Wilson BM, Pollock PH. (2020) Online teaching, student success, and retention in political science courses. European Political Science. 2DOI doi: 10.1057/s41304-020-00282-x.Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J,

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG

(2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi:

3ʳᵈ English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Hawryluck L, Gold WL, Robinson S, Pogorski S, Galea S, Styra R. (2004). SARS control and psychological effects of quarantine, Toronto. Canada. Emerging Infectious Diseases. 10(7):1206–12DOI doi: 10.3201/eid1007.030703.Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of

Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online

learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of

Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Heffner J, Vives M-L, FeldmanHall O. (2021). Emotional responses to prosocial messages increase willingness to self-isolate during the COVID-19 pandemic. Personality and Individual Differences. 170:1104DOI DOI: 10.1016/j.paid.2020.110420.Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment.

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC

K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Holen S, Waaktaar T, Sagatun Å. (2018). A Chance Lost in the Prevention of School Dropout? Teacher-Student Relationships Mediate the Effect of Mental Health Problems on Noncompletion of Upper-Secondary School. Scandinavian Journal of Educational Research. 62(5):737–7DOI doi: 10.1080/00313831.2017.1306801.Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI:

10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The   Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social   Work   Education.   2020;39(8):1074–1083.   dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn   Davies   and   Denise   Bentrovato,   (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International

Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic

fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Hong KS. (2002). Relationships between students' and instructional variables with satisfaction and learning from a Web-based course. Internet and Higher Education. 5(3):267–2DOI doi: 10.1016/S1096-7516(02)00105-7. Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan,

Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg,

H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang

L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Hviid CA, Pedersen C, Dabelsteen KH. (2020). A field study of the individual and combined effect of ventilation rate and lighting conditions on pupils' performance. Building and Environment. 171:1066DOI doi: 10.1016/j.buildenv.2019.106608.Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim

N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi

M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Ibrahim A, Al Kaabi A, El Zaatari W. (2013). Teacher resistance to educational change in the United Arab Emirates. International Journal of Research Studies in Education. 2(3):25–DOI DOI: 10.5861/ijrse.2013.254. Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical

Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic

fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Jacques S, Ouahabi A, Lequeu T. (2020). Remote Knowledge Acquisition and Assessment During the COVID-19 Pandemic. International Journal of Engineering Pedagogy. 10(6):1DOI DOI: 10.3IPijep.v10i6.16205.Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for

Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education

at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Khalil R, Mansour AE, Fadda WA, Almisnid K, Aldamegh M, Al-Nafeesah A, Alkhalifah A, Al-Wutayd O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education. 20:285. DOI: 10.1186/s12909-020-02208-zKyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The   Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience.   IEEE   Access.   8:186939–186950.   DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to

e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L,

(Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Kyne SH, Thompson CD. (2020). The COVID cohort: Student transition to university in the face of a global pandemic. Journal of Chemical Education. 97(9):3381–3385. DOI: 10.1021/acs.scheme.0c00769.Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23. doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students'

Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F.

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

(2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Lee, K. (2017). Rethinking the accessibility of online higher education: a historical review. The Internet and Higher Education, 33, 15–23.

doi:10.1016/j.iheduc.2017.01.001Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research

and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-

that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Linh PD, Trang TN. Pandemic, social distancing, and social work education: students' satisfaction with online education in Vietnam. Social Work Education. 2020;39(8):1074–1083. dDOI 10.1080/02615479.2020.1823365Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management

Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-

19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Luan L, Hong J-C, Cao M, Dong Y, Hou X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments. dDOI 10.1080/10494820.2020.1855211.Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse, 2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education

Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506.

doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Lynn Davies and Denise Bentrovato, (2011). "Understanding Edu (Grosse, 2022) (Grosse,

2022) (Grosse, 2022) cation's Role in Fragility; Synthesis of Four Situational Analyses of Education and Fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia," International Institute for Educational Planning.Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period:

Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental

quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Magson NR, Freeman JYA, Rapee RM, Richardson CE, Oar EL, Fardouly J. (2021). Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic. Journal of Youth and Adolescence. 50:44–57. DOI 10.1007/s10964-020-01332-9.MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in

Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-

that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

MMcinerneyJM, Roberts TS. (2004). Online Learning: Social Interaction and the Creation of a Sense of Community. Journal of Educational Technology & Society. 7(3):73–81. Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International

Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic

fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Moorhouse BL. (2020). Adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic. Journal of Education for Teaching. 46(4):1–3. DOI: 10.1080/02607476.2020.1755205. Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA,

Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality

Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Nassr RM, Aborujilah A, Aldossary DA, Aldossary AAA. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. IEEE Access. 8:186939–186950. DOI: 10.1109/access.2020.3029967.Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA,

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality

Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Odriozola-González P, Planchuelo-Gómez Á, Irurtia MJ, de Luis-García R. (2020). Psychological effects of the COVID-19 outbreak and lockdown among students and workers of a Spanish university. Psychiatry Research. 290:113108. DOI: 10.1016/j.psychres.2020.113108. Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C,

Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Parrott WG (2001). Emotions in social psychology. Psychology Press. Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University

Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi:

10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Parvez MS, Rahman A, Tasnim N. (2019). Ergonomic mismatch between student's anthropometry and university classroom furniture. Theoretical Issues in Ergonomics Science. 20(5):603–631. doi: 10.1080/1463922X.2019.1617909.Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226.

10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated

with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Peterson Patricia Webb (2001). The debate about online learning: key issues for writing teachers. Computers and Composition. Vol.18. Issue 4 pp.359-370. doi.org/10.1016/S8755-4615(01)00068-8Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi:

10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt?: Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Piccoli G, Ahmad R, Ives B. (2001). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic it skills training. MIS Quarterly: Management Information Systems. 25(4):401–426. doi: 10.2307/3250989.Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper

Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision

Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Plutchik, R. (1994). The Psychology and Biology of Emotion. Harper Collins College Publishers.Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research

3ʳᵈ English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-

that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Procentese F, Capone V, Caso D, Donizzetti AR, Gatti F. (2020). Academic community in the face of emergencies: Sense of responsible togetherness and sense of belonging as protective factors against academic stress during a covid-19 outbreak. Sustainability.12(22):9718. doi: 10.3390/su12229718. Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education

at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Puljak L, Čivljak M, Haramina A, Mališa S, Čavić D, Klinec D, Aranza D, Mesarić J, Skitarelić N, Zoranić S, Majstorović D, Neuberg M, Mikšić Š, Ivanišević K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding g complete switch to e-learning during COVID-19 pandemic: a survey. BMC Medical Education. 20:416. doi: 10.1186/s12909-020-02343-7.Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020).

COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Radu MC, Schnakovszky C, Herghelegiu E, Ciubotariu VA, Cristea I. (2020). The impact of the COVID-19 pandemic on the quality of educational process: A student survey. International Journal of Environmental Research and Public Health. 17(21):7770. doi: 10.3390/ijerph17217770Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry.

11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire

to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Ramos-Morcillo AJ, Leal-Costa C, Moral-García JE, Ruzafa-Martínez M. (2020). Experiences of nursing students during the abrupt change from face-to-face to e-learning education during the first month of confinement due to COVID-19 in Spain. International Journal of Environmental Research and Public Health. 17(15):5519. doi: 10.3390/ijerph17155519. Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality

Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Realyvásquez-Vargas, A., Maldonado-Macías, A. A., Arredondo-Soto, K. C., Baez-Lopez, Y., Carrillo-Gutiérrez, T., & Hernández-Escobedo, G. (2020). The Impact of Environmental Factors on Academic Performance of University Students Taking Online Classes during the COVID-19 Pandemic in Mexico. Sustainability, 12(21), 9194. https://www.mdpi.com/2071-1050/12/21/9194Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under

COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Rodríguez-Rodríguez E, Sánchez-Paniagua M, Sanz-Landaluze J, Moreno-Guzmán M. (2020). Analytical Chemistry Teaching Adaptation in the COVID-19 Period: Experiences and Students' Opinion. Journal of Chemical Education. 97(9):2556–2564. doi: 10.1021/acs.jchemed.0c00923. Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi:

10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire

to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Rosenberg, H., & Asterhan, C. S. C. (2018). "WhatsApp, Teacher?" Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education Research, 4081, 205–226. 10.28945/4081Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the

development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Saravanan C, Mahmoud I, Elshami W, Taha MH. (2020). Knowledge, Anxiety, Fear, and Psychological Distress About COVID-19 Among University Students in the United Arab Emirates. Frontiers in Psychiatry. 11:582189. doi: 10.3389/fpsyt.2020.582189. Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's

Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Sarkar, S,. (2012). The role of information and communication technology (ICT) in higher education for the 21st century.Science, 1(1), pp. 30-41.doiScull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Scull J, Phillips M, Sharma U, Garnier K. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Journal of Education for Teaching. 46(4):497–506. doi: 10.1080/02607476.2020.1802701. Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLICK_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google

Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Son C, Hegde S, Smith A, Wang X, Sasangohar F. (2020). Effects of COVID-19 on college students' mental health in the United Staten interview view survey study. Journal of Medical Internet Research. 22(9):e21279. doi: 10.2196/21279. Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt?: Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic

fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Sun PC, Tsai RJ, Finger G, Chen YY, Yeh D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers and Education. 50(4):1183–1202. doi: 10.1016/j.compedu.2006.11.007.Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022. //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-

that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Tang T, Abuhmaid AM, Olaimat M, Oudat DM, Aldhaeebi M, Bamanger E. (2020). Efficiency of a flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments. doi: 10.1080/10494820.2020.1817761. UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental

quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

UNESCO, UNICEF, & The World Bank. (2020). What Have We Learnt? : Overview of Findings from a Survey of Ministries of Education on National Responses to COVID-19. https://openknowledge.worldbank.org/handle/10986/34700UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

UNESCO. (2020). COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations. http://www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdfUNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

UNICEF. (2022). 'Remote Learning COVID-19 Response Decision Tree', 2020, accessed from
https://inee.org/system/files/resources/UNICEF_COVID19_DECISION_TREE_V8_CLIC K_HERE.pdf, on February 27, 2022.   //data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic

fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

//data.unicef.org/resources/one-year-of-covid-19-and-school-closures/Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the

Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Van Nuland S, Mandzuk D, Tucker Petrick K, Cooper T. (2020). COVID-19 and its effects on teacher education in Ontario: a complex adaptive systems perspective. Journal of Education for Teaching. 46(4):442–451. doi: 10.1080/02607476.2020.1803050. [CrossRef] [Google Scholar]Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Wang X, Tang L, (Rebecca), & Kim, E. (2019). More than words: Do emotional content and linguistic style matching matter on restaurant review helpfulness? International Journal of Hospitality Management. 77:438–447. doi: 10.1016/j.ijhm.2018.08.007. [CrossRef] [Google Scholar]World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P,

Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

World Health Organization & Regional Office for Europe. (2020). Pandemic fatigue: reinvigorating the public to prevent COVID-19: a policy framework for supporting pandemic prevention and management. https://apps.who.int/iris/handle/10665/337574World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

World Health Organization. (2021). Looking back at a year that changed the world. Who's Response To COVID-19. https://www.who.int/publications/m/item/looking-back-at-a-year-that-changed-the-world-who-s-response-to-covid-19Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers

in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Yamaguchi K, Takebayashi Y, Miyamae M, Komazawa A, Yokoyama C, Ito M. (2020) Role of Focusing on the Positive Side During COVID-19 Outbreak: Mental Health Perspective From Positive Psychology. Psychological Trauma: Theory, Research, Practice, and Policy. 12(S1): S49–S50. doi: 10.1037/tra0000807. Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. Journal of Computer Assisted Learning, 30, 220-232.Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Zhong, L., Yuan, J., & Fleck, B. (2019). Indoor environmental quality evaluation of lecture classrooms in an institutional building in a cold climate. Sustainability, 11(23). 10.3390/su11236591Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Zhou P, Yang X. Lou, Wang XG, Hu B, Zhang L, Zhang W, Si HR, Zhu Y, Li B, Huang CL, Chen HD, Chen J, Luo Y, Guo H, Jiang R. Di, Liu MQ, Chen Y, Shen XR, Wang X, Shi ZL. (2020). A pneumonia outbreak associated with a new coronavirus of probable bat origin. Nature. 579(7798):270–273. doi: 10.1038/s41586-020-2012-7Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to

the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

Zurlo MC, Volta Cattaneo Della, M. F., & Vallone, F. (2020). COVID-19 Student Stress Questionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors Related to the Coronavirus Pandemic Lockdown. Frontiers in Psychology. 11:576758. doi: 10.3389/fpsyg.2020.576758. [PMC free article] [PubMed] [CrossRef]

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

488