

ASSESSMENT OF TEACHERS' READINESS IN THE USE OF EMERGENT REMOTE TEACHING AND LEARNING PLATFORMS FOR SOCIAL STUDIES INSTRUCTION IN COLLEGES OF EDUCATION IN NORTH-EAST, NIGERIA

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Abstract

This study assessed teachers' readiness in the use of emergent remote teaching and learning platforms for social studies instructions in colleges of education in north-east, Nigeria. The study examine; level of teachers' preparedness, extent of adoption and competence in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education. Descriptive survey research design was used. The target population was 228 comprised of social studies teachers, Deans/HODs, ICT officers and technicians. The sample size was 206 using census sampling technique. Instrument titled Emergent Remote Teaching and Learning Platforms Questionnaire (ERTLPQ) was used for data collection. The reliability index was .795 which was obtained using Cronbach's Alpha formula. Descriptive statistics of mean and standard deviation was used to answer the research questions, while inferential statistics of Kruskal Wallis H-test at 0.05 alpha level of significant was used to test hypotheses. The findings revealed among others that, the level of preparedness of social studies teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education was significant. The level of competence in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education was statistically significant. It concluded that, teachers' readiness is high in the use of emergent remote teaching and learning platforms. The study recommended among others; that school authority should encouraged social studies teachers to embark on skills acquisition training to prepare them on how to handle more digital applications devices. They should also test-run their apps or devices ahead of class.

Keywords: Teachers' Readiness, Emergent Remote Teaching and Learning Platforms, Social Studies Instruction.

Introduction

In the past few years, there have been shift to digital world which have affected almost all human endeavors through Information and Communication Technology (ICT). The trends in teaching and learning today are deeply affected as a result of the advent of ICT. In higher education for instance, blended learning, e-learning, distance learning, on-line teaching have become increasingly necessary. As teachers move towards making their classrooms more

engaging, the need for a reliable and substitute platforms' applications softwares become more important. Information and communication technology enables social studies teachers from colleges of education and universities to interact with students easily with available software. Report, assessment and evaluation is easy with automatic grading and thereby making teaching and learning more collaborative, captures students responses in real-time, improves students' interaction and participation, and hold discussion, (Liow, Tan & Ong, 2024).

To ensure that the objectives of National Policy on Education on national development, social change, and individual empowerment are fully achieved, attempts are made by educators to utilize ICT and social media facilities for teaching and learning such as distance learning. It is a known fact that, on-line learning has been in existences for distance programmes from various institutions where courses are carried out and restricted majorly to internet package. ICT and social media made human services to be dynamic in nature so also teaching and learning process through which whether planned or unplanned, the school curriculum passes through certain trends to fit into virtual society and digital mode of curriculum implementation, (Soluade, Idowu & Sofadekan, 2024).

Consequently, the need for shift from traditional face-to-face teaching and learning platform to digital teaching platforms is necessary. It should not be optional because the education of the students is at risk. The number of teachers in unstable societies, their level of preparedness and exposure to digital world provide them with verse experiences to design digital method of teaching, using social media to navigate and enable them use available resources that motivate teachers' readiness to teach in any situation in order to provide realistic images, substitute experience and to enrich curriculum implementation. Emergent remote teaching and learning platforms are methods that offer rapidly developed temporary instructional support in a crisis zones without pre-planned resources or infrastructure, (Hodges, Moore, Lockee, Trust & Bond, 2020).

The adoption of emergent remote teaching and learning platforms by social teachers, is a possible solution for a teacher to re-establish connection with the learner and their presence within their learning environment. Making themselves visible through daily or weekly formal or informal contact either within or outside of the instructional context which is non-face-to-face. This is a trend that viewed the move to remote teaching and learning as an opportunity to connect to students and parents even during lockdown or crisis, to know about the situations in the learning. This platform concerned to facilitate teaching, allowing Social Studies teachers to competently createing dynamic institutional classroom environment (Aksoy, 2022).

Thus, teachers' competence and the primary objective of emergent remote teaching and learning platforms is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a way that is quick to setup and reliably available for teachers and students during an emergency in an unstable environment. Emergent remote learning provides an educational framework that on the one hand to the teachers and on the other hand to the students allows to design their teaching activity and to build their own learning pathway respectively. For instance, teachers' competence in the use of emergent remote platforms make clear stated objectives and the course soo interactive, plan

the content effectively, get notable educators on the platform, facilitate both self-paced and peer-to-peer learning, use multimodal content delivery and conduct regular assessment, (Bozkurt & Sharma, 2020).

The study considers teacher as a heartbeat of curriculum implementation, they are trained to impart knowledge, to effect changes in the society through teaching and learning process, and ready to cope with changing situations. For a teacher to be effective and efficient in the performance of duties at all time, teacher must be sensitive to modernization, conversant with global changes as well as derive ideas and articulate them to suit global trends. The emergent remote platform strategy is considered purposely to support and substitute face-to-face teaching and learning method in North-east, Nigeria that is battling with unstable environment. This platform is effective because it is an interactive learning medium, it motivates and keeps teacher and student active within the learning context during emergency. In addition, teachers at all grade levels can easily create collaborative activities for students on this platform.

Statement of the Problem

Emergent remote teaching and learning platforms offer an excess of engaging and interactive tools to enhance learning experiences; their effective adoption and utilization by teachers remains a critical concern. Many teachers lack technological proficiency which is the necessary skill and confidence to navigate and leverage the full potential of emergent remote teaching and learning platforms, (Teo & Yunus, 2023). This may stem from inadequate pre-service or in-service training, limited access to professional development, or personal hesitance towards adopting new technologies.

The fear of technology replacing human connection and critical thinking skills poses a significant challenge to widespread adoption of the platforms. Thus, this study will delve into the key issues surrounding teachers' readiness in the use of emergent remote teaching and learning platforms, emphasizing the need for further research and support to bridge the gap, their potential and actual impact in teaching and learning settings. Teachers' readiness in the use of digital world information and communication technology (ICT) can be seen in today's world, as public including teachers spending hours on social network. Although the breadth of opportunity digital world lend to socialization and interaction is recognized outside of education, those who support social media in the classroom have found it to promotes creativity, active and responsible learning, (Van den Beemt, Thurlings & Willems, 2020).

Objectives of the Study

The following objectives were used for the study, to:

1. examine the teachers' level of preparedness in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria;
2. examine the extent of adoption of emergent remote teaching and learning platforms for Social Studies instruction by teaches in colleges of education in North-east, Nigeria, and

3. examine the competence of teachers in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria.

Research Questions

The followings research questions were formulated and answered:

1. What is the teachers' level of preparedness in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria?
2. What is the extent of adoption of emergent remote teaching and learning platforms by teaches of Social Studies instructions in colleges of education in North-east, Nigeria?
3. What extent is the level of competence of teachers in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria?

Hypotheses

The following were the hypotheses of the study:

H₀₁: There is no significant difference on the level of preparedness of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria.

H₀₂: There is no significant difference in the adoption and use of emergent remote teaching and learning platforms for social studies instruction by teachers in colleges of education in North-east, Nigeria.

H₀₃: There is no significant difference on the competence of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria.

Methodology

The research design used for this study was descriptive survey research design. The population of the study was 228 teachers, with the sample size of 206. Twenty-two (22) respondents was used pilot tested the instrument. The census sampling techniques was adopted where the entire population was used. The instrument used for data collection was Emergent Remote Teaching and Learning Questionnaire (ERTLQ). Cronbach's Alpha formula was used to test the instrument. The reliability index was .795. Modified Likert scale with the following manner: Very High (VH), High (H), Very Low (VL), and L (L).

The study used descriptive and inferential statistics to analyze the data collected from the respondents. Mean and standard deviation were used to answer all research questions. In answering the research questions, the decision mean was 2.5. Therefore, any mean score of response below 2.5 was considered negative or unacceptable while mean score above 2.5 was considered positive or acceptable. However, due to the categorical or ordinal nature of the data, all hypotheses were tested using Kruskal Wallis H-test at 0.05 alpha level of significance.

Results

Research Question 1: What is the teachers’ level of preparedness in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria?

Table 1: Descriptive statistics on the level of teachers’ appreciation of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-East, Nigeria

S/N	Teachers’ level of awareness	N	\bar{X}	Std
1	Social Studies teachers always use e-mail services to supervises students’ works.	206	2.89	1.197
2	Social Studies teachers appreciate on-line services, it is socially motivated.	206	3.00	.855
3	Social Studies teachers appreciate blended teaching and learning platform.	206	2.99	.932
4	Technology has enabled Social Studies teachers to appreciate the use of emergent remote teaching and learning platforms	206	2.71	1.096
5	Social Studies teachers appreciate cloud-based teaching and learning platform.	206	2.82	1.089
6	My College provides Social Studies teachers with facilities in the use of emergent remote teaching and learning platforms.	206	2.66	1.096
7	Teachers’ appreciation of the emergent remote teaching and learning platforms is associated to the students’ perspective.	206	2.44	1.024
8	Teachers were generally satisfied with their online teaching experiences, valuing the flexibility of the platform.	206	2.35	1.066
9	Social Studies teachers teach their students using on-line platform.	206	2.64	1.035
10	Social Studies teachers appreciate the platforms because teachers likewise need to experience a sense of relatedness.	206	2.79	1.079

Mean Decision: 2.5; Cumulative Mean= 2.729; Std =1.047

The research question 1 shows mean and standard deviation of responses of the respondents on the level of preparedness of teachers in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria. All the items on the table indicates the mean score greater than the decision mean 2.5, except items 3, 6 and 10 which shows the mean score below the decision mean. The results indicate the cumulative mean of 2.590 greater than the decision mean 2.5, which is high. Thus,

the result indicates teachers' level of preparedness is high in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria.

Research Question 2: What is the extent of adoption of emergent remote teaching and learning platforms by teaches of social studies instructions in colleges of education in North-east, Nigeria?

Table 2: Descriptive statistics on the level of teachers' acceptance of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria

S/N	Item	N	\bar{X}	Std
1	School authority motivates teachers to teach using on-line platform.	206	2.60	1.076
2	Availability of resources or facilities motivate teachers to supervise students' works using e-mail services.	206	2.78	.962
3	Adequate power supply enables teachers to accept emergent remote teaching and learning platforms.	206	2.75	1.038
4	Strong network coverage makes teachers to teach using emergent remote teaching and learning platforms.	206	2.75	1.014
5	Digital era has made teachers to accept emergent remote teaching and learning platforms.	206	2.63	1.100
6	Social Studies teachers prefer blended teaching and learning platform to face-to-face demarcated forms of teaching.	206	2.68	1.060
7	On line teaching and learning platform is much easier compare to face-to-face classroom.	206	2.32	1.145
8	Emergent remote teaching and learning platforms reduces workload, and there is good time management.	206	2.67	1.104
9	The nature of the environment is unstable for face-to-face teaching and learning platform.	206	2.66	1.161
10	Social Studies teachers accept the platforms because of the skills and knowledge they acquired during seminars and conferences on emergent remote teaching and learning platforms.	206	2.62	1.056

Mean Decision: 2.5; Cumulative Mean= 2.646; Std =1.072

Research question 2 shows the mean and standard deviation of responses of the respondents on the level of adoption of emergent remote teaching and learning platforms by teachers of Social Studies instruction in colleges of education in North-east, Nigeria. Items 1, 2, 4, 5, 7, 8 and 10 in the table indicate that the mean score greater than 2.5, the decision mean.

Except items 3, 6 and 9 that shows the mean score below the decision mean 2.5. The results indicate the cumulative mean of 2.521 greater than the decisions mean 2.5 which is high, it's indicated that the level of adoption of emergent remote teaching and learning platforms by teachers of Social Studies instruction in colleges of education in North East, Nigeria is high.

Research Question 3: What extent is the level of competence of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria?

Table 3: Descriptive statistics on the competence of teachers in the use of emergent remote teaching platforms for social studies instruction in colleges of education in North-east, Nigeria

S/N	Item	N	\bar{X}	Std
1	Social Studies teachers competently accessed students' project and assignment using e-mail.	206	2.64	1.081
2	Social Studies teachers, parents and students interact competently in the use of emergent remote platforms.	206	2.52	1.094
3	Social Studies teachers acquired numerous digital skills.	206	2.63	1.109
4	Social Studies teachers handle ODK software competently.	206	2.61	1.102
5	The competence of Social Studies teachers in the use of emergent remote teaching platforms has promoted the concept of teaching and learning presence.	206	2.74	1.082
6	Teachers' competence in handling digital apps are highly influential in Colleges of Education in North-east, Nigeria.	206	2.77	1.070
7	The competency of Social Studies teachers has promotes students to understand better using social media apps.	206	2.63	1.013
8	Teachers' competency in the use of blended teaching and learning platform was effective during lockdown.	206	2.73	1.042
9	Cloud-based teaching and learning platform promote teachers' knowledge acquisition.	206	2.85	1.003
10	Teachers, parents and students are considered as one of the most competent facilitators of emergent remote teaching and learning platforms.	206	2.63	1.122

Mean Decision: 2.5; Cumulative Mean=2.675; Std = 1.072

Research question 3 shows the mean and standard deviation of responses of the respondents on the competence of teachers in the use of emergent remote teaching platforms for Social Studies instruction in colleges of education in North-east, Nigeria. All items in the table indicate the mean score greater than the decision mean 2.5 which indicate teachers' competency in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria. The results indicate the cumulative mean of 2.675 greater than the decisions mean 2.5 which is high, it's indicated that teachers' level of competence in the use of emergent remote teaching and learning platforms is high.

Hypothesis 1: There is no significant difference on the level of preparedness of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria

Table 4: H-test on teachers' preparedness in the use of emergent remote teaching and learning platforms

Variable	Status	N	Mean Rank	Df	H-test	H-Crit.	P-value
	Teacher	88	160.19				
	Dean/HODs	30	107.75				
	ICT Officers	29	67.23	3	176.525	5.60	.036
	Technicians	59	28.60				
	Total	206					

Level of Preparedness

The table showed that level of teachers' preparedness in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria. The analysis present the Kruskal Wallis H-test statistics which revealed the mean rank of 160.19 for teachers, 107.75 for Deans/HODs, 67.23 for ICT officers and 28.60 for technicians on the level of preparedness of teachers of colleges of education in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria. The study revealed the H-Cal of 176.525 is higher than H-Crit. 5.60, the P-value of .000<0.05 alpha level of significant was obtained. The null hypothesis (H₀₁) which states that; there is no significant difference on the level of preparedness of teachers in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria is hereby rejected. The finding shows the significant differences on the level of preparedness of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria.

Hypothesis 2: There is no significant difference in the adoption and use of emergent remote teaching and learning platforms for social studies instruction by teachers in colleges of education in North-east, Nigeria.

Table 5: H-test on teachers' adoption in the use of emergent remote teaching and learning platforms

Variable	Status	N	Mean Rank	df	H-test	H-Crit.	P-value
Level of Adoption	Teacher	88	162.38	3	186.843	5.60	.032
	Dean/HOD	30	103.85				
	ICT Officer	29	69.97				
	Technicians	59	26.02				
	Total	206					

The table showed the level of adoption of teachers in the use of emergent remote teaching and learning platforms for Social Studies Instruction in Colleges of Education in North-east, Nigeria. The analysis present the Kruscal Wallis H-test statistics which revealed the mean rank of 162.38 for teachers, 103.85 for Dean/HODs, 69.97 for ICT officers, while 26.02 for technicians on the level of adoption of social studies teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria. The study revealed the H-Cal of 186.843 is higher than H-Crit. 5.60, the P-value of .032<0.05 alpha level of significant at df, 3 was obtained. The null hypothesis (H₀) which stated that; there is no significant difference on the adoption of emergent remote teaching and learning platforms for Social studies instruction in colleges of education in North-east, Nigeria is rejected. The result shows that social studies teachers adopt the emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria.

Hypothesis 3: There is no significant difference on the competence of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria.

Table 6: H-test on teachers' competency in the use of emergent remote teaching and learning platforms

Variable	Status	N	Mean Rank	df	H-test	H-Crit.	P-value
Level of Competence	Teacher	88	160.95	3	182.969	5.60	.000
	Dean/HOD	30	107.92				
	ICT Officer	29	70.11				
	Technicians	59	26.00				
	Total	206					

The table shows the level of competence of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria. The analysis present the Kruscal Wallis H-test statistics which revealed the mean rank of 160.95 for teachers, 107.92 for Dean/HODs, 70.11 for ICT officers, while 26.00 for technicians on the level of adoption of social studies teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria. The study revealed the H-Cal of 182.969 is higher than H-Crit. 5.60, the P-value of .000<0.05 alpha level of significant at df 3 was obtained. The null hypothesis (H₀) which stated that; there is no significant difference on the competence of teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria is rejected. The result shows that social studies are competence

in the use of emergent remote teaching and learning platforms for Social Studies instruction in colleges of education in North-east, Nigeria.

Discussion of Findings

Finding one revealed the level of preparedness of social studies teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria was positive. From this finding, it was observed that social studies teachers have adequate facilities such as ipad, smart-phones, laptops, powerbank, that enable them prepare to teach social studies instruction on the emergent remote teaching and learning platforms. The finding of this study is supported by the finding of Aslan and Chang, (2015), who stressed that, teachers in India attended several webinars and online faculty development programmes to learn and prepare to teach in the online environment. Research shows that students were mostly sufficiently skilled to take part in digital lessons, even though the development of these lessons by teachers turn out to be a lot more difficult.

Finding two revealed the level of adoption of social studies teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria is positive. It was observed that teachers adopt mobile devices for e-learning using zoom apps, PowerPoint presentation, etc which makes teaching effectively. The finding of this study is in agreement with the findings of Fernando, Patrizia, and Tiziana, (2020) that the new trends of emergent remote teaching and learning is technologically and socially adopted platforms, that the use of the latest software and new teaching strategies is a rapid change in methods and technology which have influenced face-to-face strategies and methods also. The researchers further stressed that the new concepts, the latest style, teaching methods and new technologies promote teaching-learning process in education which need to be used by teachers. Thus, this platforms is vastly and fast adopting compared to the formal face-to-face system.

Finding three revealed the level of competence of social studies teachers in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education in North-east, Nigeria is positive. It was observed from the finding of this objective that social studies teachers are competent in handling devices in the use of emergent remote teaching and learning platforms to the extent that teachers accessed their students assignment, test, examination, projects on-line using, google meet, e-mail, CBT, ODK, etc. The finding concurred with Tham and Werner (2005) which revealed the effectiveness of this platform is determined under three elements: institution – which refers to teachers' competence in knowing how to use the tools to enhance learning, interact with students and create a comfortable learning environment and how to creatively bring students closer and capture their attention, students - that feel isolated due to absence of colleagues, a case which teachers show competency to establish connections and relationships with students, and technology.

Conclusion

The study concluded that social studies teachers in colleges of education in North-east were ready to use emergent remote teaching and learning platforms. The level of preparedness of teachers is significant. The adequacy of facilities in the use of emergent remote teaching and

learning platforms have enabled social studies teachers to adequately prepared to teach social studies instructions on this platforms. Teachers utilizes their devices to teach. Social studies teachers adopt and uses varieties of platforms to teach social studies teachers use cloud-based teaching and learning, blended teaching, on-line teaching and learning, etc to implement social studies curriculum on emergent remote teaching and learning platforms. It is also concludes that social studies teachers competently used emergent remote teaching and learning platforms.

Recommendations

This study recommended that:

1. School authority should encouraged social studies teachers to embark on skills acquisition training to prepare them on how to handle more digital applications devices.
2. Teachers should test-run their devices ahead of class; social studies teachers should be motivated to explore and adopt different devices, applications software and strategies in the use of emergent remote teaching and learning platforms in colleges of education; and
3. School authority should intensify ICT training to expose social studies teachers to practical presentation on zoom, Powerpoint presentation, CBT, ODK applications to help teachers to become more competent in the use of emergent remote teaching and learning platforms for social studies instruction in colleges of education.

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