Teaching Creatively: Case Studies with Synchronous English, Mathematics and Music Learning in a Summer Programme

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Abstract: With the rise of online schooling amid the COVID-19 pandemic since 2020, educators shift from face-to-face teaching to online learning environments. The teaching materials have been converted into an online format to support students' home learning with diversified e-learning strategies creatively. During the class suspension period, attending after-school activities becomes a life of luxury to students, which may constitute non-academic barriers to learning, especially social needs and mental health. Thus, this article overviews a case study with the use of social media tools among primary teachers and students. Based on our multiple case analysis, this research analyzed the data collected from semi-structured interviews, online lesson observations, together with artefacts including lesson plans and teaching and learning materials, with 3 teachers from various disciplines such as language, mathematics and music from an extracurricular activity (ECA) project involving around thirty-nine P1-P3 low achievers for one summer. These teachers' experience and perceptions towards transforming the ECA activities from offline to online are investigated. It is found that teachers have adopted diversified video-conferencing tools, gamification and cognitive annotation tools to build an online face-to-face environment. We suggest that these creative teaching practices in social media and other blended technologies in an informal setting have potential to help students strike a balance between their academic and non-academic life even after school resumption.

Keywords: COVID-19, extracurricular activities, social media, blended, gamification

1. Introduction and Background

When the COVID-19 pandemic first hit the education communities, educators were forced to shift their traditional schooling and delivery method to an online mode creatively. It is widely agreed that the prolonged class suspension from February to May 2020 constitute potential threats to students' physical, mental and social health without after-school activities (Crawford et al., 2020; Kong, 2020). In fact, what happened to student interactions and learning outcomes in a primary school classroom during the above-mentioned period?

Invited by a local primary school in Hong Kong, our research team assisted to organize a 4-week summer programme for the low-achieving students to seize the time to learn effectively and happily. The primary learning goal of the programme was to assist the low-achieving learners to revise the content that they had already learned online at home during class suspension before the summer. Given that low-achievers tended to be less motivated and with worse performance, the teaching team planned to use creative, cognitive and social synchronous learning strategies to help students visualize and make sense of those connections as the knowledge they have learned before.

The content of the project is:

(1) Due to prolonged class suspension for half a year, these low-achieving children lagged behind in academic learning and generally lost interests in learning via online teaching mode. Our programme aimed to offer intensive training on English and Mathematics.

(2) Leisure activities are required for students to learn informally in the summer vacation. Our programme designed a series of fun music performance and song creation activities via a digital keyboard mobile applet.

This research explores how teachers redesign the teaching and learning activities in an informal online learning setting throughout our summer programme in response to the sudden shift to online and distance learning during the 2020 COVID-19 pandemic. We focused on adapting a blended synchronous learning environment for students and teachers to teach and learn remotely and creatively. This redesign centered on using the Zoom, a web-conferencing tool to help students connect with one another to learn languages, mathematics and music in an interesting and engaging way.

2. Literature Review

2.1 Online Learning

Online learning has become a "new norm" in different education institutions around the world (Dhawan, 2020; Ng et al., 2020). Since the unexpected COVID-19 outbreak forced educators to move from face-to-face to online teaching within a relatively tight timeframe, educators creatively developed an array of teaching methods in order to engage their students and sustain their learning journey during the challenging period. Since then, robust and reliable video-conferencing software such as Zoom, Google Meet and Microsoft Teams have been offering educators a timely support for us to teach and learn together. Educators may not be aware that the synchronous meeting tools have being used to create a positive social learning environment for nearly 20 years (Henning, 2001; Reushle & Loch, 2008; Mayer, Lingle & Usselman, 2017). In the past, basic features such as face-to-face verbal and non-verbal communication were common. However, nowadays, with technological affordances, latest features like web annotation, whiteboard and "breakout" room were implemented in online classrooms. Moreover, the sharing screen features enable teachers to further incorporate mobile applets and other web-based resources into the Zoom learning environment (Mayer, 2016).

In this study, we used Zoom to connect teachers and students across desktops and mobile devices with the use of numerous communicative and collaborative features that create an online extracurricular learning experience (Ng & Chu, 2021a; Ng, 2021). Zoom teaching can be regarded as an effective approach to initiate meaningful discussions with "more knowledgeable others" (e.g., teachers and classmates) who play prominent roles in facilitating learners to maximize their ability to reach higher levels of learning accomplishments and connection with others. The focus of this project was to investigate how teachers redesign their lessons happily and effectively using the web conferencing software with other digital tools such as web annotation and gamification. The following digital technologies can encourage their students to complete the online tasks to build knowledge and interests (bin Rosawi, 2020):

- online face-to-face interaction (e.g., real-time verbal discussion, questioning),
- non-verbal communicative features (e.g., giving likes, raising hands, instant messaging, file sharing),

- web annotation tools (e.g., freeform drawing, whiteboard, text box, highlighting) and
- gamification (e.g., e-quiz, badges, points, game elements).

The first two among the above four strategies have been widely discussed in prior studies on synchronous learning. We are interested in using emerging practices such as web annotation tools and gamification in online face-to-face settings. The next session will review how the previous studies creatively design their lessons with the use of these digital tools

2.2 Web Annotation Tools

With web annotation tools, learners can make creative drawings and writings on a whiteboard, highlight a specific portion of the text and insert a comment (Gao, 2013). This facilitates teachers and learners to discuss and learn via the interactive whiteboard collaboratively. Recent researchers showed that web annotation tools can support English, mathematics and music learning activities.

For example, Chen, Wang and Chen (2014) demonstrated that the English reading annotation ability of learners was significantly correlated with achievement of reading comprehension by highlighting the structures of paragraphs. Mendenhall and Johnson (2011) applied a web-based annotation to foster university students' development of critical thinking skills and reading comprehension. Yang et al. (2007) evaluated how a personalised annotation system can enhance knowledge sharing in online group reading activities. Hwang et al. (2011) designed a playful and useful multimedia web annotation system to improve students' English as foreign language writing and speaking performance significantly in English. Chen and Huang (2013) proposed that web-based reading annotation system is an effective assistive system that supports digital reading because it allows readers to add annotations, and underline and high-light text to enhance students' reading comprehension via autonomic learning through web-based environments. These studies indicated that web annotation tools effectively provide mechanisms to support effective English language learning and promote learners' self-regulated learning abilities.

Second, several studies demonstrated that using web annotation tools can effectively enhance mathematics. Hwang et al. (2011) found that annotations play more important roles in learning achievement than homework since learners can actively and voluntarily create their texts and present their solutions. Ng, Shi and Ting (2020) explored how visual representations of geometry in an computer application can produce a positive learning outcome to simulate methodical thinking especially with the support of 3D printing technologies. Escudero-Viladoms and Sancho-Vinuesa (2010) reflected that the web annotation system allows learners to add, modify and improve the contents of a web-based platform or website. It serves as a collaborative tool and a medium for artistic or social criticism in mathematics online learning. Ng et al. (2019) used cooperative problem-based learning and peer assessment to implement using an interactive online whiteboard to increase students' mathematical conceptual understanding and graded assignment performance in a first-year calculus class in Hong Kong. These studies reflected that web annotation tools can successfully provide a collaborative and more creative environment for learners to learn mathematics concepts such as geometry, calculus and present their mathematical solutions on the whiteboards.

In music learning, teachers can incorporate interactive whiteboards with digital pens through singing with lyrics and pictures (e.g., identifying the underlined and circled rhyming words, picking the pictures for the song from clip art), teaching notation and composition, and interpreting music through drawing phrases (Nolan, 2009). Another offered opportunities for K-12 students to embrace different music software such as Auto-accompaniment software, mobile applets, audio recordings, electronic instruments, music notation software and interactive whiteboards to teach clap and sing with rhythm and play with varied rhythm patterns (Bauer, Hofer & Harris, 2012). Ng et al. (2021) found that students will enhance their music creation abilities and interest through learning Shubailan, a form of music folk-talk-singing, with a mobile instrument application called muyu in an online flipped classroom among 122 secondary school students. Another study Lee and Jen (2015) adopted interactive whiteboards in music learning activities among preschool children to improve their attitudes in the

classroom, and acquire musical skills and theory. Their finding showed that children are able to increase their level of engagement and achievement during individual and peer play with the whiteboards. These prior studies provided evidence for web annotation tools and interactive whiteboards to improve students' collaborative learning, learning engagement and attitude in the online classrooms to acquire skills and concepts in language, mathematics and music learning.

2.3 Gamification

As should be self-evident, gamification involves the use of game elements in non-game scenarios for students to create enjoyable, fun, and motivating learning experiences with game elements such as e-quizzes, badges, competitions and simulation games (Baptista & Oliveira, 2018; Ng & Chu, 2021b; Zainuddin et al., 2020). Prior studies demonstrated this pedagogical approach can effectively enhance students' learning, engagement, motivation, and satisfaction. Dehghanzadeh et al. (2019) reviewed 22 published papers to use gamification to support learning English as a second language in which developing content language learning, being enjoyable, engaging, motivating and fun were positive learning experiences in this environment. Moreover, it arouses students' curiosity, stimulating them to learn as they play and compete against other players (Huotari & Hamari, 2012; Chen et al., 2018). Jagušt et al. (2018) examined 54 junior primary school students in Mathematics gamified activities that increase student performance levels in basic operations practices. In music lessons, Gomes (2014) used a music guitar mobile applet to enhance their learning motivation in groups with rich multimedia content in a case study. These studies supported that such 'fun', 'interactive' and 'challenging' gamified learning experiences can enable students to proactively solve problems they see (Hanus & Fox, 2015). In addition, the gaming features can effectively bring about that proactivity in terms of learning challenges, competitions, scoreboards and badges and as such, learners are able to absorb the knowledge faster, understand easier, and improve their logical reasoning skills (Chen et al., 2018; Zainuddin et al., 2020)

3. Research Method

This section will detail our experience of undertaking a research in which lesson observation and semi-structured interviews featured as the two major data collection methods. Multiple-case studies are adopted to explore how educators in their English, mathematics and music lessons creatively employed various annotation and gamified strategies to offer online learning and teaching through Zoom, a well-established web-conferencing software. Online interviews and online lesson observations were conducted. During the period of 3-28 Aug which is the summer vacation, a primary school in Hong Kong invited our research team to conduct this summer learning programme with their school teachers for their junior primary students. In this programme, 39 low-achieving students (19 boys and 20 girls) were involved in 40-minute/session activities from Mondays to Fridays in 4 consecutive weeks.

To ensure all teachers were familiar with the software settings and got to know how to redesign their learning materials for the digital mode, three sessions of teacher training and meetings were conducted before the online teaching. More than that, teachers could plan their lessons with reference to their revised teaching schedules and teaching contents in each subject. Nine teachers (three from each subject) were involved to teach their students languages and mathematics, and had some fun music playing activities. Students were allocated in four to five of a group (in a series of small group activities). When the lessons were shifted to a fully online format in response to COVID-19, it was decided that our use of Zoom was extended to the full four-weeks programme and the teaching team investigated how the collaborative learning support can be created in this summer programme.

After the lesson implementation, semi-instructed interviews were conducted to evaluate the lesson design and strategies used by the teachers. Teachers shared how to redesign their lessons creatively and transformed the context to an online platform. To evaluate the course satisfaction by teacher observations, an interview guide (Appendix 2) is designed for two follow-up meetings at the end of the whole learning programme. "The…general interview guide, compared with the detailed interview schedules normally used in structured interviews, implies a sense of flexibility...research design as an

ongoing process, and so the interview guide for the informants were amended at various stages of the research" (Ho, 2019, p.227). All the questions were semi-structured and were hosted in, and focusing on the issues such as "How do you redesign the course into a more interactive approach with the use of Zoom", "What strategies do you employ in the lesson" and "How do students respond throughout the lessons", etc. By interviewing the school teachers, we summarize the teaching strategies in four aspects: online face-to-face interaction, non-verbal communicative features, web annotation tools, and gamification. The following table (Table 1) presents the teaching content in the summer learning programme.

Table 1. Teaching Content for English, Mathematics and Music Lessons

Lessons	**Teaching content**
English	1. Simple present tense (Verb + s/es) (P.1) 2. Identify the use of "is" and "are" (P.1) 3. English vocabulary (activities and days of the week) (P.1) 4. Subject agreement (do/does/have/has) (P.2) 5. English vocabulary (food) (P.2) 6. Identify the use of "there is" and "there are" (P.2) 7. Regular/irregular verbs (P.3) 8. Connectives (so, because) (P.3)
Mathematics	1. Addition of single digit number (P.1) 2. Time and hour (P.1) 3. Addition of single digit number (P.2) 4. Direction (P.2) 5. Introduction to fraction (P.3)
Music	1. Practice on playing piano and identify notes in digital keyboard mobile applet. 2. Left and right hand playing with melody and rhythmic training in the song "Mary has a little lamb". 3. Perform this song together in an e-Concert.

4. Results and Discussion

4.1 Before Lesson: Supporting Teachers and Students to Transform Online

Throughout the summer learning programme, all teachers and students used Zoom with their webcams and digital devices with a stable Internet connection at home. Stand-by devices were prepared by the school technical support team for teachers and students in case any technical problems arose. If teachers or students met some problems using their devices at home, they could call for technical support or even request to borrow a school-owned device for a few days. In each session, teachers used a school pre-registered account to schedule their online lessons so that students joined the meetings by using their ID and password. Since the participating students were basically from primary 1 to 3 and they are too small to use the web conferencing software and other e-learning tools, parental support was required to facilitate students online learning.

Apart from the technical support from school, experienced teachers with at least ten teaching years and novice teachers with less than five teaching years were classified into groups to discuss and share their pedagogical approaches. They brought up creative ideas which could effectively help students to construct knowledge and interact with their classmates, which were effective IT-related measures to facilitate teachers to conduct three lessons online smoothly. The following three cases may suffice to illustrate.

4.2 Case 1: English Lessons

During the English lessons, three English teachers adopted synchronous 45-minute lessons twice a week for five to seven primary 1 to 3 students in a group. Students were encouraged to turn on their cameras to facilitate face-to-face online interaction. Teachers observed students' reactions, gestures, facial expressions to check their understanding. Second, teachers used Zoom's screen share function to present the teaching materials via PowerPoint and videos. Teachers also used the annotation tools to draw on the screen to highlight the important points (see figure 1) in order to indicate why they used certain grammar, tenses and sentence structures with examples. Annotations such as arrows and circles were used to demonstrate the relationship between phrases.

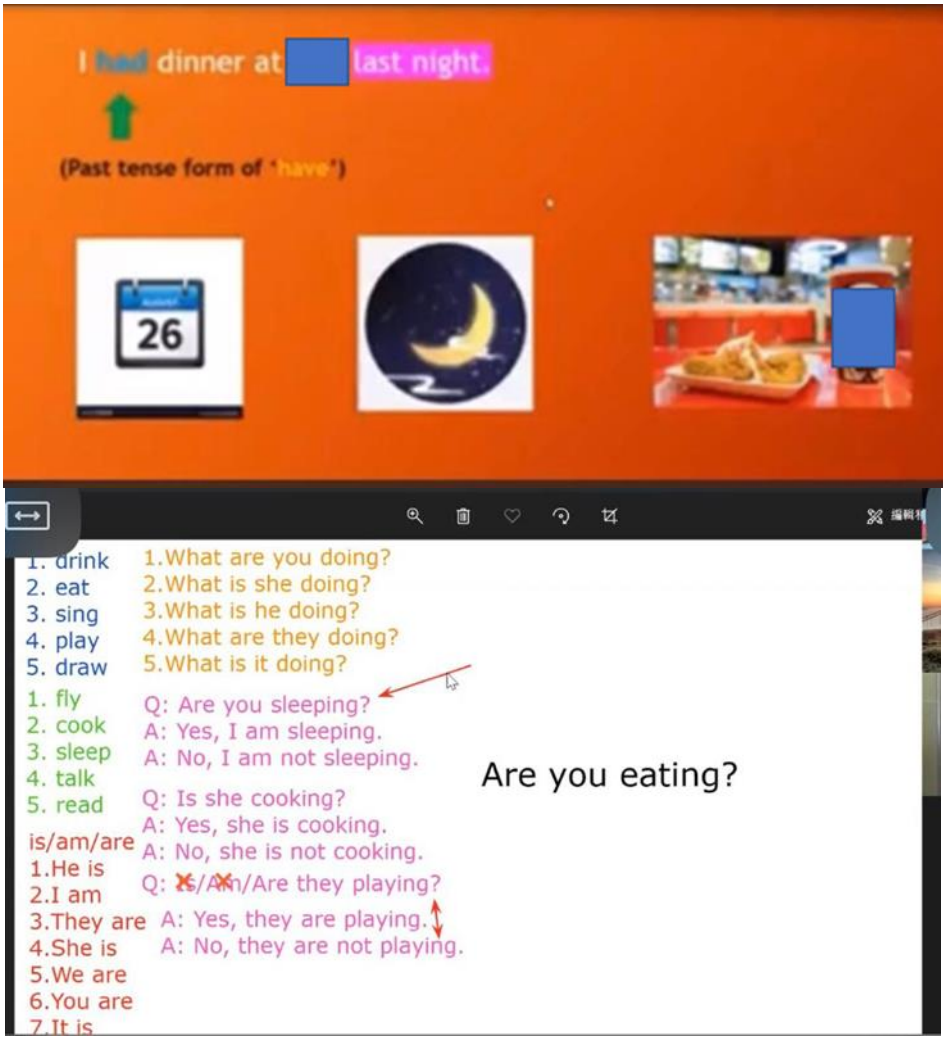

Figure 1. Annotation Tools Used in English Lessons

Taking turns to read aloud was another effective strategy to ensure all students stayed focused throughout English lessons so that every participant was able to practise their speaking. However, sometimes background noises at students' homes may have affected their lessons. Students were not encouraged to turn on their microphone without gaining permission from teachers or before their turns to read the sentences. In case students would like to speak up, they needed to "raise their hand" virtually through Zoom or physically. As there might be time-lagging to transmit the sound at the same moment, when the teachers required students to read together, the teachers muted all students' microphones to assess their learning through lip reading.

Gamified approaches like predesigned e-quizzes can effectively engage students to learn English grammar (see figure 2). Teachers used either voting virtually through zoom or showing their fingers ("one, two, three and four") in front of the cameras to indicate their choices. Therefore, teachers could assess students' understanding towards a topic and explain their choices with misconceptions. A sample lesson plan is described in Appendix 1.

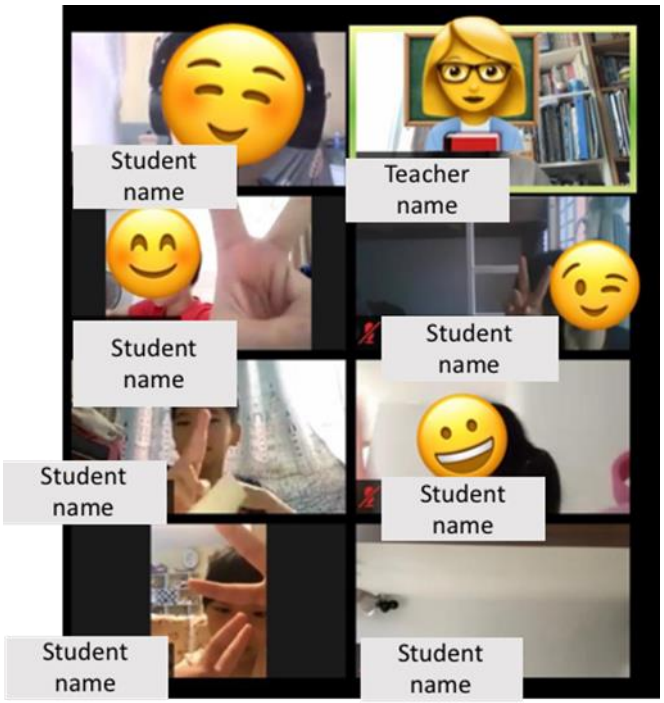

Figure 2. Students Show Their Fingers in an English E-quiz Activity

4.3 Case 2: Mathematics Lessons

Unlike face-to-face classroom teaching, it was reflected that teachers were not able to instantly feedback students' working steps by patrolling in the classroom. In mathematics class among junior primary students, fundamental procedural skills, such as four basic algorithms, and the application questions were essential. One way for teachers to check students' working steps is to virtually patrol around the classroom. In the Zoom session, teachers invited students to tell or show the teachers what they have written verbally, or via webcam. Students also took photos quickly and sent them to their teachers via zoom chat box although this is quite time-consuming. Some students were asked to present their solutions and show their steps with the use of a whiteboard. At the end of the lesson, students were required to submit their classwork to their learning management system (like Google Classroom). As Gillen and Ho (2019, 47) write: "A community of practice is no longer confined to physical participation but can be extended to the digital settings".

Visualizing concepts and procedures was important in mathematical learning. Strategies like pictorizing the question scenarios, highlighting the relationships between objects, and using some simple annotations and animations to visualize the concepts were useful for students to cognitively understand different maths ideas. Gamified approaches like Kahoot! and quiz games effectively motivated and engaged students in Mathematics learning. Students might feel bored completing the drilling exercises alone and they managed to interact with classmates to have some fun during the lesson through the e-quizzes. Further, the collaborative whiteboard and gamified approach effectively engaged the low-achieving primary students with the support of visual cognitive aids and exchange knowledge from their partners in the Zoom environment.

4.4 Case 3: Music Lessons

In Music lessons, Perfect Piano, a digital keyboard mobile app, which included different types of musical instruments (e.g. piano, guitar, violin, drum) was introduced. The lesson objectives were to enhance students' practical experience to explore piano learning via music-related technologies. Throughout the song playing processes, students learned some music theories (e.g. rhythms), as well as having more ensemble experiences. Before the first lesson, Miss Ng created WhatsApp groups for

parents so that information and lesson notes can be sent to parents and their children and they could download the application beforehand. Two 5-minute videos were sent before the lessons to explain the functions of Perfect Piano and how to play keyboard properly. Teachers use annotation tools to mark comments or provide their explanations to improve their music performing skills using the digital keyboard (see figure 3).

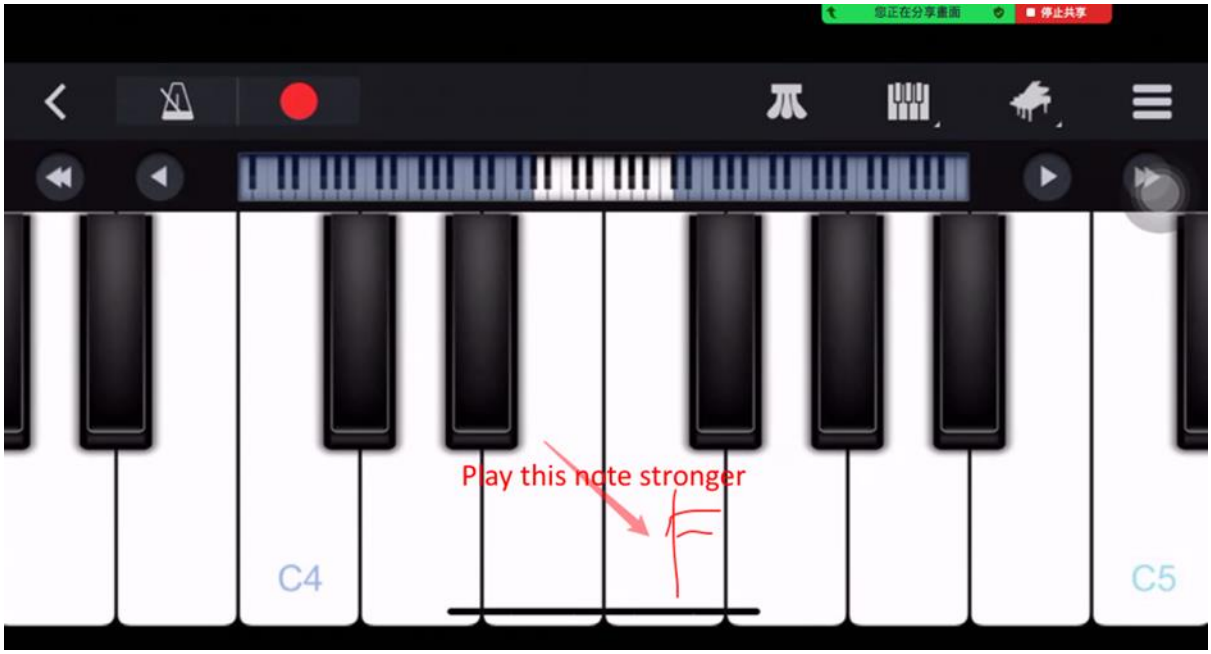

Figure 3. Annotation Tools to Comment Students' Music Performance

Parents' active involvement was important in case there might be technical issues arose. Teachers contacted the parents to remind the latter to engage in the music performance of students. For example, parents were encouraged to download and study the lesson videos with children so that parents and children could enjoy playing the music. Throughout the music lessons, an e-concert was held in which every student had the opportunity to perform a song in front of the classmates and admire other classmates' performance. At the same time, parents were also invited to the e-concert and have a good family time.

Since music Zoom lessons were new to students. An interview was conducted among students to evaluate the students' perception after the lessons. Here were some of the responses:

- "*Although I know how to play [Perfect Piano], it is hard to play the piano keys on the iPad because they are narrow*." (design of mobile app) - Student 1
- "*I enjoy learning a new instrument [e.g., drums and piano] quickly, which is not that difficult*!" (music learning interest) - Student 2
- "*ZOOM is hard for students to perform as there is always a delay...also, it is not easy to play piano [through digital keyboard] …but I can try my best to play it*." (technical concern) - Student 3
- "*Although sometimes I can't catch the lessons, I can watch the video clips taken by the teacher*." (pedagogical approach) - Student 4
- "*I tried to ask my parents to stay with me to have lessons, but they are busy…I feel uncomfortable when they are not here; I can't find the buttons*." (parental support) - Student 5

As can be seen from the above responses, the music e-learning activity was engaging though students might meet different types of technical challenges. For instance, students were not familiarised with the interface of the mobile app and there might be time delay while performing the music. Solutions include pedagogical approaches such as recording the lessons for students to review, taking some pre-lesson videos for students to grasp some concepts of the next lesson, and receiving parental support.

5. Conclusion and Recommendations

To conclude, the three teaching cases generally demonstrated interesting and creative approaches to engage their students to learn effectively and happily despite the limitations of online teaching and learning. As most web-conferencing software products serve with the online face-to-face interaction and non-verbal communicative features. In this article, these two features were not the major focuses; instead, we were interested in how teachers conducted their lessons creatively and interactively with the use of web annotation tools and gamification. Based on teachers' semi-focus group interviews, it is shown that that experienced and novice teachers were a good combination that could exchange their skills and knowledge, thus bringing up creative pedagogies such as gamification, annotation, digital keyboard mobile apps and e-concerts.

By studying these case studies, a summary of how teachers incorporate web conferencing software in online or distance classes to engage their students throughout the summer learning programme was created (Table 2). This article presented the creative use of web conferencing tools with web annotation and gamification to process domain-specific knowledge, support argumentation and inquiry, improve literacy skills, support instructor and peer assessment.

Table 2. Effective Practices to Incorporate Web Conferencing Software in Online/Distance Classes

Lessons	**Practices**
English	• Observe students' reactions, gestures, facial expressions to check their understanding. • Use the share screen function in Zoom to present the teaching materials via PowerPoint and videos. • Use the annotation tools to draw on the screen to highlight the important points to indicate why they used these grammars, tenses and sentence structures with examples. • Annotations such as arrows and circles were used to demonstrate the relationship between phrases. • Taking turns to read aloud to practise their speaking. Reading together to assess their learning through observing their mouths. • Employ gamified approaches like e-quizzes to engage students to learn English grammar. • Use voting through Zoom or showing their fingers in front of the cameras to indicate their choices in quiz competition.
Mathematics	• Check students' working steps through virtually patrolling around the classroom (e.g., showing the teachers what they have written verbally via webcam, taking photos quickly and sending them to their teachers via Zoom chat box). • Present students' solutions and show their steps with the use of a whiteboard. • Submit students' classwork in their learning management system. • Visualizing concepts and procedures via pictorizing the question scenarios, highlighting the relationships between objects with the use of simple annotations and animations. • Employ Gamified approaches like Kahoot! and quiz games could effectively motivate and engage students in Mathematics learning.
Music	• Enhance students' practical experience of song playing via music instrument mobile applet. • Create WhatsApp groups for parents so that lesson materials can be delivered to parents and their children could download the mobile applet beforehand. The functions of Perfect Piano and how to play keyboard properly are explained. • Involve parents to assist students in case of technical problems and play music

instruments together to have a happy music time.
- An e-concert could be held so that students could have the opportunity to perform a song and admire other classmates' performance.

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Appendix I: An English Synchronous Lesson Plan

Time (minutes)	**Teacher Activities**	**Student Activities**	**Remarks**
10	Warm-up activity 1. Take a roll call in students'/ parents' WhatsApp group or email. 2. Ask students to get ready for the lesson (textbook, dictionaries…). 3. Introduce myself and get to know their classmates. 4. Invite students to share their favorite food by using 'I like...'.	• Introduce themselves • Listening and speaking: share their favorite food	Teachers should check multimedia, Zoom settings and attendance of students.
30	Introduction of countable food: (6 min) 1. Show pictures and texts of countable food 2. Read each item with students. 3. Invite students to read aloud the singular form of each item (a xxx/ an xxx). 4. Invite students to read aloud the plural form of each item (xxx-s/	• Listening and speaking: • Read aloud together	Remind students when they should add -s or -es

	xxx-es).		
	Introduction of uncountable food: (6 min) 1. Show picture and text of uncountable food 2. Read each item with student 3. Explain why these items are uncountable 4. Ask students to decide whether water is uncountable	• Listening • read together • answer question: water is uncountable	Remind students not to add -s or -es after uncountable nouns
	Assessment (identify countable or uncountable food and correct grammar): (5 min) Ask student to vote whether option 1 or option 2 is correct example 1. Showing a picture of cheese • op1. cheese • op2. cheeses example 2. Showing a picture of 2 sausages • op1. sausages • op2. Sausage	• Vote and explain the answer	
	Descripting countable noun (There is…/ There are…): (7 min) 1. Show examples of using ‘There is’ with singular nouns and explain the use of this. 2. Explain to students that we can use ‘a/an’ or ‘one’ to descript singular nouns. 3. Show examples of using ‘There are’ with plural nouns and explain the use of there are 4. Explain to students that we can use ‘some’ or number to descript plural nouns. 5. Ask students to fill in the blanks with ‘is’/’are’ for singular or plural nouns.	• Listening • Answering questions (fill in the blanks by verbal) in the discussion room.	Remind students ‘there’s’ is equal to ‘there is’
	Descripting uncountable nouns (There is…): (6 min) 1. Show examples of using ‘There is’ with uncountable nouns. 2. Explain to students that we would not add a/an or number before uncountable nouns but use some. 3. Ask students to fill in the blanks with ‘some’ or ‘There are’ for uncountable nouns.	• Listening • Answering questions (fill in the blanks by verbal)	Remind students cannot use ‘there are’ for uncountable nouns
5	Closure 1. Read and classify (countable/uncountable) the vocabs with students. 2. Conclude the use of ‘There is’ and ‘There are’.	• Listening • Read together	

	3. Ask students to finish the tasks in their (e)textbooks.

Note. For more details about lesson activities for English and Mathematics, please refer to this

- English: https://drive.google.com/drive/folders/1wfakA_kDlBG5gr7kzqa7I1XN1PChiEls?usp=sharing
- Mathematics: https://drive.google.com/drive/folders/1uYmGualRCR1y1h7qe7ybO2_C4II_0O2J?usp=sharing

Appendix II: Interview Guide

1. How was the overall online informal teaching experience?
2. What strategies do you employ in the lesson?
3. Did you set your learning goals and re-design the activities to an online mode?
4. Did the online learning approaches cater to your students' learning needs?
5. Did you have any challenges during the online teaching?
6. How do students respond throughout the lessons?
7. How do you provide feedback to your classmates?
8. How do you refine your learning content if there is another round of activity?
9. How do you think the course can be further improved?
10. How do you redesign the course into a more interactive approach with the use of Zoom?

About the Authors

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