



*Adopting Live Videos in Online Education during the Pandemic
COVID-19: Perceptions and Prospects*

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Abstract

This article endeavors to investigate the perceptions of EFL teachers toward adopting live videos in online education during the pandemic COVID-19 crisis. This study was carried out at the level of the department of English at Skikda University, Algeria. A descriptive method was opted by use of an interview as a data collection tool carried out with twenty (20) teachers of English at Skikda University, Algeria. Data were analyzed qualitatively using thematic analysis. The findings showed positive perceptions toward implementing live videos in online education during the pandemic crisis as they suggested a number of recommendations and pedagogical actions for an effective embodiment in the EFL context.

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1. Introduction

The outbreak of the COVID-19 virus led to an imbalance in the world system in terms of health, economy, politics and education is no exception. Facing the challenges of this virus, it was important to introduce alternatives in education in order to ensure the continuity of teaching and learning with respect to quality and creativity. The speed spread of this virus necessitates an urgent lockdown in the country to circumscribe the virus and to prevent the increase of the cases in the country. Undoubtedly, technology was a refuge to many educators in order to survive education and to face up the pedagogical problems this virus has provoked. Therefore, teachers and students were obliged to adapt to the distance learning paradigm in order to pursue the continuity of education. Distance education is any kind of learning in which the teacher and the student are not present in the same location. This might be in the form of educational films, CD-ROM softwares, or interactive "real-time" lectures and office hours broadcasted by webcam. The intent of this type of education is to provide instructions to students who are not physically present in the classroom through the use of technology (Amy & Hassenbury, 2009). It is similar to online learning, which is a type of distance learning that provides a flexible educational experience in terms of time and space (Anderson, 2008). In this regard, communication media is of great importance in online education in order to afford interaction, which is highly required in the teaching/learning process. With the proliferation of technology and the evolution of communication media,

streaming media has gained popularity and has been used in a variety of areas. It can be utilized for entertainment or for educational purposes. Live video streaming appeared as a good alternative to face-to-face meetings. Many researches have been conducted to investigate the usefulness of video streaming. Hartsell & Yuen (2006) stressed the advantages of video streaming in online learning in terms of learning richness and flexibility. However, studies dealing with online learning during the pandemic Covid-19 crisis are scarce and limited and to the best of our knowledge, no studies have been conducted dealing with live video streaming in online education within the EFL context in Algeria. Therefore, the objective of this study is to investigate the perceptions of EFL teachers at Skikda University toward the implementation of live videos in online education during COVID-19 crisis. Accordingly, this study addresses the following questions:

- To what extent did EFL teachers develop their digital literacy?
- How did EFL teachers adapt to online learning during the pandemic covid-19?
- What are the advantages and challenges of online learning?
- What is the perceived usefulness of live videos in online learning?
- What are the requirements of live videos in online education?

2. Literature Review

2.1 Paradigm Shift to Online Learning

In a digital age, technology is in increase and therefore it is the leading agent to immense changes in economy, communication and to a greater extent in education. This latter ought to adopt and adapt technology. The digital age is characterized with the immense and rapid pace of technology. The web becomes indispensable in education resulting to a paradigm shift through integrating web-based technologies and adopting online education. Carliner (2004) defined online learning as an access to learning experiences via the use of technology." According to Aithal & Shubhrajyotsna (2016), online learning has a potential to be adopted in education because it is convenient, it saves time and it reduces costs. Online learning is a type of distance education in which the learning process is mediated by technology, and the instructions are delivered completely over the internet (Siemens et al., 2015). It is also defined as learning experiences in synchronous or asynchronous environments via the web by use of different devices with flexibility (Singh & Thurman, 2019). Different terminologies are tied to online learning among them; e-learning, distance learning, open learning, web-based learning, computer-mediated learning, blended learning, and hybrid learning. They all use technology in learning, but they differ in terms of application. Accordingly, Cojocariu et al. (2014) explained that most of these terms share the ability of using computer connected to a network that offers the

possibility to learn from anywhere, anytime, in any rhythm, with any means.

Online learning, as opposed to face to face learning is more flexible in the teaching/learning process and facilitates the access to the courses (Bakia et al., 2012). Thanks to its flexibility, students gain more time, more information and they benefit from their interaction and collaboration with their peers. In addition, the process of e-learning is faster with time and money savings because it does not require travelling (Cantoni et al., 2004). More importantly, the accessibility of the content is considered as the most noteworthy advantage of e-learning (Al-Dosari, 2011). In general, researches about online learning in higher education confirm its positive impact on students. From teachers' perspective, online learning is useful to improve the educational process in terms of flexibility, collaboration and communication (Burac et al., 2019). Additionally, students show positive attitudes towards online learning when they access easily to the e-learning systems (Odit-Dookhan, 2018). Moreover, the use of online learning as a complementary method is beneficial for fostering students' engagement and understanding (Lochner et al., 2016). Comparing online with traditional learning, a study (Alsaaty et al., 2016) showed that students grasp the courses better in face-to-face classes as they appreciate online courses. Likewise, another study demonstrated that students prefer the combination of both modes of learning (Tagoe, 2012). For this reason, online learning cannot be an alternative to face-to-face learning because they do not allude to the same process and they do not

have the same value. According to the study of Basilaia et al. (2020), online learning is effectively implemented requiring students' high engagement, teachers-students' interaction, necessary feedback, and good net connection.

The emergence of the new pandemic COVID-19 has raised numerous challenges for universities in the world (Crawford et al., 2020). Governments have called for a lockdown in order to contain the spread of this virus. As an attempt to keep the continuity of education during this special period, e-learning was conceived as the only way to teach students and to mitigate the effects of the quarantine on students. Correspondingly, Diab & Elgahsh (2020) asserted that e-learning appeared to be the best solution in this period through which technology is integrated. However, many universities opted for blended learning regarding the fact that many universities are currently open with strict guidelines and limited time for teaching. Blended learning refers to the combination of traditional face-to-face learning with online learning (Siemens et al., 2015). Blended learning is more productive for the act of affording content and facilitating communication (Park & Shea, 2020). In addition, this mode of learning helps students to better understand the courses thanks to the interaction provided (Garrison & Kanuka, 2004). In blended learning, students have the chance to learn both online and face-to-face. Therefore, they have the opportunity to learn at their pace virtually in addition to the opportunity to interact in class physically. Blended learning was used in many fields during the pandemic. It was used through video

conferencing within the medical domain in France (Moszkowicz et al., 2020). Moreover, it was applied within surgical education in the United States (Ehrlich et al., 2020). In china, it was implemented in teaching English in which the negative effects of the quarantine on students were reduced (Davies et al., 2020). Therefore, the shift to blended learning is important to preserve both modes online and face-to-face learning. Through this design, maximum opportunities are afforded for combining educational materials to create an interwoven learning experience.

2.2 Live Video Streaming in Education

Live media refers to face-to-face events, such as lectures, seminars, and one-on-one face-to-face tutorials that requires everyone to be present at the same place and time as everyone else (Bates, 2015). Live video streaming is a form of synchronous media that requires the members to communicate at the same time. With the help of technology, synchronous learning is facilitated through enabling students to interact in a given platform not necessarily in the same place, but the same time. This is something interesting to save time and extend the opportunities to learn in authentic environments. Synchronous technologies can include also video conferencing, webinars, and broadcasts to name few. Live streaming is important in education to build a strong relationship among students with their peers and with their teachers, and therefore encourage them to learn beyond the confines of the classroom. Furthermore, this emotive relationship is crucial to inspire students to shift from previously positions and to look

beyond the actual transmission of knowledge (Bates, 2015). When live videos first appeared, the streaming was transient, and therefore the audience have to be on time otherwise they miss it. Fortunately, new options have been added recently to develop the ability to save the video for further viewing. Live streaming has also developed the option to record the videos as well. Of course, the recorded video is less emotionally charged than a pure live for its resemblance to face-to-face watching. For this reason, live events are described as “hot” and recorded events as “cool”. Therefore, students can face their fears and anxiety while delivering their live videos.

The video is a dynamic medium compared to text or audio. It encompasses text, sound and energetic pictures. It has also numerous pedagogical features in education. Furthermore, videos are active tools in language learning in a way they afford more opportunities for students and they create an engaging, dynamic environment, which fosters their interaction and self-esteem (Jenson et al., 2011). With regard to the evolution of technology and multimedia, Kress & van Leeuwen (2001, P. 92) asserted that “The new technologies’ emphasis on multimodality, three dimensionality and interactivity can be seen as a return of many of the things that were lost in the transition from ‘orality’ to ‘literacy’”. It is important to integrate videos with the activities to be performed by students in order to develop the skills required. According to Bates and Gallagher (1977), videos are crucial for developing higher order thinking skills of analysis and evaluation, and therefore is a teachable

skill that should be integrated within the program. Videos can be used to allow students to identify vivid happening incidents in order to construct a visual memory in context. In addition, students can analyze and interpret situations and topics covered in videos, and therefore they will train their brains to think this way elsewhere. One aspect that render live video useful is its ability to bring the real world in a virtual place. It is particularly valuable for streaming events live as they are so that others will benefit with no costs. In addition, it allows to link concrete events and phenomena to abstract principles (Bates, 2015). This can be useful for students, who are struggling to learn abstract concepts, and this can be beneficial for them through alternative ways of learning by use of videos, which help them to increase the motivation to learn and the interest to the course along with fostering the intellectual skills required in the digital age.

The implementation of live videos in higher education was variously investigated by researchers resulting various findings. A study conducted by Wilson, Schenck and Grobler (2000), concluded that video conferencing are beneficial and for a great help to students. On the contrary, Mokoena (2011) reported that students were against video streaming in distance education. In some cases, students’ attitudes towards live streaming can be positive and its effects might not be as expected especially in terms of students’ engagement and interaction (Fredriksen 2015). Yet, it is matter of application; as others researchers stressed on its potential on providing significant interaction and

communication. The study of Abdous and Yen (2010) revealed the importance of this interaction among students and teachers on students' attitudes and achievements. Similarly, the findings of Willmot, Bramhall, and Radley (2012) indicated the strong correlation among video streaming and students' engagement along with improvements in their learning motivation and autonomy. Likewise, streaming media can be a supportive tool if it is well designed in order to attain positive learning outcomes (Sowan & Abu Idhail, 2014). Additionally, the academic achievements and the psychological readiness of students can be observed in the classroom after using online media (Chen & Wu, 2015; Orús et al., 2016). Therefore, live videos complement the face-to-face learning. In this respect, live videos can be implemented in higher education as "supplementary materials to demonstrate the ideal practice of procedures; tools for self-assessment and reflection on one's own practice; and resources to help student prepare for examinations" (Sowan & Abu Idhail, 2014, p. 593).

3. Research Methodology

3.1 Research Design

The objective of this study was to investigate the perceptions of EFL teachers in the department of English at Skikda University, Algeria regarding the use of live videos in online education during the pandemic COVID-19 and beyond. To that end, a descriptive method was used endorsing a qualitative approach. The qualitative methodology was adopted as the most suitable to gain in-depth insights

and to capture their experiences and views accurately.

3.2 Population and Sampling

This study targeted EFL teachers in the department of English at Skikda University. The aim is to focus on teachers in order to examine their experiences and readiness toward online learning and their views about the usefulness of live videos in online learning that is important especially while adopting blended learning within covid-19 crisis. Teachers' perceptions about this mode of learning will prepare the ground for an experimentation with EFL students in order to investigate its effectiveness. For this reason, this study focused more on EFL teachers than students. Accordingly, through a random sampling technique, twenty (20) EFL teachers in the department of English at Skikda University were requested to take part of the interview for research purposes.

3.3 Data Collection Tools

The data collection tool used in this study was an interview. It is composed of eight questions to examine generally teachers' perceptions towards the use of live videos in online education. The questions of the interview deal initially with teachers' experiences with online learning in terms of their level of digital literacy, degree of adaptability and the advantages and challenges encountered. Additionally, they tackle the perceived usefulness and requirements of live streaming with the online scenario.

3.4 Data Analysis and Interpretation

This study is qualitative in nature and data were collected through an interview held with EFL teachers at Skikda University. Data were analyzed qualitatively using thematic analysis. This qualitative analysis encompasses segmenting data before coding, and then categorizing the related themes. Accordingly, the findings are classified into four main themes related to the research questions addressed in this study.

3.4.1 Adaptability to Online Learning

The outbreak of the pandemic covid-19 necessitated a paradigm shift to online learning in education. Based on the findings, various experiences of teachers appeared in terms of their adaptability to online learning.

For some teachers, it was quite difficult to switch to another paradigm, which is completely via the web. This urgent change to adapt with technology in teaching and learning caused a significant disruption especially because teachers were not familiar with teaching fully online. In addition, through this paradigm, they were obliged to deliver the courses to students and design tests and exams online. Therefore, it was challenging to them to ensure comprehension and understanding of the lessons at least before considering interaction and engagement. In this regard, most teachers stated that they attempted to improve the way they taught online because of the urgent need to adapt to online learning and because of the fact that they are required to pursue the delivery of courses and exams in order to avoid a white

year. However, they needed time to learn how to adopt online and distance learning effectively. One teacher stated that the beginning was hard, but through this experience, they can identify the deficiencies and the requirements needed to improve the situation and teach online effectively. One teacher admitted that online learning was a failure due to the way they applied it. It means that the lack of knowledge and training made teachers teach online differently without considering or finding a way to make it similar or better than face-to-face education.

On the other hand, some teachers showed a fully positive adaptability to online learning. It was driven by their eagerness to experience something new and to experiment a new refuge to the crisis of covid-19. According to one interviewee, the fact that they were obliged to use online learning in order to survive education due to the virus, they were interested to get in this experience with a good will to help students. Therefore, this positive willingness and attitude toward online learning made them adapt to this new paradigm easily. In addition, most of teachers who showed high adaptability demonstrated their abilities and skills in using technology. Moreover, some of them claimed that it was thanks to the training and the help provided, they could manage to teach online successfully. Moreover, they enjoyed this experience because of its convenience and accessibility. One teachers said that online learning was a new experience for both teachers and students that brought a new way to students to foster their learning autonomy and to take charge

of their learning. Furthermore, two other teachers found it easier and interesting because they were open to new methods of teaching and they were already motivated to integrate technology in their classrooms and therefore, interested to shift into an online paradigm. One teacher stated that online learning provided more flexibility and accessibility of the content especially as the country was affected by the virus that required the prohibition of physical contact. Thus, this advantage was a motivation to search for ways on how to implement this mode of learning effectively.

To sum up, the degree of adaptability to online learning during the pandemic covid-19 crisis among teachers varies from high to low adaptability as illustrated in table 1. From one hand, some teachers found many difficulties while engaging in online education due to the complexity of the online learning process. Particularly, they

were not ready and willing to a sudden shift to a complete online paradigm especially regarding their unfamiliarity with technology and web-platforms. Moreover, they did not receive any training related to online learning that led to an inconvenient application of this mode of learning and caused many problems to students in grasping the lessons and fulfilling the required learning objectives. On the other hand, other teachers demonstrated a high level of adaptability that facilitated the teaching/learning process. Thanks to their positive attitudes towards online learning, they could engage and be open to this new type of learning along with their familiarity with technology and the training they received that are of a prevailing importance in online education. After all, teachers' motivation and openness to innovations encouraged them to improve the learning experience and enjoy adopting online learning.

Table1. Teachers' Extent of Adaptability to Online Learning

Low Adaptability	-	Complexity of the online learning process
	-	Unwillingness to teaching online
	-	Unfamiliarity with technology
	-	Lack of training
	-	Inconvenient application of online learning
High Adaptability	-	Positive attitudes towards online learning
	-	Familiarity with technology
	-	Provided help and training
	-	Motivation to new innovations
	-	Necessity to improve the learning experience

3.4.2 Digital Literacy

The covid-19 outbreak initiated a new scenario in education that requires a digital literacy for both students and teachers in order to be able to engage in online learning

successfully. The findings of the interview revealed the level of digital literacy among EFL teachers. It ranged from average to very good in terms of their mastery of using software and hardware technologies. The ones with high competence level in digitals

had already engaged in digitizing their classes before the situation of covid-19. Then, the new emergency caused by the spread of the virus obliged teachers to develop their digital skills required to keep doing the online courses. Therefore, in most cases, digitization was a matter of requirement more than opportunity. In this regard, most teachers admitted that they received training on how to design online courses in learning management systems such as Moodle. Still, it was challenging for teachers to develop their digital competencies due to the sudden and rapid evolution of the virus. In this respect, teachers tended to develop their digital

literacy through different ways ranging from structured to autonomous forms as can be seen in table2. In terms of structured forms, some teachers received training courses on how to use the different technologies along with the guidelines provided by the faculty in order to deliver the courses online effectively. Concerning the autonomous forms used by teachers to develop their competencies in using technology and the web, teachers opted for searching on websites such as the well-known Google. In addition, they received help from their colleagues when they face any difficulty while self-training.

Table 2. Teachers' Development of Digital Literacy

Structured Forms	- Training courses
	- Faculty guidelines
Autonomous Forms	- Googling
	- Help from colleagues
	- Self-training

3.4.3 Advantages and Challenges of Online Learning

Based on teachers' experiences with online learning, a number of advantages and challenges were identified as summarized in table 3.

All teachers stressed the importance of online learning in providing a flexible environment, which is not confined to the classroom walls. In addition, teachers emphasized its benefits in terms of accessibility, convenience, and content richness. More importantly, learners with disabilities access equally as other learners to unlimited online courses and materials. Moreover, the advantage of keeping in touch among students and teachers was

pinpointed by teachers who showed an acknowledgement to the communication provided in online learning. Lastly, many teachers admitted that online learning accounts for autonomous learning in which students take charge of their learning attempting to identify their learning needs and select the appropriate resources required to fulfill their learning objectives.

As far as the challenges of e-learning are concerned, they mainly turn around the absence of the needed requirements essential to engage in this process. The umbrella problem faced by instructors and students is a low speed network, which is crucial to log in the different platforms dedicated to learning, download the resources, and to attend the

videoconferences. Moreover, the lack of digital literacy for both teachers and students is another impediment that made the online teaching/learning process complex and challenging. Furthermore, teachers complained about students' unawareness and lack of interest in using new experiences of learning. This is

considered as a problem for teachers because students were passive in this process and therefore, they could not develop the needed interaction. Finally, one teacher pointed the fact that the overuse of screens in online learning would provoke health risks especially eyestrain.

Table 3. Advantages and Challenges of Online Learning

Advantages	<ul style="list-style-type: none"> - Flexibility - Accessibility - Convenience - Content richness - Permanent contact - Fostering students' learning autonomy
Challenges	<ul style="list-style-type: none"> - Problems with network - Lack of digital literacy - Students' unawareness - Lack of interaction - Health issues

.4.4 Perceived Usefulness

The results showed that live videos were positively perceived to be useful in online learning by all the interviewees. Teachers' views are divided into four main categories as shown in table4. The first category refers to the usefulness of live videos in fostering the cognitive skills of students. Teachers assume that this learning tool help students to develop their language skills and to facilitate understanding and grasping of the courses. Secondly, live videos were conceived as useful at the psychological level. According to teachers, live streaming affords students with a healthy and creative environment, which has the potential to increase their motivation and autonomy. Thirdly, the social usefulness of video streaming is regarded as very apparent. Particularly, it allows learners to foster their social skills and stimulates communication and interaction that are crucial in the 21st century education paradigm. Lastly, live videos are thought to be beneficial for pedagogical use. For teachers, live videos are useful because they are easy to use and provide flexibility and accessibility. Correspondingly, they facilitate the use of audiovisual materials. In face-to-face classrooms, teachers tended to complain about the lack of materials in order to integrate multimedia tools in the classroom. Thus, with live streaming, teachers can expose students to various technological aids that are accessible to all students equally.

Table 4. The Usefulness of Live Videos in Online Learning

Cognitive	- Developing language skills
	- Facilitating understanding
Psychological	- Increasing motivation
	- Developing autonomy
Social	- Fostering social skills
	- Stimulating communication and interaction
Pedagogical	- Ease of use
	- Increased flexibility and accessibility
	- Accessible audiovisual materials

.3.5 Suggested Requirements

The implementation of live videos in online learning necessitates a set of requirements that are classified into technical, personal, and pedagogical needs as represented in table 5. At the level of technical needs, the basic requirement introduced by all teachers is high speed network, which is the heart of this technology in order to stream videos with good quality and decreasing performance problems. Accordingly, it requires video and audio source, which is the essence of live video streaming. It can be commonly provided in smartphones, tablets or laptops. Additionally, it is essential to choose an appropriate website, platform, or application dedicated to

streaming videos. In terms of personal needs, live streaming requires the sense of seriousness and punctuality for instructors in order to create an efficient learning experience. Likewise, it needs devotion from the part of teachers and involvement from the part of students. Finally, the pedagogical requirements of live videos include a call for an educational training for teachers in order to learn how to use them effectively and creatively. Hence, all the aforementioned requirements have to be met for an adequate application of live videos in online learning.

Table 5. Requirements of live video streaming in Online Education

Technical Needs	- High speed network
	- Video and audio source (provided in smartphones, tablets, and laptops)
	- Appropriate platform or application.
Personal Needs	- Seriousness
	- Punctuality
	- Devotion from the part of teachers
	- Involvement from the part of students
Pedagogical Needs	- Pedagogical training for teachers

4. CONCLUSION

The objective of this study is to investigate EFL teachers' perceptions toward implementing live videos in online learning during and post the pandemic COVID-19 crisis. It focused on reporting the teachers' experiences with online learning focusing on their level of digital literacy, degree of adaptability in addition to the advantages and the challenges faced while using this type of learning. Moreover, teachers' views concerning perceived usefulness and requirements of live video streaming in EFL learning were captured. Based on the findings of the interview that was held with EFL teachers in the department of English at Skikda university, positive perceptions were recorded about the benefits of live videos within the EFL context. Teachers' level of digital literacy ranges from average to very good adopting structured and autonomous forms to develop their technological competencies. Furthermore, teachers showed various levels of adaptability to online learning and revealing rich views concerning the advantages and challenges faced in online learning. More importantly, teachers demonstrated an optimistic vision toward the implementation of live videos in online learning focusing on their perceived usefulness, which is cognitive, psychological, social and pedagogical. Lastly, the requirements suggested by teachers revolve around technical, personal and pedagogical needs. Thus, the results of this study represent an essence for future implications of live streaming in online education even after the pandemic covid-

19 crisis in higher education. In this respect, a set of recommendations are pointed out:

- Internet connection should be provided to all areas in the country.
- Teachers should receive pedagogical training on how to use live videos effectively in education.
- Teachers should adopt live videos as a complementary method of teaching keeping a balance between online and face-to-face scenarios.
- Teachers should clearly set the course goals and materials needed to facilitate understanding and increase interaction.
- Teachers can use live videos with small group of students in order to ensure interaction if it is required.
- Students should be open to innovations in education and use live videos to practice the language and reduce their anxiety.
- Students should be aware of the importance of online learning and therefore, they are required to take part of this experience with interest and focus.
- Students should be assigned to do online tasks that require collaboration and interaction.
- Live videos should be implemented in higher education in order to provide flexibility and enhance the situation caused by covid-19.

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6. Appendix

Teachers' Interview

Dear colleague,

This interview is part of an academic research, which aims to collect data about the implementation of live videos in online education during the pandemic covid-19 crisis. You are kindly requested to take part in this interview and answer the questions sincerely to ensure credibility of the research findings. Your contribution is precious and of great support. Thank you!

Question1: How can you rate your digital literacy?

Question2: How did you develop your digital competencies?

Question3: How did you adapt to the online learning process?

Question4: What do you consider as benefits and drawbacks of online learning?

Question5: Are you familiar with live video streaming? If yes, in what instances have you used it?

Question6: In what way could you imagine live video streaming as a tool of online learning?

Question7: How can live videos be useful in online learning?

Question8: what are your suggestions and recommendations for effective implementation of live streaming in online education?