

---

## **Online Teaching and Learning in Higher Education during COVID- 19: International Perspectives and Experiences**

edited By Roy Chan, Krishna Bista, Ryan Allen, Routledge, 2022, 266 pp., ISBN 978-0-367-64715-5

*Pahrozi Ahmad*<sup>1</sup>

*Muhammad Isnur Alqarni Akis*<sup>2</sup>

<sup>1</sup> Corresponding author, Universitas Negeri Yogyakarta, Indonesia;  
[pahroziahmad@gmail.com](mailto:pahroziahmad@gmail.com); [Pahrozi0008pasca.2020@student.uny.ac.id](mailto:Pahrozi0008pasca.2020@student.uny.ac.id);

<sup>2</sup> Universitas Negeri Yogyakarta, Indonesia; [muhammadisnur.2020@student.uny.ac.id](mailto:muhammadisnur.2020@student.uny.ac.id)

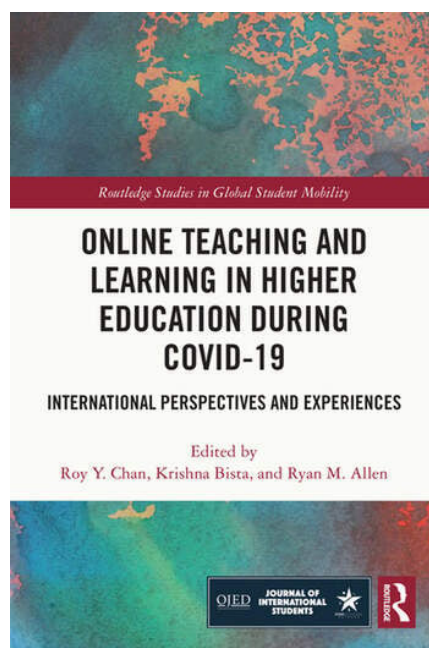
---

*Received: 18 December 2022*

*Accepted: 30 January 2023*

*Published: 5 February 2023*

---



**To cite this article:** Ahmad, P., & Alqarni Akis, M. (2023). Online Teaching and Learning in Higher Education during COVID- 19: International Perspectives and Experiences. *SALEE: Study of Applied Linguistics and English Education*, 4(1), 319-321. <https://doi.org/10.35961/salee.v4i1.630>



*Book Review***Online Teaching and Learning in Higher Education during COVID- 19: International Perspectives and Experiences**

Understanding online teaching and learning amid the COVID-19 pandemic is a huge undertaking. For instance, how to overcome the obstacles that universities and educators face in their efforts to contribute to developing effective online programming and pedagogy is not an exception. In response to this demand, the "Online Teaching and Learning in Higher Education During COVID-19: International Perspectives and Experiences" book synthesizes important lessons and narratives of effective transformation, interspersed with insights and thoughts that emphasize the need for improvement. To say it another way: The book includes new ideas and perspectives from various academic fields, including student affairs, international education, and cultural studies on international student mobility from the United States and other countries (p. vi).

The book is divided into three sections and seventeen chapters, each addressing a different aspect of online education in the era of the COVID-19 pandemic from a worldwide viewpoint. This volume is intended for researchers, scholars, and educators interested in online teaching and learning, curriculum design, and related fields, most notably those involved in the digitalization of higher education. Nevertheless, a number of key underlying messages and commonalities have been highlighted throughout the book's seventeen chapters about the situation of online education in and after the COVID-19 outbreak, such as promoting equity and cultural responsiveness in online learning and assisting individuals and institutions in working with purpose and hope toward justice.

The first section (chapters 1-6) discusses innovative online teaching, learning, and assessment approaches. In the introductory chapter, Chan, Bista, and Allen examine how the global COVID-19 epidemic radically altered global higher education's status quo. As a result of these constraints, the digital gap has expanded in all teaching and learning environments. In the second chapter, Rippey and Munoz discuss how to create authentic online courses during and after a pandemic. In chapter three, Dam underlines the disparity in university remote teaching efficacy. When COVID-19 prohibits face-to-face delivery, Turnbull, Chugh, and Luck (p. gggg) describe some of the LMS's synchronous and asynchronous features and their potential to allow online evaluation. Throughout COVID-19, Joseph, Nethsinghe, and Cabedo-Mas (chapter 5) discuss online teaching and learning, emphasizing the adaptability of higher education. Additionally, Pham et al. investigated how authentic assessments were employed in an online learning environment for two introductory finance courses at RMIT University in Vietnam, including Business Finance and Financial Markets.

The second section (chapters 7–11) examines the effects of distance education on students, inclusivity, and accessibility. When it comes to using social media in higher education, Reed and Dunn go into great detail, such as citing significant higher education and community research, stressing the importance of belonging, and finishing with practice implications. Next, Tavares (Chapter 8) examines the multilingual foreign student experience at a well-known Canadian university in the context of an undergraduate program. Next, Manzoor and Bart (chapter 9) review the current literature from the last two decades on the barriers to equitable access to online learning materials and outcomes connected with online learning and support services. In the era of COVID-19, Seeletso (chapter 10) emphasizes the significance of utilizing ICT for participatory, open, and remote learning experiences. Then, students at several Russian universities are interviewed in Chapter 11, giving their thoughts on various themes. One of which focuses on the students' issues with distance learning and their happiness with their learning experience.

The third section (chapters 12-17) explores COVID-19 as a catalyst for change—lessons to be learned over the long run. Concerning the quality of online offers in general, Borasi et al. examine in Chapter 12 how it has changed over time and may be further influenced by this epidemic. In Chapter 13, Oleksiyenko attempts to elicit such ideas from the COVID-19 pandemic's virtual global higher education realm. Tang et al. (Chapter 14) conducted a case study of Hong Kong's community colleges to examine the effects and implications of COVID-19. Mukherjee, Belousova, and Maun (chapter 15) offer a critical viewpoint on distant learning in Indian higher education. New South Wales (NSW) higher education institutions (HEIs) are the focus of Stephens and Scott Crew (Chapter 16) in their investigation of how the 2020 COVID-19 pandemic will affect English teacher education. Finally, in the last chapter, Wren looked at how e-learning at the UEA grew and what that meant for the future after 1999.

We find the book documentation of inter-contextual work that addresses diverse perspectives, bringing together individual experiences from professors and students and national and global aspects. The volume answers what lessons COVID-19 can provide for the future growth of online and distance learning in higher education. Some chapters of the book offer valuable messages for teaching during the COVID-19 pandemic. For instance, in chapter 7, social media (i.e., Facebook, Twitter, Instagram) is viewed as a helpful platform for teaching during the pandemic, although the term "social media" is used cautiously. We found this book engaging and a sign of hope representing the absolute best of higher education.