

Teaching and Communicating in Online Sessions: Qualitative Analysis of Digital Didactics and Pedagogy in Universities of Karachi, Pakistan

Syeda Saba Hashmi¹ & Dr. Munazza Madani²

Abstract

Both the teachers' and the students' cultural backgrounds have the potential to influence the pedagogy and didactics in online classes. Facilitating better online communication between students of diverse cultural origins is a possibility for teachers. Consequently, this qualitative case study was conducted. Finding out how different cultural origins affect online didactics and pedagogy is the main aim of this research. Data was collected via in-depth interviews. The purposive sampling strategy was used by the researchers. They used a twelve-person sample. Teachers from a variety of cultural origins working at several universities in Karachi make up the population. For assessing qualitative data, researchers used thematic analysis techniques. Teachers' and students' cultural backgrounds impact didactics and pedagogy in several ways, regardless of how teachers perceive it. However, by using a variety of teaching strategies, teachers were able to meet the needs of students from a wide range of cultural backgrounds during online sessions. In addition, when it came to communicating with students from varied cultural backgrounds during online sessions, the majority of teachers did not have any difficulties. Teachers discussed strategies for improving cross-cultural communication in both synchronous and asynchronous online classroom settings.

Keywords: online didactics, online pedagogy, cultural backgrounds, communication

Introduction

Online learning has become more popular in higher education (Yuyun, 2023). Online courses that aim to address culturally appropriate pedagogy in higher education have a hard time providing students with meaningful learning opportunities (Tigert & Armstrong, 2020). COVID-19 had a major impact on the shift from in-person didactics to virtual presentations. Synchronous online conversations may now take place alongside pedagogic lectures thanks to group chat features of current communication platforms (Hill et al., 2021).

Both the teachers' and the students' cultural backgrounds have the potential to greatly influence

the online classroom's didactics and pedagogy. In online learning settings, communication and the teacher-student interaction are impacted by online communication and technological tools (Luckeydoo, 2023). The class may not be ready to start the conversation just yet. According to Mafulah et al. (2023), there are a number of strategies that teachers may use to improve online discourse with students hailing from diverse cultural backgrounds. The term "online communication" describes the process of transmitting and receiving data over the World Wide Web. Email, IM, social media, and video conferencing are just a few of the ways it may be done (Naha, 2023).

The field known as "online didactics" focuses on adapting traditional classroom practices for use in virtual classrooms. It entails administering lessons, facilitating student participation, and evaluating their progress via the

¹Syeda Saba Hashmi Ph.D. Scholar, Department of Sociology, University of Karachi: sabanabiil.sn@gmail.com

²Dr. Munazza Madani, Associate Professor, Department of Sociology, University of Karachi, mmadani@uok.edu.pk

use of technological means. Pedagogical ideas may be applied to online learning settings via online pedagogy. It entails making use of technology to accommodate various learning styles, cultivating student-teacher interaction, and establishing an atmosphere that is learner-centered. Cultural differences, however, might hinder discussion while using the internet's capabilities. Some countries, like the United States and Germany, have a tendency toward individualism, which might make it harder for students to work together. One potential barrier to efficient online communication is the prevalence of collectivist tendencies in Asian societies that value intimate personal connections (Hornik & Tupchiy, 2006; Olesova et al., 2011).

Learners from varied cultural backgrounds have been impacted by the shift to online learning. The literature emphasized the need for open and honest communication, fostering a sense of community among students, and using fair evaluation methods. A bad impression of online learning was formed because of muddled communication (Smith & Zhou, 2021). Furthermore, Heuvel-Panhuizen et al. (2019) and others have examined several didactic traditions in European nations, such as those in France, the Netherlands, Italy, Germany, the Czech Republic, Slovakia, and the Scandinavian states. Despite their shared characteristics in the classroom, the results demonstrated that each tradition's unique characteristics emerged as a result of its own unique historical and cultural evolution. Due to the increasing number of students participating in online learning, teachers should be aware that cultural factors play a significant role in shaping students' online learning experiences (Yeboah, A. K., 2018).

Less people take into account how instructional strategies may impact students who do poorly (Ibrokhimovich & Furqatjon, 2022). According to Nurhikmah et al. (2023), teachers may help students participate more effectively in class if they keep in mind the importance of knowing when, when, and how to speak up. The majority of research on the topic of cross-cultural values in online education has relied on student feedback. Thus, the purpose of this social research was to investigate how members of different cultural backgrounds impacted the pedagogy and

didactics of online sessions held in Karachi, Pakistan. This research aligns with sustainable development goal 4 (SDG4) "quality education" and sociology of education.

Research Objectives

RO1: To determine how cultural background affects online didactics and pedagogy.

RO2: To find out methods for improving online conversation.

Research Questions

RQ1: How do teachers' and students' cultural backgrounds influence the pedagogy and didactics of their instruction in synchronous and asynchronous online sessions?

RQ2: How can teachers, in their opinion, improve communication with students from different cultural backgrounds during synchronous and asynchronous online sessions?

Literature Review

Salih and Omar (2023) asserted that teachers' intercultural communication skills and their function as leaders and administrators of intercultural conflicts are essential. Therefore, it is essential to empower teachers. In a distant virtual school environment, Luckeydoo (2023) investigated how teachers felt about communicating with their students. The issue was that when teachers and students moved from a conventional classroom environment to a distant virtual setting, communication was affected. His goal was to determine how communication affected the teacher-student relationship. He offered teachers' viewpoints on how to communicate with students while switching from conventional classroom settings to online learning. He ascertains how interactions and communication between teachers and students are impacted by technology and communication outside of the classroom.

A fundamental component of teaching subjects is making references to the outside world. However, minority students may find it difficult to understand cultural allusions. Aasebø & Willbergh (2022) looked at how education may help every student feel empowered. While

specialized references need an understanding of particular cultures, universal references deal with broad issues that affect all people. The findings are examined in light of the "postcolonial paradox" and multicultural study. The paper concludes that by blending universal and specific cultural allusions to showcase many facets of the human condition, education may help empower every learner. Increasing the use of non-Western allusions and recognizing the postcolonial paradox as an unavoidable conundrum while instructing in culturally diverse classes are the teacher's challenges in this effort.

Hill et al. (2021) aimed to evaluate the attitudes of lecturers and audience members regarding synchronous online conversations that take place during weekly academic conferences, as well as to qualitatively define the content, nature, and pedagogical purposes of these discussions. According to their qualitative research, sharing individual practice experiences was more prevalent than sharing academic materials, and cultural communication happened almost as often as knowledge sharing. Although audience members may be more inclined to ask questions of the teacher or each other in these synchronous online forums, teachers found it difficult to keep up with the conversation.

Scheiner (2021) investigated basic presumptions about the idea of subject matter transformation, which is often recognized as a fundamental practice of teacher work, an essential component of teacher knowledge, and a gauge of teacher competence. First, there is a somewhat detailed discussion of the concept of altering subject matter and how it has been incorporated into Anglo-American discourses of teacher expertise. Second, the study looks at and challenges basic, but mostly unexplored, presumptions, such as the teacher as the center of change, the owner of the relevant topic knowledge, and the gatekeeper who permits students to access the subject matter. Lastly, these widely held beliefs are challenged in light of German and French didactic traditions. These traditions see the ability to change subject matter as a feature of social and cultural systems that are institutionally contextualized and focused on normative concepts of education rather than an attribute of a single teacher.

Majewska and Vereen (2021) stated that synchronous time spent together was centered on activities that encouraged students to interact with the content and have conversations with one another. Activities based on the "jigsaw method," in which students were divided into groups and given different tasks to complete, were often included by teachers. Each group presented their responses to the class as a whole. For checking in with the students and provide extra teaching as necessary, the lead teacher alternated between the groups. The "Think-Pair-Share activity," in which teachers asked an open-ended question, paired students discussed the response in breakout rooms, and then regrouped to present their ideas with the class, was another tactic teachers used to involve every student.

Schneider (2020) has provided useful techniques and resources that online teachers may readily use, modify, and/or customize to support the development of a consciously multicultural classroom throughout their online sessions. For maximizing the learning experience for every student in their online classrooms by using their individual skills and varied cultural backgrounds, he has provided a plethora of practical tools and activities. The techniques assist teachers in using diversity to advance social justice and equality in online courses and, eventually, the global community. Both public and private exchanges between teachers and students are highlighted. All discussion board and announcement messages are considered public interactions. Resources that are shared in the online classroom for all students are another aspect of public interactions.

As courses grow increasingly diverse, cultural competence has quickly become a top concern for teachers worldwide, according to Deady, K. (2017). For promoting an inclusive learning environment and closing the success gap in our schools, culturally responsive education is unquestionably more crucial than ever. Cultural bias and a lack of awareness of the variety of cultures in contemporary society are commonplace. Even while teachers are not exempt and may have similar opinions, it is always detrimental to their students. In schools, especially in the classroom, teachers must actively work to avoid erecting metaphorical blinders to other cultures. If we want to completely engage

our students, we must remember that culture matters.

Methodology

The researchers used case study's qualitative cross-sectional methodology in this research. Data was collected via in-depth interviews. The purposive sampling strategy was used by the researchers. They used a twelve-person sample. Teachers from various cultural origins working at various universities in Karachi make up the population. The data was collected

through indepth interview. The researchers used an interview guide as a data collection tool. The researchers used thematic analysis techniques to analyze data.

Results

This research set out to comprehend the social phenomena of online teaching and communication at Pakistani universities in Karachi. As indicated in Tables 1 and 2, the researchers also inquired about the cultural background and profile of the teachers.

Table 1
Profile of Teachers

Case	Age	Education	University	Department
1.	25-34	Post Graduate	University of Karachi	Sociology
2.	35-44	Ph.D	Jinnah University for Women	Psychology
3.	25-34	Post Graduate	Iqra University	BBA
4.	55+	Post Graduate	Jinnah Sindh Medical University	Asian Institute of Public Health
5.	25-34	Post Graduate	University of Karachi	School of Law
6.	25-34	Ph.D	University of Karachi	Commerce
7.	25-34	Graduate	Jinnah University for Women	International Relations
8.	35-44	Post Graduate	FAST National University	Pakistan Studies
9.	25-34	Post Graduate	University of Karachi	Sociology
10.	55+	Post Graduate	University of Karachi	Political Science
11.	25-34	Ph.D	University of Karachi	Sociology
12.	35-44	Post Graduate	Bahria University	Public Health

Table 2
Cultural Background of Teachers

Case	Gender	Ethnicity
1.	Female	Pashtun
2.	Female	Urdu speaking
3.	Female	Urdu speaking
4.	Male	Punjabi
5.	Female	Urdu speaking
6.	Female	Urdu speaking
7.	Female	Pashtun
8.	Male	Pashtun
9.	Male	Gilgiti
10.	Male	Urdu speaking

11.	Female	Sindhi
12.	Female	Urdu speaking
The data analysis revealed two overarching themes about the impact of participants' cultural background on their teaching during both synchronous and asynchronous online sessions. Those two themes are: ● Pedagogy and Didactics ● Communication Theme-1 Pedagogy and Didactics: Using both synchronous and asynchronous online sessions, participants detailed the pedagogy and didactics of their lessons. For making online classes accessible to students from many cultural backgrounds, they also discussed how they educate. These pedagogical approaches included anti-western, gender-neutral, student-centered, peer-led, interactive, and culturally sensitive. Some of them made use of presentations, slides, mind maps, and flowcharts. The webpages were shown to them by some of them. Following class, a few of them distributed the tapes. Multiculturalism was something they valued. A few of them favored being multilingual. In their familiar environment, a few of them managed to foster an inviting and energetic vibe. A few of them used instances from our own time as examples. Some of them used caution while broaching delicate subjects. In a conceptual sense, they readied their students. In a kind manner, a few of them helped their students relax. Not all of them are willing to risk upsetting their students. Additionally, teachers discussed with the researchers the particular methods they used in the classroom to include children from a variety of backgrounds. The techniques or tactics under question were communicative approaches, participatory methods, and the think-peer-share strategy. Their thoughts were heard and expressed by certain teachers. Inquisitive teachers sought out intriguing details about their students' histories. A few teachers used the achievements of their revered predecessors as models. These cultural negotiations are necessary and impactful within the educational context of multicultural city Karachi where students from other provinces come to study too. "I favor and implement student-centered learning" said by Case 1. "By including activities like peer learning and conversation into online lessons, I am able to accommodate students from a variety of cultural backgrounds. We have class discussions with every single student. I use the approach of 'think, peer, and share'." Case 2: "Student-teacher relations help in creating culturally inclusive classrooms. By using a range of media, I am able to captivate my learners. Additionally, I believe that listening and sharing is a crucial method of instruction for valuing their culture as well." Case 3: "In both real-time and delayed online classes, my own cultural background did not significantly impact my pedagogical approach. I make an effort to learn about and be sensitive to cultural differences so that I may better accommodate my online students, who come from a wide range of backgrounds. For this reason, I use examples from a variety of geographical locations and cultural backgrounds." Case 4: "Situationally, I engage each student and maintain an upbeat and friendly classroom climate. No one is uneasy. Online sessions work in the same way. Sessions with me are often conducted in more than one language. When I teach, I use communicative ways so that every student has plenty of chances to speak up and think about what we're talking about." Case 5: "Indeed, my cultural background does genuinely influence the way I educate. Well, I make online classes more engaging and provide links to relevant websites so that students from many cultural backgrounds may participate. ." Case 6: "I don't believe my cultural background has ever had an impact on the way I educate. By sharing the tape and simplifying the lectures, I was able to accommodate students from many cultural backgrounds in our online sessions." Case 7: "At times, my religious teachings influenced my teachings in a way that was anti-western. When we meet virtually, I make an effort to respect the cultural backgrounds of my students. To start, I value diversity of thought and multiculturalism. Second, when I was there, I became multilingual. Thirdly, I make sure that everyone has a place to stand. Being a teacher, I		

do my best to provide that safe space for them. To include students from varied backgrounds in my lessons, I use targeted tactics. To assist students better understand the material, I do inquire about intriguing details from their history and sometimes lead class discussions into debunking related falsehoods.”

Case 8: “I did not let my cultural background influence the pedagogy and didactics of my online classes, whether they were live or not. Regardless of our cultural background, we must create an ideology. My subject, Pakistan Studies, is rich with Muslim narratives. Muslims are not the only ones I extol. I also let them know when they fall short. A degree, however, is all that the majority of students want. Shortcuts are necessary for them. They are unable to focus. They are just interested in getting degrees so that they may use them to find a job. I include examples from the contemporary age as well, making my lesson thorough, even if my topic is largely about recounting history. Students from varied cultural backgrounds may be successfully accommodated in online sessions using this teaching style. In addition, I use a particular method of instruction to include students from all walks of life. Our civilization follows this trend. We highlight the lives of our successful ancestors and explain how they achieved their level of success.”

Case 9: “Since feminism and Marxism are culturally compatible, I find it easier and more natural to advocate for them. My stance is one of support for gender parity. Still, I will not promote or talk about LGBTQ persons until absolutely necessary. Though I come from a more authoritarian cultural background, my education and socialization have given me a more democratic approach to pedagogy. The incident is already known to me. When a teacher made a comment that went against a student's religious beliefs in class, the student retaliated by slapping the teacher. Regardless of the significance of the subject matter, the teacher's discussion remained unprofessional. Teachers should use caution when broaching delicate topics. Pedagogy and didactics

should not provoke students. On a delicate scale, I help my students relax. I try not to set them off. Make careful to gently share your point of view if any of the issues contained in your course outline conflict with your cultural views; I made sure they were psychologically prepared for that in my first session when we introduced the course. To engage students from varied backgrounds, I do not employ any culturally specific teaching tactics or approaches.”

“I illustrate my point in class by drawing on idioms from my own culture”, **Case 10** says. “It is my propensity to be approachable and kind with students. The classroom setting is not something they should be able to dictate, however. I don't allow students to ask questions during class. I inform them that the lecture is the time to ask questions. I approve of the right to free speech. Their advice is taken into consideration if I deem it significant. That approach is known as the participative technique. I advise my students to work out their differences outside of class if they're having issues with one another. In class, I insist that they pay attention only to what we've covered. To be more specific, I have a Bachelor of Education and a Master of Education. This is why I put into practice the technical procedures covered in those classes. We need to use such a strategy due to the cultural variety present in educational institutions.”

Case 11: “I use mind maps and flowcharts in my lessons. Because Urdu is still used, there are less linguistic hurdles during online courses. One way I keep my students interested in class is by making sure they pay attention to the lecture's major points.”

Case 12: “I create concise and direct presentations. I connected all the dots to make it more detailed. As a first step, I use their responses to questions to gauge how much they already know about the subject. Case studies are provided as illustrations. My didactics and pedagogy are influenced by my teachers. I cultivate a sense of ethics among my students. I approach things in a courteous and gender-neutral manner.”

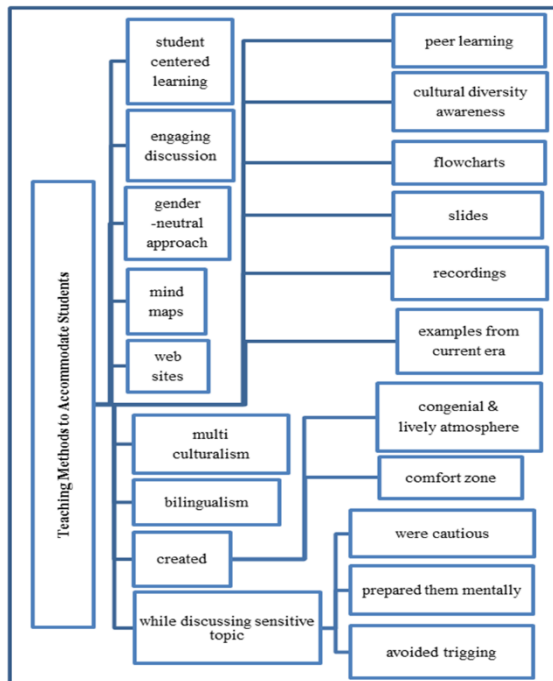


Figure 1: Teaching Methods to Accommodate Students

Theme 2-Communication: Participants discussed ways to improve cross-cultural communication in both real-time and asynchronous online meetings. Respondents also disclosed some particular communication strategies or methods they use to overcome cultural differences and encourage productive communication in online sessions. The students' ability to communicate was improved by a variety of means, including a more democratic approach to instruction, incentive, class discussion, question and answer sessions, active listening, group work, presentations, translation applications, and extracurricular activities. They discussed and incorporated each other's thoughts. A few of them pioneered online meeting places for academics. Their technological competence was enhanced by a few of them. Improving communication is not their responsibility, according to a few of them. They couldn't make the students talk, according to several of them. Most of them had no trouble communicating with students from different cultural backgrounds in online sessions. Rigidity, linguistic obstacles, and misconceptions were obstacles to improved communication for some of them.

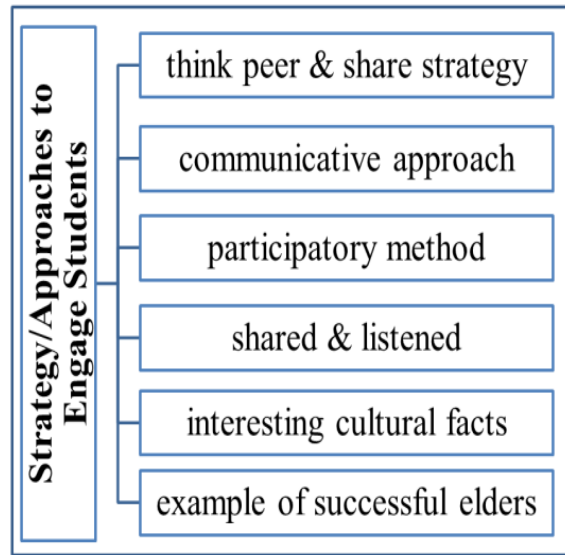


Figure 2: Strategies/Approaches to Engage Students

Case 1: "As a teacher, I find that a more democratic approach is more effective. Every student is heard and understood by me, and I make sure that they all participate in class discussions. I have no trouble communicating with students from all walks of life during online sessions, however many of my students struggle due to linguistic limitations. I motivate them to overcome their communication challenges, which I then address and manage effectively."

Case 2: "Listening attentively has positive effects. What the other person says is summarized or restated by me. Because of differences in race and ethnicity, students do not acknowledge or value one another. Dissimilarities like this may impact classroom discourse." "Exchanging each other's ideas improved communication," **Case 3** says. "Listening to each other's perspectives helps to overcome cultural divides and promote successful communication in online sessions."

Case 4: "My experience with the use of audiovisual aids and instructional methodologies was quite beneficial. Another crucial aspect is making sure students have enough time to grasp the material. Having trouble communicating with students from different cultural backgrounds

during online sessions is not something I often encounter. I have extensive knowledge of several cultures and am fluent in more than one language. I adjust my behavior according to the circumstances."

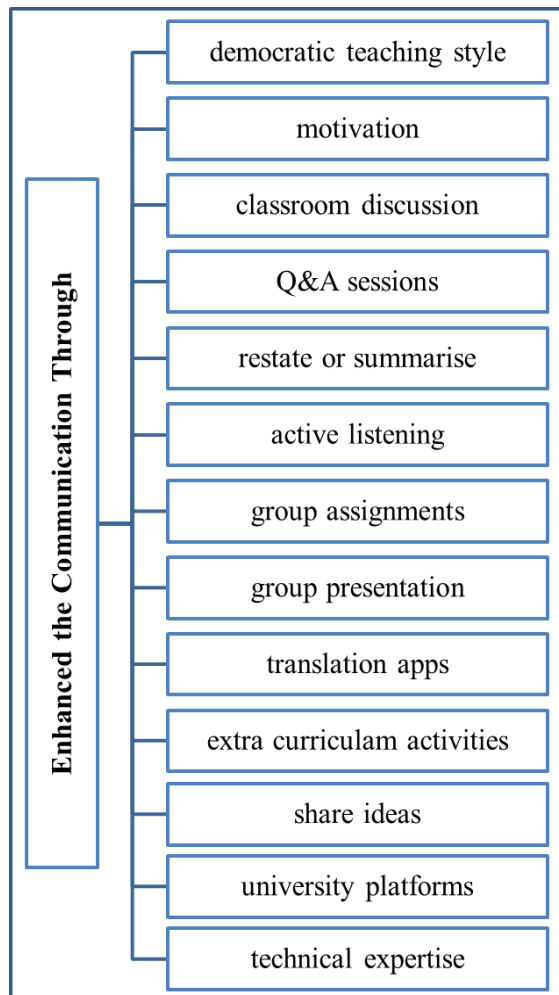


Figure 3: *Enhanced the Communication Through*

Case 6 says. "To ensure that my students pay close attention in class, I often interject questions at random throughout our lectures."

Case 7: "Indeed, I've encountered difficulties linked to cultural diversity in online session communication in terms of rigidity, language, and comprehension."

Case 5 expressed on how university platforms may improve communication. "I facilitate engaging online sessions to help people of different backgrounds communicate more

effectively." "I raised my students' level of technical competence,"

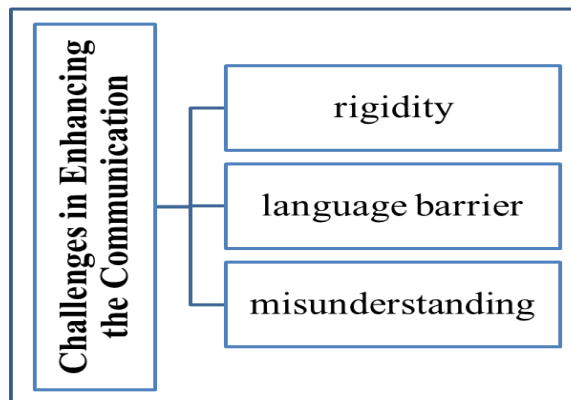


Figure 4: *Challenges in Enhancing the Communication*

Case 8: "Participation in extracurricular activities may improve communication skills. I give them work on group projects and deliver presentations to help them communicate better during our online sessions and overcome cultural differences. As a result, their group talks are productive. Nevertheless, one obstacle I faced is that students vary from one another, making it impossible for them to adhere to a single pattern."

Case 9 believes that morality lessons should be reserved for their parents: "To meet these problems, we need to alter the way schools are run and the atmosphere inside them."

"Typically, students tend to be less talkative in the first semester," **Case 10** says. "They undergo a slow but steady transformation as a result of the academic atmosphere after a few semesters. It is impossible to have a student be more communicative if they are unwilling to do so."

Case 11 involves Class representatives of both genders: "I had one male and one female Class representatives in my class. Students from different ethnic origins are able to communicate better with one another. In addition, I oversee an online platform for asynchronous sessions. I personally deliver the message because of this. Additionally, I have no trouble communicating since students use translation applications to help them overcome language obstacles."

Case 12: "To improve communication, I do question-and-answer sessions. Having said

that, I don't think we should put too much pressure on children to be expressive. No matter how hard we try, teachers cannot make students communicative if they do not want to speak.”

Discussion

In this research, teachers discussed how the cultural backgrounds of their students and themselves affected the pedagogy and didactics they used. Cultural differences, inappropriate expressions, and a misalignment between verbal and nonverbal communication may all be obstacles to effective cross-cultural education (Nurhikmah et al., 2023). In addition, past research found that teachers' replies revealed a lack of understanding of their students from varied cultural and linguistic backgrounds (Wake & Mills, 2022). Similarly, a research found that most teachers don't have the pedagogical background to create online learning frameworks that foster cross-cultural collaboration (Yeboah, A. K. 2018).

However, this research shows the effort of teachers to use culturally sensitive pedagogies during online classes. Similarly, a study found that teachers used many tactics to build relationships with their students, encourage classroom community, tailor lessons to individuals' unique interests and needs, and make classroom teaching meaningful (Lawrence, 2020). Teachers discussed strategies for improving student-teacher dialogue in this research. Researchers also found that anonymous discussion boards, chat messages, and group breakouts might help students feel more comfortable speaking out in an online class (Schreder et al., 2023). In addition, a past study found that students benefited by learning the ropes of synchronous communication in advance, such as how to record meetings or share their screens (Gutiérrez et al., 2022).

The "jigsaw method" and the "Think-Pair-Share activity" were both used in a research that encouraged group work and discussion (Majewska & Vereen, 2021). According to a research, According to Sulistyani and Riwayatiningasih (2020), the majority of teachers use blended learning strategies that combine synchronous and asynchronous online classroom engagement. This is the recommended method of

instruction when teachers want their students, from different cultural backgrounds, to actively participate in class discussions.

Conclusion

Ultimately, the cultures of both the students and the teachers have a significant impact on the classroom environment and the way students learn, even if the teachers themselves are unaware of this. However, teachers accommodated multicultural students in online forums by using gender-sensitive tactics, student-centered learning, peer learning, engaging discussions, multicultural awareness, and even some incorporated visual aids like mind maps, flowcharts, and presentations with their lessons. A few of them even displayed webpages to them. Following the lesson, a few of them shared recordings. All cultures were valued. They aspired to be bilingual, in fact. In a relaxed setting, several of them managed to make everyone feel at home. Current events were cited by a few of them. Some people were careful when they brought up delicate subjects. In a conceptual sense, they readied their students.

When students from different cultural backgrounds participated in online forums, the majority of teachers did not see any difficulties with communication. Teachers talked about how cross-cultural communication may be improved in asynchronous and synchronous online sessions. The following are some of the ways that teachers believe can help students from diverse backgrounds work together more effectively in the classroom: a more democratic approach to instruction; more student participation; more opportunities for question and answer sessions; more emphasis on active listening and restating or summarizing; more group work and presentations; the use of translation apps; and extracurricular activities.

This research has a small sample size and focuses on Karachi. Future research may consider a bigger sample size with focus on some other city of Pakistan. Moreover, future research may examine how persons with disabilities from different cultural backgrounds experience online classrooms because in traditional classrooms some persons with disabilities from different cultural backgrounds are participants as teacher or

student too. Such students and teachers may face different types of challenges which should not be neglected if inclusivity is included in values of higher education institutions.

References

- Aasebø, T. S., & Willbergh, I. (2022). Empowering minority students: A study of cultural references in the teaching content. *Journal of Curriculum Studies*, 54(5), 618–631. <https://doi.org/10.1080/00220272.2022.2095877>
- Deady, K. (2017, September 22). *Assessing your cultural competence: A checklist for culturally responsive teachers*. Teach Away. Retrieved January 12, 2023, from <https://www.teachaway.com/blog/assessing-your-cultural-competence-checklist-culturally-responsive-teachers>
- Gutiérrez, B. F., Glimäng, M. R., Sauro, S., & O'Dowd, R. (2022). Preparing students for successful online intercultural communication and collaboration in Virtual Exchange. *Journal of International Students*, 12(S3), 149–167. <https://doi.org/10.32674/jis.v12is3.4630>
- Heuvel-Panhuizen, M., Blum, W., Artigue, M., Mariotti, & Sträßer, R. (2019). *European traditions in didactics of Mathematics*. SpringerLink. <https://link.springer.com/book/10.1007/978-3-030-05514-1>
- Hill, J. H., LaFollette, R., Hughes, H., Koehler, J., Li, J., Baez, J., Lang, S., & McDonough, E. (2021). 344 qualitative description of synchronous online discussions during weekly academic conference. *Annals of Emergency Medicine*, 78(4). <https://doi.org/10.1016/j.annemergmed.2021.09.358>
- Lawrence, A. (2020). *Teaching as Dialogue: An Emerging Model of Culturally Responsive Online Pedagogy*. Semantic Scholar. <https://files.eric.ed.gov/fulltext/EJ1254071.pdf>
- Luckeydoo, W. T. (2023). Teachers' perceptions of communication influencing the teacher-student relationship in an online environment. *International Journal on Integrating Technology in Education*, 12(1), 01–09. <https://doi.org/10.5121/ijite.2023.12101>
- Mafulah, S., Basthomi, Y., Cahyono, B. Y., & Suryati, N. (2023). Exploring Indonesian EFL teacher-student interactions in online learning. *Studies in English Language and Education*, 10(2), 686–703. <https://doi.org/10.24815/siele.v10i2.23804>
- Majewska, A. A., & Vereen, E. (2021). Fostering student-student interactions in a first-year experience course taught online during the COVID-19 pandemic. *Journal of Microbiology & Biology Education*, 22(1). <https://doi.org/10.1128/jmbe.v22i1.2417>
- Nurhikmah, A., Syam, A. F., & AP, S. (2023). Lecturer attitudes on Cross-Cultural Practices in EFL online teaching. *Elsya: Journal of English Language Studies*, 5(1), 27–44. <https://doi.org/10.31849/elsya.v5i1.11588>
- Scheiner, T. (2021). Examining assumptions about the need for teachers to transform subject matter into pedagogical forms accessible to students. *Teachers and Teaching*, 28(1), 1–11. <https://doi.org/10.1080/13540602.2021.2016688>
- Schneider, J. (2020). Improving classroom engagement and learning: Adaptable tools, strategies, and resources for nurturing diversity appreciation and a mindfully multicultural environment in the online classroom. *Developing and Supporting Multiculturalism and Leadership Development: International Perspectives on Humanizing Higher Education*, 33–61. <https://doi.org/10.1108/s2055-364120200000030005>
- Schreder, K. A., Alonzo, J., & McClure, H. (2023). Building an inclusive pedagogy in synchronous online learning environments focused on social justice issues: A case study. *International Journal of Technology in Education*, 6(1), 1–18. <https://doi.org/10.46328/ijte.322>
- Smith, C., & Zhou, G. (2021). Engaging diverse international students: Promising online teaching practices. *London International Conference on Education (LICE-2021) and World Congress on Special Needs Education (WCSNE-2021)*. <https://doi.org/10.20533/lice.2021.0002>
- Sulistiyani, S., & Riwayatiningsih, R. (2020). Modeling online classroom interaction to support student language learning. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 446–457. <https://doi.org/10.24256/ideas.v8i2.1610>
- Tigert, J. M., & Armstrong, A. A. (2020). Teaching for diversity online. *Research Anthology on Instilling Social Justice in the Classroom*, 987–1005. <https://doi.org/10.4018/978-1-7998-7706-6.ch057>
- Wake, D., & Mills, M. (2022). A tale of two pandemics: Teachers' disproportionate views on student engagement in remote learning. *Journal for Multicultural Education*, 17(2), 196–211. <https://doi.org/10.1108/jme-03-2022-0045>

Yeboah, A. K. (2018). Designing Cross-Cultural Collaborative Online Learning Framework for online instructors. *Online Learning*, 22(4). <https://doi.org/10.24059/olj.v22i4.1520>

Yuyun, I. (2023). Investigating university student engagement in online learning: A case study in EFL classroom. *Indonesian Journal of Applied Linguistics*, 12(3), 648–667. <https://doi.org/10.17509/ijal.v12i3.46035>