

A Review on Interpersonal Communication and Online Learning

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Article Info	Abstract
<p>Article History</p> <p>Received: May 05, 2021</p> <p>Accepted: December 08, 2021</p> <hr/> <p>Keywords : Online Learning, Interpersonal Communication, Verbal, Nonverbal, Students</p> <p>DOI: 10.5281/zenodo.5768204</p>	<p><i>All educators have worked on this new paradigm with varying degrees of enthusiasm and interest. Online learning is the latest and most popular form of distance learning today. Over the last decade, it has had a major impact on higher education, and that trend is accelerating. Online learning is an education provided through the Internet. Above all, it is often referred to as "e-learning". However, online learning is just a kind of "distance education". Generally, this term for learning takes place remotely rather than in a traditional classroom. It is authoritative that researchers and educators consider the effectiveness of online learning compared to traditional face-to-face learning and the factors that impact the effectiveness of online courses. This study focuses on the history and development of online learning, its usefulness, linguistic and nonverbal communication, and effective interpersonal communication. This study future, there is still a lot of space that can be developed in this research, such as reviewing interpersonal communication specifically looking at online teaching to medical students. Future research will be focusing perception and challenges on interpersonal communication skill in online learning among undergraduate students at University Malaysia Sarawak, Malaysia.</i></p>

Introduction

Online learning is not a new teaching method, so it exists after the form of distance learning. With the development of educational technology, the method of knowledge transmission in online learning is increasingly improved. Historically, distance education dates back to the 18th century. It has been used as a teaching method to physically separate students and teachers (Kentnor, 2015). This approach has been used to combine technologies such as communication, audio, video, computers and the Internet (Roffe, 2004). Online learning is defined in the literature regarding different forms of learning at all levels. These studies take place in a lecture hall or in the same room as students, but still not under the direct supervision of a tutor but based on planning and guidance. The current online education using computers and the use of Internet as an intermediate, with most of course offered and its content provided online (Allen & Seaman, 2011; Shelton & Saltsman, 2005). Since the Internet arrived in North America in the 1990s, e-learning has grown tremendously as educational institutions and businesses begin to harness the power of the web to provide training, courses, and learning programs. volume (Gunawardena & McIsaac, 2004). Literature showed in 2000, Congress recognized a web-based school board to study the effect and perspective of the education on Internet based, from preschool to higher education, including the business and community sectors.

History and Development of Online learning

Online learning is a form of distance learning, or distance education, that has long been part of the US education system, and it has become the largest field of distance learning in recent years. (Bartley & Golek, 2004; Evans & Haase, 2001). The term "eLearning" has only been found in the literature since it was first used at the CBT Systems workshop in 1999 (Sivaranjani & Prakash, 2014). Words like "online learning" and "virtual learning" have emerged to find the right explanation. Although there are many examples of the use of machines and tools in education throughout history, e-learning in the modern sense is a relatively new concept, as slide projectors and television lessons have used since the 1950s. Nevertheless, one of the earliest examples of online learning in the world dates back to 1960 at the University of Illinois, USA. At that moment, Internet had not yet been invented, but students began to learn from networked computer terminals. This iconic form of writing was developed to improve writing speed and is popular with secretaries, reporters, and many others who take notes and write. Scholar indicates that Pitman qualified teachers received completed assignments via email and sent more assignments to students who needed to complete using the same system (Salama, Uzunboylu & Alkaddah, 2020).

Research also shows that e-learning systems were originally intended only to educate students, but in the early 1970s online learning started to become more communicating (El Mhuti, Erradi & Nasseh, 2018). The American Distance Learning Association specifically refers to "learning activities in a K12, higher education, or continuing career development environment where interaction is an integral part" (Holden) & Westfall, 2006).

In the UK, the Open Higher Education system continues to focus primarily on learning from remote locations. Therefore, the Open University wishes to use e-learning and course materials sent by post and will contact the lecturers. Together with the Internet, the Open University is starting to offer more collaborative learning experiences, as well as faster email communication with students (da Silva, Amaro&Mattar, 2019).

In the early 1990s, a number of schools offered online-only classes, making the most of the Internet, and providing education for those who were previously unable to attend college for geographical or time reasons. It was established. Advances in technology have also helped educational institutions reduce the cost of distance learning. It has also been returned to students and helps bring education to a wider audience. In the 2000s, companies started using e-learning to train their employees. New and experienced workers also have the opportunity to increase their industry knowledge. At home, individuals already have access to programs that give them the opportunity to earn their degrees online and enrich their lives by expanding their knowledge and skill bases. With the advent of computers and the Internet in the second half of the 20th century, online learning tools and methods evolved. The first MACs of the 1980s allowed individuals to install computers at home, making it easier for them to learn specific subjects and learn specific skills. Then over the next decade, virtual learning environments really started to take off, giving people access to a wealth of online information and online learning opportunities.

Benefits of Online Learning

Online learning lets students to involved in the learning activity at their own time and place that suits their education requirements. originally distance education was developed to overwhelmed the complications of educators and learners who are from different geographic position. Moreover, online learning can also serve people who may be in the same location but don't want to see each other at the same time. Online learning lets students to follow teaching programs at their own pace and at their location, allowing students to take classes wherever they want. Students always have access to the training program and get only what they need. In other words, "just the right time is enough". Horspool and Lange (2012) pointed that students take classes online to avoid class time and schedule problems. Schools can also reach a larger network of students without being constrained by geographical boundaries. Additionally, study showed that learners and instructors can interact with each other asynchronously and synchronously and the interaction between learners and instructors in online learning is very active when online courses online is educated (Kong, Park, & Jacobs, 2006). Some lecturers and students have mentioned on their skill to focus their attention more on course content and less on issues such as parking, traffic, and other issues that may rise when participating in a traditional classroom environment (Thomson, 2010).

With increased accessibility and interest in distance learning, some public high schools, such as the Michigan State Public Schools System, are foundation to require students to effectively complete online courses as a prerequisite for graduation (Matuga, 2009). The courses that high school students enroll in may be trained by an on-campus instructor or instruction may be provided by a secondary school teacher (Matuga, 2009). In recent years, there has been a spurt in the development of courses that offer high school students both college credit and high school credit to enroll in and pass the course. Education institutions are taking advantage of grants in the United States to support initiatives that give high school students the opportunity to take college courses in areas like math, science, and more. and foreign languages, while remaining registered in high schools" (Matuga, 2009).

Ideally, all universities would consider accessibility a primary concern when introducing new educational technologies. Knowledge is readily available, whether it is contained in books and manuals, on CDROMs or in cyberspace, or in the experiences of others. The Internet allows us to communicate with people around the world, and schools, institutes and universities are increasingly linked electronically, offering parallel and computer-aided learning programs. It changes the role of the teacher for being the individual who will be source of providing knowledge, who traditionally been their foundation of power, teachers will need to be prepared to encourage their students to search for fact and theory in depth on the Internet. The educator's real job is to set the task, ask for knowledge, help individuals or groups to find it, and show how the knowledge can be used (Handy, 1998). For example, a video can be viewed as an alternative of reading long texts very easily by watching a video on the website. The e-learning refers more to learner-centered learning through internet using several types of educational media such as video, audio, text, images and animation. Literature pointed similar as learners have some independence to choose their preferred learning activities are shared for recording, archiving and future reference, making it easier for students to find learning materials (Tareen &Haand (2020), technology and course content (McAlvage& Rice (2018).

Online Learning Challenges

E-learning is becoming one-sided and underutilized in most developing countries. The use of blended learning environments in higher education has increased rapidly in the 21st century. However, there are a number of challenges encountered and encountered when taking online courses. Anderson, Imdieke, and Standerford (2011) identified one of the biggest challenges of e-learning in separating instruction from instructional

programs from face-to-face to online learning (Baran, Correia and Thompson, 2011). Instructors have brought their traditional teaching style to the Internet, which seems to have failed (Coppola, 2001). In online courses, students turn off microphones and cameras and there will be moments of silence during a question and answer session (Q&A) opened by the instructor. The literature has shown that educators also face challenges in keeping in touch with students, especially students who do not want to participate in the classroom (Schuck& Lambert, 2020).

In a stronger version of this rhetoric, online learning outside of traditional universities disappear and replaced by the transition explosion of digital information in global telecommunications networks. Essential change of academic work and academic careers has been described as both essential prerequisite and an unavoidable consequence of the growing technological intermediation of higher education (Hamilton et al. Feenberg, 2005). Jamet, Gonthier, Cojean, Colliot, Erhel (2020) found that students often perform multiple tasks in different ways while listening to the teacher, thereby losing opportunities to participate in class discussions can supplement their learning. However, in a purely online environment, technical challenges are inevitable. Obviously, technical problems and poor internet connection only add to the frustration of the online environment and disrupt new classes. Students may experience a situation where the computer loses power and may turn off. In addition, the internet connection via WiFi is intermittent and the screen is weak, it can be difficult to keep up with virtual peers and the learning environment. In this case, most students experience stress and lack of motivation because they are given a lot of work every day and have to do everything by themselves.

Distracted learning greatly affects learning. E-learning gets motivated to get things done, stay engaged, and progress. Online learning without classmates and instructors will be different from the physical environment. Some online learners may find that they are less motivated, starting with full participation. Teachers need immediate access to online learning platforms during the abrupt transition to online education, which lacks digital literacy (Zhang, 2020). However, teachers reported a lack of knowledge and skills to convert offline (hardcopy) materials to online (electronic) documents and share on online platforms.

Interpersonal Communication and Online Learning.

Communication has been a popular topic in online learning since the advent of online education, many doubting its ability to turn it into a form of email education due to insufficient information involved. communication between institutions and students. One study indicates that Moore's (1989) major work on interaction in online learning has identified how interpersonal interactions can reduce the transaction gap and thus provide an educational experience. stronger education for learners. Communication by e-mail, instant messaging, video cameras, or chat rooms are some of the options available on the web. However, in introductory courses, instructors should be mindful of learners' technological capabilities, as this can create a gap between students who have access to technology tools. and those who do not have access.

Communication skills require students to communicate thoughts orally and in writing, while clarifying and defending the ideas conveyed (Setyawan, Sarwanto&Aminah, 2017). The researchers also mentioned that communication talents also have a huge influence on student success, as there is a process of communicating information in one study. Communication requires collaboration between people for there to be a process of creating and exchanging messages with others (Halimah, &Sukmayadi, 2019). Communication also takes place in such atmospheres which create a feeling of learning community and social presence. Instructors should assess student learning at some point in the instructional process where alternative modes may be more appropriate depending on the student's technological skills (Vonderwell&Boboc, 2013). Only a good balance between course structure and online interactions can ensure an optimal learning experience (Vrasidas&McIsaac, 1999).

Klein, DeRouin, and Salas (2006) define interpersonal skills as "goal-directed behaviors, including communication and relationship building skills, used during stages of interaction between individuals characterized by complex perceptual and cognitive processes, the exchange of verbal and nonverbal dynamic interactions, and different roles, motivations, and expectations. ". Interpersonal communication helps people understand context by understanding verbal and nonverbal communication in online learning as important components. The document highlighted perceptions, attitudes, role expectations, beliefs and relationship types, self-concepts, conflict issues, communication intentions, and immediate feelings and thoughts in when observing and analyzing conversations (Sillars, 1998).

Interpersonal communication cannot be separated from psychological relationships, where there are processes and interactions. The clearest examples are evident in kinship relationships, teacher-student relationships, peers, and leader-led relationships (Shan et al., 2018). In the context of online learning, the role of the teacher is very decisive in learning communication. The interpersonal communication that takes place greatly determines the learning goal, so the delivery of the material is easier to understand. This concerns teachers' performance in preparing and administering online courses. Interpersonal communication has a positive effect on teacher performance, which means that excellent interpersonal communication improves teacher performance (Tuerah, 2019).

Interpersonal communication is a communication process that takes place between two or more people face to face. Thus, in interpersonal communication, the intention to communicate is to give and receive information that has an individual element, since interpersonal communication is defined as a communication process carried out directly by an individual. It is clear that interpersonal communication emphasizes the transfer of information from one person to another (Alvidayenti, 2020). Interpersonal communication includes both student-student and student-faculty interactions and is generally accepted as a necessity for all educational settings (York & Richardson, 2012). Interpersonal communication skills are one of the skills students need to pay attention to. The development of creativity and academic achievement in schools is problematic if interpersonal communication is impeded. This suggests that efforts should be made by teachers to develop students' understanding of the importance of interpersonal communication and the factors that influence low levels of interpersonal communication skills. (Barseli, 2019). The essence of interpersonal communication in learning is an exchange behavior, which is expressed through emotional exchange, material exchange between teachers and students and between classmates (Shan, 2018).

E-learning has become a norm in academic institutions focused on transferring educational content to the digital world so that teaching methods are delivered online. Therefore, educational institutions are required to take into account the desire to have full internal access and use technology to make this easier. This is aimed at getting more students involved in digital learning (Zhong, 2020; Muhammad Adnan & Anwar, 2020). On the other hand, there is always a need for instructors with maximum ability in online learning. In e-learning, students can only communicate with their peers digitally and never meet their fellow students in person (Muhammad Adnan & Anwar, 2020). It can be said that online learning is more flexible even if its support facilities are limited. Convenient for both teachers and students as they are not limited in time and place when discussing learning materials online. If there are any streaming issues, presenters can share video tutorials or text learning materials via email or using other online apps. Therefore, online learning allows teachers to easily send documents anywhere and anytime, and students can also participate in the learning process anywhere and at any time (Febrianto, 2020).

Interpersonal communication by involving learners across multiple media allows instructors to directly assess student involvement and understanding. Examples of direct contact and involvement include telephone, email, and online classroom platforms designed specifically to simulate traditional classrooms. Blackboard, Angel, and LoudCloud are examples of these learning platforms that connect teachers and learners in real time. Active participation of students in telephone conversations is one way to change learners' perceptions of the value of teacher feedback and improve the higher education experience of non-traditional students. Traditional classroom face-to-face exchanges provide both teachers and learners with the opportunity to adopt a wide range of strategies to fully recognize and engage the different learning styles contained in a teacher's cognitive profile. The physical distances associated with online learning can create communication gaps and require innovative teaching techniques and improved learning behavior (Moore & Kearsley, 1996). Interpersonal communication can be linguistic and nonverbal. Verbal communication is done using words and sentences (verbally or in writing) to convey a message. b) Nonverbal communication is done using sign language (gestures, facial expressions, or symbols) (Sutiyatno, 2018). Oral communication skills can be improved by giving presentations in class, from simpler tasks to more demanding tasks (Grace & Gilsdorf, 2004).

Verbal Communication and Online Learning

Equally important in conveying information is verbal and non-verbal communication. One study showed the importance of teacher-student communication: "Teacher-student verbal interactions and student characteristics have important implications for student motivation and learning. (Jurik et al. (2014)."

In this study, the authors examined how teachers ask questions and make comments related to student characteristics and gender that predict perceived learning performance. Intrinsic knowledge and motivation for learning Verbal messages from teachers, smiles, facial expressions and gestures are all ways in which students can get feedback on their work and ideas. Confusion can indicate to a teacher that more work is needed on a topic. However, in an online environment, all clues to contextual communication are lost, which can be important in creating a sense of social presence. While many university leaders believe that online education is at least as good as face-to-face instruction, one aspect is not. Interpersonal communication skills are said to be worse in the online environment than in the face-to-face environment (Allen & Seaman, 2011).

Verbal and nonverbal communication are equally important in communicating information. One study showed the significance of communication between teachers and students. "Teacher-student verbal interactions and student traits are important for learning and student motivation (Jurik et al. (2014)".

Personal Relationships Student traits and gender are cognitive learning activities and learning. Predict motivation. Oral comments, smiles, facial expressions, and gestures from teachers are all ways students get feedback about their work and ideas. Tell teachers that they need to develop their subjects further. Warning. However, in an online environment, all contextual clues to communication that can be important in creating a social presence are lost. Many academic executives find online education to be at least as good as face-to-face education, but in some

respects this attitude is inconsistent. Interpersonal skills are perceived to be inferior in the online environment compared to the face-to-face environment (Allen & Seaman, 2011).

There is a social presence that suggests that each actor is jointly involved in verbal communication, as this fact provides immediate feedback when each actor is physically present. Feedback is related with the types of responses that provide students with information about assignments, homework, and the accuracy of their contributions in the classroom. In distance learning, feedback is more important than a way to let students know how well a task has been done. Communication behavior that shortens the psychological distance between people d. NS. Immediateness measures are well developed and sometimes even dominate personal educational situations.

Study has presented that lecturer's verbal communication significantly increases online discussion frequency and the development of a classroom community; in other words, the verbal presence of the instructor online enhances communication and association (Knapp, Hall, & Horgan, 2013). Students appreciate the "human element" of significant their instructor as a person both audibly and visually. They appreciate the sharing of knowledge via lectures, and are more open to response and mentoring that comprises verbal and visual cues, from the tone of a voice to facial expressions. Furthermore, studies point out that student satisfaction and observed learning relate completely to verbal immediacy of lecturer and peers. (Ni, & Aust, 2008).

Nonverbal Communication and Online Learning

In online learning, the interaction between teachers and learners who do not meet in person is limited. Nonverbal communication is defined as "communication by means other than written or spoken language that gives meaning to someone" (Beebe, Beebe & Ivy, 2016, p. 22) and comprises aspects such as eye contact, gestures, and posture. Literature showed that nonverbal communication in face-to-face, hybrid, or completely online courses shows that teachers need to be aware of their physical and linguistic presence in all classroom settings. (Goodboy, Weber & Bolkan, 2009) The psychological proximity that a student senses as a teacher is mainly based on the teacher's nonverbal communication.

Online courses are convenient, but lack of student-teacher interaction. Despite the general belief that nonverbal communication is lacking in online courses, a quick look at the terms "body language," "paralanguage," and "nonverbal" is the reason for this misunderstanding. Will be revealed. Body language refers to facial expressions, looks, gestures, postures, and kinematics, and para-language refers to the elements of voice that exist in language (Littlejohn & Foss, 2009). Body language and paralanguage are important forms of nonverbal communication, but they do not include all forms of nonverbal communication consisting of all types of messages sent and received beyond the use of words. Not available (Burgoon, Guerrero & Floyd, 2010).

Effective nonverbal communication requires constant awareness or attention to eye contact, hand and arm gestures, facial expressions, voice tones, and awareness and ability to move freely in the classroom (). Miller, Katt, Brown & Sivo, 2014). By consciously and effectively using nonverbal communication, instructors can improve immediacy and general relationships with students (Goodboy, Weber & Bolkan, 2009). In face-to-face situations, nonverbal gestures are constantly exchanged to provide feedback to both teachers and learners. Facial expressions are included in interpersonal communication such as gaze, posture, clothing, nonverbal and voice cues.

According to communication theorists, verbal messages are carried through the significance of the word (written or spoken), while nonverbal messages are conveyed beyond the actual meaning of the word, essentially emotions, features, Reveal attitude (Manusov, 2016). Nonverbal communication is not the opposed of linguistic communication, as it commonly balances it (Creative Commons, 2012). In the face-to-face meetings, verbal and non-verbal cues work together to convey a clearer and broader message. In addition, communication theorists point out that nonverbal messages must be interpreted "as a cluster in context" (Creative Commons, 2012).

Literary studies have shown that some scholars use the terms "nonverbal communication" and "body language" interchangeably. Therefore, they assume that text-based online courses absence all sorts of nonverbal communication due to the lack of body language. For example, Reilly, GallagherLepak, and Killion (2012) pointed the lack of nonverbal communication in online learning as a new topic with both positive and negative meanings. A closer look at nonverbal cues reveals that some are related to 2D images and perception of time (Blatner, 2002; Manusov, 2016). The lack of body language and para language in an online text-based learning environment can disable the existence of other types of online nonverbal communication that can convey an attitude of understanding, security, gratitude, empathy, and encouragement. is not.

Effective Interpersonal Communication in Online Learning

A study by Abubakar (2015) found that teachers need interpersonal communication to motivate students to learn. When doing interpersonal communication, interpersonal communication skills are required for the interpersonal communication process to achieve its intended goals. The activity and efficiency of communicating a message from one person to another is that they take a good attitude so that there is no misunderstanding that may offend others or lead to improper achievement of communication goals. It is mainly

determined by whether or not it can be done (Hamandia, 2020). Students are more involved during listening activity in order to pay attention to an active voice. This meaning it carries with it nonverbal cues that add modulation, and seeing facial expressions. Think of ways to communicate conversationally in a lecture, to attach with students as well as lookout students' expressions.

Interpersonal communication between students and teachers took place primarily in the classroom or in the course of lectures. As long as the lecture provides the lecture and the student understands it, the process of sending and receiving messages will proceed and effective communication will occur. Effective communication is certainly not just message-based, but there are some characteristics that can make interpersonal communication effective. DeVito (DeVito, 2016) shared five significant points in order to create effective interpersonal communication such as (a) Empathy makes the communicator understand the other person's feelings as well. Because each party tries to feel that the other is feeling the same. (b) Openness, the ability to open the door to others and the desire to react honestly to the stimuli received, (c) Support can be provided by nonverbal signals such as smiles, nods, blinks and applause, (d) Similarity, that is, similarity of thoughts, views, ideas and (e) Positive and positive attitude to respect others.

For face-to-face events, if the instructor becomes a lecture communicator, these five aspects can be ensured. However, it is interesting to deepen these elements of interpersonal communication, as online lectures, of course, make differences and lose aspects of interpersonal communication when it comes to technology and digital devices. It is important for the educators' facial expressions to impression in what way student take in the classroom atmosphere. A facial expression with a transparent, authentic expression will support to retain the responsiveness of the listener (Pease & Pease, 2004). Online classes using eye contact with students using webcam during online discussions or lectures is perceived as balance in nonverbal communication. Focusing on the online learning, which will focus the lecturer and students will keep concentrated as naturally as likely, and share interest for the content (Barkley, & Major, 2018).

Conclusion

In the online learning students are digitally more advanced fluently in using technology. At the same time, lecturers still in the learning and adapting process in using technology on teaching and learning setting. Furthermore, after conducting online lectures for more than a year, students feel more comfortable in online lectures as with this adaptation, it can be said that students are ready to accept any material given by the lecturer. However, the level of understanding and absorption of lecture material cannot only be measured by the ability of students to operate digital platforms in online learning. Lectures using video conferencing platforms are considered to eliminate the essence of interpersonal communication as it this affects student activity in the virtual classroom. using other platforms. Platform differences such as WhatsApp, Zoom, Google Meet, and Google Classroom naturally make a difference in communication, especially when establishing personal intimacy between teachers and students. The sophistication of communication and information technology of lecturers and students cannot replace the conditions of face-to-face education.

In the process of communication in the lecture, students do not feel the loss of detailed essence. Lecturers can change the dimension of interpersonal communication that can only be achieved face-to-face by using the features of the online lecture platform. Online lectures are a two-way collaboration between teachers and students. Once the instructor has become a good moderator, understands the needs of the student, and fully masters the materials provided, the student will be ready to receive the materials from the instructor and conduct an online lecture. Therefore, it is very important to understand the skills of the lecturer in online lectures.

Recommendation

It is more recommended in the future, there is still a lot of space that can be developed in this research, such as reviewing interpersonal communication specifically looking at online teaching to medical students. In this future research the challenges facing by the lecturers teaching interpersonal communication to medical students and how they are overcoming it.

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Author would like to share her research knowledge via publishing article and the cost bared by her own.

Authors' Contributions

Author for this article based from different field of expert. Dr Vimala from Human Communication background. Her field of expertise was on interpersonal communication since her doctoral dissertation focused on Interpersonal Communication skills in doctors and patients' communication.

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