

Jenny PhD

View Online



[1]

08 Apr COVID-19 Timeline: <https://bfpg.co.uk/2020/04/covid-19-timeline/>.

[2]

2019 Mobile Apps For Second Life: 30AD.
<https://danielvoyager.wordpress.com/2019/01/30/2019-mobile-apps-for-second-life/>.

[3]

2019 Mobile Apps For Second Life: 2019.
<https://danielvoyager.wordpress.com/2019/01/30/2019-mobile-apps-for-second-life/>.

[4]

Abdul-Rahman, A. and Hailes, S. 2000. Supporting trust in virtual communities. Proceedings of the 33rd Annual Hawaii International Conference on System Sciences (2000).

[5]

Abramson, M. and Jones, P. Empowering under-represented students to succeed in higher education: initiatives in early engagement at a post-1992 university.

[6]

Adekola, J. et al. 2017. Student Transitions to Blended Learning: An Institutional Case Study. Journal of Perspectives in Applied Academic Practice. 5, 2 (Mar. 2017).

DOI:<https://doi.org/10.14297/jpaap.v5i2.273>.

[7]

Ahmad, T. 2020. Student perceptions on using cell phones as learning tools. *PSU Research Review*. 4, 1 (Feb. 2020), 25–43. DOI:<https://doi.org/10.1108/PRR-03-2018-0007>.

[8]

Ahmed, H. et al. 2020. COVID-19 and medical education. *The Lancet Infectious Diseases*. 20, 7 (Jul. 2020), 777–778. DOI:[https://doi.org/10.1016/S1473-3099\(20\)30226-7](https://doi.org/10.1016/S1473-3099(20)30226-7).

[9]

Ahn, M.Y. and Davis, H.H. 2020. Students' sense of belonging and their socio-economic status in higher education: a quantitative approach. *Teaching in Higher Education*. (Jun. 2020), 1–14. DOI:<https://doi.org/10.1080/13562517.2020.1778664>.

[10]

Ahumada-Newhart, V. and Olson, J.S. 2019. Going to School on a Robot. *ACM Transactions on Computer-Human Interaction*. 26, 4 (Jun. 2019), 1–28. DOI:<https://doi.org/10.1145/3325210>.

[11]

Akçayır, M. et al. 2016. Augmented reality in science laboratories: The effects of augmented reality on university students' laboratory skills and attitudes toward science laboratories. *Computers in Human Behavior*. 57, (Apr. 2016), 334–342. DOI:<https://doi.org/10.1016/j.chb.2015.12.054>.

[12]

Akçayır, M. and Akçayır, G. 2017. Advantages and challenges associated with augmented reality for education: A systematic review of the literature. *Educational Research Review*. 20, (Feb. 2017), 1–11. DOI:<https://doi.org/10.1016/j.edurev.2016.11.002>.

[13]

Akers, A. et al. 2020. COVID-19 Implications on Clinical Clerkships and the Residency Application Process for Medical Students. *Cureus*. (Apr. 2020). DOI:<https://doi.org/10.7759/cureus.7800>.

[14]

Akinbode, H.O. 2022. A sense of belonging – what it means for higher education institutions. (2022).

[15]

Akyol, Z. et al. 2009. Online and blended communities of inquiry: Exploring the developmental and perceptual differences. *The International Review of Research in Open and Distributed Learning*. 10, 6 (Dec. 2009). DOI:<https://doi.org/10.19173/irrodl.v10i6.765>.

[16]

Akyol, Z. and Garrison, D.R. 2011. Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning. *British Journal of Educational Technology*. 42, 2 (Mar. 2011), 233–250. DOI:<https://doi.org/10.1111/j.1467-8535.2009.01029.x>.

[17]

Akyol, Z. and Garrison, R.D. 2008. The Development of a Community of Inquiry over Time in an Online Course: Understanding the Progression and Integration of Social, Cognitive and Teaching Presence. 12, 3–4 (2008), 3–22.

[18]

Al Tawil, R. 2019. Nonverbal Communication in Text-Based, Asynchronous Online Education. *The International Review of Research in Open and Distributed Learning*. 20, 1 (Feb. 2019). DOI:<https://doi.org/10.19173/irrodl.v20i1.3705>.

[19]

Alan B. Craig 2009. *Developing virtual reality applications*. Morgan Kaufmann/Elsevier.

[20]

Alaraj, A. et al. 2013. Role of Cranial and Spinal Virtual and Augmented Reality Simulation Using Immersive Touch Modules in Neurosurgical Training. *Neurosurgery*. 72, (Jan. 2013), A115–A123. DOI:<https://doi.org/10.1227/NEU.0b013e3182753093>.

[21]

Al-Elq, A. 2010. Simulation-based medical teaching and learning. *Journal of Family and Community Medicine*. 17, 1 (2010). DOI:<https://doi.org/10.4103/1319-1683.68787>.

[22]

Al-Emran, M. et al. 2016. Investigating attitudes towards the use of mobile learning in higher education. *Computers in Human Behavior*. 56, (Mar. 2016), 93–102. DOI:<https://doi.org/10.1016/j.chb.2015.11.033>.

[23]

Alerby, E. and Ekberg, N. 2020. The Digital Student: Beyond the Boundaries of the Body. NERA 2020 congress, 4-6 March, 2020, Turku, Finland.

[24]

Al-Hosan, A.M. et al. 2020. The role of university teaching staff members in cognitive awareness and raising the level of health protection, value, and moral of students through the -19 pandemic. *Journal of Public Affairs*. (Aug. 2020). DOI:<https://doi.org/10.1002/pa.2332>.

[25]

Allen, E. and Seaman, J. *Changing Course: Ten Years of Tracking Online Education in the United States*. Babson Survey Research Group and Quahog Research Group, LLC.

[26]

Allen, E.I. and Seaman, J. *Going the Distance: Online Education in the United States, 2011*. Sloan Consortium (NJ1).

[27]

Allie, S. et al. 2009. Learning as acquiring a discursive identity through participation in a community: improving student learning in engineering education. *European Journal of Engineering Education*. 34, 4 (Aug. 2009), 359–367.
DOI:<https://doi.org/10.1080/03043790902989457>.

[28]

Alphin, H.C. 2013. E-Learning Accessibility Model. *International Journal of Online Pedagogy and Course Design*. 3, 3 (Jul. 2013), 18–42. DOI:<https://doi.org/10.4018/ijopcd.2013070102>.

[29]

Al-Qahtani, A.A.Y. and Higgins, S.E. 2013. Effects of traditional, blended and e-learning on students' achievement in higher education. *Journal of Computer Assisted Learning*. 29, 3 (Jun. 2013), 220–234. DOI:<https://doi.org/10.1111/j.1365-2729.2012.00490.x>.

[30]

AltspaceVR: <https://altvr.com/>.

[31]

Alverson, D.C. et al. 2008. Medical Students Learn Over Distance Using Virtual Reality Simulation. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*. 3, 1 (Spring 2008), 10–15. DOI:<https://doi.org/10.1097/SIH.0b013e31815f0d51>.

[32]

Amir, L.R. et al. 2020. Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. *BMC Medical Education*. 20, 1 (Dec. 2020).
DOI:<https://doi.org/10.1186/s12909-020-02312-0>.

[33]

Anderman, L.H. 2003. Academic and Social Perceptions as Predictors of Change in Middle

School Students' Sense of School Belonging. *The Journal of Experimental Education*. 72, 1 (Jan. 2003), 5–22. DOI:<https://doi.org/10.1080/00220970309600877>.

[34]

Anderson, L.W. and Bloom, B.S. 2001. *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. Longman.

[35]

Anderson, T. 2008. *Towards a theory of online learning*. (2008), 45–74.

[36]

Anderson, T. and Dron, J. 2011. Three generations of distance education pedagogy. *The International Review of Research in Open and Distributed Learning*. 12, 3 (Mar. 2011). DOI:<https://doi.org/10.19173/irrodl.v12i3.890>.

[37]

Anderson, T. and ProQuest (Firm) 2008. *The theory and practice of online learning*. AU Press.

[38]

Andreas, K. et al. 2010. Fostering collaborative learning in Second Life: Metaphors and affordances. *Computers & Education*. 55, 2 (Sep. 2010), 603–615. DOI:<https://doi.org/10.1016/j.compedu.2010.02.021>.

[39]

Andrews, T. et al. 25AD. Distance learners' use of non-institutional social media to augment and enhance their learning experience. *ASCILITE 2012: 29th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education: Future Challenges, Sustainable Futures*.

[40]

Andrews, T. and Tyman, B. 2015. Learner Characteristics and Patterns of Online Learning: How Online Learners Successfully Manage their Learning. (2015).

[41]

Andujar, J.M. et al. 2011. Augmented Reality for the Improvement of Remote Laboratories: An Augmented Remote Laboratory. *IEEE Transactions on Education*. 54, 3 (Aug. 2011), 492–500. DOI:<https://doi.org/10.1109/TE.2010.2085047>.

[42]

Anistranski, J.A. and Brown, B.B. 2021. A Little Help From Their Friends? How Social Factors Relate to Students' Sense of Belonging at a Large Public University. *Journal of College Student Retention: Research, Theory & Practice*. (Jan. 2021). DOI:<https://doi.org/10.1177/1521025120985107>.

[43]

Antonsich, M. 2010. Searching for Belonging - An Analytical Framework. *Geography Compass*. 4, 6 (Jun. 2010), 644–659. DOI:<https://doi.org/10.1111/j.1749-8198.2009.00317.x>.

[44]

Araújo, N. et al. 2014. Belonging in the first year: A creative discipline cohort case study. *The International Journal of the First Year in Higher Education*. 5, 2 (Jul. 2014). DOI:<https://doi.org/10.5204/intjfyhe.v5i2.240>.

[45]

Araújo, N. et al. 2014. Belonging in the first year: A creative discipline cohort case study. *The International Journal of the First Year in Higher Education*. 5, 2 (Jul. 2014). DOI:<https://doi.org/10.5204/intjfyhe.v5i2.240>.

[46]

Arbaugh, J.B. et al. 2010. A review of research on online and blended learning in the management disciplines: 1994–2009. *Organization Management Journal*. 7, 1 (Mar. 2010), 39–55. DOI:<https://doi.org/10.1057/omj.2010.5>.

[47]

Archer, A. et al. 2017. Effectiveness of a single day induction programme in changing medical students' attitudes towards the speciality of forensic psychiatry. *Australasian Psychiatry*. 25, 1 (Feb. 2017), 73–77. DOI:<https://doi.org/10.1177/1039856216671654>.

[48]

Arcila Hernández, L.M. et al. 2020. Implementing team-based learning in the life sciences: A case study in an online introductory level evolution and biodiversity course. *Ecology and Evolution*. (Dec. 2020). DOI:<https://doi.org/10.1002/ece3.6863>.

[49]

Arciuli, J. et al. 2019. Adolescents' self-report of school satisfaction: The interaction between disability and gender. *School Psychology*. 34, 2 (Mar. 2019), 148–158. DOI:<https://doi.org/10.1037/spq0000275>.

[50]

Ardichvili, A. et al. 2006. Cultural influences on knowledge sharing through online communities of practice. *Journal of Knowledge Management*. 10, 1 (Jan. 2006), 94–107. DOI:<https://doi.org/10.1108/13673270610650139>.

[51]

Ardichvili, A. et al. 2003. Motivation and barriers to participation in virtual knowledge-sharing communities of practice. *Journal of Knowledge Management*. 7, 1 (Mar. 2003), 64–77. DOI:<https://doi.org/10.1108/13673270310463626>.

[52]

Aresta, M. et al. 2015. Portraying the self in online contexts: context-driven and user-driven online identity profiles. *Contemporary Social Science*. 10, 1 (Jan. 2015), 70–85. DOI:<https://doi.org/10.1080/21582041.2014.980840>.

[53]

Artino, A.R. et al. 2014. Developing questionnaires for educational research: AMEE Guide No. 87. *Medical Teacher*. 36, 6 (Jun. 2014), 463–474. DOI:<https://doi.org/10.3109/0142159X.2014.889814>.

[54]

Artino, A.R. 2010. Online or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. *The Internet and Higher Education*. 13, 4 (Dec. 2010), 272–276. DOI:<https://doi.org/10.1016/j.iheduc.2010.07.005>.

[55]

Arvanitis, T.N. et al. 2009. Human factors and qualitative pedagogical evaluation of a mobile augmented reality system for science education used by learners with physical disabilities. *Personal and Ubiquitous Computing*. 13, 3 (Mar. 2009), 243–250. DOI:<https://doi.org/10.1007/s00779-007-0187-7>.

[56]

As trolls invade, Zoom vows action: 5AD.
<https://www.bostonglobe.com/business/2020/04/05/trolls-invade-zoom-vows-action/G6uleGF18iSDsqyZMhQ2MO/story.html>.

[57]

Asher, S.R. and Weeks, M.S. 2013. Loneliness and Belongingness in the College Years. *The handbook of solitude : psychological perspectives on social isolation, social withdrawal, and being alone*. R.J. Coplan and J.C. Bowker, eds. Wiley. 283–301.

[58]

Ashworth, P. and Lucas, U. 2000. Achieving Empathy and Engagement: A practical approach to the design, conduct and reporting of phenomenographic research. *Studies in Higher Education*. 25, 3 (Oct. 2000), 295–308. DOI:<https://doi.org/10.1080/713696153>.

[59]

Astin, A. 1999. Student Involvement: A Developmental Theory for Higher Education. 40, 5 (1999), 518–529.

[60]

Astin, A.W. 1993. What matters in college?: four critical years revisited. Jossey-Bass Publishers.

[61]

Atherton, S. et al. 2016. Self-Confidence and Paranoia: An Experimental Study Using an Immersive Virtual Reality Social Situation. *Behavioural and Cognitive Psychotherapy*. 44, 01 (Jan. 2016), 56-64. DOI:<https://doi.org/10.1017/S1352465814000496>.

[62]

Azar, A.J. et al. 2021. Design, Implementation and Evaluation of a Distance Learning Framework to Expedite Medical Education during COVID-19 pandemic: A Proof-of-Concept Study. *Journal of Medical Education and Curricular Development*. 8, (Jan. 2021). DOI:<https://doi.org/10.1177/23821205211000349>.

[63]

Azuma, R. et al. 2001. Recent advances in augmented reality. *IEEE Computer Graphics and Applications*. 21, 6 (2001), 34-47. DOI:<https://doi.org/10.1109/38.963459>.

[64]

Badge, J.L. et al. 2008. Assessing the accessibility of online learning. *Innovations in Education and Teaching International*. 45, 2 (May 2008), 103-113. DOI:<https://doi.org/10.1080/14703290801948959>.

[65]

Baker, S.C. et al. 2009. Using Virtual Worlds in Education: Second Life® as an Educational Tool. *Teaching of Psychology*. 36, 1 (Jan. 2009), 59-64. DOI:<https://doi.org/10.1080/00986280802529079>.

[66]

Baker, S.C. et al. 2009. Using Virtual Worlds in Education: Second Life® as an Educational

Tool. *Teaching of Psychology*. 36, 1 (Jan. 2009), 59–64.
DOI:<https://doi.org/10.1080/00986280802529079>.

[67]

Balderas, A. et al. 2017. Retrieving Objective Indicators from Student Logs in Virtual Worlds. *Journal of Information Technology Research*. 10, 3 (Jul. 2017), 69–83.
DOI:<https://doi.org/10.4018/JITR.2017070105>.

[68]

Bamford, J. and Pollard, L. 2018. Developing relationality and student belonging: The need for building cosmopolitan engagement in undergraduate communities. *London Review of Education*. (Jul. 2018). DOI:<https://doi.org/10.18546/LRE.16.2.03>.

[69]

Barabari, P. and Moharamzadeh, K. 2020. Novel Coronavirus (COVID-19) and Dentistry–A Comprehensive Review of Literature. *Dentistry Journal*. 8, 2 (May 2020).
DOI:<https://doi.org/10.3390/dj8020053>.

[70]

Barber, M. 2021. Gravity assist Propelling higher education towards a brighter future. Office for students.

[71]

Bardzell, S. and Odom, W. 2008. The Experience of Embodied Space in Virtual Worlds. *Space and Culture*. 11, 3 (Aug. 2008), 239–259.
DOI:<https://doi.org/10.1177/1206331208319148>.

[72]

Barnard, A. et al. 1999. Phenomenography: A Qualitative Research Approach for Exploring Understanding in Health Care. *Qualitative Health Research*. 9, 2 (Mar. 1999), 212–226.
DOI:<https://doi.org/10.1177/104973299129121794>.

[73]

Barnard-Brak, L. and Sulak, T. 2010. Online Versus Face-to-Face Accommodations Among College Students With Disabilities. *American Journal of Distance Education*. 24, 2 (May 2010), 81–91. DOI:<https://doi.org/10.1080/08923641003604251>.

[74]

Barr, M. 2021. Designing online courses for better learning and well-being outcomes. (2021).

[75]

Bass, B.M. and Avolio, B.J. 1993. Transformational leadership and organizational culture. *17, 1* (1993), 112–121.

[76]

Batanero, C. et al. 2014. A Method to Evaluate Accessibility in E-learning Education Systems. 2014 IEEE 14th International Conference on Advanced Learning Technologies (Jul. 2014), 556–560.

[77]

Bateman, P.J. et al. 2011. —The Impact of Community Commitment on Participation in Online Communities. *Information Systems Research*. 22, 4 (Dec. 2011), 841–854. DOI:<https://doi.org/10.1287/isre.1090.0265>.

[78]

Baxter, G. and Hainey, T. 2022. Remote learning in the context of COVID-19: reviewing the effectiveness of synchronous online delivery. *Journal of Research in Innovative Teaching & Learning*. (Mar. 2022). DOI:<https://doi.org/10.1108/JRIT-12-2021-0086>.

[79]

Bayne, S. 2004. 'Mere jelly': the bodies of networked learners. *Networked Learning 2004*.

[80]

Bayne, S. 2015. Teacherbot: interventions in automated teaching. *Teaching in Higher Education*. 20, 4 (May 2015), 455–467.
DOI:<https://doi.org/10.1080/13562517.2015.1020783>.

[81]

Beard, L. et al. 2009. A Survey of Health-Related Activities on Second Life. *Journal of Medical Internet Research*. 11, 2 (May 2009). DOI:<https://doi.org/10.2196/jmir.1192>.

[82]

Beaudoin, M.F. 2002. Learning or lurking? The Internet and Higher Education. 5, 2 (Jun. 2002), 147–155. DOI:[https://doi.org/10.1016/S1096-7516\(02\)00086-6](https://doi.org/10.1016/S1096-7516(02)00086-6).

[83]

Becker, H.S. and ProQuest (Firm) 2018. *Outsiders: studies in the sociology of deviance*. Free Press.

[84]

Beetham, H. et al. 2009. *Thriving in the 21st century: Learning Literacies for the Digital Age (LLiDA project): Executive Summary, Conclusions and Recommendations*. (2009).

[85]

Beetham, H. and Sharpe, R. 2013. *Rethinking pedagogy for a digital age: designing for 21st century learning*. Routledge.

[86]

Beldarrain, Y. 2006. Distance Education Trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education*. 27, 2 (Aug. 2006), 139–153.
DOI:<https://doi.org/10.1080/01587910600789498>.

[87]

Bell, J. et al. 2016. From 2D to Kubi to Doubles: Designs for Student Telepresence in Synchronous Hybrid Classrooms. 7, 3 (2016).

[88]

Bellack, A.A. and Davitz, J.R. 1963. The language of the classroom, meanings communicated in high school teaching. (1963).

[89]

Bellocchi, A. et al. 2016. Emotional experiences of preservice science teachers in online learning: the formation, disruption and maintenance of social bonds. *Cultural Studies of Science Education*. 11, 3 (Sep. 2016), 629–652.
DOI:<https://doi.org/10.1007/s11422-015-9673-9>.

[90]

Belonging at Leeds: <https://peopledevelopment.leeds.ac.uk/belonging-at-leeds/>.

[91]

Belonging, being, and becoming: Exploring possible selves through the transitions into, through, and beyond higher education: 2023.
<https://higherpsyched.home.blog/2023/06/08/belonging-being-and-becoming-exploring-possible-selves-through-the-transitions-into-through-and-beyond-higher-education/>.

[92]

Belonging is inconvenient: 2022. <http://daveowhite.com/inconvenient/>.

[93]

Benne, K.D. and Sheats, P. 2010. Functional Roles of Group Members. *Journal of Social Issues*. 4, 2 (Apr. 2010), 41–49. DOI:<https://doi.org/10.1111/j.1540-4560.1948.tb01783.x>.

[94]

Bennett, L. 2014. Learning from the early adopters: developing the Digital Practitioner. *Research in Learning Technology*. 22, (Jul. 2014).
DOI:<https://doi.org/10.3402/rlt.v22.21453>.

[95]

Bente, G. et al. Social presence and interpersonal trust in avatar-based, collaborative net-communications. 54-61.

[96]

Bernie Trilling and Charles Fadel 2012. *21st Century Skills*. Wiley & Sons, Incorporated, John.

[97]

Berragan, L. 2011. SIMULATION: AN EFFECTIVE PEDAGOGICAL APPROACH FOR NURSING?

[98]

Bettinger, E.P. et al. 2017. Virtual Classrooms: How Online College Courses Affect Student Success. *American Economic Review*. 107, 9 (Sep. 2017), 2855-2875.
DOI:<https://doi.org/10.1257/aer.20151193>.

[99]

Biasutti, M. 2017. A comparative analysis of forums and wikis as tools for online collaborative learning. *Computers & Education*. 111, (Aug. 2017), 158-171.
DOI:<https://doi.org/10.1016/j.compedu.2017.04.006>.

[100]

Bill Cope et al. 2010. *Ubiquitous Learning*. University of Illinois Press.

[101]

Billinghurst, M. et al. 2015. A Survey of Augmented Reality. *Foundations and Trends® in*

Human-Computer Interaction. 8, 2-3 (2015), 73-272.
DOI:<https://doi.org/10.1561/11000000049>.

[102]

Billinghurst, M. and Duenser, A. 2012. Augmented Reality in the Classroom. *Computer*. 45, 7 (Jul. 2012), 56-63. DOI:<https://doi.org/10.1109/MC.2012.111>.

[103]

Birtchnell, T. and Gibson, C. 2015. Less talk more drone: social research with UAVs. *Journal of Geography in Higher Education*. 39, 1 (Jan. 2015), 182-189.
DOI:<https://doi.org/10.1080/03098265.2014.1003799>.

[104]

Black, A. 2005. The use of asynchronous discussion: Creating a text of talk. 5, 1 (2005).

[105]

Blanchard, A.L. and Markus, M.L. 2002. Sense of virtual community - maintaining the experience of belonging. *Proceedings of the 35th Annual Hawaii International Conference on System Sciences* (2002), 3566-3575.

[106]

Blanchard, A.L. and Markus, M.L. 2004. The experienced 'sense' of a virtual community. *ACM SIGMIS Database*. 35, 1 (Feb. 2004). DOI:<https://doi.org/10.1145/968464.968470>.

[107]

Bloom, B. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals*.

[108]

Boellstorff, T. 2008. *Coming of age in Second Life: an anthropologist explores the virtually human*. Princeton University Press.

[109]

Boling, E.C. et al. 2012. Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences. *The Internet and Higher Education*. 15, 2 (Mar. 2012), 118–126. DOI:<https://doi.org/10.1016/j.iheduc.2011.11.006>.

[110]

Bolliger, D.U. and Halupa, C. 2018. Online student perceptions of engagement, transactional distance, and outcomes. *Distance Education*. 39, 3 (Jul. 2018), 299–316. DOI:<https://doi.org/10.1080/01587919.2018.1476845>.

[111]

Bolliger, D.U. and Inan, F.A. 2012. Development and Validation of the Online Student Connectedness Survey (OSCS) Abstract. 13, 3 (2012), 40–65.

[112]

Bolliger, D.U. and Martin, F. 2018. Instructor and student perceptions of online student engagement strategies. *Distance Education*. 39, 4 (Oct. 2018), 568–583. DOI:<https://doi.org/10.1080/01587919.2018.1520041>.

[113]

Bonde, M.T. et al. 2014. Improving biotech education through gamified laboratory simulations. *Nature Biotechnology*. 32, 7 (Jul. 2014), 694–697. DOI:<https://doi.org/10.1038/nbt.2955>.

[114]

Booker, K. 2016. Connection and Commitment: How Sense of Belonging and Classroom Community Influence Degree Persistence for African American Undergraduate Women. 28, 2 (2016), 218–229.

[115]

Booker, K.C. 2007. Likeness, Comfort, and Tolerance: Examining African American

Adolescents' Sense of School Belonging. *The Urban Review*. 39, 3 (Jul. 2007), 301–317.
DOI:<https://doi.org/10.1007/s11256-007-0053-y>.

[116]

Borgonovi, F. and Ferrara, A. 2020. Academic achievement and sense of belonging among non-native-speaking immigrant students: The role of linguistic distance. *Learning and Individual Differences*. 81, (Jul. 2020). DOI:<https://doi.org/10.1016/j.lindif.2020.101911>.

[117]

Borup, J. et al. 2012. Improving online social presence through asynchronous video. *The Internet and Higher Education*. 15, 3 (Jun. 2012), 195–203.
DOI:<https://doi.org/10.1016/j.iheduc.2011.11.001>.

[118]

Bosch, J. et al. 2015. Creating 360° underwater virtual tours using an omnidirectional camera integrated in an AUV. *OCEANS 2015 - Genova* (May 2015), 1–7.

[119]

Boston, W. and Ice, P. 18AD. Comprehensive Assessment of Student Retention in Online Learning Environments. *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*.

[120]

Boud, D. et al. 2001. Peer learning in higher education: learning from & with each other. Kogan Page.

[121]

Boud, D. 2001. Using journal writing to enhance reflective practice. *New Directions for Adult and Continuing Education*. 2001, 90 (Summer 2001).
DOI:<https://doi.org/10.1002/ace.16>.

[122]

Boulos, M.N.K. et al. 2007. Second Life: an overview of the potential of 3-D virtual worlds in medical and health education. *Health Information and Libraries Journal*. 24, 4 (Dec. 2007), 233–245. DOI:<https://doi.org/10.1111/j.1471-1842.2007.00733.x>.

[123]

Boumadan, M. et al. 2020. What Factors Determine the Value of an Online Teacher Education Experience from a Teacher's Perspective? *Sustainability*. 12, 19 (Sep. 2020). DOI:<https://doi.org/10.3390/su12198064>.

[124]

Bourdieu, P. 2002. The Forms of Capital. *Readings in Economic Sociology*. N.W. Biggart, ed. Blackwell Publishers Ltd. 280–291.

[125]

Bower, M. et al. 2014. Augmented Reality in education – cases, places and potentials. *Educational Media International*. 51, 1 (Jan. 2014), 1–15. DOI:<https://doi.org/10.1080/09523987.2014.889400>.

[126]

Bower, M. et al. 2014. Augmented Reality in education – cases, places and potentials. *Educational Media International*. 51, 1 (Jan. 2014), 1–15. DOI:<https://doi.org/10.1080/09523987.2014.889400>.

[127]

Boyle, J. and Ramsay, S. 2023. *Writing for science students*. Bloomsbury Academic, Bloomsbury Publishing Plc.

[128]

Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*. 3, 2 (Jan. 2006), 77–101. DOI:<https://doi.org/10.1191/1478088706qp063oa>.

[129]

Bressler, D.M. and Bodzin, A.M. 2013. A mixed methods assessment of students' flow experiences during a mobile augmented reality science game. *Journal of Computer Assisted Learning*. 29, 6 (Dec. 2013), 505–517. DOI:<https://doi.org/10.1111/jcal.12008>.

[130]

Broadribb, S. and Carter, C. 2009. Not. *British Journal of Educational Technology*. 40, 3 (May 2009), 547–550. DOI:<https://doi.org/10.1111/j.1467-8535.2009.00950.x>.

[131]

Brodie, J. and Osowska, R. 2021. Supporting entrepreneurship students' sense of belonging in online virtual spaces. *Industry and Higher Education*. 35, 4 (Aug. 2021), 353–359. DOI:<https://doi.org/10.1177/0950422221999264>.

[132]

Bromley, P. 2013. Active Learning Strategies for Diverse Learning Styles: Simulations Are Only One Method. *PS: Political Science & Politics*. 46, 04 (Oct. 2013), 818–822. DOI:<https://doi.org/10.1017/S1049096513001145>.

[133]

Brooman, S. and Darwent, S. 2014. Measuring the beginning: a quantitative study of the transition to higher education. *Studies in Higher Education*. 39, 9 (Oct. 2014), 1523–1541. DOI:<https://doi.org/10.1080/03075079.2013.801428>.

[134]

Broughton, K.M. 2019. Students' Sense of Belonging in Study Spaces. The Patton College of Education of Ohio University.

[135]

Brown, M. et al. 2013. Exploring the disconnections: Student interaction with support services upon commencement of distance education. *The International Journal of the First Year in Higher Education*. 4, 2 (Jul. 2013). DOI:<https://doi.org/10.5204/intjfyhe.v4i2.171>.

[136]

Brown, M. et al. 2015. Giving Voice to Distance Learners: Methodological Decisions and Challenges. (2015).

[137]

Brown, M. et al. 2013. In their own words: Student stories of seeking learning support. Open Praxis. 5, 4 (Nov. 2013). DOI:<https://doi.org/10.5944/openpraxis.5.4.87>.

[138]

Brown, M. et al. 4AD. Lights, camera, action: Gathering experiences of first time distance learners. Ascilite 2011 Hobart.

[139]

Brown, M. et al. 25AD. Living the new normal: reflections on the experiences of first-time distance learners. ASCILITE 2012: 29th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education: Future Challenges, Sustainable Futures.

[140]

Brown, M. et al. 2015. Stories from Students in Their First Semester of Distance Learning. The International Review of Research in Open and Distributed Learning. 16, 4 (Nov. 2015). DOI:<https://doi.org/10.19173/irrodl.v16i4.1647>.

[141]

Brown, M. et al. 1AD. Stories of learning spaces from distant places. 36th Higher Education Research and Development Society of Australasia Conference (HERDSA 2013): The Place of Learning and Teaching.

[142]

Brown, M. et al. 2012. Superficial social inclusion? Reflections from first-time distance learners. A Practice Report. The International Journal of the First Year in Higher Education. 3, 2 (Jul. 2012). DOI:<https://doi.org/10.5204/intjfyhe.v3i2.130>.

[143]

Brown, M. and Hughes, H. 27AD. Understanding the student experience: Doing things better in studying first-time distance learners. European Distance and E-Learning Network 2014 Research Workshop.

[144]

Brown, R.E. 2001. The process of community-building in distance learning classes. 5, 2 (2001). DOI:<https://doi.org/10.1.1.467.113&rep=rep1&type=pdf>.

[145]

Brown, T.H. 2015. Exploring new learning paradigms in ODL: A reflection on the paper of Barber, Donnelly and Rizvi (2013): "An avalanche is coming: Higher education and the revolution ahead". The International Review of Research in Open and Distributed Learning. 16, 4 (Nov. 2015). DOI:<https://doi.org/10.19173/irrodl.v16i4.1952>.

[146]

Browne, T. et al. 2006. A longitudinal perspective regarding the use of VLEs by higher education institutions in the United Kingdom. Interactive Learning Environments. 14, 2 (Aug. 2006), 177–192. DOI:<https://doi.org/10.1080/10494820600852795>.

[147]

Bruns, A. 2009. Blogs, Wikipedia, Second life, and Beyond: from production to produsage. Peter Lang.

[148]

Brunton, J. et al. 2018. Head start online: flexibility, transitions and student success. Educational Media International. 55, 4 (Oct. 2018), 347–360. DOI:<https://doi.org/10.1080/09523987.2018.1548783>.

[149]

Brunton, J. et al. 2018. Pre-induction supports for flexible learners: The Head Start Online MOOC pilot. A Practice Report. Student Success. 9, 2 (Jun. 2018). DOI:<https://doi.org/10.5204/ssj.v10i1.434>.

[150]

Bryans Bongey, S. et al. 2010. Blended solutions. *Campus-Wide Information Systems*. 27, 1 (Jan. 2010), 4-16. DOI:<https://doi.org/10.1108/10650741011011246>.

[151]

Buckley, A. 6AD. Evaluating an online induction course at the University of Strathclyde. 3rd International Enhancement in Higher Education Conference.

[152]

Bujak, K.R. et al. 2013. A psychological perspective on augmented reality in the mathematics classroom. *Computers & Education*. 68, (Oct. 2013), 536-544. DOI:<https://doi.org/10.1016/j.compedu.2013.02.017>.

[153]

Bullen, M. 1998. Participation and Critical Thinking in Online University Distance Education. 13, 2 (1998).

[154]

Burgess, A. and Ivanič, R. 2010. Writing and Being Written: Issues of Identity Across Timescales. *Written Communication*. 27, 2 (Apr. 2010), 228-255. DOI:<https://doi.org/10.1177/0741088310363447>.

[155]

Burgstahler, S. et al. 2004. Making distance learning courses accessible to students and instructors with disabilities: A case study. *The Internet and Higher Education*. 7, 3 (Jul. 2004), 233-246. DOI:<https://doi.org/10.1016/j.iheduc.2004.06.004>.

[156]

Burgstahler, S. 2006. The development of accessibility indicators for distance learning programs. *ALT-J*. 14, 1 (Mar. 2006), 79-102. DOI:<https://doi.org/10.1080/09687760500479753>.

[157]

Burke, L. 22AD. Virtual Classes in a Virtual World. (22AD).

[158]

Burke, P. et al. 2016. Capability, Belonging and Equity in Higher Education: Developing Inclusive Approach. (2016).

[159]

Butler, L. et al. 2016. Learn Where You Live, Teach From a Distance: Choosing the Best Technology for Distributed Nursing Education. 43, (2016).

[160]

Cacciamani, S. et al. 2012. Influence of participation, facilitator styles, and metacognitive reflection on knowledge building in online university courses. *Computers & Education*. 58, 3 (Apr. 2012), 874–884. DOI:<https://doi.org/10.1016/j.compedu.2011.10.019>.

[161]

Cain, W. et al. 2016. Implementing Robotic Telepresence in a Synchronous Hybrid Course. 2016 IEEE 16th International Conference on Advanced Learning Technologies (ICALT) (Jul. 2016), 171–175.

[162]

Campbell, k 2021. Building Belonging in the Post-Pandemic Landscape. (2021).

[163]

Campbell, S.D. et al. 2019. Campus climate comparisons in academic pursuits: How race still matters for African American college students. *Group Processes & Intergroup Relations* . 22, 3 (Apr. 2019), 390–402. DOI:<https://doi.org/10.1177/1368430218823065>.

[164]

Canning, E.A. et al. 2020. Feeling Like an Imposter: The Effect of Perceived Classroom Competition on the Daily Psychological Experiences of First-Generation College Students. *Social Psychological and Personality Science*. 11, 5 (Jul. 2020), 647–657. DOI:<https://doi.org/10.1177/1948550619882032>.

[165]

Carmichael, H. and Moore, B. 2020. *Common Framework for Online Education*. University of Southampton.

[166]

Carmigniani, J. et al. 2011. Augmented reality technologies, systems and applications. *Multimedia Tools and Applications*. 51, 1 (Jan. 2011), 341–377. DOI:<https://doi.org/10.1007/s11042-010-0660-6>.

[167]

Carmigniani, J. et al. 2011. Augmented reality technologies, systems and applications. *Multimedia Tools and Applications*. 51, 1 (Jan. 2011), 341–377. DOI:<https://doi.org/10.1007/s11042-010-0660-6>.

[168]

Carmigniani, J. and Furht, B. 2011. Augmented Reality: An Overview. *Handbook of Augmented Reality*. B. Furht, ed. Springer New York. 3–46.

[169]

Caroline Haythornthwaite 2007. *The Internet in Everyday Life*. John Wiley & Sons, Ltd.

[170]

Carr, S. 11AD. As Distance Education Comes of Age, the Challenge Is Keeping the Students. 46, 23 (11AD), A39-41.

[171]

Carroll, D. et al. 2011. Peer reviewed PDF on ERIC Download full text ERIC Number: EJ937180 Record Type: Journal Publication Date: 2011 Pages: 8 Abstractor: As Provided Reference Count: 36 ISBN: N/A ISSN: ISSN-0827-3383 School Culture for Students with Significant Support Needs: Belonging Is Not Enough. 26, (2011), 120-127.

[172]

Carvalho, L. et al. 2018. Spaces of inclusion and belonging: The learning imaginaries of doctoral students in a multi-campus and distance university. Australasian Journal of Educational Technology. 34, 6 (Dec. 2018). DOI:<https://doi.org/10.14742/ajet.4483>.

[173]

Cashmore, A. et al. "Belonging" and "intimacy" factors in the retention of students – an investigation into the student perceptions of effective practice and how that practice can be replicated.

[174]

Caspi, A. et al. 2008. Participation in class and in online discussions: Gender differences. Computers & Education. 50, 3 (Apr. 2008), 718-724. DOI:<https://doi.org/10.1016/j.compedu.2006.08.003>.

[175]

Catherine Bovill et al. 2020. Co-Creating Learning and Teaching. Critical Publishing.

[176]

Cavanaugh, C. et al. 2013. Online Learning for Students with Disabilities: A Framework for Success. Journal of Special Education Technology. 28, 1 (Mar. 2013), 1-8. DOI:<https://doi.org/10.1177/016264341302800101>.

[177]

Cazeaux, C. 2000. The continental aesthetics reader. Routledge.

[178]

Cerbone, D.R. 2006. Understanding phenomenology. Acumen.

[179]

Cha, E. et al. 2017. Designing telepresence robots for K-12 education. 2017 26th IEEE International Symposium on Robot and Human Interactive Communication (RO-MAN) (Aug. 2017), 683–688.

[180]

Chambliss, D.F. and Takacs, C.G. 2014. How college works. Harvard University Press.

[181]

Chan, C.H. 2015. Evaluation of a simulation-based workshop on clinical performance for emergency physicians and nurses. *World Journal of Emergency Medicine*. 6, 1 (2015). DOI:<https://doi.org/10.5847/wjem.j.1920-8642.2015.01.003>.

[182]

Chandratre, S. 2020. Medical Students and COVID-19: Challenges and Supportive Strategies. *Journal of Medical Education and Curricular Development*. 7, (Jan. 2020). DOI:<https://doi.org/10.1177/2382120520935059>.

[183]

Chang, H.-Y. et al. 2013. Integrating a mobile augmented reality activity to contextualize student learning of a socioscientific issue. *British Journal of Educational Technology*. 44, 3 (May 2013), E95–E99. DOI:<https://doi.org/10.1111/j.1467-8535.2012.01379.x>.

[184]

Chang, K.-E. et al. 2014. Development and behavioral pattern analysis of a mobile guide system with augmented reality for painting appreciation instruction in an art museum. *Computers & Education*. 71, (Feb. 2014), 185–197. DOI:<https://doi.org/10.1016/j.compedu.2013.09.022>.

[185]

Change, Y. (Eunice) and Hannafin, M.J. 2015. 'THE USES (AND MISUSES) OF COLLABORATIVE DISTANCE EDUCATION TECHNOLOGIES Implications for the Debate on Transience in Technology'. 16, 2 (Jan. 2015), 77-92.

[186]

Chatterjee, R. and Correia, A.-P. 2020. Online Students' Attitudes Toward Collaborative Learning and Sense of Community. *American Journal of Distance Education*. 34, 1 (Jan. 2020), 53-68. DOI:<https://doi.org/10.1080/08923647.2020.1703479>.

[187]

Cheal, C. 2009. Student Perceptions of a Course Taught in Second Life. 5, 5 (2009).

[188]

Chen, B. and deNoyelles, A. 7AD. Exploring Students' Mobile Learning Practices in Higher Education. (7AD).

[189]

Chen, C.-M. and Tsai, Y.-N. 2012. Interactive augmented reality system for enhancing library instruction in elementary schools. *Computers & Education*. 59, 2 (Sep. 2012), 638-652. DOI:<https://doi.org/10.1016/j.compedu.2012.03.001>.

[190]

Chen, C.-Y. et al. 2012. The influence of perceived information overload on student participation and knowledge construction in computer-mediated communication. *Instructional Science*. 40, 2 (Mar. 2012), 325-349. DOI:<https://doi.org/10.1007/s11251-011-9179-0>.

[191]

Chen, P.-S.D. et al. 2010. Engaging online learners: The impact of Web-based learning technology on college student engagement. *Computers & Education*. 54, 4 (May 2010), 1222-1232. DOI:<https://doi.org/10.1016/j.compedu.2009.11.008>.

[192]

Chen, S. 1995. QuickTime VR – An Image-Based Approach to Virtual Environment Navigation. SIGGRAPH '95: Proceedings of the 22nd annual conference on Computer graphics and interactive techniques.

[193]

Chen, S.-J. 2007. Instructional Design Strategies for Intensive Online Courses: An Objectivist-Constructivist Blended Approach. 6, 1 (2007).

[194]

Chen, Y.-C. et al. 2011. Use of Tangible and Augmented Reality Models in Engineering Graphics Courses. Journal of Professional Issues in Engineering Education and Practice. 137, 4 (Oct. 2011), 267–276. DOI:[https://doi.org/10.1061/\(ASCE\)EI.1943-5541.0000078](https://doi.org/10.1061/(ASCE)EI.1943-5541.0000078).

[195]

Cheng, K.-H. and Tsai, C.-C. 2013. Affordances of Augmented Reality in Science Learning: Suggestions for Future Research. Journal of Science Education and Technology. 22, 4 (Aug. 2013), 449–462. DOI:<https://doi.org/10.1007/s10956-012-9405-9>.

[196]

Cheng, K.-H. and Tsai, C.-C. 2013. Affordances of Augmented Reality in Science Learning: Suggestions for Future Research. Journal of Science Education and Technology. 22, 4 (Aug. 2013), 449–462. DOI:<https://doi.org/10.1007/s10956-012-9405-9>.

[197]

Cheung, C.M.K. et al. 2011. Online social networks: Why do students use facebook? Computers in Human Behavior. 27, 4 (Jul. 2011), 1337–1343. DOI:<https://doi.org/10.1016/j.chb.2010.07.028>.

[198]

Cheung, W.S. et al. 2008. Toward an Understanding of Why Students Contribute in Asynchronous Online Discussions. *Journal of Educational Computing Research*. 38, 1 (Jan. 2008), 29–50. DOI:<https://doi.org/10.2190/EC.38.1.b>.

[199]

Chi, H.-L. et al. 2013. Research trends and opportunities of augmented reality applications in architecture, engineering, and construction. *Automation in Construction*. 33, (Aug. 2013), 116–122. DOI:<https://doi.org/10.1016/j.autcon.2012.12.017>.

[200]

Chiang, T.H.C. et al. 2014. Students' online interactive patterns in augmented reality-based inquiry activities. *Computers & Education*. 78, (Sep. 2014), 97–108. DOI:<https://doi.org/10.1016/j.compedu.2014.05.006>.

[201]

Chickering, A.W. and Gamson, Z.F. Seven Principles for Good Practice in Undergraduate Education. 3–7.

[202]

Childress, M.D. and Braswell, R. 2006. Using Massively Multiplayer Online Role-Playing Games for Online Learning. *Distance Education*. 27, 2 (Aug. 2006), 187–196. DOI:<https://doi.org/10.1080/01587910600789522>.

[203]

Chinyamurindi, W.T. 2018. Narratives of a sense of belonging: Perspectives from a sample of international students in South Africa. *South African Journal of Higher Education*. 32, 3 (Jul. 2018). DOI:<https://doi.org/10.20853/32-3-2581>.

[204]

Chiu, C.-M. et al. 2006. Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories. *Decision Support Systems*. 42, 3 (Dec. 2006), 1872–1888. DOI:<https://doi.org/10.1016/j.dss.2006.04.001>.

[205]

Cho, E. et al. 2021. Delivering Experiential Learning Through Virtual Study Tour and Alternative Internship Options During a Pandemic. *Journal of Family & Consumer Sciences*. 113, 2 (Apr. 2021), 14–20. DOI:<https://doi.org/10.14307/JFCS113.2.14>.

[206]

Cho, Y.-H. et al. 2002. Searching for Experiences. *Journal of Travel & Tourism Marketing*. 12, 4 (Oct. 2002), 1–17. DOI:https://doi.org/10.1300/J073v12n04_01.

[207]

Chrétien, L.-P. et al. 2016. Visible and thermal infrared remote sensing for the detection of white-tailed deer using an unmanned aerial system. *Wildlife Society Bulletin*. 40, 1 (Mar. 2016), 181–191. DOI:<https://doi.org/10.1002/wsb.629>.

[208]

Clark, M.A. 2009. Genome Island: A Virtual Science Environment in Second Life. 5, 6 (2009), 1–6.

[209]

Clarke, L. 2009. Video reflections in initial teacher education. *British Journal of Educational Technology*. 40, 5 (Sep. 2009), 959–961. DOI:<https://doi.org/10.1111/j.1467-8535.2008.00896.x>.

[210]

Claro, S. et al. 2016. Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*. 113, 31 (Aug. 2016), 8664–8668. DOI:<https://doi.org/10.1073/pnas.1608207113>.

[211]

Cobb, S. et al. 2009. The Learning Gains and Student Perceptions of a Second Life Virtual Lab. *Bioscience Education*. 13, 1 (Jun. 2009), 1–9. DOI:<https://doi.org/10.3108/beej.13.5>.

[212]

Cobb-Stevens, R. 2002. Introduction to Phenomenology by Robert Sokolowski. *The Thomist: A Speculative Quarterly Review*. 66, 1 (2002), 159–163.
DOI:<https://doi.org/10.1353/tho.2002.0004>.

[213]

Codd, A.M. and Choudhury, B. 2011. Virtual reality anatomy: Is it comparable with traditional methods in the teaching of human forearm musculoskeletal anatomy? *Anatomical Sciences Education*. 4, 3 (May 2011), 119–125.
DOI:<https://doi.org/10.1002/ase.214>.

[214]

Coe, R. et al. eds. 2017. *Research methods and methodologies in education*. SAGE Publications Ltd.

[215]

Cohen, L. et al. 2018. *Research methods in education*. Routledge.

[216]

Coldwell, J. et al. 2008. Online students : relationships between participation, demographics and academic performance. 6, (2008), 19–30.

[217]

Cole, D. et al. 2020. Sense of Belonging and Mattering Among Two Cohorts of First-Year Students Participating in a Comprehensive College Transition Program. *American Behavioral Scientist*. 64, 3 (Mar. 2020), 276–297.
DOI:<https://doi.org/10.1177/0002764219869417>.

[218]

Collins, A. et al. 2019. 'Bringing everyone on the same journey': revisiting inclusion in higher education. *Studies in Higher Education*. 44, 8 (Aug. 2019), 1475–1487.

DOI:<https://doi.org/10.1080/03075079.2018.1450852>.

[219]

Collins, H. et al. 2016. Automation in distance learning: an empirical study of unlearning and academic identity change linked to automation of student messaging within distance learning. (2016).

[220]

Conrad, D. 2002. Deep in the Hearts of Learners: Insights into the Nature of Online Community. 17, 1 (2002), 1-19.

[221]

Conrad, O. Community of Inquiry and Video in Higher Education: Engaging Students Online.

[222]

Conrad, R.-M. and Donaldson, J.A. 2004. Engaging the online learner: activities and resources for creative instruction. Jossey-Bass.

[223]

Cooke, A. et al. 2012. Beyond PICO. Qualitative Health Research. 22, 10 (Oct. 2012), 1435-1443. DOI:<https://doi.org/10.1177/1049732312452938>.

[224]

Cook-Sather, A. and Felton, P. 2017. Where Student Engagement Meets Faculty Development: How Student-Faculty Pedagogical Partnership Fosters a Sense of Belonging. 1, 2 (2017).

[225]

Cooper, K.M. and Brownell, S.E. 2016. Coming Out in Class: Challenges and Benefits of Active Learning in a Biology Classroom for LGBTQIA Students. CBE—Life Sciences

Education. 15, 3 (Sep. 2016). DOI:<https://doi.org/10.1187/cbe.16-01-0074>.

[226]

Cooper, M. 2006. Making online learning accessible to disabled students: an institutional case study. *ALT-J*. 14, 1 (Mar. 2006), 103-115.
DOI:<https://doi.org/10.1080/09687760500479779>.

[227]

Cooper, M. et al. 2016. What can analytics contribute to accessibility in e-learning systems and to disabled students' learning? *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge - LAK '16 (2016)*, 99-103.

[228]

Cooper, R. 2009. Constructing Belonging in a Diverse Campus Community. *Journal of College and Character*. 10, 3 (Feb. 2009). DOI:<https://doi.org/10.2202/1940-1639.1085>.

[229]

Coronavirus: https://www.who.int/health-topics/coronavirus#tab=tab_1.

[230]

Coronavirus: Teachers warned of 'zoombombing' risk: 2AD.
<https://www.tes.com/news/coronavirus-teachers-warned-zoombombing-risk>.

[231]

Coronavirus: Zoom under increased scrutiny as popularity soars: 1AD.
<https://www.bbc.co.uk/news/business-52115434>.

[232]

Cortegiani, A. et al. 2015. Effect of High-Fidelity Simulation on Medical Students' Knowledge about Advanced Life Support: A Randomized Study. *PLOS ONE*. 10, 5 (May 2015). DOI:<https://doi.org/10.1371/journal.pone.0125685>.

[233]

Cosido, O. et al. 2015. 3D tour through university spaces for the management and dissemination of the cultural heritage of the University of Cantabria. 2015 Digital Heritage (Sep. 2015), 667-670.

[234]

Cottrell, S. and Morris, N. 2012. Study skills connected: using technology to support your studies. Palgrave Macmillan.

[235]

Cousin, G. 2009. Researching learning in higher education: an introduction to contemporary methods and approaches. Routledge.

[236]

Coy, K. et al. 2014. Using Universal Design for Learning in Synchronous Online Instruction. Journal of Special Education Technology. 29, 1 (Mar. 2014), 63-74.
DOI:<https://doi.org/10.1177/016264341402900105>.

[237]

Coyne, P. et al. 2012. Literacy by Design. Remedial and Special Education. 33, 3 (May 2012), 162-172. DOI:<https://doi.org/10.1177/0741932510381651>.

[238]

Craig, A.B. 2013. Understanding augmented reality: concepts and applications. Morgan Kaufmann.

[239]

Craig, P. et al. 2012. Using natural experiments to evaluate population health interventions: new Medical Research Council guidance. Journal of Epidemiology and Community Health. 66, 12 (Dec. 2012), 1182-1186.
DOI:<https://doi.org/10.1136/jech-2011-200375>.

[240]

Crick Learning for Resilient Agency (CLARA): <https://utscic.edu.au/tools/clara/>.

[241]

Crick, R.D. 2012. Deep Engagement as a Complex System: Identity, Learning Power and Authentic Enquiry. Handbook of Research on Student Engagement. S.L. Christenson et al., eds. Springer US. 675-694.

[242]

Crick, R.D. et al. 2004. Developing an Effective Lifelong Learning Inventory: the ELLI Project. Assessment in Education: Principles, Policy & Practice. 11, 3 (Sep. 2004), 247-272. DOI:<https://doi.org/10.1080/0969594042000304582>.

[243]

Crisanto, M.A.L. 2018. Group reporting as a tool to enhance the quality of courses. Asian Association of Open Universities Journal. 13, 1 (Mar. 2018), 73-87. DOI:<https://doi.org/10.1108/AAOUJ-01-2018-0006>.

[244]

Crisp, G. and Nora, A. 2010. Hispanic Student Success: Factors Influencing the Persistence and Transfer Decisions of Latino Community College Students Enrolled in Developmental Education. Research in Higher Education. 51, 2 (Mar. 2010), 175-194. DOI:<https://doi.org/10.1007/s11162-009-9151-x>.

[245]

Cuendet, S. et al. 2013. Designing augmented reality for the classroom. Computers & Education. 68, (Oct. 2013), 557-569. DOI:<https://doi.org/10.1016/j.compedu.2013.02.015>.

[246]

Cummings, R. et al. 2005. Middle-Out Approaches to Reform of University Teaching and

Learning: Champions striding between the top-down and bottom-up approaches. *The International Review of Research in Open and Distributed Learning*. 6, 1 (Mar. 2005). DOI:<https://doi.org/10.19173/irrodl.v6i1.224>.

[247]

Curcio, I.D.D. et al. 2016. Virtual realities and education. *Research on Education and Media*. 8, 2 (Jan. 2016). DOI:<https://doi.org/10.1515/rem-2016-0019>.

[248]

Curnock Cook, M. 2020. Connectedness, trust and student engagement. (2020).

[249]

Currant, N.J. 2020. "My Stomach Churns": Belonging and Strategies for Belonging for BME Students in a White University. Oxford Brookes University.

[250]

Curry, C. Universal Design: Accessibility for All Learners. 61, 2, 55-60.

[251]

Dabbagh, N. The Online Learner: Characteristics and Pedagogical Implications. 7, 3.

[252]

Dabbagh, N. 2007. The online learner: Characteristics and pedagogical implications. 7, 3 (2007).

[253]

Dahlstrom-Hakki, I. et al. 2020. Comparing synchronous and asynchronous online discussions for students with disabilities: The impact of social presence. *Computers & Education*. 150, (Jun. 2020). DOI:<https://doi.org/10.1016/j.compedu.2020.103842>.

[254]

D'Alba, A. and Jones, G. 2013. Analyzing the Effects of a 3D Online Virtual Museum in Visitors' Discourse, Attitudes, Preferences, and Knowledge Acquisition. *Cases on 3D Technology Application and Integration in Education*. K.F. Nettleton and L. Lennex, eds. IGI Global. 26–47.

[255]

Dale, G. and Shawn Green, C. 2017. The Changing Face of Video Games and Video Gamers: Future Directions in the Scientific Study of Video Game Play and Cognitive Performance. *Journal of Cognitive Enhancement*. 1, 3 (Sep. 2017), 280–294.
DOI:<https://doi.org/10.1007/s41465-017-0015-6>.

[256]

Dale, V. and Sheridan, N. 2021. Learners, Teachers and Places: A conceptual framework for creative pedagogies. 2, 1 (2021).

[257]

Dalgarno, B. et al. 2011. An Australian and New Zealand scoping study on the use of 3D immersive virtual worlds in higher education. *Australasian Journal of Educational Technology*. 27, 1 (Mar. 2011). DOI:<https://doi.org/10.14742/ajet.978>.

[258]

Darby, F. 2021. How to create human connection when teaching online. (2021).

[259]

David, A. and Glore, P. 2010. The Impact of Design and Aesthetics on Usability, Credibility, and Learning in an Online Environment. 13, 4 (2010).

[260]

Davies, J. and Graff, M. 2005. Performance in e-learning: online participation and student grades. *British Journal of Educational Technology*. 36, 4 (Jul. 2005), 657–663.
DOI:<https://doi.org/10.1111/j.1467-8535.2005.00542.x>.

[261]

Davis, M.C. et al. 2016. Virtual Interactive Presence in Global Surgical Education: International Collaboration Through Augmented Reality. *World Neurosurgery*. 86, (Feb. 2016), 103–111. DOI:<https://doi.org/10.1016/j.wneu.2015.08.053>.

[262]

Davis, S.D. 2020. A Sense of Belonging Among Minority Students at a Southeastern State Flagship University. Abilene Christian University.

[263]

Dawson, S. 2010. 'Seeing' the learning community: An exploration of the development of a resource for monitoring online student networking. *British Journal of Educational Technology*. 41, 5 (Sep. 2010), 736–752.
DOI:<https://doi.org/10.1111/j.1467-8535.2009.00970.x>.

[264]

De Lucia, A. et al. 2009. Development and evaluation of a virtual campus on Second Life: The case of SecondDMI. *Computers & Education*. 52, 1 (Jan. 2009), 220–233.
DOI:<https://doi.org/10.1016/j.compedu.2008.08.001>.

[265]

De Lucia, A. et al. 2009. Development and evaluation of a virtual campus on Second Life: The case of SecondDMI. *Computers & Education*. 52, 1 (Jan. 2009), 220–233.
DOI:<https://doi.org/10.1016/j.compedu.2008.08.001>.

[266]

Deakin Crick, R. et al. 2015. Developing Resilient Agency in Learning: The Internal Structure of Learning Power. *British Journal of Educational Studies*. 63, 2 (Apr. 2015), 121–160. DOI:<https://doi.org/10.1080/00071005.2015.1006574>.

[267]

Deakin Crick, R. and Goldspink, C. 2014. Learner Dispositions, Self-Theories and Student Engagement. *British Journal of Educational Studies*. 62, 1 (Jan. 2014), 19–35.
DOI:<https://doi.org/10.1080/00071005.2014.904038>.

[268]

Dede, C. et al. 2009. A Research Agenda for Online Teacher Professional Development. *Journal of Teacher Education*. 60, 1 (Jan. 2009), 8–19.
DOI:<https://doi.org/10.1177/0022487108327554>.

[269]

Dede, C. 2009. Immersive Interfaces for Engagement and Learning. *Science*. 323, 5910 (Jan. 2009), 66–69. DOI:<https://doi.org/10.1126/science.1167311>.

[270]

Dede, C. 2009. Immersive Interfaces for Engagement and Learning. *Science*. 323, 5910 (Jan. 2009), 66–69. DOI:<https://doi.org/10.1126/science.1167311>.

[271]

Delahunty, J. et al. 2014. Socio-emotional connections: identity, belonging and learning in online interactions. A literature review. *Technology, Pedagogy and Education*. 23, 2 (Apr. 2014), 243–265. DOI:<https://doi.org/10.1080/1475939X.2013.813405>.

[272]

Delahunty, J. 2012. 'Who am I?': Exploring identity in online discussion forums. *International Journal of Educational Research*. 53, (Jan. 2012), 407–420.
DOI:<https://doi.org/10.1016/j.ijer.2012.05.005>.

[273]

Delaney, L. and Brown, M. 2018. To walk invisible: distance students in a dual-mode university. *Distance Education*. 39, 2 (Apr. 2018), 209–223.
DOI:<https://doi.org/10.1080/01587919.2018.1457948>.

[274]

Delaney, L. and Fox, S. 2013. The role of distance education in broadening access to Irish higher education. In: *How Equal? Access to Higher Education in Ireland*.

[275]

Delanty, G. and Taylor & Francis Group 2018. *Community*. Routledge.

[276]

Dennen, V.P. 2008. Pedagogical lurking: Student engagement in non-posting discussion behavior. *Computers in Human Behavior*. 24, 4 (Jul. 2008), 1624–1633.
DOI:<https://doi.org/10.1016/j.chb.2007.06.003>.

[277]

Dennen, V.P. and Hao, S. 2014. Intentionally mobile pedagogy: the M-COPE framework for mobile learning in higher education. *Technology, Pedagogy and Education*. 23, 3 (Jul. 2014), 397–419. DOI:<https://doi.org/10.1080/1475939X.2014.943278>.

[278]

Denojean-Mairet, M. et al. 2014. A Ubiquitous Computing Platform - Affordable Telepresence Robot Design and Applications. 2014 IEEE 17th International Conference on Computational Science and Engineering (Dec. 2014), 793–798.

[279]

Denojean-Mairet, M. 2016. *Telepresence Robot Enable Remote Lab in Distance Education*. Athabasca University Library.

[280]

Developing digital literacies: <https://www.jisc.ac.uk/guides/developing-digital-literacies>.

[281]

Devkota, K.R. 2021. Inequalities reinforced through online and distance education in the

age of COVID-19: The case of higher education in Nepal. *International Review of Education*. (Mar. 2021). DOI:<https://doi.org/10.1007/s11159-021-09886-x>.

[282]

Dhawan, S. 2020. Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*. 49, 1 (Sep. 2020), 5–22. DOI:<https://doi.org/10.1177/0047239520934018>.

[283]

Dhein, C.R. 2007. Current Perspectives on Distance Education in Veterinary Medicine. *Journal of Veterinary Medical Education*. 34, 3 (Jul. 2007), 286–291. DOI:<https://doi.org/10.3138/jvme.34.3.286>.

[284]

Di Serio, Á. et al. 2013. Impact of an augmented reality system on students' motivation for a visual art course. *Computers & Education*. 68, (Oct. 2013), 586–596. DOI:<https://doi.org/10.1016/j.compedu.2012.03.002>.

[285]

Diaz, D.P. and Cartnal, R.B. 1999. Students' Learning Styles in Two Classes: Online Distance Learning and Equivalent On-Campus. *College Teaching*. 47, 4 (Oct. 1999), 130–135. DOI:<https://doi.org/10.1080/87567559909595802>.

[286]

DiGiacomo, D.K. et al. 2023. The benefits of belonging: Students' perceptions of their online learning experiences. *Distance Education*. 44, 1 (Jan. 2023), 24–39. DOI:<https://doi.org/10.1080/01587919.2022.2155615>.

[287]

Digital Accessibility Guidance: <https://www.gla.ac.uk/myglasgow/digitalaccessibility/>.

[288]

Digital Education Virtual Graduation, November 2017: 2017.
https://media.ed.ac.uk/media/Digital+Education+Virtual+Graduation%2C+November+2017/1_3uyjbjw.

[289]

Digital multimedia sharing in virtual worlds:
<https://patents.google.com/patent/US20090106671A1/en>.

[290]

Digital multimedia sharing in virtual worlds: 2007.
<https://patents.google.com/patent/US20090106671A1/en>.

[291]

Dill, E. et al. 2020. As Coronavirus Spreads, the Decision to Move Classes Online Is the First Step. What Comes Next? (2020).

[292]

Dimitoglou, G. 2019. Telepresence: evaluation of robot stand-ins for remote student learning. 35, 3 (2019). DOI:<https://doi.org/10.5555/3381569.3381582>.

[293]

Dirksen, A.N. 2022. An Exploratory Research to Students' Sense of Belonging in Distance Education in Higher Education in the Netherlands during the COVID-19 pandemic. University of Twente.

[294]

Disability blogger: 'Trolls said I was too ugly for selfies, so I hit back': 11AD.
<https://www.bbc.co.uk/news/newsbeat-49662140>.

[295]

Diwakar, V. et al. 2003. Developing Interactive Course Web Sites for Distance Education

and Characteristics of Students Enrolled in Distance Learning Courses. *Journal of Veterinary Medical Education*. 30, 4 (Dec. 2003), 351–357. DOI:<https://doi.org/10.3138/jvme.30.4.351>.

[296]

Dixon-Woods, M. et al. 2001. Including qualitative research in systematic reviews: opportunities and problems. *Journal of Evaluation in Clinical Practice*. 7, 2 (May 2001), 125–133. DOI:<https://doi.org/10.1046/j.1365-2753.2001.00257.x>.

[297]

Donovan, C. and Erskine-Shaw, M. 2020. 'Maybe I can do this. Maybe I should be here': evaluating an academic literacy, resilience and confidence programme. *Journal of Further and Higher Education*. 44, 3 (Mar. 2020), 326–340. DOI:<https://doi.org/10.1080/0309877X.2018.1541972>.

[298]

Don't be a giraffe – How to avoid trolls on academic social media: 8AD. <https://blogs.lse.ac.uk/impactofsocialsciences/2019/04/08/dont-be-a-giraffe-how-to-avoid-trolls-on-academic-social-media/>.

[299]

Doolittle, R.J. and Macdonald, D. 1978. Communication and a sense of community in a metropolitan neighborhood: A factor analytic examination. *Communication Quarterly*. 26, 3 (Jun. 1978), 2–7. DOI:<https://doi.org/10.1080/01463377809369297>.

[300]

Doreen B. Massey 1994. *Space, place, and gender*. University of Minnesota Press.

[301]

Dos Santos, L.M. 2020. How Does COVID-19 Pandemic Influence the Sense of Belonging and Decision-Making Process of Nursing Students: The Study of Nursing Students' Experiences. *International Journal of Environmental Research and Public Health*. 17, 15 (Aug. 2020). DOI:<https://doi.org/10.3390/ijerph17155603>.

[302]

Dost, S. et al. 2020. Perceptions of medical students towards online teaching during the COVID-19 pandemic: a national cross-sectional survey of 2721 UK medical students. *BMJ Open*. 10, 11 (Nov. 2020). DOI:<https://doi.org/10.1136/bmjopen-2020-042378>.

[303]

Doubleday, A.F. and Wille, S.J. 2014. We are what we do: Examining learner-generated content in the anatomy laboratory through the lens of activity theory. *Anatomical Sciences Education*. 7, 5 (Sep. 2014), 361–369. DOI:<https://doi.org/10.1002/ase.1434>.

[304]

Downing, A. and Klein, L. 2001. A multilingual virtual tour for international students: The Web-based library at Baruch College opens doors. 62, (2001).

[305]

Drake, R.L. et al. 2009. Medical education in the anatomical sciences: The winds of change continue to blow. *Anatomical Sciences Education*. 2, 6 (Nov. 2009), 253–259. DOI:<https://doi.org/10.1002/ase.117>.

[306]

Drea, J. 2021. Online? In Person? The Power of Letting Students Choose. (2021).

[307]

Driver, R. and Taylor & Francis Group 2015. Making sense of secondary science: research into children's ideas. Routledge.

[308]

Duffy, M.E. 2002. Methodological Issues In Web-based Research. *Journal of Nursing Scholarship*. 34, 1 (Mar. 2002), 83–88. DOI:<https://doi.org/10.1111/j.1547-5069.2002.00083.x>.

[309]

Duh, H.B.-L. and Billinghamurst, M. 2008. Trends in augmented reality tracking, interaction and display: A review of ten years of ISMAR. 2008 7th IEEE/ACM International Symposium on Mixed and Augmented Reality (Sep. 2008), 193–202.

[310]

Dukes, L.L. et al. 2009. Making Blended Instruction Better: Integrating the Principles of Universal Design for Instruction into Course Design and Delivery. *Action in Teacher Education*. 31, 1 (Apr. 2009), 38–48.
DOI:<https://doi.org/10.1080/01626620.2009.10463509>.

[311]

Dunleavy, M. et al. 2009. Affordances and Limitations of Immersive Participatory Augmented Reality Simulations for Teaching and Learning. *Journal of Science Education and Technology*. 18, 1 (Feb. 2009), 7–22. DOI:<https://doi.org/10.1007/s10956-008-9119-1>.

[312]

Dunleavy, M. and Dede, C. 2014. Augmented Reality Teaching and Learning. *Handbook of Research on Educational Communications and Technology*. J.M. Spector et al., eds. Springer New York. 735–745.

[313]

Dutile, C. et al. 2011. Virtual Clinical Education: Going the Full Distance in Nursing Education. *Newborn and Infant Nursing Reviews*. 11, 1 (Mar. 2011), 43–48.
DOI:<https://doi.org/10.1053/j.nainr.2010.12.008>.

[314]

Dweck, C.S. 2013. *Self-theories*. Psychology Press.

[315]

Dyment, J. et al. 2013. Framing Teacher Educator Engagement in an Online Environment. *Australian Journal of Teacher Education*. 38, 1 (Jan. 2013). DOI:<https://doi.org/10.14221/ajte.2013v38n1.6>.

[316]

Dziorny, M.A. ONLINE COURSE DESIGN ELEMENTS TO BETTER MEET THE ACADEMIC NEEDS OF STUDENTS WITH DYSLEXIA IN HIGHER EDUCATION.

[317]

Eardley, W.A. et al. 2016. An Ontology Engineering Approach to User Profiling for Virtual Tours of Museums and Galleries. *International Journal of Knowledge Engineering*. 2, 2 (2016), 85–91. DOI:<https://doi.org/10.18178/ijke.2016.2.2.058>.

[318]

Ebert, L. et al. 2019. Nursing and Midwifery Students' Sense of Connectedness Within Their Learning Communities. *Journal of Nursing Education*. 58, 1 (Jan. 2019), 47–52. DOI:<https://doi.org/10.3928/01484834-20190103-08>.

[319]

Edirisingha, P. et al. 2009. Socialisation for learning at a distance in a 3-D multi-user virtual environment. *British Journal of Educational Technology*. 40, 3 (May 2009), 458–479. DOI:<https://doi.org/10.1111/j.1467-8535.2009.00962.x>.

[320]

Education: From disruption to recovery: 2020.
<https://en.unesco.org/covid19/educationresponse>.

[321]

Edwards, A. et al. 2016. Robots in the classroom: Differences in students' perceptions of credibility and learning between "teacher as robot" and "robot as teacher". *Computers in Human Behavior*. 65, (Dec. 2016), 627–634. DOI:<https://doi.org/10.1016/j.chb.2016.06.005>.

[322]

Edwards, J.D. et al. 2022. Relationship between Course-Level Social Belonging (Sense of Belonging and Belonging Uncertainty) and Academic Performance in General Chemistry 1. *Journal of Chemical Education*. 99, 1 (Jan. 2022), 71–82.
DOI:<https://doi.org/10.1021/acs.jchemed.1c00405>.

[323]

El Sayed, N.A.M. et al. 2010. ARSC: Augmented Reality Student Card. 2010 International Computer Engineering Conference (ICENCO) (Dec. 2010), 113–120.

[324]

Elias, T. 2010. Universal instructional design principles for Moodle. *The International Review of Research in Open and Distributed Learning*. 11, 2 (May 2010).
DOI:<https://doi.org/10.19173/irrodl.v11i2.869>.

[325]

Elliott, G. et al. 2004. Mattering: Empirical Validation of a Social-Psychological Concept. *Self and Identity*. 3, 4 (Oct. 2004), 339–354.
DOI:<https://doi.org/10.1080/13576500444000119>.

[326]

Erichsen, E.A. and Bolliger, D.U. 2011. Towards understanding international graduate student isolation in traditional and online environments. *Educational Technology Research and Development*. 59, 3 (Jun. 2011), 309–326.
DOI:<https://doi.org/10.1007/s11423-010-9161-6>.

[327]

Ertmer, P.A. et al. 2007. Using Peer Feedback to Enhance the Quality of Student Online Postings: An Exploratory Study. *Journal of Computer-Mediated Communication*. 12, 2 (Jan. 2007), 412–433. DOI:<https://doi.org/10.1111/j.1083-6101.2007.00331.x>.

[328]

Ertmer, P.A. and Newby, T.J. 2013. Behaviorism, Cognitivism, Constructivism: Comparing

Critical Features From an Instructional Design Perspective. *Performance Improvement Quarterly*. 26, 2 (2013), 43–71. DOI:<https://doi.org/10.1002/piq.21143>.

[329]

ETEC Virtual Graduation in Second Life: 2013.
<https://coe.hawaii.edu/about/events/2013/04/etec-virtual-graduation-second-life>.

[330]

Evans, C. et al. 2015. *Engaged student learning*. Higher Education Academy.

[331]

Exter, M. et al. 2008. Story of a conference: Distance education students' experiences in a departmental conference. *The Internet and Higher Education*. 11, 1 (Jan. 2008), 42–52. DOI:<https://doi.org/10.1016/j.iheduc.2007.12.003>.

[332]

Fabri, M. et al. 1999. The Emotional Avatar: Non-verbal Communication Between Inhabitants of Collaborative Virtual Environments. *Gesture-Based Communication in Human-Computer Interaction*. A. Braffort et al., eds. Springer Berlin Heidelberg. 269–273.

[333]

de Faria, J.W.V. et al. 2016. Virtual and stereoscopic anatomy: when virtual reality meets medical education. *Journal of Neurosurgery*. 125, 5 (Nov. 2016), 1105–1111. DOI:<https://doi.org/10.3171/2015.8.JNS141563>.

[334]

Farmer, B. et al. 2008. Using blogging for higher order learning in large cohort university teaching: A case study. *Australasian Journal of Educational Technology*. 24, 2 (Feb. 2008). DOI:<https://doi.org/10.14742/ajet.1215>.

[335]

Farnadi, G. et al. 2016. Computational personality recognition in social media. *User Modeling and User-Adapted Interaction*. 26, 2-3 (Jun. 2016), 109-142. DOI:<https://doi.org/10.1007/s11257-016-9171-0>.

[336]

Farrell, O. and Brunton, J. 2020. A balancing act: a window into online student engagement experiences. *International Journal of Educational Technology in Higher Education*. 17, 1 (Dec. 2020). DOI:<https://doi.org/10.1186/s41239-020-00199-x>.

[337]

Fernández-López, Á. et al. 2013. Mobile learning technology based on iOS devices to support students with special education needs. *Computers & Education*. 61, (Feb. 2013), 77-90. DOI:<https://doi.org/10.1016/j.compedu.2012.09.014>.

[338]

Ferrel, M.N. and Ryan, J.J. 2020. The Impact of COVID-19 on Medical Education. *Cureus*. (Mar. 2020). DOI:<https://doi.org/10.7759/cureus.7492>.

[339]

Fichten, C.S. et al. Disabilities and e-Learning Problems and Solutions: An Exploratory Study. 12, 4, 241-256.

[340]

Field, A.P. 2013. *Discovering statistics using IBM SPSS statistics: and sex and drugs and rock 'n' roll*. SAGE Publications Ltd.

[341]

Fiock, H. 2020. Designing a Community of Inquiry in Online Courses. *The International Review of Research in Open and Distributed Learning*. 21, 1 (Jan. 2020), 134-152. DOI:<https://doi.org/10.19173/irrodl.v20i5.3985>.

[342]

Fisher, J.B. et al. 2021. Once Upon a Time, in AmeriFlux. *Journal of Geophysical Research: Biogeosciences*. 126, 1 (Jan. 2021). DOI:<https://doi.org/10.1029/2020JG006148>.

[343]

Fitter, N.T. et al. 2018. Evaluating the Effects of Personalized Appearance on Telepresence Robots for Education. *Companion of the 2018 ACM/IEEE International Conference on Human-Robot Interaction - HRI '18 (2018)*, 109–110.

[344]

FitzGerald, E. et al. 2013. Augmented Reality and Mobile Learning. *International Journal of Mobile and Blended Learning*. 5, 4 (Oct. 2013), 43–58. DOI:<https://doi.org/10.4018/ijmb.2013100103>.

[345]

Fitzpatrick, R. and Boulton, M. 1996. Qualitative research in health care: I. The scope and validity of methods. *Journal of Evaluation in Clinical Practice*. 2, 2 (May 1996), 123–130. DOI:<https://doi.org/10.1111/j.1365-2753.1996.tb00036.x>.

[346]

Flett, G. et al. 2019. Mattering and Psychological Well-being in College and University Students: Review and Recommendations for Campus-Based Initiatives. *International Journal of Mental Health and Addiction*. 17, 3 (Jun. 2019), 667–680. DOI:<https://doi.org/10.1007/s11469-019-00073-6>.

[347]

Flores, P. 2018. Establishing a Cultural Connection and a Sense of Place - Virtual Tour. (2018).

[348]

Fokides, E. et al. 2017. To drone or not to drone? Results of a pilot study in primary school settings. *Journal of Computers in Education*. 4, 3 (Sep. 2017), 339–353. DOI:<https://doi.org/10.1007/s40692-017-0087-4>.

[349]

Foley, K. and Marr, L. 2019. Scaffolding Extracurricular Online Events to Support Distance Learning University Students. *Journal of Interactive Media in Education*. 2019, 1 (Sep. 2019). DOI:<https://doi.org/10.5334/jime.525>.

[350]

Fombuena, A. 2017. Unmanned Aerial Vehicles and Spatial Thinking: Boarding Education With Geotechnology And Drones. *IEEE Geoscience and Remote Sensing Magazine*. 5, 3 (Sep. 2017), 8–18. DOI:<https://doi.org/10.1109/MGRS.2017.2710054>.

[351]

Fonseca, D. et al. 2014. Relationship between student profile, tool use, participation, and academic performance with the use of Augmented Reality technology for visualized architecture models. *Computers in Human Behavior*. 31, (Feb. 2014), 434–445. DOI:<https://doi.org/10.1016/j.chb.2013.03.006>.

[352]

Fox, J. et al. 2003. Conducting research using web-based questionnaires: Practical, methodological, and ethical considerations. *International Journal of Social Research Methodology*. 6, 2 (Jan. 2003), 167–180. DOI:<https://doi.org/10.1080/13645570210142883>.

[353]

Framework for Educational Leadership:
<http://www.scelscotland.org.uk/about-the-framework/>.

[354]

Francis, C.D.P. Students with disabilities experience in higher education online courses: An exploratory study of self-efficacy, use of assistive technologies and mobile media. FACULTY OF THE USC ROSSIER SCHOOL OF EDUCATION UNIVERSITY OF SOUTHERN CALIFORNIA.

[355]

Fredricks, J.A. et al. 2004. School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*. 74, 1 (Mar. 2004), 59–109.
DOI:<https://doi.org/10.3102/00346543074001059>.

[356]

Fredricks, J.A. et al. 2004. School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*. 74, 1 (Mar. 2004), 59–109.
DOI:<https://doi.org/10.3102/00346543074001059>.

[357]

Freeman, D. et al. 2014. Height, social comparison, and paranoia: An immersive virtual reality experimental study. *Psychiatry Research*. 218, 3 (Aug. 2014), 348–352.
DOI:<https://doi.org/10.1016/j.psychres.2013.12.014>.

[358]

Freeman, T.M. et al. 2007. Sense of Belonging in College Freshmen at the Classroom and Campus Levels. *The Journal of Experimental Education*. 75, 3 (Apr. 2007), 203–220.
DOI:<https://doi.org/10.3200/JEXE.75.3.203-220>.

[359]

de Freitas, S.I. et al. 2015. Will MOOCs transform learning and teaching in higher education? Engagement and course retention in online learning provision. *British Journal of Educational Technology*. 46, 3 (May 2015), 455–471.
DOI:<https://doi.org/10.1111/bjet.12268>.

[360]

Furht, B. and SpringerLink (Online service) 2011. *Handbook of augmented reality*. Springer.

[361]

Furrer, C. and Skinner, E. 2003. Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*. 95, 1 (Mar. 2003), 148–162. DOI:<https://doi.org/10.1037/0022-0663.95.1.148>.

[362]

Gagne, R.M. et al. 2005. Principles of instructional design. Thomson/Wadsworth.

[363]

Gagné, R.M. 1965. The conditions of learning. Holt, Rinehart and Winston.

[364]

Galesic, M. and Bosnjak, M. 2009. Effects of Questionnaire Length on Participation and Indicators of Response Quality in a Web Survey. *Public Opinion Quarterly*. 73, 2 (Jun. 2009), 349–360. DOI:<https://doi.org/10.1093/poq/nfp031>.

[365]

GALL, K. et al. 2003. Making the Grade with Students: The Case for Accessibility. *Journal of Engineering Education*. 92, 4 (Oct. 2003), 337–343. DOI:<https://doi.org/10.1002/j.2168-9830.2003.tb00778.x>.

[366]

Gallon, L. et al. 2019. Using a Telepresence robot in an educational context. (2019).

[367]

Gao, J. et al. 2018. The Construction of Online Learning Community for Learners' Sense of Belonging. 2018 IEEE 9th International Conference on Software Engineering and Service Science (ICSESS) (Nov. 2018), 1–4.

[368]

Garau, C. and Ilardi, E. 2014. The "Non-Places" Meet the "Places:" Virtual Tours on Smartphones for the Enhancement of Cultural Heritage. *Journal of Urban Technology*. 21, 1 (Jan. 2014), 79–91. DOI:<https://doi.org/10.1080/10630732.2014.884384>.

[369]

Garrison, D.R. et al. 1999. Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*. 2, 2-3 (Mar. 1999), 87-105. DOI:[https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6).

[370]

Garrison, D.R. et al. 2010. Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the community of inquiry framework. *The Internet and Higher Education*. 13, 1-2 (Jan. 2010), 31-36. DOI:<https://doi.org/10.1016/j.iheduc.2009.10.002>.

[371]

Garrison, D.R. and Arbaugh, J.B. 2007. Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and Higher Education*. 10, 3 (Jan. 2007), 157-172. DOI:<https://doi.org/10.1016/j.iheduc.2007.04.001>.

[372]

Garrison, D.R. and Cleveland-Innes, M. 2005. Facilitating Cognitive Presence in Online Learning: Interaction Is Not Enough. *American Journal of Distance Education*. 19, 3 (Sep. 2005), 133-148. DOI:https://doi.org/10.1207/s15389286ajde1903_2.

[373]

Garrison, D.R. and Vaughan, N.D. 2007. *Blended Learning in Higher Education*. Jossey-Bass.

[374]

Gather: <https://gather.town/about>.

[375]

Gavish, N. et al. 2015. Evaluating virtual reality and augmented reality training for industrial maintenance and assembly tasks. *Interactive Learning Environments*. 23, 6 (Nov. 2015), 778-798. DOI:<https://doi.org/10.1080/10494820.2013.815221>.

[376]

Gedeon, P. and Khalil, L. 2015. Management of the Transition to e-Learning in Higher Education Based on Competence Quotient. *Procedia Computer Science*. 65, (2015), 324–332. DOI:<https://doi.org/10.1016/j.procs.2015.09.091>.

[377]

Geith, C. and Vignare, K. ACCESS TO EDUCATION WITH ONLINE LEARNING AND OPEN EDUCATIONAL RESOURCES: CAN THEY CLOSE THE GAP? 12, 1, 105–126.

[378]

Geng, S. et al. 2019. Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*. 16, 1 (Dec. 2019). DOI:<https://doi.org/10.1186/s41239-019-0147-0>.

[379]

George Floyd death: Thousands join London protest: 2020.
<https://www.bbc.co.uk/news/uk-52907101>.

[380]

Getzin, S. et al. 2012. Assessing biodiversity in forests using very high-resolution images and unmanned aerial vehicles. *Methods in Ecology and Evolution*. 3, 2 (Apr. 2012), 397–404. DOI:<https://doi.org/10.1111/j.2041-210X.2011.00158.x>.

[381]

Gewin, V. 2020. Five tips for moving teaching online as COVID-19 takes hold. *Nature*. 580, 7802 (Apr. 2020), 295–296. DOI:<https://doi.org/10.1038/d41586-020-00896-7>.

[382]

Gibb, J. et al. 2018. Simulation provides deep learning opportunities for medical students intercalating in the biosciences. *BMJ Simulation and Technology Enhanced Learning*. (Mar. 2018). DOI:<https://doi.org/10.1136/bmjstel-2018-000318>.

[383]

Gillani, B. and Gillani, R. From droughts to drones: an after-school club uses drones to learn about environmental science.

[384]

Gilly Salmon E-tivities: <https://www.gillysalmon.com/e-tivities.html>.

[385]

Gleason, B. and Greenhow, C. 2017. Hybrid Education: The Potential of Teaching and Learning with Robot-Mediated Communication. 21, 4 (2017).

[386]

Glendinning, S. 2007. In the name of phenomenology. Routledge.

[387]

Go Pro Fusion: <https://gopro.com/en/hk/shop/cameras/fusion/CHDHZ-103-FW.html>.

[388]

Goldie, J.G.S. 2016. Connectivism: A knowledge learning theory for the digital age? *Medical Teacher*. 38, 10 (Oct. 2016), 1064–1069.

DOI:<https://doi.org/10.3109/0142159X.2016.1173661>.

[389]

Gómez-Rey, P. et al. 2016. Measuring teachers and learners' perceptions of the quality of their online learning experience. *Distance Education*. 37, 2 (May 2016), 146–163.

DOI:<https://doi.org/10.1080/01587919.2016.1184396>.

[390]

González, C. 2012. The relationship between approaches to teaching, approaches to e-teaching and perceptions of the teaching situation in relation to e-learning among higher education teachers. *Instructional Science*. 40, 6 (Nov. 2012), 975–998.
DOI:<https://doi.org/10.1007/s11251-011-9198-x>.

[391]

Gonzalez, L. et al. 2016. Unmanned Aerial Vehicles (UAVs) and Artificial Intelligence Revolutionizing Wildlife Monitoring and Conservation. *Sensors*. 16, 1 (Jan. 2016).
DOI:<https://doi.org/10.3390/s16010097>.

[392]

Goodenow, C. 1993. Classroom Belonging among Early Adolescent Students. *The Journal of Early Adolescence*. 13, 1 (Feb. 1993), 21–43.
DOI:<https://doi.org/10.1177/0272431693013001002>.

[393]

Goodenow, C. The psychological sense of school membership among adolescents: Scale development and educational correlates. 30, 1, 79–90.
DOI:<https://doi.org/10.1002/1520-6807>.

[394]

Google Cardboard: <https://arvr.google.com/cardboard/>.

[395]

Google Daydream support: <https://support.google.com/daydream/?hl=en#topic=7105096>.

[396]

Gopalan, M. et al. 2022. College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. *Journal of Adolescent Health*. 70, 2 (Feb. 2022), 228–233.
DOI:<https://doi.org/10.1016/j.jadohealth.2021.10.010>.

[397]

Gorard, S. 2006. Using everyday numbers effectively in research. Continuum.

[398]

Gordon, M. et al. 2017. Learning health 'safety' within non-technical skills interprofessional simulation education: a qualitative study. *Medical Education Online*. 22, 1 (Jan. 2017). DOI:<https://doi.org/10.1080/10872981.2017.1272838>.

[399]

Gorini, A. et al. 2008. A Second Life for eHealth: Prospects for the Use of 3-D Virtual Worlds in Clinical Psychology. *Journal of Medical Internet Research*. 10, 3 (Aug. 2008). DOI:<https://doi.org/10.2196/jmir.1029>.

[400]

Gornitsky, M. 2011. Distance Education: Accessibility for Students With Disabilities. 8, (2011), 47–53.

[401]

Gourlay, L. 2022. Digital masks: screens, selves and symbolic hygiene in online higher education. *Learning, Media and Technology*. (Feb. 2022), 1–9. DOI:<https://doi.org/10.1080/17439884.2022.2039940>.

[402]

Gourlay, L. 2015. 'Student engagement' and the tyranny of participation. *Teaching in Higher Education*. 20, 4 (May 2015), 402–411. DOI:<https://doi.org/10.1080/13562517.2015.1020784>.

[403]

Graafland, M. et al. 2012. Systematic review of serious games for medical education and surgical skills training. *British Journal of Surgery*. 99, 10 (Oct. 2012), 1322–1330. DOI:<https://doi.org/10.1002/bjs.8819>.

[404]

Graduates Start a New Life via Second Life: 2010.
<https://online.bryantstratton.edu/slgraduation/>.

[405]

Graduating Student Attends Convocation Via Robot: 2015.
<https://cehd.gmu.edu/news/stories/graduating-student-attends-convocation-via-robot>.

[406]

Graduation for University of Washington Certificate in Virtual Worlds: 3AD.
<https://zinniazauber.wordpress.com/2009/09/03/graduation-for-university-of-washington-certificate-in-virtual-worlds/>.

[407]

Graff, M. 2003. Individual Differences in Sense of Classroom Community in a Blended Learning Environment. *Journal of Educational Media*. 28, 2-3 (Oct. 2003), 203-210.
DOI:<https://doi.org/10.1080/1358165032000165635>.

[408]

Graham, C.W. and Moir, Z. 2022. Belonging to the university or being in the world: From belonging to relational being. 19, 4 (2022).

[409]

Graham, M. et al. 2013. Augmented reality in urban places: contested content and the duplicity of code. *Transactions of the Institute of British Geographers*. 38, 3 (Jul. 2013), 464-479. DOI:<https://doi.org/10.1111/j.1475-5661.2012.00539.x>.

[410]

Granić, A. and Ćukušić, M. 2007. Universal Design Within the Context of e-Learning. *Universal Access in Human-Computer Interaction. Applications and Services*. C. Stephanidis, ed. Springer Berlin Heidelberg. 617-626.

[411]

Graves, L. et al. Asynchronous Online Access as an Accommodation on Students with Learning Disabilities and/or Attention-Deficit Hyperactivity Disorders in Postsecondary STEM Courses. 24, 4, 317-330.

[412]

Gravett, K. and Ajjawi, R. 2021. Belonging as situated practice. *Studies in Higher Education* . (Feb. 2021), 1-11. DOI:<https://doi.org/10.1080/03075079.2021.1894118>.

[413]

Gravett, K. and Ajjawi, R. 2022. Belonging as situated practice. *Studies in Higher Education* . 47, 7 (Jul. 2022), 1386-1396. DOI:<https://doi.org/10.1080/03075079.2021.1894118>.

[414]

Gray, C.M. 2015. Critiquing the Role of the Learner and Context in Aesthetic Learning Experiences. *The Design of Learning Experience*. B. Hokanson et al., eds. Springer International Publishing. 199-213.

[415]

Greenberg, B.S. et al. 2005. Comparing Survey and Diary Measures of Internet and Traditional Media Use. *Communication Reports*. 18, 1-2 (Apr. 2005), 1-8. DOI:<https://doi.org/10.1080/08934210500084164>.

[416]

Greenland, S.J. and Moore, C. 2014. Patterns of online student enrolment and attrition in Australian open access online education: a preliminary case study. *Open Praxis*. 6, 1 (Feb. 2014). DOI:<https://doi.org/10.5944/openpraxis.6.1.95>.

[417]

Gregory, S. and Bannister-Tyrrell, M. 2017. Digital learner presence and online teaching tools: higher cognitive requirements of online learners for effective learning. *Research and Practice in Technology Enhanced Learning*. 12, 1 (Dec. 2017). DOI:<https://doi.org/10.1186/s41039-017-0059-3>.

[418]

Greiner, B. et al. 2014. Is avatar-to-avatar communication as effective as face-to-face communication? An Ultimatum Game experiment in First and Second Life. *Journal of Economic Behavior & Organization*. 108, (Dec. 2014), 374-382. DOI:<https://doi.org/10.1016/j.jebo.2014.01.011>.

[419]

Grit: The power of passion and perseverance: 2013. https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en.

[420]

Groves, O. and O'Shea, S. 2019. Learning to 'be' a university student: First in family students negotiating membership of the university community. *International Journal of Educational Research*. 98, (2019), 48-54. DOI:<https://doi.org/10.1016/j.ijer.2019.08.014>.

[421]

Grow, G.O. 1991. Teaching Learners To Be Self-Directed. *Adult Education Quarterly*. 41, 3 (Sep. 1991), 125-149. DOI:<https://doi.org/10.1177/0001848191041003001>.

[422]

Guizzo, E. 2010. When My Avatar Went to Work. *IEEE Spectrum*. 47, 9 (Sep. 2010), 26-50. DOI:<https://doi.org/10.1109/MSPEC.2010.5557512>.

[423]

Guri-Rosenblit, S. 2012. Open/distance teaching universities worldwide: Current challenges and future prospects. 2, 4 (2012), 4-12.

[424]

Gustafson, D. et al. Exploring the potential of the web-based virtual world of Second Life to

improve substance abuse treatment outcomes.

[425]

Guthrie, K.L. and Meriwether, J.L. 2018. Leadership Development in Digital Spaces Through Mentoring, Coaching, and Advising. *New Directions for Student Leadership*. 2018, 158 (Jun. 2018), 99–110. DOI:<https://doi.org/10.1002/yd.20291>.

[426]

Guy, R.S. and Lownes-Jackson, M. 2015. The Use of Computer Simulation to Compare Student Performance in Traditional Versus Distance Learning Environments. 12, (2015), 95–109.

[427]

Guyotte, K.W. et al. 2021. Cartographies of belonging: mapping nomadic narratives of first-year students. *Critical Studies in Education*. 62, 5 (Oct. 2021), 543–558. DOI:<https://doi.org/10.1080/17508487.2019.1657160>.

[428]

Haddow, C. and Brodie, J. 2023. Harnessing innovation approaches to support community and belonging in Higher Education. *Innovations in Education and Teaching International*. (Feb. 2023), 1–14. DOI:<https://doi.org/10.1080/14703297.2023.2176907>.

[429]

Häfner, P. et al. 2013. Teaching Methodology for Virtual Reality Practical Course in Engineering Education. *Procedia Computer Science*. 25, (2013), 251–260. DOI:<https://doi.org/10.1016/j.procs.2013.11.031>.

[430]

Hagerty, B.M. et al. 1996. Sense of belonging and indicators of social and psychological functioning. *Archives of Psychiatric Nursing*. 10, 4 (Aug. 1996), 235–244. DOI:[https://doi.org/10.1016/S0883-9417\(96\)80029-X](https://doi.org/10.1016/S0883-9417(96)80029-X).

[431]

Hagerty, B.M.K. et al. 1992. Sense of belonging: A vital mental health concept. *Archives of Psychiatric Nursing*. 6, 3 (Jun. 1992), 172–177.
DOI:[https://doi.org/10.1016/0883-9417\(92\)90028-H](https://doi.org/10.1016/0883-9417(92)90028-H).

[432]

Hahn, N. et al. 2017. Unmanned aerial vehicles mitigate human–elephant conflict on the borders of Tanzanian Parks: a case study. *Oryx*. 51, 03 (Jul. 2017), 513–516.
DOI:<https://doi.org/10.1017/S0030605316000946>.

[433]

Hakan Gurkanli, C. 2018. Exploring design requirements for educational robots used in K-12 education from educator's perspective. Middle East Technical University.

[434]

Halic, O. et al. 2010. To blog or not to blog: Student perceptions of blog effectiveness for learning in a college-level course. *The Internet and Higher Education*. 13, 4 (Dec. 2010), 206–213. DOI:<https://doi.org/10.1016/j.iheduc.2010.04.001>.

[435]

Hamann, B.P. 2022. Exploration of Sense of Belonging Phenomenon for Students Who Commute to Campus at Private, Not-For-Profit, Four-Year Institutions. Bellarmine University.

[436]

Hamburg, I. et al. 2004. Integrating wireless technology in e-learning for disabled. *Proceedings. 2004 International Conference on Information and Communication Technologies: From Theory to Applications, 2004*. (2004), 123–124.

[437]

Han, F. and Ellis, R.A. 2019. Using Phenomenography to Tackle Key Challenges in Science Education. *Frontiers in Psychology*. 10, (Jun. 2019).
DOI:<https://doi.org/10.3389/fpsyg.2019.01414>.

[438]

Hanssen, S. 2016. Drone Class: Keeping Coursework Current as Technology Advances. *Community College Journal of Research and Practice*. 40, 10 (Oct. 2016), 871–874. DOI:<https://doi.org/10.1080/10668926.2015.1102105>.

[439]

Harders, M. and SpringerLink (Online service) 2008. Surgical scene generation for virtual reality based training in medicine. Springer.

[440]

Hargis, J. A Second Life for Distance Learning. 9, 2, 57–63.

[441]

Harland, T. 2014. Learning about case study methodology to research higher education. *Higher Education Research & Development*. 33, 6 (Nov. 2014), 1113–1122. DOI:<https://doi.org/10.1080/07294360.2014.911253>.

[442]

Harley, J.M. et al. 2016. Comparing virtual and location-based augmented reality mobile learning: emotions and learning outcomes. *Educational Technology Research and Development*. 64, 3 (Jun. 2016), 359–388. DOI:<https://doi.org/10.1007/s11423-015-9420-7>.

[443]

Harrington, R. 2018. Fascinating images reveal how people with autism see the world. (2018).

[444]

Harrison, R. and Thomas, M. 2009. Identity in Online Communities: Social Networking Sites and Language Learning. 7, 2 (2009).

[445]

Hartnett, M. et al. Examining Motivation in Online Distance Learning Environments: Complex, Multifaceted, and Situation-Dependent. 12, 6, 20–38.

[446]

Harwood, E.M. and Kocovski, N.L. 2017. Self-Compassion Induction Reduces Anticipatory Anxiety Among Socially Anxious Students. *Mindfulness*. 8, 6 (Dec. 2017), 1544–1551. DOI:<https://doi.org/10.1007/s12671-017-0721-2>.

[447]

Hasegawa, K. and Nakauchi, Y. 2014. Facilitation of telepresence robot turn-takings by gesture exaggeration. 2014 IEEE/SICE International Symposium on System Integration (Dec. 2014), 650–654.

[448]

Hasegawa, K. and Nakauchi, Y. 2014. Telepresence robot that exaggerates non-verbal cues for taking turns in multi-party teleconferences. Proceedings of the second international conference on Human-agent interaction - HAI '14 (2014), 293–296.

[449]

Hashey, A.I. and Stahl, S. 2014. Making Online Learning Accessible for Students With Disabilities. *TEACHING Exceptional Children*. 46, 5 (May 2014), 70–78. DOI:<https://doi.org/10.1177/0040059914528329>.

[450]

Hattie, J. 2009. Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.

[451]

Hausmann, L.R.M. et al. 2007. Sense of Belonging as a Predictor of Intentions to Persist Among African American and White First-Year College Students. *Research in Higher*

Education. 48, 7 (Jul. 2007), 803–839. DOI:<https://doi.org/10.1007/s11162-007-9052-9>.

[452]

Hays, E.R. 1970. Ego-threatening classroom communication: A factor analysis of student perceptions. 19, 1 (1970).

[453]

Haythornthwaite, C. et al. 2006. Community Development Among Distance Learners: Temporal and Technological Dimensions. Journal of Computer-Mediated Communication. 6, 1 (Jun. 2006). DOI:<https://doi.org/10.1111/j.1083-6101.2000.tb00114.x>.

[454]

He, Y. Universal Design for Learning in an Online Teacher Education Course: Enhancing Learners' Confidence to Teach Online. 10, 2, 283–298.

[455]

Help earning your CUNY degree:
<https://growingupnyc.cityofnewyork.us/programs/cuny-asap/#:~:text=CUNY%20ASAP%20helps%20students%20earn,colleges%20in%20all%20five%20boroughs.>

[456]

Heriot Watt University Virtual Tour: <https://www.hw.ac.uk/virtual-tours/>.

[457]

Hernández-Sellés, N. and González-Sanmamed, M. 2019. Computer-supported collaborative learning: An analysis of the relationship between interaction, emotional support and online collaborative tools. Computers & Education. 138, (Sep. 2019), 1–12. DOI:<https://doi.org/10.1016/j.compedu.2019.04.012>.

[458]

van Herpen, S.G.A. et al. 2020. A head start in higher education: the effect of a transition

intervention on interaction, sense of belonging, and academic performance. *Studies in Higher Education*. 45, 4 (Apr. 2020), 862–877.
DOI:<https://doi.org/10.1080/03075079.2019.1572088>.

[459]

Herridge, A.S. et al. 2020. Online Orientation among Community College Students: Academic Engagement and Sense of Belonging. 27, 1 (2020), 17–31.

[460]

Hew, K.F. and Cheung, W.S. 2008. Attracting student participation in asynchronous online discussions: A case study of peer facilitation. *Computers & Education*. 51, 3 (Nov. 2008), 1111–1124. DOI:<https://doi.org/10.1016/j.compedu.2007.11.002>.

[461]

Higgins, K. and Harreveld, R.E. (Bobby) 2013. Professional development and the university casual academic: integration and support strategies for distance education. *Distance Education*. 34, 2 (Aug. 2013), 189–200.
DOI:<https://doi.org/10.1080/01587919.2013.801759>.

[462]

Hiltz, S.R. 1994. *The virtual classroom: learning without limits via computer networks*. Ablex Pub. Corp.

[463]

Hiltz, S.R. and Wellman, B. 1997. Asynchronous learning networks as a virtual classroom. *Communications of the ACM*. 40, 9 (Sep. 1997), 44–49.
DOI:<https://doi.org/10.1145/260750.260764>.

[464]

History of Graduation: <https://universitystory.gla.ac.uk/history-of-graduation/>.

[465]

Hockridge, D. 2013. Challenges for educators using distance and online education to prepare students for relational professions. *Distance Education*. 34, 2 (Aug. 2013), 142–160. DOI:<https://doi.org/10.1080/01587919.2013.793640>.

[466]

Hodges, C. et al. 2020. The Difference Between Emergency Remote Teaching and Online Learning. (2020).

[467]

Hodgson, J.C. et al. 2016. Precision wildlife monitoring using unmanned aerial vehicles. *Scientific Reports*. 6, 1 (Sep. 2016). DOI:<https://doi.org/10.1038/srep22574>.

[468]

Hoffman, M. et al. 2002. Investigating "Sense of Belonging" in First-Year College Students. *Journal of College Student Retention: Research, Theory & Practice*. 4, 3 (Nov. 2002), 227–256. DOI:<https://doi.org/10.2190/DRYC-CXQ9-JQ8V-HT4V>.

[469]

Hofstede, G.H. and Hofstede, G.J. 2005. *Cultures and organizations: software of the mind : [intercultural cooperation and its importance for survival]*. McGraw-Hill.

[470]

Holcomb, K. 2022. "Where do we fit in?": Exploring a Sense of Belonging Among Fat College Students.

[471]

Holland, J. 2013. *The Excellent Online Instructor: Strategies for Professional Development*. By Rena M. Palloff and Keith Pratt. San Francisco, Calif.: Jossey-Bass, 2011. xxii + 176 pages. ISBN 978-0-470-63523-0. \$42.00. *Teaching Theology & Religion*. 16, (Jul. 2013), e17–e17. DOI:<https://doi.org/10.1111/teth.12073>.

[472]

Hollander, J.E. and Carr, B.G. 2020. Virtually Perfect? Telemedicine for Covid-19. *New England Journal of Medicine*. 382, 18 (Apr. 2020), 1679–1681.
DOI:<https://doi.org/10.1056/NEJMp2003539>.

[473]

Holliman, A.J. et al. 2019. Transition and adaptability in educational and organisational contexts. *Psychology Teaching Review*. 25, 1 (2019), 4–11.
DOI:<https://doi.org/10.53841/bpsptr.2019.25.1.4>.

[474]

Honeychurch, S. et al. 2017. Learners on the periphery: Lurkers as invisible learners. 20, 1 (2017), 191–211.

[475]

Hookham, G. et al. 2014. Developing a Virtual Tour of a Community Pharmacy for Use in Education. 2, 1 (2014), 33–37.

[476]

Hoops, L.D. 2017. College Students' Sense of Belonging and Instructor Messages about Student Success. The Ohio State University.

[477]

Horn, L. et al. 2015. Undead Pedagogy: How a Zombie Simulation Can Contribute to Teaching International Relations. *International Studies Perspectives*. (Feb. 2015), n/a-n/a.
DOI:<https://doi.org/10.1111/insp.12103>.

[478]

Horton, R. 2020. Offline: CoHERE—a call for a post-pandemic health strategy. *The Lancet*. 395, 10232 (Apr. 2020). DOI:[https://doi.org/10.1016/S0140-6736\(20\)30895-3](https://doi.org/10.1016/S0140-6736(20)30895-3).

[479]

Hosler, K.A. and Arend, B.D. 2012. The importance of course design, feedback, and facilitation: student perceptions of the relationship between teaching presence and cognitive presence. *Educational Media International*. 49, 3 (Sep. 2012), 217–229. DOI:<https://doi.org/10.1080/09523987.2012.738014>.

[480]

Hou, H.-T. and Wu, S.-Y. 2011. Analyzing the social knowledge construction behavioral patterns of an online synchronous collaborative discussion instructional activity using an instant messaging tool: A case study. *Computers & Education*. 57, 2 (Sep. 2011), 1459–1468. DOI:<https://doi.org/10.1016/j.compedu.2011.02.012>.

[481]

Howland, J.L. and Moore, J.L. 2002. Student Perceptions as Distance Learners in Internet-Based Courses. *Distance Education*. 23, 2 (Oct. 2002), 183–195. DOI:<https://doi.org/10.1080/0158791022000009196>.

[482]

Hrastinski, S. 2009. A theory of online learning as online participation. *Computers & Education*. 52, 1 (Jan. 2009), 78–82. DOI:<https://doi.org/10.1016/j.compedu.2008.06.009>.

[483]

Hrastinski, S. 2008. What is online learner participation? A literature review. *Computers & Education*. 51, 4 (Dec. 2008), 1755–1765. DOI:<https://doi.org/10.1016/j.compedu.2008.05.005>.

[484]

Hu, Y.-H. et al. 2014. Developing early warning systems to predict students' online learning performance. *Computers in Human Behavior*. 36, (Jul. 2014), 469–478. DOI:<https://doi.org/10.1016/j.chb.2014.04.002>.

[485]

Huang, E.Y. et al. 2012. What type of learning style leads to online participation in the mixed-mode e-learning environment? A study of software usage instruction. *Computers &*

Education. 58, 1 (Jan. 2012), 338–349. DOI:<https://doi.org/10.1016/j.compedu.2011.08.003>.

[486]

Huang, H.-M. et al. 2016. Exploring learner acceptance of the use of virtual reality in medical education: a case study of desktop and projection-based display systems. *Interactive Learning Environments*. 24, 1 (Jan. 2016), 3–19. DOI:<https://doi.org/10.1080/10494820.2013.817436>.

[487]

Huang, H.-M. 2002. Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology*. 33, 1 (Jan. 2002), 27–37. DOI:<https://doi.org/10.1111/1467-8535.00236>.

[488]

Huang, Y.-C. et al. 2013. Experiencing student learning and tourism training in a 3D virtual world: An exploratory study. *Journal of Hospitality, Leisure, Sport & Tourism Education*. 13, (Jul. 2013), 190–201. DOI:<https://doi.org/10.1016/j.jhlste.2013.09.007>.

[489]

Hughes, G. 2007. Diversity, identity and belonging in e-learning communities: some theories and paradoxes. *Teaching in Higher Education*. 12, 5 (Oct. 2007), 709–720. DOI:<https://doi.org/10.1080/13562510701596315>.

[490]

Hughes, G. 2010. Identity and belonging in social learning groups: the importance of distinguishing social, operational and knowledge-related identity congruence. *British Educational Research Journal*. 36, 1 (Feb. 2010), 47–63. DOI:<https://doi.org/10.1080/01411920902834167>.

[491]

Huizenga, J. et al. 2009. Mobile game-based learning in secondary education: engagement, motivation and learning in a mobile city game. *Journal of Computer Assisted Learning*. 25, 4 (Jul. 2009), 332–344. DOI:<https://doi.org/10.1111/j.1365-2729.2009.00316.x>.

[492]

Hung, M.-L. et al. 2010. Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*. 55, 3 (Nov. 2010), 1080–1090. DOI:<https://doi.org/10.1016/j.compedu.2010.05.004>.

[493]

Hurtado, S. and Carter, D.F. 1997. Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' Sense of Belonging. *Sociology of Education*. 70, 4 (Oct. 1997). DOI:<https://doi.org/10.2307/2673270>.

[494]

Husén, T. and Postlethwaite, T.N. 1994. *The International encyclopedia of education*. Pergamon.

[495]

Hwang, G.-J. and Wu, P.-H. 2012. Advancements and trends in digital game-based learning research: a review of publications in selected journals from 2001 to 2010. *British Journal of Educational Technology*. 43, 1 (Jan. 2012), E6–E10. DOI:<https://doi.org/10.1111/j.1467-8535.2011.01242.x>.

[496]

Ian Roffe *Innovation and e-Learning*. University of Wales Press.

[497]

Ibáñez, M.B. et al. 2014. Experimenting with electromagnetism using augmented reality: Impact on flow student experience and educational effectiveness. *Computers & Education*. 71, (Feb. 2014), 1–13. DOI:<https://doi.org/10.1016/j.compedu.2013.09.004>.

[498]

Ilgaz, H. and Gülbahar, Y. 2015. A snapshot of online learners: e-Readiness, e-Satisfaction and expectations. *The International Review of Research in Open and Distributed Learning*.

16, 2 (Apr. 2015). DOI:<https://doi.org/10.19173/irrodl.v16i2.2117>.

[499]

Illeris, K. 2014. Transformative Learning and Identity. *Journal of Transformative Education*. 12, 2 (Apr. 2014), 148–163. DOI:<https://doi.org/10.1177/1541344614548423>.

[500]

Imenda, S.N. 2018. On the Unity of Behaviourism, Cognitivism and Constructivism in Teaching and Learning. *International Journal of Educational Sciences*. 20, (2018), 86–95.

[501]

Iniesto, F.I. et al. Accessibility analysis in MOOC platforms. A case study: UNED COMA and UAbiMOOC.

[502]

Inman, C. et al. USE OF SECOND LIFE IN K - 12 AND HIGHER EDUCATION: A Review of Research. 12, 3/2, 67–85.

[503]

Integrated Life Sciences Learning Centre (Bradford):
<https://www.bradford.ac.uk/life-sciences/lslc/>.

[504]

Interviews:
<https://www.imperial.ac.uk/education-research/evaluation/what-can-i-evaluate/sense-of-belonging/tools-for-assessing-sense-of-belonging/interviews/>.

[505]

Islam, M. 2021. Building belonging: Developing religiously inclusive cultures for Muslim students in higher education. *Advance HE*.

[506]

Italy rushes new doctors into service as coronavirus deaths rise above 2,500: 2020.
<https://www.reuters.com/article/us-health-coronavirus-italy-idUSKBN214245>.

[507]

Jaasma, M.A. and Koper, R.J. 1999. The relationship of student-faculty out-of-class communication to instructor immediacy and trust and to student motivation. *Communication Education*. 48, 1 (Jan. 1999), 41-47.
DOI:<https://doi.org/10.1080/03634529909379151>.

[508]

Jackson, A. et al. The four foundations of belonging at university.

[509]

Jackson, L. 2016. Sense of Belonging of Black Students in STEM Majors: A mixed methods study. Virginia Commonwealth University.

[510]

Jadhav, D. et al. 2018. A Study to Design VI Classrooms Using Virtual Reality Aided Telepresence. 2018 IEEE 18th International Conference on Advanced Learning Technologies (ICALT) (Jul. 2018), 319-321.

[511]

Jara, C.A. et al. 2009. Real-time collaboration of virtual laboratories through the Internet. *Computers & Education*. 52, 1 (Jan. 2009), 126-140.
DOI:<https://doi.org/10.1016/j.compedu.2008.07.007>.

[512]

Jarmon, L. et al. 2009. Virtual world teaching, experiential learning, and assessment: An interdisciplinary communication course in Second Life. *Computers & Education*. 53, 1 (Aug. 2009), 169-182. DOI:<https://doi.org/10.1016/j.compedu.2009.01.010>.

[513]

Jarmon, L. et al. 2009. Virtual world teaching, experiential learning, and assessment: An interdisciplinary communication course in Second Life. *Computers & Education*. 53, 1 (Aug. 2009), 169–182. DOI:<https://doi.org/10.1016/j.compedu.2009.01.010>.

[514]

Jarmon, L. et al. 2009. Virtual world teaching, experiential learning, and assessment: An interdisciplinary communication course in Second Life. *Computers & Education*. 53, 1 (Aug. 2009), 169–182. DOI:<https://doi.org/10.1016/j.compedu.2009.01.010>.

[515]

Jefferies, A. 2009. Building the future student's blended learning experience from current research findings. 8th European Conference on eLearning.

[516]

Jefferies, A. 2010. Diversity and Conformity in the Use of Technology by 'Net Generation' Learners: Exploring Research Outcomes to Inform Future Academic Practice. 9th European Conference for E-Learning.

[517]

Jefferies, A. et al. 1AD. Researching Learners' Journeys : STROLL: a JISC funded project (Student Reflections On Lifelong e-Learning). (1AD).

[518]

Jefferies, A. 2015. Video diaries: a discussion of their use for researching the learner experience in higher education. *International Journal of Learning Technology*. 10, 3 (2015). DOI:<https://doi.org/10.1504/IJLT.2015.072359>.

[519]

Jefferies, A.L. et al. 2008. 'How it was for me...': First steps on our Learners' Journeys through HE. (2008).

[520]

Jeffers, D. 2008. Is there a second life in your future?. SIGUCCS '08: Proceedings of the 36th annual ACM SIGUCCS fall conference: moving mountains, blazing trails.

[521]

Jeffers, D. 2008. Is there a second life in your future?. SIGUCCS '08: Proceedings of the 36th annual ACM SIGUCCS fall conference: moving mountains, blazing trails.

[522]

Jesionkowska, J. et al. 2020. Pandemic-Induced Constraints on Rapid Transformation to Digital Education. (2020).

[523]

Jin, J. and Bridges, S.M. 2014. Educational Technologies in Problem-Based Learning in Health Sciences Education: A Systematic Review. *Journal of Medical Internet Research*. 16, 12 (Dec. 2014). DOI:<https://doi.org/10.2196/jmir.3240>.

[524]

Joan Mantz Yorke, L. et al. 2017. Supporting student success: strategies for institutional change. Higher Education Academy.

[525]

Johnson, C. and Taylor, J. 2019. Validity and Reliability of the Sense of Belonging Instrument with Online Graduate Nursing Students. 2019 Eighth International Conference on Educational Innovation through Technology (EITT) (Oct. 2019), 16–18.

[526]

Johnson, D.R. et al. 2007. Examining Sense of Belonging Among First-Year Undergraduates From Different Racial/Ethnic Groups. *Journal of College Student Development*. 48, 5 (2007), 525–542. DOI:<https://doi.org/10.1353/csd.2007.0054>.

[527]

Johnson, G. et al. 2008. Exploring corporate strategy: text and cases. Financial Times Prentice Hall.

[528]

Johnson, G.M. 2015. On-Campus and Fully-Online University Students: Comparing Demographics, Digital Technology Use and Learning Characteristics. 12, 1 (2015).

[529]

Johnson, L. et al. NMC Horizon Report: 2016 Higher Education Edition. The New Media Consortium.

[530]

Jónasson, J. 2001. On-line distance education a feasible choice in teacher education in Iceland?. University of Strathclyde.

[531]

Joo, Y.J. et al. 2011. Online university students' satisfaction and persistence: Examining perceived level of presence, usefulness and ease of use as predictors in a structural model. Computers & Education. 57, 2 (Sep. 2011), 1654–1664.
DOI:<https://doi.org/10.1016/j.compedu.2011.02.008>.

[532]

Joseph R. Gusfield 1975. Community. B. Blackwell.

[533]

Jowsey, T. et al. 2020. Blended learning via distance in pre-registration nursing education: A scoping review. Nurse Education in Practice. 44, (Mar. 2020).
DOI:<https://doi.org/10.1016/j.nepr.2020.102775>.

[534]

Junco, R. 2012. The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers & Education*. 58, 1 (Jan. 2012), 162–171. DOI:<https://doi.org/10.1016/j.compedu.2011.08.004>.

[535]

Jung, T. et al. 2015. The determinants of recommendations to use augmented reality technologies: The case of a Korean theme park. *Tourism Management*. 49, (Aug. 2015), 75–86. DOI:<https://doi.org/10.1016/j.tourman.2015.02.013>.

[536]

Kahu, E. 2014. Increasing the emotional engagement of first year mature-aged distance students: Interest and belonging. *The International Journal of the First Year in Higher Education*. 5, 2 (Jul. 2014). DOI:<https://doi.org/10.5204/intjfyhe.v5i2.231>.

[537]

Kahu, E. et al. 2015. Linking academic emotions and student engagement: mature-aged distance students' transition to university. *Journal of Further and Higher Education*. 39, 4 (Jul. 2015), 481–497. DOI:<https://doi.org/10.1080/0309877X.2014.895305>.

[538]

Kahu, E.R. 2013. Framing student engagement in higher education. *Studies in Higher Education*. 38, 5 (Jun. 2013), 758–773. DOI:<https://doi.org/10.1080/03075079.2011.598505>.

[539]

Kahu, E.R. et al. 2014. Space and time to engage: mature-aged distance students learn to fit study into their lives. *International Journal of Lifelong Education*. 33, 4 (Jul. 2014), 523–540. DOI:<https://doi.org/10.1080/02601370.2014.884177>.

[540]

Kahu, E.R. et al. 2013. The engagement of mature distance students. *Higher Education Research & Development*. 32, 5 (Oct. 2013), 791–804.

DOI:<https://doi.org/10.1080/07294360.2013.777036>.

[541]

Kahu, E.R. and Nelson, K. 2018. Student engagement in the educational interface: understanding the mechanisms of student success. *Higher Education Research & Development*. 37, 1 (Jan. 2018), 58–71.

DOI:<https://doi.org/10.1080/07294360.2017.1344197>.

[542]

Kai-Wai Chu, S. and Kennedy, D.M. 2011. Using online collaborative tools for groups to co-construct knowledge. *Online Information Review*. 35, 4 (Aug. 2011), 581–597.

DOI:<https://doi.org/10.1108/14684521111161945>.

[543]

Kamarainen, A.M. et al. 2013. EcoMOBILE: Integrating augmented reality and probeware with environmental education field trips. *Computers & Education*. 68, (Oct. 2013), 545–556. DOI:<https://doi.org/10.1016/j.compedu.2013.02.018>.

[544]

Kandiko, C.B. STUDENT EXPECTATIONS AND PERCEPTIONS OF HIGHER EDUCATION. King's College London and QAA.

[545]

Kandlbinder, P. and Peseta, T. 2009. Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom. *International Journal for Academic Development*. 14, 1 (Mar. 2009), 19–31.

DOI:<https://doi.org/10.1080/13601440802659247>.

[546]

Kara, M. et al. 2019. Challenges Faced by Adult Learners in Online Distance Education: A Literature Review. *Open Praxis*. 11, 1 (Mar. 2019).

DOI:<https://doi.org/10.5944/openpraxis.11.1.929>.

[547]

Kate Carruthers Thomas Rethinking Student Belonging in Higher Education. Routledge.

[548]

Katz, J.E. and Halpern, D. 2015. Can Virtual Museums Motivate Students? Toward a Constructivist Learning Approach. *Journal of Science Education and Technology*. 24, 6 (Dec. 2015), 776–788. DOI:<https://doi.org/10.1007/s10956-015-9563-7>.

[549]

Kaufman, D.M. and Mann, K.V. 2010. Teaching and Learning in Medical Education: How Theory can Inform Practice. *Understanding Medical Education*. T. Swanwick, ed. Wiley-Blackwell. 16–36.

[550]

Kaufmann, R. and Frisby, B.N. 2013. Let's Connect: Using Adobe Connect to Foster Group Collaboration in the Online Classroom. *Communication Teacher*. 27, 4 (Oct. 2013), 230–234. DOI:<https://doi.org/10.1080/17404622.2013.798014>.

[551]

Keegan, D. 1993. *Theoretical principles of distance education*. Routledge.

[552]

Keeler, C.G. and Horney, M. 2007. Online Course Designs: Are Special Needs Being Met? *American Journal of Distance Education*. 21, 2 (Jun. 2007), 61–75. DOI:<https://doi.org/10.1080/08923640701298985>.

[553]

Kelly, B. et al. 2004. Developing a Holistic Approach for E-Learning Accessibility. *Canadian Journal of Learning and Technology / La revue canadienne de l'apprentissage et de la technologie*. 30, 3 (Oct. 2004). DOI:<https://doi.org/10.21432/T2D60S>.

[554]

Kelly, M. et al. 2009. A multi-method study to determine the effectiveness of, and student attitudes to, online instructional videos for teaching clinical nursing skills. *Nurse Education Today*. 29, 3 (Apr. 2009), 292–300. DOI:<https://doi.org/10.1016/j.nedt.2008.09.004>.

[555]

Kelly, N. et al. 2014. Beginning Teacher Support in Australia: Towards an Online Community to Augment Current Support. *Australian Journal of Teacher Education*. 39, 4 (Apr. 2014). DOI:<https://doi.org/10.14221/ajte.2014v39n4.6>.

[556]

Kelly, P. and Stevens, C. 2009. Narrowing the distance: using e-learner support to enhance the student experience. (2009).

[557]

Kemp, W.C. 2002. Persistence of Adult Learners in Distance Education. *American Journal of Distance Education*. 16, 2 (Jun. 2002), 65–81. DOI:https://doi.org/10.1207/S15389286AJDE1602_2.

[558]

Kemp, W.C. 2002. Persistence of Adult Learners in Distance Education. *American Journal of Distance Education*. 16, 2 (Jun. 2002), 65–81. DOI:https://doi.org/10.1207/S15389286AJDE1602_2.

[559]

Kenny, S. et al. eds. 2018. *The Routledge handbook of community development: perspectives from around the globe*. Routledge.

[560]

Kentnor, H. 13AD. Distance Education and the Evolution of Online Learning in the United States. 17, (13AD).

[561]

Keppell, M. and Carless, D. 2006. Learning-oriented assessment: a technology-based case study. *Assessment in Education: Principles, Policy & Practice*. 13, 2 (Jul. 2006), 179–191. DOI:<https://doi.org/10.1080/09695940600703944>.

[562]

Kesim, M. and Ozarslan, Y. 2012. Augmented Reality in Education: Current Technologies and the Potential for Education. *Procedia - Social and Behavioral Sciences*. 47, (2012), 297–302. DOI:<https://doi.org/10.1016/j.sbspro.2012.06.654>.

[563]

Keskitalo, T. et al. Exploring the Meaningful Learning of Students in Second Life. 14, 1, 16–26.

[564]

Khan, M.S.L. and Réhman, S. ur 2015. Embodied Head Gesture and Distance Education. *Procedia Manufacturing*. 3, (2015), 2034–2041. DOI:<https://doi.org/10.1016/j.promfg.2015.07.251>.

[565]

Khan, M.S.L. and Réhman, S. ur 2015. Embodied Head Gesture and Distance Education. *Procedia Manufacturing*. 3, (2015), 2034–2041. DOI:<https://doi.org/10.1016/j.promfg.2015.07.251>.

[566]

Khojasteh, N. et al. 2019. Understanding Undergraduate Students' Experiences of Telepresence Robots on Campus. *Conference Companion Publication of the 2019 on Computer Supported Cooperative Work and Social Computing - CSCW '19 (2019)*, 241–246.

[567]

Kibble, J. 2007. Use of unsupervised online quizzes as formative assessment in a medical physiology course: effects of incentives on student participation and performance.

Advances in Physiology Education. 31, 3 (Sep. 2007), 253–260.
DOI:<https://doi.org/10.1152/advan.00027.2007>.

[568]

Kidd, T.T. and Chen, I. 2009. *Wired for learning: an educator's guide to web 2.0*. IAP, Information Age Publishing.

[569]

Kift, S. et al. 2010. Transition pedagogy: A third generation approach to FYE - A case study of policy and practice for the higher education sector. 1, 1 (2010), 1–20.

[570]

Kim, D.J. and Zhang, D. 2011. The Effects of Sense of Presence, Sense of Belonging, and Cognitive Absorption on Satisfaction and User Loyalty toward an Immersive 3D Virtual World. *Exploring the Grand Challenges for Next Generation E-Business*. R. Sharman et al., eds. Springer Berlin Heidelberg. 30–43.

[571]

Kim, H.K. and Bateman, B. 2010. Student Participation Patterns in Online Discussion: Incorporating Constructivist Discussion into Online Courses. 9, 1 (2010).

[572]

Kim, J. 2013. Influence of group size on students' participation in online discussion forums. *Computers & Education*. 62, (Mar. 2013), 123–129.
DOI:<https://doi.org/10.1016/j.compedu.2012.10.025>.

[573]

King, A. 1993. From Sage on the Stage to Guide on the Side. *College Teaching*. 41, 1 (Jan. 1993), 30–35. DOI:<https://doi.org/10.1080/87567555.1993.9926781>.

[574]

King, K.P. and Cox, T.D. 2011. The professor's guide to taming technology: leveraging digital media, Web 2.0, and more for learning. Information Age Publishing.

[575]

Kinnison, T. et al. 2009. Teaching bovine abdominal anatomy: Use of a haptic simulator. *Anatomical Sciences Education*. 2, 6 (Nov. 2009), 280–285.
DOI:<https://doi.org/10.1002/ase.109>.

[576]

Kinnison, T. et al. 2009. Teaching bovine abdominal anatomy: Use of a haptic simulator. *Anatomical Sciences Education*. 2, 6 (Nov. 2009), 280–285.
DOI:<https://doi.org/10.1002/ase.109>.

[577]

Kipper, G. and Rampolla, J. 2012. *Augmented reality: an emerging technologies guide to AR*. Syngress.

[578]

Kirkman, M.A. et al. 2014. The use of simulation in neurosurgical education and training. *Journal of Neurosurgery*. 121, 2 (Aug. 2014), 228–246.
DOI:<https://doi.org/10.3171/2014.5.JNS131766>.

[579]

Kirkwood, A. and Price, L. 2005. Learners and learning in the twenty-first century: what do we know about students' attitudes towards and experiences of information and communication technologies that will help us design courses? *Studies in Higher Education*. 30, 3 (Jun. 2005), 257–274. DOI:<https://doi.org/10.1080/03075070500095689>.

[580]

Kirriemuir, J. A Spring 2008 'snapshot' of UK Higher and Further Education Developments in Second Life. Eduserv Foundation.

[581]

Kizilcec, R.F. and Kambhampaty, A. 2020. Identifying course characteristics associated with sociodemographic variation in enrollments across 159 online courses from 20 institutions. *PLOS ONE*. 15, 10 (Oct. 2020).
DOI:<https://doi.org/10.1371/journal.pone.0239766>.

[582]

Klem, A.M. and Connell, J.P. 2004. Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. *Journal of School Health*. 74, 7 (Sep. 2004), 262–273. DOI:<https://doi.org/10.1111/j.1746-1561.2004.tb08283.x>.

[583]

Klempka, A. and Stimson, A. 1AD. Anonymous Communication on the Internet and Trolling. 1, (1AD).

[584]

Kleven, N.F. et al. 2014. Training nurses and educating the public using a virtual operating room with Oculus Rift. 2014 International Conference on Virtual Systems & Multimedia (VSMM) (Dec. 2014), 206–213.

[585]

Klink, J.L. et al. 2008. Coping efficacy and perceived family support: potential factors for reducing stress in premedical students. *Medical Education*. 42, 6 (Jun. 2008), 572–579.
DOI:<https://doi.org/10.1111/j.1365-2923.2008.03091.x>.

[586]

Klopfer, E. and Sheldon, J. 2010. Augmenting your own reality: Student authoring of science-based augmented reality games. *New Directions for Youth Development*. 2010, 128 (Dec. 2010), 85–94. DOI:<https://doi.org/10.1002/yd.378>.

[587]

Klopfer, E. and Squire, K. 2008. Environmental Detectives—the development of an augmented reality platform for environmental simulations. *Educational Technology*

Research and Development. 56, 2 (Apr. 2008), 203–228.
DOI:<https://doi.org/10.1007/s11423-007-9037-6>.

[588]

Klopfer, E. and Squire, K. 2008. Environmental Detectives—the development of an augmented reality platform for environmental simulations. *Educational Technology Research and Development*. 56, 2 (Apr. 2008), 203–228.
DOI:<https://doi.org/10.1007/s11423-007-9037-6>.

[589]

Knekta, E. et al. 2020. Evaluation of a Questionnaire Measuring University Students' Sense of Belonging to and Involvement in a Biology Department. *CBE—Life Sciences Education*. 19, 3 (Sep. 2020). DOI:<https://doi.org/10.1187/cbe.19-09-0166>.

[590]

Knight, H. et al. 2021. Impacts of the COVID-19 Pandemic and Self-Isolation on Students and Staff in Higher Education: A Qualitative Study. *International Journal of Environmental Research and Public Health*. 18, 20 (Oct. 2021).
DOI:<https://doi.org/10.3390/ijerph182010675>.

[591]

Koh, J. et al. 2003. Sense of Virtual Community: A Conceptual Framework and Empirical Validation. 8, 2 (2003), 75–94. DOI:<https://doi.org/10.1080/10684415.2003.11004295>.

[592]

Kop, R. and Hill, A. 2008. Connectivism: Learning theory of the future or vestige of the past? *The International Review of Research in Open and Distributed Learning*. 9, 3 (Oct. 2008). DOI:<https://doi.org/10.19173/irrodl.v9i3.523>.

[593]

Kordi, M. et al. 2015. The Effect of Web-based and Simulation-based Education on Midwifery Students' Self-Confidence in Postpartum Hemorrhage Management. 3, 1 (2015), 262–268. DOI:<https://doi.org/10.22038/JMRH.2015.3247>.

[594]

Kotsis, S.V. and Chung, K.C. 2013. Application of the "See One, Do One, Teach One" Concept in Surgical Training. *Plastic and Reconstructive Surgery*. 131, 5 (May 2013), 1194–1201. DOI:<https://doi.org/10.1097/PRS.0b013e318287a0b3>.

[595]

Kounavis, C.D. et al. 2012. Enhancing the Tourism Experience through Mobile Augmented Reality: Challenges and Prospects. *International Journal of Engineering Business Management*. 4, (Jan. 2012). DOI:<https://doi.org/10.5772/51644>.

[596]

Kouroupetroglou, G. et al. A Model of Accessibility Services Provision for Students with Disabilities in Higher Education. *International Conference Universal Learning Design*.

[597]

Koutropoulos, A. et al. 2019. Rethinking Lurking. *eLearn*. 2019, 5 (May 2019). DOI:<https://doi.org/10.1145/3329488.3331169>.

[598]

Kramer, R. et al. 2007. Behavioural Impacts of Mobile Tour Guides. *Information and Communication Technologies in Tourism 2007*. M. Sigala et al., eds. Springer Vienna. 109–118.

[599]

Krathwohl, D.R. 2002. A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*. 41, 4 (Nov. 2002), 212–218. DOI:https://doi.org/10.1207/s15430421tip4104_2.

[600]

Kristoffersson, A. et al. 2013. A Review of Mobile Robotic Telepresence. *Advances in Human-Computer Interaction*. 2013, (2013), 1–17. DOI:<https://doi.org/10.1155/2013/902316>.

[601]

Kubincova, E. et al. 2018. How a MOOC can effectively facilitate student transitions to an online distance postgraduate programme. *Research in Learning Technology*. 26, (Sep. 2018). DOI:<https://doi.org/10.25304/rlt.v26.2055>.

[602]

Küçük, M. 2010. Lurking in online asynchronous discussion. *Procedia - Social and Behavioral Sciences*. 2, 2 (2010), 2260–2263. DOI:<https://doi.org/10.1016/j.sbspro.2010.03.319>.

[603]

Kuh, G.D. 2001. Assessing What Really Matters to Student Learning Inside The National Survey of Student Engagement. *Change: The Magazine of Higher Learning*. 33, 3 (May 2001), 10–17. DOI:<https://doi.org/10.1080/00091380109601795>.

[604]

Kuh, G.D. 2001. Assessing What Really Matters to Student Learning Inside The National Survey of Student Engagement. *Change: The Magazine of Higher Learning*. 33, 3 (May 2001), 10–17. DOI:<https://doi.org/10.1080/00091380109601795>.

[605]

Kuhn, K.-A.L. et al. 2015. Promoting Student Learning with Online Videos: A Research Agenda. *Proceedings of the 2010 Academy of Marketing Science (AMS) Annual Conference*. D.R. Deeter-Schmelz, ed. Springer International Publishing. 206–210.

[606]

Kumar, K.L. and Owston, R. 2016. Evaluating e-learning accessibility by automated and student-centered methods. *Educational Technology Research and Development*. 64, 2 (Apr. 2016), 263–283. DOI:<https://doi.org/10.1007/s11423-015-9413-6>.

[607]

Kuo, Y.-C. et al. 2014. Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. *The Internet and Higher Education*. 20, (Jan. 2014), 35–50. DOI:<https://doi.org/10.1016/j.iheduc.2013.10.001>.

[608]

Kuong, H.C. 2015. Enhancing Online Learning Experience: From Learners' Perspective. *Procedia - Social and Behavioral Sciences*. 191, (Jun. 2015), 1002–1005. DOI:<https://doi.org/10.1016/j.sbspro.2015.04.403>.

[609]

Kurucay, M. and Inan, F.A. 2017. Examining the effects of learner-learner interactions on satisfaction and learning in an online undergraduate course. *Computers & Education*. 115, (Dec. 2017), 20–37. DOI:<https://doi.org/10.1016/j.compedu.2017.06.010>.

[610]

La Cerra, C. et al. 2019. Effects of high-fidelity simulation based on life-threatening clinical condition scenarios on learning outcomes of undergraduate and postgraduate nursing students: a systematic review and meta-analysis. *BMJ Open*. 9, 2 (Feb. 2019). DOI:<https://doi.org/10.1136/bmjopen-2018-025306>.

[611]

Labster: <https://www.labster.com/>.

[612]

Lagier, J. 2003. Distance learning and the minority student: special needs and opportunities. *The Internet and Higher Education*. 6, 2 (Apr. 2003), 179–184. DOI:[https://doi.org/10.1016/S1096-7516\(03\)00023-X](https://doi.org/10.1016/S1096-7516(03)00023-X).

[613]

Lai, H.-M. and Chen, T.T. 2014. Knowledge sharing in interest online communities: A comparison of posters and lurkers. *Computers in Human Behavior*. 35, (Jun. 2014), 295–306. DOI:<https://doi.org/10.1016/j.chb.2014.02.004>.

[614]

Lai, P. 2017. THE LITERATURE REVIEW OF TECHNOLOGY ADOPTION MODELS AND THEORIES FOR THE NOVELTY TECHNOLOGY. *Journal of Information Systems and Technology Management*. 14, 1 (Apr. 2017).
DOI:<https://doi.org/10.4301/S1807-17752017000100002>.

[615]

Lancaster, C. 2020. A study of sense of belonging and its relationship with engagement, persistence, and intersectionality in higher education. Eastern Michigan University.

[616]

Lane, F.C. et al. 2015. A Multidimensional Comparison of Traditional, Transfer, and Online Students' University Attachment. 56, 7 (Oct. 2015), 746–751.

[617]

Langdrige, D. 2007. *Phenomenological psychology: theory, research, and method*. Pearson Education.

[618]

LaRocco, D.J. and Wilken, D.S. 2013. Universal Design for Learning: University Faculty Stages of Concerns and Levels of Use. 16, 1 (2013).

[619]

Larsson, J. and Holmström, I. 2007. Phenomenographic or phenomenological analysis: does it matter? Examples from a study on anaesthesiologists' work. *International Journal of Qualitative Studies on Health and Well-being*. 2, 1 (Jan. 2007), 55–64.
DOI:<https://doi.org/10.1080/17482620601068105>.

[620]

Latulipe, C. and De Jaeger, A. 2022. Comparing Student Experiences of Collaborative Learning in Synchronous CS1 Classes in Gather.Town vs. Zoom. *Proceedings of the 53rd ACM Technical Symposium on Computer Science Education* (Feb. 2022), 411–417.

[621]

Lau, J. and Dasgupta, B.Y.R. 2020. Will the coronavirus make online education go viral? (2020).

[622]

Laurie, M.M. 2020. eService-Learning. Disruptive and Emerging Technology Trends Across Education and the Workplace. J.A. Delello and R.R. McWhorter, eds. IGI Global. 116–142.

[623]

Laurillard, D. 1993. Rethinking university teaching: a framework for the effective use of educational technology. Routledge.

[624]

Lave, J. and Wenger, E. 1991. Situated learning: legitimate peripheral participation. Cambridge University Press.

[625]

Le, Q.T. et al. 2015. A Social Virtual Reality Based Construction Safety Education System for Experiential Learning. Journal of Intelligent & Robotic Systems. 79, 3–4 (Aug. 2015), 487–506. DOI:<https://doi.org/10.1007/s10846-014-0112-z>.

[626]

Leatherdale, S.T. 2019. Natural experiment methodology for research: a review of how different methods can support real-world research. International Journal of Social Research Methodology. 22, 1 (Jan. 2019), 19–35.
DOI:<https://doi.org/10.1080/13645579.2018.1488449>.

[627]

Leathwood, C. and O'Connell, P. 2003. 'It's a struggle': the construction of the 'new student' in higher education. Journal of Education Policy. 18, 6 (Dec. 2003), 597–615.

DOI:<https://doi.org/10.1080/0268093032000145863>.

[628]

Leavitt, H.J. et al. 1989. Readings in managerial psychology. Chicago U.P.

[629]

Lee, G.A. et al. 2013. AntarcticAR: An outdoor AR experience of a virtual tour to Antarctica. 2013 IEEE International Symposium on Mixed and Augmented Reality - Arts, Media, and Humanities (ISMAR-AMH) (Oct. 2013), 29–38.

[630]

Lee, J.-S. 2014. The Relationship Between Student Engagement and Academic Performance: Is It a Myth or Reality? *The Journal of Educational Research*. 107, 3 (May 2014), 177–185. DOI:<https://doi.org/10.1080/00220671.2013.807491>.

[631]

Lee, K. et al. 2019. Becoming a competent self: A developmental process of adult distance learning. *The Internet and Higher Education*. 41, (Apr. 2019), 25–33. DOI:<https://doi.org/10.1016/j.iheduc.2018.12.001>.

[632]

Lee, S. et al. 2009. Interactive e-learning system using pattern recognition and augmented reality. *IEEE Transactions on Consumer Electronics*. 55, 2 (May 2009), 883–890. DOI:<https://doi.org/10.1109/TCE.2009.5174470>.

[633]

Lee, S.H. (Mark) et al. 2017. Assessing Google Cardboard virtual reality as a content delivery system in business classrooms. *Journal of Education for Business*. 92, 4 (May 2017), 153–160. DOI:<https://doi.org/10.1080/08832323.2017.1308308>.

[634]

Leeds, E. et al. 2013. The impact of student retention strategies: an empirical study. *International Journal of Management in Education*. 7, 1/2 (2013). DOI:<https://doi.org/10.1504/IJMIE.2013.050812>.

[635]

Leese, M. 2010. Bridging the gap: supporting student transitions into higher education. *Journal of Further and Higher Education*. 34, 2 (May 2010), 239–251. DOI:<https://doi.org/10.1080/03098771003695494>.

[636]

Lei, M. et al. 2019. Engagement data of robotic students in a synchronous-hybrid course. *Data in Brief*. 24, (Jun. 2019). DOI:<https://doi.org/10.1016/j.dib.2019.103822>.

[637]

Lei, M. et al. 2019. Student in the shell: The robotic body and student engagement. *Computers & Education*. 130, (Mar. 2019), 59–80. DOI:<https://doi.org/10.1016/j.compedu.2018.11.008>.

[638]

Lenards, N. 2011. Student Perceptions of an Online Medical Dosimetry Program. *Medical Dosimetry*. 36, 2 (Jun. 2011), 178–187. DOI:<https://doi.org/10.1016/j.meddos.2010.03.001>.

[639]

Lenchus, J.D. End of the "See One, Do One, Teach One" Era: The Next Generation of Invasive Bedside Procedural Instruction. 110, 340–346.

[640]

Leon, K. and Pigg, S. 2011. Graduate Students Professionalizing in Digital Time/Space: A View From "Down Below". *Computers and Composition*. 28, 1 (Mar. 2011), 3–13. DOI:<https://doi.org/10.1016/j.compcom.2010.12.002>.

[641]

Lestander, Ö. et al. 2016. Nursing students' perceptions of learning after high fidelity simulation: Effects of a Three-step Post-simulation Reflection Model. *Nurse Education Today*. 40, (May 2016), 219–224. DOI:<https://doi.org/10.1016/j.nedt.2016.03.011>.

[642]

Lewis, J.L. 2009. Student Attitudes Toward Impairment and Accessibility: an Evaluation of Awareness Training for Urban Planning Students. *Vocations and Learning*. 2, 2 (Jul. 2009), 109–125. DOI:<https://doi.org/10.1007/s12186-009-9020-y>.

[643]

Llm, D.H. et al. 2007. Online vs. Blended Learning: Differences in Instructional Outcomes and Learner Satisfaction. 11, (2007), 27–42.

[644]

Lim, D.H. et al. 2019. ONLINE VS. BLENDED LEARNING: DIFFERENCES IN INSTRUCTIONAL OUTCOMES AND LEARNER SATISFACTION. *Online Learning*. 11, 2 (Feb. 2019). DOI:<https://doi.org/10.24059/olj.v11i2.1725>.

[645]

Lim, E.C. et al. 2009. The Challenges of "Continuing Medical Education" in a Pandemic Era. 38, 8 (2009), 724–726.

[646]

Lin, C.-L. et al. 2016. Analyzing the Social Knowledge Construction and Online Searching Behavior of High School Learners During a Collaborative Problem Solving Learning Activity: a Multi-Dimensional Behavioral Pattern Analysis. *The Asia-Pacific Education Researcher*. 25, 5–6 (Dec. 2016), 893–906. DOI:<https://doi.org/10.1007/s40299-016-0317-y>.

[647]

Lin, T.-J. et al. 2013. An investigation of learners' collaborative knowledge construction performances and behavior patterns in an augmented reality simulation system. *Computers & Education*. 68, (Oct. 2013), 314–321.

DOI:<https://doi.org/10.1016/j.compedu.2013.05.011>.

[648]

Lindgren, R. and Johnson-Glenberg, M. 2013. Emboldened by Embodiment. *Educational Researcher*. 42, 8 (Nov. 2013), 445–452. DOI:<https://doi.org/10.3102/0013189X13511661>.

[649]

Lindsay, W.K. 2017. A Summary of Four Key Issues Affecting Distance Education. *Handbook of Research on Instructional Systems and Educational Technology*. T. Kidd and L.R. Morris, Jr., eds. IGI Global. 37–44.

[650]

Liu, X. et al. 2007. DOES SENSE OF COMMUNITY MATTER? An Examination of Participants' Perceptions of Building Learning Communities in Online Courses. 8, 1 (2007), 87–88.

[651]

Liu, Y.Q. and Briggs, S. 2015. A Library in the Palm of Your Hand: Mobile Services in Top 100 University Libraries. *Information Technology and Libraries*. 34, 2 (Jun. 2015). DOI:<https://doi.org/10.6017/ital.v34i2.5650>.

[652]

Locks, A.M. et al. 2008. Extending Notions of Campus Climate and Diversity to Students' Transition to College. *The Review of Higher Education*. 31, 3 (2008), 257–285. DOI:<https://doi.org/10.1353/rhe.2008.0011>.

[653]

Looi, Q.E. and See, S.L. 2011. Assessing the Suitability of MMORPGs as Educational Games Using HCI Evaluation Methods. *Informatics Engineering and Information Science*. A. Abd Manaf et al., eds. Springer Berlin Heidelberg. 289–298.

[654]

Lopez, S.J. and Louis, M.C. 2009. The Principles of Strengths-Based Education. *Journal of College and Character*. 10, 4 (Apr. 2009). DOI:<https://doi.org/10.2202/1940-1639.1041>.

[655]

Lowe, C. 2009. Graduate Student Perceptions of Learning in a Virtual World. 25th Annual Conference on Distance Learning.

[656]

Lowe, C. and Clark, M.A. 2008. Student Perceptions of Learning Science in a Virtual World. University of Wisconsin.

[657]

Lowe, H. and Cook, A. 2003. Mind the Gap: Are students prepared for higher education? *Journal of Further and Higher Education*. 27, 1 (Feb. 2003), 53–76. DOI:<https://doi.org/10.1080/03098770305629>.

[658]

Lozar, F. et al. 2015. Virtual Tour of Past Environmental and Climate Change: the Messinian Succession of the Tertiary Piedmont Basin (Italy). *Geoheritage*. 7, 1 (Mar. 2015), 47–56. DOI:<https://doi.org/10.1007/s12371-014-0098-8>.

[659]

Lucas, P. et al. 2021. Knowing me, Knowing you: Humanitas in work-integrated learning during adversity. *Journal of University Teaching and Learning Practice*. (Dec. 2021), 159–176. DOI:<https://doi.org/10.53761/1.18.7.10>.

[660]

Ludlow, P. 1996. High noon on the electronic frontier: conceptual issues in cyberspace. MIT Press.

[661]

Ludwig-hardman, S. and Dunlap, J.C. 2003. Learner Support Services for Online Students:

Scaffolding for success. *The International Review of Research in Open and Distributed Learning*. 4, 1 (Apr. 2003). DOI:<https://doi.org/10.19173/irrodl.v4i1.131>.

[662]

Luévano, E. et al. 2015. Use of Telepresence and Holographic Projection Mobile Device for College Degree Level. *Procedia Computer Science*. 75, (2015), 339–347. DOI:<https://doi.org/10.1016/j.procs.2015.12.256>.

[663]

Luursema, J.-M. et al. 2017. Stereopsis, Visuospatial Ability, and Virtual Reality in Anatomy Learning. *Anatomy Research International*. 2017, (2017), 1–7. DOI:<https://doi.org/10.1155/2017/1493135>.

[664]

Luursema, J.-M. et al. 2017. Stereopsis, Visuospatial Ability, and Virtual Reality in Anatomy Learning. *Anatomy Research International*. 2017, (2017), 1–7. DOI:<https://doi.org/10.1155/2017/1493135>.

[665]

Luursema, J.-M. et al. 2010. Visuo-spatial ability in colonoscopy simulator training. *Advances in Health Sciences Education*. 15, 5 (Dec. 2010), 685–694. DOI:<https://doi.org/10.1007/s10459-010-9230-y>.

[666]

Luzón, M.-J. 2018. Constructing academic identities online: Identity performance in research group blogs written by multilingual scholars. *Journal of English for Academic Purposes*. 33, (May 2018), 24–39. DOI:<https://doi.org/10.1016/j.jeap.2018.01.004>.

[667]

Ma, W.W.K. and Yuen, A.H.K. 2011. Understanding online knowledge sharing: An interpersonal relationship perspective. *Computers & Education*. 56, 1 (Jan. 2011), 210–219. DOI:<https://doi.org/10.1016/j.compedu.2010.08.004>.

[668]

MacKay, M. 2020. COVID-19 response: EdTech expertise strengthening remote learning transition. (2020).

[669]

MacKeogh, K. and Fox, S. 2009. Strategies for Embedding e-Learning in Traditional Universities: Drivers and Barriers. 7, 2 (2009), 147-154.

[670]

Macleod, H. et al. 2016. Massive Open Online Courses: designing for the unknown learner. *Teaching in Higher Education*. 21, 1 (Jan. 2016), 13-24.
DOI:<https://doi.org/10.1080/13562517.2015.1101680>.

[671]

Maestas, R. et al. 2007. Factors Impacting Sense of Belonging at a Hispanic-Serving Institution. *Journal of Hispanic Higher Education*. 6, 3 (Jul. 2007), 237-256.
DOI:<https://doi.org/10.1177/1538192707302801>.

[672]

Mahdy, M.A.A. 2020. The Impact of COVID-19 Pandemic on the Academic Performance of Veterinary Medical Students. *Frontiers in Veterinary Science*. 7, (Oct. 2020).
DOI:<https://doi.org/10.3389/fvets.2020.594261>.

[673]

Maines, C. and Tang, S. 2015. An Application of Game Technology to Virtual University Campus Tour and Interior Navigation. 2015 International Conference on Developments of E-Systems Engineering (DeSE) (Dec. 2015), 341-346.

[674]

Maines, C. and Tang, S. 2015. An Application of Game Technology to Virtual University Campus Tour and Interior Navigation. 2015 International Conference on Developments of E-Systems Engineering (DeSE) (Dec. 2015), 341-346.

[675]

Makransky, G. et al. 2017. Adding immersive virtual reality to a science lab simulation causes more presence but less learning. *Learning and Instruction*. (Dec. 2017). DOI:<https://doi.org/10.1016/j.learninstruc.2017.12.007>.

[676]

Makransky, G. et al. 2019. Equivalence of using a desktop virtual reality science simulation at home and in class. *PLOS ONE*. 14, 4 (Apr. 2019). DOI:<https://doi.org/10.1371/journal.pone.0214944>.

[677]

Makransky, G. et al. 2016. Virtual Simulations as Preparation for Lab Exercises: Assessing Learning of Key Laboratory Skills in Microbiology and Improvement of Essential Non-Cognitive Skills. *PLOS ONE*. 11, 6 (Jun. 2016). DOI:<https://doi.org/10.1371/journal.pone.0155895>.

[678]

Makransky, G. and Lilleholt, L. 2018. A structural equation modeling investigation of the emotional value of immersive virtual reality in education. *Educational Technology Research and Development*. 66, 5 (Oct. 2018), 1141-1164. DOI:<https://doi.org/10.1007/s11423-018-9581-2>.

[679]

Mallman, M. and Lee, H. 2016. Stigmatised learners: mature-age students negotiating university culture. *British Journal of Sociology of Education*. 37, 5 (Jul. 2016), 684-701. DOI:<https://doi.org/10.1080/01425692.2014.973017>.

[680]

Mancuso, D.S. et al. 2010. A Study of Adult Learning in a Virtual World. *Advances in Developing Human Resources*. 12, 6 (Dec. 2010), 681-699. DOI:<https://doi.org/10.1177/1523422310395368>.

[681]

Mañeru, G. et al. 2011. Learning By Simulation - An Educational Experience In The Simulation Center Of The School Of Medicine Of The University Of Navarra. *Procedia - Social and Behavioral Sciences*. 28, (2011), 253-258.
DOI:<https://doi.org/10.1016/j.sbspro.2011.11.049>.

[682]

Manning, K. and Kuh, G. 2005. Promoting Student Success: Making Place Matter to Student Success. Occasional Paper No. 13. (2005).

[683]

Mansoor, K. et al. 2020. Challenges in Teaching Palliative Care Module Virtually during COVID-19 Era. *Asia-Pacific Journal of Oncology Nursing*. 7, 4 (2020).
DOI:https://doi.org/10.4103/apjon.apjon_42_20.

[684]

Maor, D. 2003. The Teacher's Role in Developing Interaction and Reflection in an Online Learning Community. *Educational Media International*. 40, 1-2 (Jan. 2003), 127-138.
DOI:<https://doi.org/10.1080/0952398032000092170>.

[685]

Marquess, M. et al. 2017. A pilot study to determine if the use of a virtual reality education module reduces anxiety and increases comprehension in patients receiving radiation therapy. *Journal of Radiation Oncology*. 6, 3 (Sep. 2017), 317-322.
DOI:<https://doi.org/10.1007/s13566-017-0298-3>.

[686]

Marron, M.B. 2013. Drones in Journalism Education. *Journalism & Mass Communication Educator*. 68, 2 (Jun. 2013), 95-98. DOI:<https://doi.org/10.1177/1077695813486973>.

[687]

Martín, A. et al. 2011. Accessibility at early stages. Proceedings of the International Cross-Disciplinary Conference on Web Accessibility - W4A '11 (2011).

[688]

Martin, F. et al. 2019. Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. *The Internet and Higher Education*. 42, (Jul. 2019), 34–43. DOI:<https://doi.org/10.1016/j.iheduc.2019.04.001>.

[689]

Martin, S. et al. 2011. New technology trends in education: Seven years of forecasts and convergence. *Computers & Education*. 57, 3 (Nov. 2011), 1893–1906. DOI:<https://doi.org/10.1016/j.compedu.2011.04.003>.

[690]

Martinez, M. 2003. High attrition rates in e-learning: challenges, predictors, and solutions. (2003), 1–9.

[691]

Martínez-Graña, A.M. et al. 2013. A virtual tour of geological heritage: Valourising geodiversity using Google Earth and QR code. *Computers & Geosciences*. 61, (Dec. 2013), 83–93. DOI:<https://doi.org/10.1016/j.cageo.2013.07.020>.

[692]

Martín-Gutiérrez, J. et al. 2015. Augmented reality to promote collaborative and autonomous learning in higher education. *Computers in Human Behavior*. 51, (Oct. 2015), 752–761. DOI:<https://doi.org/10.1016/j.chb.2014.11.093>.

[693]

Martins, E.C. and Terblanche, F. 2003. Building organisational culture that stimulates creativity and innovation. *European Journal of Innovation Management*. 6, 1 (Mar. 2003), 64–74. DOI:<https://doi.org/10.1108/14601060310456337>.

[694]

Marton, F. 1986. *Phenomenography: A Research Approach to Investigating Different*

Understandings of Reality. 21, 3 (1986), 28–49.

[695]

Marton, F. 1981. Phenomenography ? Describing conceptions of the world around us. *Instructional Science*. 10, 2 (Jul. 1981), 177–200. DOI:<https://doi.org/10.1007/BF00132516>.

[696]

Martzoukou, K. and Kemp, V. 2016. Nurturing Supportive and Engaging Induction Environments for Distance-learning Students. *Procedia - Social and Behavioral Sciences*. 228, (Jul. 2016), 535–540. DOI:<https://doi.org/10.1016/j.sbspro.2016.07.082>.

[697]

Masika, R. and Jones, J. 2016. Building student belonging and engagement: insights into higher education students' experiences of participating and learning together. *Teaching in Higher Education*. 21, 2 (Feb. 2016), 138–150. DOI:<https://doi.org/10.1080/13562517.2015.1122585>.

[698]

Maslow, A.H. 1943. A theory of human motivation. *Psychological Review*. 50, 4 (1943), 370–396. DOI:<https://doi.org/10.1037/h0054346>.

[699]

Maslow, A.H. 14AD. *A Theory of Human Motivation*. Sublime books.

[700]

Maslow, A.H. 28AD. *Toward a Psychology of Being*. Dancing Unicorn Books.

[701]

Mason, A. 2000. *Community, solidarity, and belonging: levels of community and their normative significance*. Cambridge University Press.

[702]

Matheson, R. and Sutcliffe, M. 2017. Creating belonging and transformation through the adoption of flexible pedagogies in masters level international business management students. *Teaching in Higher Education*. 22, 1 (Jan. 2017), 15-29.
DOI:<https://doi.org/10.1080/13562517.2016.1221807>.

[703]

Maunder, R.E. 2018. Students' peer relationships and their contribution to university adjustment: the need to belong in the university community. *Journal of Further and Higher Education*. 42, 6 (Aug. 2018), 756-768.
DOI:<https://doi.org/10.1080/0309877X.2017.1311996>.

[704]

May 2020 graduates invited to virtual celebration: 17AD.
<https://news.unl.edu/newsrooms/today/article/may-2020-graduates-invited-to-virtual-celebration/>.

[705]

Mayisela, T. The potential use of mobile technology: enhancing accessibility and communication in a blended learning course. 33, 1, 1-18.

[706]

Mazzolini, M. and Maddison, S. 2003. Sage, guide or ghost? The effect of instructor intervention on student participation in online discussion forums. *Computers & Education*. 40, 3 (Apr. 2003), 237-253. DOI:[https://doi.org/10.1016/S0360-1315\(02\)00129-X](https://doi.org/10.1016/S0360-1315(02)00129-X).

[707]

McBrien, J.L. et al. 2009. Virtual Spaces: Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning. *The International Review of Research in Open and Distributed Learning*. 10, 3 (Jun. 2009).
DOI:<https://doi.org/10.19173/irrodl.v10i3.605>.

[708]

McCabe, A. and O'Connor, U. 2014. Student-centred learning: the role and responsibility of the lecturer. *Teaching in Higher Education*. 19, 4 (May 2014), 350–359.
DOI:<https://doi.org/10.1080/13562517.2013.860111>.

[709]

McCloy, R. and Stone, R. 20AD. Virtual reality in surgery. 323, 7318 (20AD), 912–915.

[710]

McClure, C.D. and Williams, P.N. 2021. Gather.town: An opportunity for self-paced learning in a synchronous, distance-learning environment. *Compass: Journal of Learning and Teaching*. 14, 2 (Jul. 2021). DOI:<https://doi.org/10.21100/compass.v14i2.1232>.

[711]

McConnell, D. and Society for Research into Higher Education 2006. *E-learning groups and communities*. Society for Research into Higher Education & Open University Press.

[712]

McDowell, J. 2012. Cultivating a viral community of practice to drive institutional enhancement through the promotion of video-enhanced learning, feedback and assessment. 7th International Blended Learning Conference.

[713]

McDowell, J. 4AD. VELOCITY: Video Enhanced Learning Opportunities in Computing and Information Technology. British Educational Research Association Conference.

[714]

McElhinney, E. 2015. Living in 3D Social Virtual Worlds and the Influence on Health Literacy, Health Behaviour and Wellbeing.

[715]

McEvoy, J.F. et al. 2016. Evaluation of unmanned aerial vehicle shape, flight path and camera type for waterfowl surveys: disturbance effects and species recognition. *PeerJ*. 4, (Mar. 2016). DOI:<https://doi.org/10.7717/peerj.1831>.

[716]

McInnerney, J.M. and Roberts, T.S. 2004. Online Learning: Social Interaction and the Creation of a Sense of Community. 7, 3 (2004), 73-81.

[717]

McInnis, C. et al. 2000. Trends in the first year experience in Australian universities. The University of Melbourne.

[718]

McKee, T. 2010. Thirty years of distance education: Personal reflections. *The International Review of Research in Open and Distributed Learning*. 11, 2 (May 2010). DOI:<https://doi.org/10.19173/irrodl.v11i2.870>.

[719]

McKerlich, R. et al. Student Perceptions of Teaching Presence, Social Presence, and Cognitive Presence in a Virtual World. 7, 3, 324-336.

[720]

McMillan, D.W. and Chavis, D.M. Sense of Community: A Definition and Theory. 14, 6-23.

[721]

McPake, J. et al. 2013. Pre-school children creating and communicating with digital technologies in the home. *British Journal of Educational Technology*. 44, 3 (May 2013), 421-431. DOI:<https://doi.org/10.1111/j.1467-8535.2012.01323.x>.

[722]

Meehan, C. and Howells, K. 2018. In search of the feeling of 'belonging' in higher education: undergraduate students transition into higher education. *Journal of Further and Higher Education*. (Sep. 2018), 1-15.
DOI:<https://doi.org/10.1080/0309877X.2018.1490702>.

[723]

Meehan, C. and Howells, K. 2019. In search of the feeling of 'belonging' in higher education: undergraduate students transition into higher education. *Journal of Further and Higher Education*. 43, 10 (Nov. 2019), 1376-1390.
DOI:<https://doi.org/10.1080/0309877X.2018.1490702>.

[724]

Mehrabian, A. 1968. Some referents and measures of nonverbal behavior. *Behavior Research Methods & Instrumentation*. 1, 6 (Jan. 1968), 203-207.
DOI:<https://doi.org/10.3758/BF03208096>.

[725]

Melús-Palazón, E. et al. 2012. Experience with using second life for medical education in a family and community medicine education unit. *BMC Medical Education*. 12, 1 (Dec. 2012).
DOI:<https://doi.org/10.1186/1472-6920-12-30>.

[726]

Mendolia-Moore, T. 2019. *The College Path: A Virtual Tour*. Bronco Scholar.

[727]

Mendolia-Moore, T.A. 2018. *The College Path: A Virtual Tour*. California State Polytechnic University, Pomona.

[728]

Mian, A. and Khan, S. 2020. Medical education during pandemics: a UK perspective. *BMC Medicine*. 18, 1 (Dec. 2020). DOI:<https://doi.org/10.1186/s12916-020-01577-y>.

[729]

Michael, K. 2012. Virtual classroom: reflections of online learning. *Campus-Wide Information Systems*. 29, 3 (Jun. 2012), 156-165.
DOI:<https://doi.org/10.1108/10650741211243175>.

[730]

Michou, A. et al. 2014. Enriching the hierarchical model of achievement motivation: Autonomous and controlling reasons underlying achievement goals. *British Journal of Educational Psychology*. 84, 4 (Dec. 2014), 650-666.
DOI:<https://doi.org/10.1111/bjep.12055>.

[731]

Milgram, P. and Kishino, F. A TAXONOMY OF MIXED REALITY VISUAL DISPLAYS. *E77-D*, 12, 1321-1329.

[732]

Milheim, K.L. Towards a Better Experience: Examining Student Needs in the Online Classroom through Maslow's Hierarchy of Needs Model. 8, 2.

[733]

Millei, Z. and Sumsion, J. 2011. The 'Work' of Community in Belonging, Being and Becoming: The Early Years Learning Framework for Australia. *Contemporary Issues in Early Childhood*. 12, 1 (Mar. 2011), 71-85. DOI:<https://doi.org/10.2304/ciec.2011.12.1.71>.

[734]

Miller, J.J. 2011. Impact of a University Recreation Center on Social Belonging and Student Retention. *Recreational Sports Journal*. 35, 2 (Oct. 2011), 117-129.
DOI:<https://doi.org/10.1123/rsj.35.2.117>.

[735]

Miller, M. and Jensen, R. 2014. Avatars in Nursing. *Nurse Educator*. 39, 1 (2014), 38-41.
DOI:<https://doi.org/10.1097/01.NNE.0000437367.03842.63>.

[736]

Mirk, D. and Hlavacs, H. 2014. Using Drones for Virtual Tourism. *Intelligent Technologies for Interactive Entertainment*. D. Reidsma et al., eds. Springer International Publishing. 144–147.

[737]

Mogaji, E. 2016. University Website Websites Design in International Student Recruitment: Some Reflections. *International Marketing of Higher Education*. T. Wu and V. Naidoo, eds. Palgrave Macmillan US. 99–117.

[738]

Mohamed Atwa, H. et al. 2020. Step-by-step guide to managing the educational crisis: Lessons learned from COVID-19 pandemic. *Journal of Microscopy and Ultrastructure*. 8, 4 (2020). DOI:https://doi.org/10.4103/jmau.jmau_79_20.

[739]

Moller, L. 1998. Designing communities of learners for asynchronous distance education. *Educational Technology Research and Development*. 46, 4 (Dec. 1998), 115–122. DOI:<https://doi.org/10.1007/BF02299678>.

[740]

Molloy, M. et al. 2016. An Innovative Use of Telepresence Robots for Educating Healthcare Professional. 225, (2016), 989–990. DOI:<https://doi.org/10.3233/978-1-61499-658-3-989>.

[741]

Moloo, R.K. et al. 2016. A 3D Virtual Tour of the University of Mauritius using WebGL. 2016 International Conference on Electrical, Electronics, and Optimization Techniques (ICEEOT) (Mar. 2016), 2891–2894.

[742]

Mon, L. 15AD. A Virtual Graduation Ceremony for Online Distance Students. (15AD).

[743]

Moore, C. and Greenland, S. 2017. Employment-driven online student attrition and the assessment policy divide: An Australian open-access higher education perspective. 21, 1 (2017), 52-62.

[744]

Moore, M.G. 1989. Editorial: Three types of interaction. American Journal of Distance Education. 3, 2 (Jan. 1989), 1-7. DOI:<https://doi.org/10.1080/08923648909526659>.

[745]

Moran, D. 2000. Introduction to phenomenology. Routledge.

[746]

Mørch, A.I. et al. 2018. Creating Contexts for Collaborative Learning in a 3D Virtual World for Distance Education. Integrating Multi-User Virtual Environments in Modern Classrooms. Y. Qian, ed. IGI Global. 137-164.

[747]

Moros, K. 2010. Virtual campus tour launched to increase undergraduate population. 21, 15 (2010), 2-2.

[748]

Morra, T. and Reynolds, J. 2010. Universal Design for Learning: Application for Technology-Enhanced Learning. 15, 1 (2010), 43-51.

[749]

Morris, L.V. 2015. On or Coming to your Campus Soon: Drones. Innovative Higher Education. 40, 3 (Jun. 2015), 187-188. DOI:<https://doi.org/10.1007/s10755-015-9323-x>.

[750]

Morris, L.V. et al. 2005. Tracking student behavior, persistence, and achievement in online courses. *The Internet and Higher Education*. 8, 3 (Jul. 2005), 221–231. DOI:<https://doi.org/10.1016/j.iheduc.2005.06.009>.

[751]

Moses, O.O. Improving Mobile Learning with Enhanced Shih's Model of Mobile Learning. 5, 11, 22–28.

[752]

Moss, T. and Pittaway, S. 2013. Student identity construction in online teacher education: a narrative life history approach. *International Journal of Qualitative Studies in Education*. 26, 8 (Sep. 2013), 1004–1018. DOI:<https://doi.org/10.1080/09518398.2012.725139>.

[753]

Motteram, G. and Forrester, G. 2005. Becoming an Online Distance Learner: What can be learned from students' experiences of induction to distance programmes? *Distance Education*. 26, 3 (Jan. 2005), 281–298. DOI:<https://doi.org/10.1080/01587910500291330>.

[754]

Muir, T. et al. 2019. Chronicling engagement: students' experience of online learning over time. *Distance Education*. 40, 2 (Apr. 2019), 262–277. DOI:<https://doi.org/10.1080/01587919.2019.1600367>.

[755]

Mulero-Pázmány, M. et al. 2017. Unmanned aircraft systems as a new source of disturbance for wildlife: A systematic review. *PLOS ONE*. 12, 6 (Jun. 2017). DOI:<https://doi.org/10.1371/journal.pone.0178448>.

[756]

Murphy, A. and Farley, H. 2017. Introduction: Supporting the Sustainable Implementation of Mobile Learning for Higher Education in the Asia-Pacific Region. *Mobile Learning in*

Higher Education in the Asia-Pacific Region. A. Murphy et al., eds. Springer Singapore. 3–23.

[757]

Murphy, B. 2020. COVID-19: How the virus is impacting medical schools. (2020).

[758]

Murray, J.-A. et al. 2015. Use and Perceptions of Second Life by Distance Learners: A Comparison with Other Communication Media. 30, 1 (2015).

[759]

Murray, J.-A. and Boyd, S. 2015. A Preliminary Evaluation of Using WebPA for Online Peer Assessment of Collaborative Performance by Groups of Online Distance Learners. 30, 2 (2015).

[760]

Murray, R. 2002. How to write a thesis. Open University Press.

[761]

Murray, R. and Dawson Books 2006. How to write a thesis. Open University Press.

[762]

Muse, H.E. 2003. The Web-based community college student: An examination of factors that lead to success and risk. *The Internet and Higher Education*. 6, 3 (Jul. 2003), 241–261. DOI:[https://doi.org/10.1016/S1096-7516\(03\)00044-7](https://doi.org/10.1016/S1096-7516(03)00044-7).

[763]

Nagy, J.T. 2018. Evaluation of Online Video Usage and Learning Satisfaction: An Extension of the Technology Acceptance Model. *The International Review of Research in Open and Distributed Learning*. 19, 1 (Feb. 2018). DOI:<https://doi.org/10.19173/irrodl.v19i1.2886>.

[764]

Nah, F.F.-H. et al. 2014. Gamification of Education: A Review of Literature. HCI in Business. F.F.-H. Nah, ed. Springer International Publishing. 401–409.

[765]

Najjar, N. et al. 2022. Evaluating Students' Perceptions of Online Learning with 2-D Virtual Spaces. Proceedings of the 53rd ACM Technical Symposium on Computer Science Education (Feb. 2022), 112–118.

[766]

Navab, N. et al. 2012. First Deployments of Augmented Reality in Operating Rooms. Computer. 45, 7 (Jul. 2012), 48–55. DOI:<https://doi.org/10.1109/MC.2012.75>.

[767]

Nee, A.Y.C. et al. 2012. Augmented reality applications in design and manufacturing. CIRP Annals. 61, 2 (2012), 657–679. DOI:<https://doi.org/10.1016/j.cirp.2012.05.010>.

[768]

Newhart, V.A. et al. 2017. Go home and get better: An exploration of inequitable educational services for homebound children. (2017).

[769]

Newhart, V.A. 2014. Virtual inclusion via telepresence robots in the classroom. Proceedings of the extended abstracts of the 32nd annual ACM conference on Human factors in computing systems - CHI EA '14 (2014), 951–956.

[770]

Newhart, V.A. et al. 2016. Virtual Inclusion via Telepresence Robots in the Classroom: An Exploratory Case Study. 23, 4 (2016), 9–25.

[771]

Newhart, V.A. and Olson, J.S. 2017. My Student is a Robot. Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems - CHI '17 (2017), 342–347.

[772]

Newhart, V.A. and Olson, J.S. 2017. My Student is a Robot. Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems - CHI '17 (2017), 342–347.

[773]

Newman, M.E.J. and Girvan, M. 2004. Finding and evaluating community structure in networks. *Physical Review E*. 69, 2 (Feb. 2004).
DOI:<https://doi.org/10.1103/PhysRevE.69.026113>.

[774]

Nganji, J.T. et al. 2011. Ontology-Based E-Learning Personalisation For Disabled Students in Higher Education. *Innovation in Teaching and Learning in Information and Computer Sciences*. 10, 1 (Feb. 2011), 1–11. DOI:<https://doi.org/10.11120/ital.2011.10010001>.

[775]

Nguyen, D.J. and Herron, A. 2021. Keeping up with the Joneses or feeling priced out?: Exploring how low-income students' financial position shapes sense of belonging. *Journal of Diversity in Higher Education*. 14, 3 (Sep. 2021), 429–440.
DOI:<https://doi.org/10.1037/dhe0000191>.

[776]

Ní Shé, C. et al. 2019. Teaching online is different: critical perspectives from the literature. (2019). DOI:<https://doi.org/10.5281/zenodo.3479402>.

[777]

Nichols, M. 2011. Intervention for retention through distance education: A comparison study.

[778]

Nikolaos, P. and Ioannis, K. 2013. E-Learning Quality through Second Life. Technology Use and Research Approaches for Community Education and Professional Development. V.C. Bryan and V.C.X. Wang, eds. IGI Global. 250–273.

[779]

Nordman, E. and Horlin, C. 2023. Lecture recordings make for inclusive learning. (2023).

[780]

Nordmann, E. et al. 27AD. 10 simple rules for supporting a temporary online pivot in higher education. (27AD).

[781]

Nordmann, E. et al. 2020. Ten simple rules for supporting a temporary online pivot in higher education. PLOS Computational Biology. 16, 10 (Oct. 2020).
DOI:<https://doi.org/10.1371/journal.pcbi.1008242>.

[782]

Nurunnabi, M. et al. 2021. Mental health and well-being during the COVID-19 pandemic in higher education: Evidence from G20 countries. Journal of Public Health Research. 9, s1 (Jan. 2021). DOI:<https://doi.org/10.4081/jphr.2020.2010>.

[783]

O' Shea, S. et al. 2015. "I 'feel' like I am at university even though I am online." Exploring how students narrate their engagement with higher education institutions in an online learning environment. Distance Education. 36, 1 (Jan. 2015), 41–58.
DOI:<https://doi.org/10.1080/01587919.2015.1019970>.

[784]

O'Dowd, R. 2012. Online Intercultural Exchanges. The Encyclopedia of Applied Linguistics. C.A. Chapelle, ed. Blackwell Publishing Ltd.

[785]

Oermann, M.H. 28AD. Teaching in Nursing and Role of the Educator, Second Edition: The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development. Springer Publishing Company.

[786]

Oh, P.-J. et al. 2015. The effects of simulation-based learning using standardized patients in nursing students: A meta-analysis. Nurse Education Today. 35, 5 (May 2015), e6–e15. DOI:<https://doi.org/10.1016/j.nedt.2015.01.019>.

[787]

O'Keeffe, P. 2013. A sense of belonging: Improving student retention. 47, 4 (2013), 605–613.

[788]

Olaf Zawacki-Richter and Terry Anderson 2014. Online Distance Education. Athabasca University Press.

[789]

Oliveira, M.M.S. de et al. 2018. Distance education: advantages and disadvantages of the point of view of education and society. Dialogia. 29 (Aug. 2018), 139–152. DOI:<https://doi.org/10.5585/dialogia.N29.7661>.

[790]

Olsson, T. and Salo, M. 2011. Online user survey on current mobile augmented reality applications. 2011 10th IEEE International Symposium on Mixed and Augmented Reality (Oct. 2011), 75–84.

[791]

Olwal, A. et al. 2008. Spatial augmented reality on industrial CNC-machines. The Engineering Reality of Virtual Reality 2008 (Feb. 2008).

[792]

Oomen-Early, J. and Early, A.D. 2015. Teaching in a Millennial World. *Pedagogy in Health Promotion*. 1, 2 (Jun. 2015), 95–107. DOI:<https://doi.org/10.1177/2373379915570041>.

[793]

Organisation for Economic Co-operation and Development 2003. *Student Engagement at School: A Sense of Belonging and Participation: Results from PISA 2000*. OECD Publishing.

[794]

Orgill, M. 2012. Phenomenography. *Encyclopedia of the Sciences of Learning*. N.M. Seel, ed. Springer US. 2608–2611.

[795]

Ormond Simpson 2003. *Student retention in online, open, and distance learning*. Kogan Page.

[796]

Osmon, K. 2016. *Good Practice Guide: Support for Students Improving Transition from School and College to University*. Brunel Educational Excellence Centre Brunel University London.

[797]

Osterman, K.F. 2000. Students' Need for Belonging in the School Community. *Review of Educational Research*. 70, 3 (Sep. 2000), 323–367. DOI:<https://doi.org/10.3102/00346543070003323>.

[798]

Osterman, K.F. 2010. Teacher Practice and Students' Sense of Belonging. *International Research Handbook on Values Education and Student Wellbeing*. T. Lovat et al., eds. Springer Netherlands. 239–260.

[799]

Othring & Belonging: A Framework and Analysis for a Fair and Inclusive Society:
<https://haasinstitute.berkeley.edu/othering-belonging-framework-and-analysis-fair-and-inclusive-society>.

[800]

Ott, M. and Freina, L. 2015. A literature review on immersive virtual reality in education: state of the art and perspectives. Editura Universității Naționale de Apărare "Carol I".

[801]

Oztok, M. 2013. Tacit knowledge in online learning: community, identity, and social capital. *Technology, Pedagogy and Education*. 22, 1 (Mar. 2013), 21-36.
DOI:<https://doi.org/10.1080/1475939X.2012.720414>.

[802]

Page, A. et al. 2021. Fostering school connectedness online for students with diverse learning needs: inclusive education in Australia during the COVID-19 pandemic. *European Journal of Special Needs Education*. (Jan. 2021), 1-15.
DOI:<https://doi.org/10.1080/08856257.2021.1872842>.

[803]

Pallant, J. 2016. *SPSS survival manual: a step by step guide to data analysis using IBM SPSS*. McGraw-Hill Education.

[804]

Palloff, R.M. and Pratt, K. 2003. *The virtual student: a profile and guide to working with online learners*. Jossey-Bass.

[805]

Palmer, A.E.K. 2016. *Social Satisfaction and Sense of Belonging: Revisiting Student Persistence*. UNIVERSITY OF MINNESOTA BY.

[806]

Palmer, S. et al. 2008. Does the discussion help? The impact of a formally assessed online discussion on final student results. *British Journal of Educational Technology*. 39, 5 (Sep. 2008), 847–858. DOI:<https://doi.org/10.1111/j.1467-8535.2007.00780.x>.

[807]

Papagiannakis, G. et al. 2008. A survey of mobile and wireless technologies for augmented reality systems. *Computer Animation and Virtual Worlds*. 19, 1 (Feb. 2008), 3–22. DOI:<https://doi.org/10.1002/cav.221>.

[808]

Pareek, M. et al. 2020. Ethnicity and COVID-19: an urgent public health research priority. *The Lancet*. 395, 10234 (May 2020), 1421–1422. DOI:[https://doi.org/10.1016/S0140-6736\(20\)30922-3](https://doi.org/10.1016/S0140-6736(20)30922-3).

[809]

Parker, A. 1999. A Study of Variables that Predict Dropout from Distance Education. (1999), 1–10.

[810]

Parker, E.C. 2010. Exploring student experiences of belonging within an urban high school choral ensemble: an action research study. *Music Education Research*. 12, 4 (Dec. 2010), 339–352. DOI:<https://doi.org/10.1080/14613808.2010.519379>.

[811]

Parker, H. et al. 2017. Understanding the different challenges facing students in transitioning to university particularly with a focus on ethnicity. *New Directions in the Teaching of Physical Sciences*. 12 (Dec. 2017). DOI:<https://doi.org/10.29311/ndtps.v0i12.2450>.

[812]

Parrish, P.E. 2009. Aesthetic principles for instructional design. *Educational Technology Research and Development*. 57, 4 (Aug. 2009), 511–528.

DOI:<https://doi.org/10.1007/s11423-007-9060-7>.

[813]

Passantino, F. 2021. Reflections: diversity, inclusion and belonging in education Post-Covid. *Intercultural Education*. 32, 5 (Sep. 2021), 583–589. DOI:<https://doi.org/10.1080/14675986.2021.1857575>.

[814]

Paterson, M. 2013. *The senses of touch: haptics, affects and technologies*. Bloomsbury Academic.

[815]

Paul, I. et al. 2022. The role of social virtual world in increasing psychological resilience during the on-going COVID-19 pandemic. *Computers in Human Behavior*. 127, (Feb. 2022). DOI:<https://doi.org/10.1016/j.chb.2021.107036>.

[816]

Peachey, A. et al. 2011. *Reinventing ourselves: contemporary concepts of identity in virtual worlds*. Springer-Verlag.

[817]

Peacock, S. et al. 2020. An Exploration Into the Importance of a Sense of Belonging for Online Learners. *The International Review of Research in Open and Distributed Learning*. 21, 2 (Apr. 2020), 18–35. DOI:<https://doi.org/10.19173/irrodl.v20i5.4539>.

[818]

Peacock, S. et al. 2020. An Exploration Into the Importance of a Sense of Belonging for Online Learners. *The International Review of Research in Open and Distributed Learning*. 21, 2 (Apr. 2020), 18–35. DOI:<https://doi.org/10.19173/irrodl.v20i5.4539>.

[819]

Peacock, S. et al. 2012. Exploring Tutor and Student Experiences in Online Synchronous Learning Environments in the Performing Arts. *Creative Education*. 03, 07 (2012), 1269–1280. DOI:<https://doi.org/10.4236/ce.2012.37186>.

[820]

Peacock, S. and DePlacido, C. 2018. Supporting Staff Transitions into Online Learning: A Networking Approach. *Journal of Perspectives in Applied Academic Practice*. 6, 2 (Sep. 2018), 67–75. DOI:<https://doi.org/10.14297/jpaap.v6i2.336>.

[821]

Pei, L. and Wu, H. 2019. Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical Education Online*. 24, 1 (Jan. 2019). DOI:<https://doi.org/10.1080/10872981.2019.1666538>.

[822]

Pellas, N. 2014. The influence of computer self-efficacy, metacognitive self-regulation and self-esteem on student engagement in online learning programs: Evidence from the virtual world of Second Life. *Computers in Human Behavior*. 35, (Jun. 2014), 157–170. DOI:<https://doi.org/10.1016/j.chb.2014.02.048>.

[823]

Pellas, N. 2014. What Makes Students to Participate in Online Collaborative Settings Through Second Life? *International Journal of Digital Literacy and Digital Competence*. 5, 1 (Jan. 2014), 21–44. DOI:<https://doi.org/10.4018/ijdlcdc.2014010103>.

[824]

Pence, H.E. 2010. Smartphones, Smart Objects, and Augmented Reality. *The Reference Librarian*. 52, 1–2 (Dec. 2010), 136–145. DOI:<https://doi.org/10.1080/02763877.2011.528281>.

[825]

Pence, H.E. 2010. Smartphones, Smart Objects, and Augmented Reality. *The Reference Librarian*. 52, 1–2 (Dec. 2010), 136–145.

DOI:<https://doi.org/10.1080/02763877.2011.528281>.

[826]

Perdana, D. et al. 2020. Implementation of a Web Based Campus Virtual Tour for Introducing Telkom University Building. *International journal of simulation: systems, science & technology*. (Mar. 2020). DOI:<https://doi.org/10.5013/IJSSST.a.20.01.06>.

[827]

Perez, M.L. 2020. Sense of Belonging from a Distance: How Online Students Describe, Perceive, and Experience Belonging to the Institution.

[828]

Peters, O. 1992. Some observations on dropping out in distance education. *Distance Education*. 13, 2 (Jan. 1992), 234–269. DOI:<https://doi.org/10.1080/0158791920130206>.

[829]

Peto, J. et al. 2020. Universal weekly testing as the UK COVID-19 lockdown exit strategy. *The Lancet*. 395, 10234 (May 2020), 1420–1421. DOI:[https://doi.org/10.1016/S0140-6736\(20\)30936-3](https://doi.org/10.1016/S0140-6736(20)30936-3).

[830]

Petrakou, A. 2010. Interacting through avatars: Virtual worlds as a context for online education. *Computers & Education*. 54, 4 (May 2010), 1020–1027. DOI:<https://doi.org/10.1016/j.compedu.2009.10.007>.

[831]

Phenomenology: <https://iep.utm.edu/phenom/>.

[832]

Phenomenology: 2013. <https://plato.stanford.edu/entries/phenomenology/>.

[833]

Phipps, L. and Kelly, B. 2006. Holistic approaches to e-learning accessibility. *ALT-J.* 14, 1 (Mar. 2006), 69–78. DOI:<https://doi.org/10.1080/09687760500479860>.

[834]

Phirangee, K. and Malec, A. 2017. Othering in online learning: an examination of social presence, identity, and sense of community. *Distance Education.* 38, 2 (May 2017), 160–172. DOI:<https://doi.org/10.1080/01587919.2017.1322457>.

[835]

Photo: 'Cyber-graduation' in Manila:

<https://www.nbcnews.com/health/health-news/live-blog/2020-05-22-coronavirus-news-n1212671/ncrd1212851#blogHeader>.

[836]

Picciano, A.G. Beyond student perceptions: issues of interaction, presence, and performance in an online course. 6, 1.

[837]

Pichon, H.W. 2016. Developing a sense of belonging in the classroom: community college students taking courses on a four-year college campus. *Community College Journal of Research and Practice.* 40, 1 (Jan. 2016), 47–59. DOI:<https://doi.org/10.1080/10668926.2014.964429>.

[838]

Pickens, A. 2009. A virtual tour of Muncie, Indiana for prospective international students to Ball State University. Ball State University Muncie Indiana.

[839]

Pina Tarricone 2011. *The taxonomy of metacognition.* PsyPress.

[840]

Piselli, F. 2007. Communities, Places, and Social Networks. *American Behavioral Scientist*. 50, 7 (Mar. 2007), 867–878. DOI:<https://doi.org/10.1177/0002764206298312>.

[841]

Pisha, B. and Coyne, P. 2001. Smart From the Start. *Remedial and Special Education*. 22, 4 (Jul. 2001), 197–203. DOI:<https://doi.org/10.1177/074193250102200402>.

[842]

Pittaway, S.M. 2012. Student and Staff Engagement: Developing an Engagement Framework in a Faculty of Education. *Australian Journal of Teacher Education*. 37, 4 (Apr. 2012). DOI:<https://doi.org/10.14221/ajte.2012v37n4.8>.

[843]

Pittman, L.D. and Richmond, A. 2007. Academic and Psychological Functioning in Late Adolescence: The Importance of School Belonging. *The Journal of Experimental Education*. 75, 4 (Jul. 2007), 270–290. DOI:<https://doi.org/10.3200/JEXE.75.4.270-292>.

[844]

Pittman, L.D. and Richmond, A. 2008. University Belonging, Friendship Quality, and Psychological Adjustment During the Transition to College. *The Journal of Experimental Education*. 76, 4 (Jul. 2008), 343–362. DOI:<https://doi.org/10.3200/JEXE.76.4.343-362>.

[845]

Polizzi, S.J. et al. 2018. The use of teacher leader roles in an online induction support system. *Teaching and Teacher Education*. 75, (Oct. 2018), 174–186. DOI:<https://doi.org/10.1016/j.tate.2018.06.010>.

[846]

Pollock, N. and Cornford, J. 2002. The Theory and Practice of the Virtual University: Working Through the Work of Making Work Mobile. *Minerva*. 40, 4 (2002), 359–373.

DOI:<https://doi.org/10.1023/A:1020977705523>.

[847]

Poole, D.M. 2000. Student Participation in a Discussion-Oriented Online Course. *Journal of Research on Computing in Education*. 33, 2 (Dec. 2000), 162–177.

DOI:<https://doi.org/10.1080/08886504.2000.10782307>.

[848]

Pranuta Murnaka, N. 2020. Virtual Campus Tour (Student Perception of University Virtual Environment). 7, 19 (2020), 4964–4969.

[849]

Prasad, P. et al. 2023. Understanding Students' Experiences in an Online Programming Course from a Transactional Distance Perspective. *Proceedings of the 2023 Conference on Innovation and Technology in Computer Science Education V. 1* (Jun. 2023), 96–102.

[850]

Prati, C. et al. 2020. COVID-19: its impact on dental schools in Italy, clinical problems in endodontic therapy and general considerations. *International Endodontic Journal*. 53, 5 (May 2020), 723–725. DOI:<https://doi.org/10.1111/iej.13291>.

[851]

Preece, J. et al. 2004. The top five reasons for lurking: improving community experiences for everyone. *Computers in Human Behavior*. 20, 2 (Mar. 2004), 201–223.

DOI:<https://doi.org/10.1016/j.chb.2003.10.015>.

[852]

Preece, J. and Maloney-Krichmar, D. 2005. Online Communities: Design, Theory, and Practice. *Journal of Computer-Mediated Communication*. 10, 4 (Jul. 2005), 00–00.

DOI:<https://doi.org/10.1111/j.1083-6101.2005.tb00264.x>.

[853]

Preradović, N.M. and Jandrić, P. 2016. USING VIDEO JOURNALS IN ACADEMIC SERVICE-LEARNING. 4, 4 (2016), 407-419.

[854]

Prilleltensky, I. 2020. Mattering at the Intersection of Psychology, Philosophy, and Politics. *American Journal of Community Psychology*. 65, 1-2 (Mar. 2020), 16-34.
DOI:<https://doi.org/10.1002/ajcp.12368>.

[855]

Principle 9 A Sense of Belonging:
https://staff.napier.ac.uk/services/dlte/DSP/Pages/DSP_09Belonging.aspx.

[856]

Procentese, F. et al. 2020. Academic Community in the Face of Emergency Situations: Sense of Responsible Togetherness and Sense of Belonging as Protective Factors against Academic Stress during COVID-19 Outbreak. *Sustainability*. 12, 22 (Nov. 2020).
DOI:<https://doi.org/10.3390/su12229718>.

[857]

Pugh, K.J. and Girod, M. 2007. Science, Art, and Experience: Constructing a Science Pedagogy From Dewey's Aesthetics. *Journal of Science Teacher Education*. 18, 1 (Feb. 2007), 9-27. DOI:<https://doi.org/10.1007/s10972-006-9029-0>.

[858]

Puterbaugh, M.D. et al. 2010. A Survey of Nurses' Attitudes Toward Distance Education and the Educational Use of 3-D Virtual Environments. *Journal of Electronic Resources in Medical Libraries*. 7, 4 (Dec. 2010), 292-307.
DOI:<https://doi.org/10.1080/15424065.2010.527243>.

[859]

Putnam, C. et al. 2015. Teaching Accessibility, Learning Empathy. *Proceedings of the 17th International ACM SIGACCESS Conference on Computers & Accessibility - ASSETS '15* (2015), 333-334.

[860]

Pychyl, T.A. et al. 2022. Faculty Perceptions of Mattering in Teaching and Learning: A Qualitative Examination of the Views, Values, and Teaching Practices of Award-Winning Professors. *Journal of Psychoeducational Assessment*. 40, 1 (Feb. 2022), 142–158. DOI:<https://doi.org/10.1177/073428292111057648>.

[861]

Qu, D. et al. 2023. New form of addiction: An emerging hazardous addiction problem of milk tea among youths. *Journal of Affective Disorders*. 341, (Nov. 2023), 26–34. DOI:<https://doi.org/10.1016/j.jad.2023.08.102>.

[862]

Quinn, J. 2005. Belonging in a learning community: The re-imagined university and imagined social capital. *Studies in the Education of Adults*. 37, 1 (Mar. 2005), 4–17. DOI:<https://doi.org/10.1080/02660830.2005.11661504>.

[863]

Raaper, R. 2021. Contemporary dynamics of student experience and belonging in higher education. *Critical Studies in Education*. 62, 5 (Oct. 2021), 537–542. DOI:<https://doi.org/10.1080/17508487.2021.1983852>.

[864]

Radu, I. 2014. Augmented reality in education: a meta-review and cross-media analysis. *Personal and Ubiquitous Computing*. 18, 6 (Aug. 2014), 1533–1543. DOI:<https://doi.org/10.1007/s00779-013-0747-y>.

[865]

Rae, I. 2013. Using robot-mediated communication to improve remote collaboration. CHI '13 Extended Abstracts on Human Factors in Computing Systems on - CHI EA '13 (2013).

[866]

Ragusa, A.T. and Crampton, A. 2018. Sense of connection, identity and academic success in distance education: sociologically exploring online learning environments. *Rural Society*. 27, 2 (May 2018), 125–142. DOI:<https://doi.org/10.1080/10371656.2018.1472914>.

[867]

Ragusa, A.T. and Crampton, A. 2018. Sense of connection, identity and academic success in distance education: sociologically exploring online learning environments. *Rural Society*. 27, 2 (May 2018), 125–142. DOI:<https://doi.org/10.1080/10371656.2018.1472914>.

[868]

Rajab, M.H. et al. 2020. Challenges to Online Medical Education During the COVID-19 Pandemic. *Cureus*. (Jul. 2020). DOI:<https://doi.org/10.7759/cureus.8966>.

[869]

Rao, K. et al. 2015. Universal design for online courses: applying principles to pedagogy. *Open Learning: The Journal of Open, Distance and e-Learning*. 30, 1 (Jan. 2015), 35–52. DOI:<https://doi.org/10.1080/02680513.2014.991300>.

[870]

Rapanta, C. et al. 2021. Balancing Technology, Pedagogy and the New Normal: Post-pandemic Challenges for Higher Education. *Postdigital Science and Education*. (Aug. 2021). DOI:<https://doi.org/10.1007/s42438-021-00249-1>.

[871]

Rapanta, C. et al. 2020. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*. 2, 3 (Oct. 2020), 923–945. DOI:<https://doi.org/10.1007/s42438-020-00155-y>.

[872]

Rapanta, C. and Cantoni, L. 2014. Being in the users' shoes: Anticipating experience while designing online courses. *British Journal of Educational Technology*. 45, 5 (Sep. 2014), 765–777. DOI:<https://doi.org/10.1111/bjet.12102>.

[873]

Ravasi, D. and Schultz, M. 2006. Responding to Organizational Identity Threats: Exploring the Role of Organizational Culture. 49, 3 (2006), 433–458.

[874]

Ravi, R. 2020. Lockdown of colleges and universities due to COVID-19: Any impact on the educational system in India? *Journal of Education and Health Promotion*. 9, 1 (2020). DOI:https://doi.org/10.4103/jehp.jehp_327_20.

[875]

Rayle, A.D. and Chung, K.-Y. 2007. Revisiting First-Year College Students' Mattering: Social Support, Academic Stress, and the Mattering Experience. *Journal of College Student Retention: Research, Theory & Practice*. 9, 1 (May 2007), 21–37. DOI:<https://doi.org/10.2190/X126-5606-4G36-8132>.

[876]

Razia Sulthana, A. et al. 2018. A game based virtual campus tour. *Journal of Physics: Conference Series*. 1000, (Apr. 2018). DOI:<https://doi.org/10.1088/1742-6596/1000/1/012131>.

[877]

Read, B. et al. 2003. Challenging Cultures? Student Conceptions of 'Belonging' and 'Isolation' at a Post-1992 University. *Studies in Higher Education*. 28, 3 (Aug. 2003), 261–277. DOI:<https://doi.org/10.1080/03075070309290>.

[878]

Redmond, P. et al. 2018. An Online Engagement Framework for Higher Education. *Online Learning*. 22, 1 (Mar. 2018). DOI:<https://doi.org/10.24059/olj.v22i1.1175>.

[879]

Reed, B. 2006. Phenomenography as a way to research the understanding by students of technical concepts. (2006).

[880]

Reed, T. et al. 2016. Simulation-Based Mastery Learning Improves Medical Student Performance and Retention of Core Clinical Skills. *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*. 11, 3 (Jun. 2016), 173–180. DOI:<https://doi.org/10.1097/SIH.000000000000154>.

[881]

Reeves, S. et al. 2017. Interprofessional online learning for primary healthcare: findings from a scoping review. *BMJ Open*. 7, 8 (Aug. 2017). DOI:<https://doi.org/10.1136/bmjopen-2017-016872>.

[882]

Reis, A. et al. 2019. Telepresence Robots in the Classroom: The State-of-the-Art and a Proposal for a Telepresence Service for Higher Education. *Technology and Innovation in Learning, Teaching and Education*. M. Tsitouridou et al., eds. Springer International Publishing. 539–550.

[883]

Reiser, R.A. 2017. Eight Trends Affecting the Field of Instructional Design and Technology: Opportunities and Challenges. *Learning and Knowledge Analytics in Open Education*. F.-Q. Lai and J.D. Lehman, eds. Springer International Publishing. 139–147.

[884]

Remuzzi, A. and Remuzzi, G. 2020. COVID-19 and Italy: what next? *The Lancet*. 395, 10231 (Apr. 2020), 1225–1228. DOI:[https://doi.org/10.1016/S0140-6736\(20\)30627-9](https://doi.org/10.1016/S0140-6736(20)30627-9).

[885]

Research in belonging: https://miro.com/app/board/o9J_l2Mhowg=.

[886]

Rice, S. and Gregor, M.N. This Library Orientation is Fun!: Building a Successful Virtual Tour

Experience for Students. 583–588.

[887]

Richardson, M.J. and Tate, S. 2013. Improving the transition to university: introducing student voices into the formal induction process for new geography undergraduates. *Journal of Geography in Higher Education*. 37, 4 (Dec. 2013), 611–618. DOI:<https://doi.org/10.1080/03098265.2013.769092>.

[888]

Ridings, C.M. et al. 2002. Some antecedents and effects of trust in virtual communities. *The Journal of Strategic Information Systems*. 11, 3–4 (Dec. 2002), 271–295. DOI:[https://doi.org/10.1016/S0963-8687\(02\)00021-5](https://doi.org/10.1016/S0963-8687(02)00021-5).

[889]

Rizvi, S. et al. 2019. The role of demographics in online learning; A decision tree based approach. *Computers & Education*. 137, (Aug. 2019), 32–47. DOI:<https://doi.org/10.1016/j.compedu.2019.04.001>.

[890]

Roberts, J. 2018. Future and changing roles of staff in distance education: a study to identify training and professional development needs. *Distance Education*. 39, 1 (Jan. 2018), 37–53. DOI:<https://doi.org/10.1080/01587919.2017.1419818>.

[891]

Roberts, J.B. 2014. Accessibility in M-Learning. *Handbook of Mobile Learning*. Routledge.

[892]

Roberts, J.B. et al. 2011. Students with disabilities and online learning: A cross-institutional study of perceived satisfaction with accessibility compliance and services. *The Internet and Higher Education*. 14, 4 (Sep. 2011), 242–250. DOI:<https://doi.org/10.1016/j.iheduc.2011.05.004>.

[893]

Roberts, K. 2004. The Need for Universal Design in Online Learning Environments (OLEs). 12, 2 (2004), 188-197.

[894]

Robins, J. 2002. Affording a place: the role of persistent structures in social navigation. 7, 3 (2002).

[895]

Robinson, C.C. and Hullinger, H. 2008. New Benchmarks in Higher Education: Student Engagement in Online Learning. Journal of Education for Business. 84, 2 (Nov. 2008), 101-109. DOI:<https://doi.org/10.3200/JOEB.84.2.101-109>.

[896]

Robot dons gown in virtual graduation ceremony: 2018.
<https://www.bbc.co.uk/news/uk-scotland-glasgow-west-46399507>.

[897]

Robot stands in for US student at graduation: 2018.
<https://www.bbc.co.uk/news/av/world-us-canada-44145602/robot-stands-in-for-us-student-at-graduation>.

[898]

Robots replace students at Japan graduation ceremony amid Covid-19 outbreak – video: 2020.
<https://www.theguardian.com/world/video/2020/apr/08/robots-replace-students-at-japan-graduation-ceremony-amid-covid-19-outbreak-video>.

[899]

Robson, C. 2011. Real world research: a resource for users of social research methods in applied settings. John Wiley & Sons Ltd.

[900]

Rodriguez-Paz, J.M. et al. 2009. Beyond 'see one, do one, teach one': toward a different training paradigm. *Postgraduate Medical Journal*. 85, 1003 (May 2009), 244–249. DOI:<https://doi.org/10.1136/qshc.2007.023903>.

[901]

Rogaly, B. and Taylor, B. 2011. *Moving histories of class and community: identity, place and belonging in contemporary England*. Palgrave Macmillan.

[902]

Rogers, C. et al. 2016. Capturing the Perceived Phantom Limb through Virtual Reality. *Advances in Human-Computer Interaction*. 2016, (2016), 1–6. DOI:<https://doi.org/10.1155/2016/8608972>.

[903]

Rogers, L. 2011. Developing simulations in multi-user virtual environments to enhance healthcare education. *British Journal of Educational Technology*. 42, 4 (Jul. 2011), 608–615. DOI:<https://doi.org/10.1111/j.1467-8535.2010.01057.x>.

[904]

Rogers, L. 2009. *Simulating clinical experience: Exploring Second Life as a learning tool for nurse education*. Ascilite Auckland 2009.

[905]

Rohizan, R.B. et al. 2019. Enhanced Visitor Experience Through Campus Virtual Tour. *Journal of Physics: Conference Series*. 1228, (May 2019). DOI:<https://doi.org/10.1088/1742-6596/1228/1/012067>.

[906]

Rohizan, R.B. et al. 2019. Enhanced Visitor Experience Through Campus Virtual Tour. *Journal of Physics: Conference Series*. 1228, (May 2019). DOI:<https://doi.org/10.1088/1742-6596/1228/1/012067>.

[907]

Roll, I. et al. 2018. Learning at Scale. *International Journal of Artificial Intelligence in Education*. 28, 4 (Dec. 2018), 471–477. DOI:<https://doi.org/10.1007/s40593-018-0170-7>.

[908]

Romero, C. et al. 2013. Predicting students' final performance from participation in on-line discussion forums. *Computers & Education*. 68, (Oct. 2013), 458–472. DOI:<https://doi.org/10.1016/j.compedu.2013.06.009>.

[909]

van Rooij, S.W. and Zirkle, K. 2016. Balancing pedagogy, student readiness and accessibility: A case study in collaborative online course development. *The Internet and Higher Education*. 28, (Jan. 2016), 1–7. DOI:<https://doi.org/10.1016/j.iheduc.2015.08.001>.

[910]

Rovai, A.P. 2001. Building classroom community at a distance: A case study. *Educational Technology Research and Development*. 49, 4 (Dec. 2001), 33–48. DOI:<https://doi.org/10.1007/BF02504946>.

[911]

Rovai, A.P. 2002. Building Sense of Community at a Distance. *The International Review of Research in Open and Distributed Learning*. 3, 1 (Apr. 2002). DOI:<https://doi.org/10.19173/irrodl.v3i1.79>.

[912]

Rovai, A.P. 2002. Building Sense of Community at a Distance. *The International Review of Research in Open and Distributed Learning*. 3, 1 (Apr. 2002). DOI:<https://doi.org/10.19173/irrodl.v3i1.79>.

[913]

Rovai, A.P. 2002. Development of an instrument to measure classroom community. *The Internet and Higher Education*. 5, 3 (Sep. 2002), 197-211.
DOI:[https://doi.org/10.1016/S1096-7516\(02\)00102-1](https://doi.org/10.1016/S1096-7516(02)00102-1).

[914]

Rovai, A.P. 2003. In search of higher persistence rates in distance education online programs. *The Internet and Higher Education*. 6, 1 (Jan. 2003), 1-16.
DOI:[https://doi.org/10.1016/S1096-7516\(02\)00158-6](https://doi.org/10.1016/S1096-7516(02)00158-6).

[915]

Rovai, A.P. 2002. Sense of community, perceived cognitive learning, and persistence in asynchronous learning networks. *The Internet and Higher Education*. 5, 4 (Jan. 2002), 319-332. DOI:[https://doi.org/10.1016/S1096-7516\(02\)00130-6](https://doi.org/10.1016/S1096-7516(02)00130-6).

[916]

Rovai, A.P. 2002. Sense of community, perceived cognitive learning, and persistence in asynchronous learning networks. *The Internet and Higher Education*. 5, 4 (Jan. 2002), 319-332. DOI:[https://doi.org/10.1016/S1096-7516\(02\)00130-6](https://doi.org/10.1016/S1096-7516(02)00130-6).

[917]

Rovai, A.P. and Jordan, H. 2004. Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses. *The International Review of Research in Open and Distributed Learning*. 5, 2 (Aug. 2004). DOI:<https://doi.org/10.19173/irrodl.v5i2.192>.

[918]

Rovai, A.P. and Wighting, M.J. 2005. Feelings of alienation and community among higher education students in a virtual classroom. *The Internet and Higher Education*. 8, 2 (Apr. 2005), 97-110. DOI:<https://doi.org/10.1016/j.iheduc.2005.03.001>.

[919]

Rovai, A.P. and Wighting, M.J. 2005. Feelings of alienation and community among higher education students in a virtual classroom. *The Internet and Higher Education*. 8, 2 (Apr. 2005), 97-110. DOI:<https://doi.org/10.1016/j.iheduc.2005.03.001>.

[920]

Rubin, B. et al. 2013. The effects of technology on the Community of Inquiry and satisfaction with online courses. *The Internet and Higher Education*. 17, (Apr. 2013), 48–57. DOI:<https://doi.org/10.1016/j.iheduc.2012.09.006>.

[921]

Rudolph, A. et al. 2017. Integrating Telepresence Robots Into Nursing Simulation. *Nurse Educator*. 42, 2 (2017), E1–E4. DOI:<https://doi.org/10.1097/NNE.0000000000000329>.

[922]

Rüggenberg, S. et al. 2005. Virtual encounters. Creating social presence in net-based collaborations. (2005), 97–102.

[923]

Rusch, A.M. et al. 2023. Student Life at Scale: Humanizing the Student Experience at Scale through Belonging, Engagement, and Community. *Proceedings of the Tenth ACM Conference on Learning @ Scale* (Jul. 2023), 257–261.

[924]

Ryu, J.-H. et al. 2017. Randomized clinical trial of immersive virtual reality tour of the operating theatre in children before anaesthesia. *British Journal of Surgery*. 104, 12 (Nov. 2017), 1628–1633. DOI:<https://doi.org/10.1002/bjs.10684>.

[925]

Safford, K. and Stinton, J. 2016. Barriers to blended digital distance vocational learning for non-traditional students. *British Journal of Educational Technology*. 47, 1 (Jan. 2016), 135–150. DOI:<https://doi.org/10.1111/bjet.12222>.

[926]

Sahu, P. 2020. Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*. (Apr.

2020). DOI:<https://doi.org/10.7759/cureus.7541>.

[927]

Salles, A. et al. 2019. Social Belonging as a Predictor of Surgical Resident Well-being and Attrition. *Journal of Surgical Education*. 76, 2 (Mar. 2019), 370–377. DOI:<https://doi.org/10.1016/j.jsurg.2018.08.022>.

[928]

Salmon, G. 2002. *E-tivities: the key to active online learning*. Kogan Page.

[929]

Salmon, G. 2002. *E-tivities: the key to active online learning*. Kogan Page.

[930]

Salmon, G. 2005. Flying not flapping: a strategic framework for e-learning and pedagogical innovation in higher education institutions. *Research in Learning Technology*. 13, 3 (Oct. 2005). DOI:<https://doi.org/10.3402/rlt.v13i3.11218>.

[931]

Salmon, G. 2009. The future for (second) life and learning. *British Journal of Educational Technology*. 40, 3 (May 2009), 526–538. DOI:<https://doi.org/10.1111/j.1467-8535.2009.00967.x>.

[932]

Saltmarsh, S. and Sutherland-Smith, W. 2010. S(t)imulating learning: pedagogy, subjectivity and teacher education in online environments. *London Review of Education*. 8, 1 (Mar. 2010), 15–24. DOI:<https://doi.org/10.1080/14748460903557613>.

[933]

Samiei, M. et al. 2020. Convening during COVID-19: Lessons learnt from organizing virtual workshops in 2020. (2020).

[934]

Sampaio, A.Z. and Martins, O.P. 2014. The application of virtual reality technology in the construction of bridge: The cantilever and incremental launching methods. *Automation in Construction*. 37, (Jan. 2014), 58–67. DOI:<https://doi.org/10.1016/j.autcon.2013.10.015>.

[935]

Sampsel, D. et al. 2011. Robots as Faculty: Student and Faculty Perceptions. *Clinical Simulation in Nursing*. 7, 6 (Nov. 2011), e209–e218. DOI:<https://doi.org/10.1016/j.ecns.2010.02.009>.

[936]

Sampsel, D. et al. 2014. Utility and Effectiveness of a Remote Telepresence Robotic System in Nursing Education in a Simulated Care Environment. *Telemedicine and e-Health*. 20, 11 (Nov. 2014), 1015–1020. DOI:<https://doi.org/10.1089/tmj.2014.0038>.

[937]

Samsung Gear VR: <https://www.samsung.com/global/galaxy/gear-vr/>.

[938]

Sandbergh, J. 1997. Are Phenomenographic Results Reliable? *Higher Education Research & Development*. 16, 2 (Jun. 1997), 203–212. DOI:<https://doi.org/10.1080/0729436970160207>.

[939]

Santos, M.E.C. et al. 2014. Augmented Reality Learning Experiences: Survey of Prototype Design and Evaluation. *IEEE Transactions on Learning Technologies*. 7, 1 (Jan. 2014), 38–56. DOI:<https://doi.org/10.1109/TLT.2013.37>.

[940]

Sapp, W. Universal Design: Online Educational Media for Students with Disabilities. 103, 8, 495–500.

[941]

Saykılı, A. 2018. Distance Education: Definitions, Generations, Key Concepts and Future Directions. 5, 1 (2018), 2-17.

[942]

Scaia, J.A. 2021. Do I Belong? What Students Teach Us About Belonging to a New University. University of South Florida.

[943]

Scalise, K. et al. 2011. Student learning in science simulations: Design features that promote learning gains. *Journal of Research in Science Teaching*. 48, 9 (Nov. 2011), 1050-1078. DOI:<https://doi.org/10.1002/tea.20437>.

[944]

Scalise, K. et al. 2011. Student learning in science simulations: Design features that promote learning gains. *Journal of Research in Science Teaching*. 48, 9 (Nov. 2011), 1050-1078. DOI:<https://doi.org/10.1002/tea.20437>.

[945]

Scanlon, J. 2002. Robert Sokolowski, *Introduction to Phenomenology*. *Husserl Studies*. 18, 1 (2002), 83-88. DOI:<https://doi.org/10.1023/A:1014076509452>.

[946]

Scanlon, L. et al. 2007. 'You don't have like an identity ... you are just lost in a crowd': Forming a Student Identity in the First-year Transition to University. *Journal of Youth Studies*. 10, 2 (May 2007), 223-241. DOI:<https://doi.org/10.1080/13676260600983684>.

[947]

Schaeffer, N.C. and Presser, S. 2003. The Science of Asking Questions. *Annual Review of Sociology*. 29, 1 (Aug. 2003), 65-88. DOI:<https://doi.org/10.1146/annurev.soc.29.110702.110112>.

[948]

Schlossberg, N.K. 1989. Marginality and mattering: Key issues in building community. *New Directions for Student Services*. 1989, 48 (Winter 1989), 5-15.
DOI:<https://doi.org/10.1002/ss.37119894803>.

[949]

Schlossberg, N.K. 1989. Marginality and mattering: Key issues in building community. *New Directions for Student Services*. 1989, 48 (Winter 1989), 5-15.
DOI:<https://doi.org/10.1002/ss.37119894803>.

[950]

Scobie, C.A. and Hugenholtz, C.H. 2016. Wildlife monitoring with unmanned aerial vehicles: Quantifying distance to auditory detection. *Wildlife Society Bulletin*. 40, 4 (Dec. 2016), 781-785. DOI:<https://doi.org/10.1002/wsb.700>.

[951]

Scott, I. 2020. Education during -19: pivots and consequences. *The Clinical Teacher*. 17, 4 (Aug. 2020), 443-444. DOI:<https://doi.org/10.1111/tct.13225>.

[952]

Scoulas, J.M. 2021. College students' perceptions on sense of belonging and inclusion at the academic library during COVID-19. *The Journal of Academic Librarianship*. 47, 6 (Dec. 2021). DOI:<https://doi.org/10.1016/j.acalib.2021.102460>.

[953]

Seale, J. 2009. Doing student voice work in higher education: an exploration of the value of participatory methods. *British Educational Research Journal*. 36, 6 (Jan. 2009), 995-1015.
DOI:<https://doi.org/10.1080/01411920903342038>.

[954]

Seale, J. 2014. E-learning and disability in higher education: accessibility research and

practice. Routledge.

[955]

Seale, J. and Cooper, M. 2010. E-learning and accessibility: An exploration of the potential role of generic pedagogical tools. *Computers & Education*. 54, 4 (May 2010), 1107–1116. DOI:<https://doi.org/10.1016/j.compedu.2009.10.017>.

[956]

Secker, J. and Coonan, E. 2012. *ANCIL Information Literacy Landscape*. (2012).

[957]

Sedgwick, M. and Rougeau, J. 30AD. Points of tension: a qualitative descriptive study of significant events that influence undergraduate nursing students' sense of belonging. 10, 4 (30AD).

[958]

Sense of belonging scale:

<https://www.imperial.ac.uk/education-research/evaluation/what-can-i-evaluate/sense-of-belonging/tools-for-assessing-sense-of-belonging/sense-of-belonging-scale/>.

[959]

Severe Acute Respiratory Syndrome (SARS): 2003.

https://www.who.int/health-topics/severe-acute-respiratory-syndrome#tab=tab_1.

[960]

Seymour-Walsh, A. et al. 2020. Practical approaches to pedagogically rich online tutorials in health professions education. *Rural and Remote Health*. (May 2020).

DOI:<https://doi.org/10.22605/RRH6045>.

[961]

Shackelford, J.L. and Maxwell, M. 2012. Sense of community in graduate online education:

Contribution of learner to learner interaction. *The International Review of Research in Open and Distributed Learning*. 13, 4 (Oct. 2012).
DOI:<https://doi.org/10.19173/irrodl.v13i4.1339>.

[962]

Shannon, S.J. et al. 2013. Approaches to the use of blended learning in teaching tectonics of design to architecture/design and architectural engineering students. *Architectural Science Review*. 56, 2 (May 2013), 131-140.
DOI:<https://doi.org/10.1080/00038628.2012.744688>.

[963]

Sharpe, R. et al. Learners Experiences of E-learning Synthesis Report: Explaining Learner Differences. JISC.

[964]

Shaw, R.-S. 2012. A study of the relationships among learning styles, participation types, and performance in programming language learning supported by online forums. *Computers & Education*. 58, 1 (Jan. 2012), 111-120.
DOI:<https://doi.org/10.1016/j.compedu.2011.08.013>.

[965]

Shea, P. et al. 2006. A study of teaching presence and student sense of learning community in fully online and web-enhanced college courses. *The Internet and Higher Education*. 9, 3 (Jul. 2006), 175-190. DOI:<https://doi.org/10.1016/j.iheduc.2006.06.005>.

[966]

Shea, P. et al. 2006. A study of teaching presence and student sense of learning community in fully online and web-enhanced college courses. *The Internet and Higher Education*. 9, 3 (Jul. 2006), 175-190. DOI:<https://doi.org/10.1016/j.iheduc.2006.06.005>.

[967]

Shea, P. et al. 2005. DEVELOPING LEARNING COMMUNITY IN ONLINE ASYNCHRONOUS COLLEGE COURSES: THE ROLE OF TEACHING PRESENCE. (2005).

[968]

Shea, P. et al. 2014. Reconceptualizing the community of inquiry framework: An exploratory analysis. *The Internet and Higher Education*. 23, (Oct. 2014), 9-17. DOI:<https://doi.org/10.1016/j.iheduc.2014.05.002>.

[969]

Shea, P. and Bidjerano, T. 2010. Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of a communities of inquiry in online and blended learning environments. *Computers & Education*. 55, 4 (Dec. 2010), 1721-1731. DOI:<https://doi.org/10.1016/j.compedu.2010.07.017>.

[970]

Sherman, R.R. and Webb, R.B. 1988. *Qualitative research in education: focus and methods*. Falmer.

[971]

Shih, Y.-C. 2015. A virtual walk through London: culture learning through a cultural immersion experience. *Computer Assisted Language Learning*. 28, 5 (Sep. 2015), 407-428. DOI:<https://doi.org/10.1080/09588221.2013.851703>.

[972]

Shillington, S. et al. 2012. Avoiding the goulash: closing gaps and bridging distances. *Open Learning: The Journal of Open, Distance and e-Learning*. 27, 1 (Feb. 2012), 65-80. DOI:<https://doi.org/10.1080/02680513.2012.640789>.

[973]

Shin, K.W.C. and Han, J. 2016. Children's perceptions of and interactions with a telepresence robot. 2016 11th ACM/IEEE International Conference on Human-Robot Interaction (HRI) (Mar. 2016), 521-522.

[974]

Shum, S.B. and Crick, R.D. 2012. Learning dispositions and transferable competencies. Proceedings of the 2nd International Conference on Learning Analytics and Knowledge - LAK '12 (2012).

[975]

Si, Y. 2021. Supporting students' emotional needs in distance learning. (2021).

[976]

Siemens, G. 2005. Connectivism: A Learning Theory for the Digital Age. 1, (2005).

[977]

Silvera, A. 2019. Accessibility Innovation in Higher Education Through Telepresence Robots . University of Victoria Library.

[978]

Simoncelli, A. and Hinson, J.M. 2008. College Students' with Learning Disabilities Personal Reactions to Online Learning. Journal of College Reading and Learning. 38, 2 (Mar. 2008), 49-62. DOI:<https://doi.org/10.1080/10790195.2008.10850308>.

[979]

Simonson, M. et al. 2015. Teaching and Learning at a Distance: Foundations of Distance Education. Information Age Publishing Inc.

[980]

Sims, R. 2006. Beyond Instructional Design: Making Learning Design a Reality. 1, 2 (2006), 1-9.

[981]

Singh, G. 2020. Supporting Black, Asian Minority Ethnic (BAME) Students During The COVID-19 Crisis. (2020).

[982]

Slaten, C.D. et al. 2018. The Development and Validation of the University Belonging Questionnaire. *The Journal of Experimental Education*. 86, 4 (Oct. 2018), 633–651. DOI:<https://doi.org/10.1080/00220973.2017.1339009>.

[983]

Slater, R. et al. 2015. Institutional change for improving accessibility in the design and delivery of distance learning – the role of faculty accessibility specialists at The Open University. *Open Learning: The Journal of Open, Distance and e-Learning*. 30, 1 (Jan. 2015), 6–20. DOI:<https://doi.org/10.1080/02680513.2015.1013528>.

[984]

Slykhuis, D.A. et al. 2005. Eye-Tracking Students' Attention to PowerPoint Photographs in a Science Education Setting. *Journal of Science Education and Technology*. 14, 5–6 (Dec. 2005), 509–520. DOI:<https://doi.org/10.1007/s10956-005-0225-z>.

[985]

Smidt, A. et al. 2009. The Kirkpatrick model: A useful tool for evaluating training outcomes. *Journal of Intellectual & Developmental Disability*. 34, 3 (Sep. 2009), 266–274. DOI:<https://doi.org/10.1080/13668250903093125>.

[986]

Smith, S. et al. 2021. Building a Sense Of Belonging in students: Using a participatory approach with staff to share academic practice. *Journal of Perspectives in Applied Academic Practice*. 9, 1 (Jun. 2021), 44–53. DOI:<https://doi.org/10.14297/jpaap.v9i1.448>.

[987]

Smith, S.J. and Basham, J.D. 2014. Designing Online Learning Opportunities for Students with Disabilities. *TEACHING Exceptional Children*. 46, 5 (May 2014), 127–137. DOI:<https://doi.org/10.1177/0040059914530102>.

[988]

Smith, S.J. and Harvey, E.E. 2014. K-12 online lesson alignment to the principles of Universal Design for Learning: the Khan Academy. *Open Learning: The Journal of Open, Distance and e-Learning*. 29, 3 (Sep. 2014), 222-242.
DOI:<https://doi.org/10.1080/02680513.2014.992402>.

[989]

Smoyer, A.B. et al. 2020. Lessons learned from COVID-19: Being known in online social work classrooms. *International Social Work*. 63, 5 (Sep. 2020), 651-654.
DOI:<https://doi.org/10.1177/0020872820940021>.

[990]

Soares, N. et al. 2017. Mobile Robotic Telepresence Solutions for the Education of Hospitalized Children. 1e, (2017).

[991]

Social Media Trolls: A Practical Guide for Dealing With Impossible People: 28AD.
<https://blog.hootsuite.com/how-to-deal-with-trolls-on-social-media/>.

[992]

Solomon, Y. 2007. Not belonging? What makes a functional learner identity in undergraduate mathematics? *Studies in Higher Education*. 32, 1 (Feb. 2007), 79-96.
DOI:<https://doi.org/10.1080/03075070601099473>.

[993]

Sommerauer, P. and Müller, O. 2014. Augmented reality in informal learning environments: A field experiment in a mathematics exhibition. *Computers & Education*. 79, (Oct. 2014), 59-68. DOI:<https://doi.org/10.1016/j.compedu.2014.07.013>.

[994]

Song, L. et al. 2004. Improving online learning: Student perceptions of useful and challenging characteristics. *The Internet and Higher Education*. 7, 1 (Jan. 2004), 59-70.
DOI:<https://doi.org/10.1016/j.iheduc.2003.11.003>.

[995]

Soria, K.M. and Stubblefield, R. 2015. Knowing Me, Knowing You. *Journal of College Student Retention: Research, Theory & Practice*. 17, 3 (Nov. 2015), 351–372. DOI:<https://doi.org/10.1177/1521025115575914>.

[996]

de Souza, M. 2016. The Spiritual Dimension of Education – Addressing Issues of Identity and Belonging. *Discourse and Communication for Sustainable Education*. 7, 1 (Jan. 2016). DOI:<https://doi.org/10.1515/dcse-2016-0009>.

[997]

Spady, W.G. 1971. Dropouts from higher education: Toward an empirical model. *Interchange*. 2, 3 (Sep. 1971), 38–62. DOI:<https://doi.org/10.1007/BF02282469>.

[998]

Spanierman, L.B. et al. 2013. Living Learning Communities and Students' Sense of Community and Belonging. *Journal of Student Affairs Research and Practice*. 50, 3 (Jul. 2013), 308–325. DOI:<https://doi.org/10.1515/jsarp-2013-0022>.

[999]

Spaulding, S. 2002. Distance Education, Broadcast Media, Virtual Reality, and Cyberspace: Is the Future Passing Us By? edited by Graham Orange and David Hobbs. Aldershot: Ashgate, 2000. 182 pp. \$59.95 (cloth). ISBN 0-7546-1202-3.
by Hilary Perraton. New York: Routledge, 2000. 228 pp. \$90.00 (cloth). ISBN 0-415-19418-0. \$29.99 (paper). ISBN 0-414-19419. *Comparative Education Review*. 46, 1 (Feb. 2002), 119–130. DOI:<https://doi.org/10.1086/324048>.

[1000]

Spencer-Oatey, H. et al. 2017. Chinese students' social integration into the university community: hearing the students' voices. *Higher Education*. 74, 5 (Nov. 2017), 739–756. DOI:<https://doi.org/10.1007/s10734-016-0074-0>.

[1001]

Squire, K. and Barab, S. 2004. Replaying history: engaging urban underserved students in learning world history through computer simulation games. (2004), 505-512.

[1002]

Stacey, E. 1999. Collaborative Learning in an Online Environment. 14, 2 (1999), 14-33.

[1003]

Stanford | Visitor Information: <https://visit.stanford.edu/tours/virtual/>.

[1004]

Steele, C.B. 2013. Building collaborative learning environments: The effects of trust and its relationship to learning in the 3-D virtual education environment of second life. Colorado Technical University.

[1005]

Stenfors-Hayes, T. et al. 2013. A phenomenographic approach to research in medical education. *Medical Education*. 47, 3 (Mar. 2013), 261-270.
DOI:<https://doi.org/10.1111/medu.12101>.

[1006]

Steuer, J. 1992. Defining Virtual Reality: Dimensions Determining Telepresence. *Journal of Communication*. 42, 4 (Dec. 1992), 73-93.
DOI:<https://doi.org/10.1111/j.1460-2466.1992.tb00812.x>.

[1007]

Stewart, A.J. 2020. Sense of belonging in digital spaces. Fresno State University.

[1008]

Stewart, B. 2020. Online exam monitoring can invade privacy and erode trust at universities. (2020).

[1009]

Stodel, E.J. et al. 2006. Learners' Perspectives on what is Missing from Online Learning: Interpretations through the Community of Inquiry Framework. *The International Review of Research in Open and Distributed Learning*. 7, 3 (Dec. 2006).
DOI:<https://doi.org/10.19173/irrodl.v7i3.325>.

[1010]

Stodel, E.J. et al. 2006. Learners' Perspectives on what is Missing from Online Learning: Interpretations through the Community of Inquiry Framework. *The International Review of Research in Open and Distributed Learning*. 7, 3 (Dec. 2006).
DOI:<https://doi.org/10.19173/irrodl.v7i3.325>.

[1011]

Stokes, D.C. 2020. Senior Medical Students in the COVID-19 Response: An Opportunity to Be Proactive. *Academic Emergency Medicine*. 27, 4 (Apr. 2020), 343–345.
DOI:<https://doi.org/10.1111/acem.13972>.

[1012]

Stokes, J.W. 2017. Examining the Sense of Belonging of First-Generation Students and their College Persistence: An Exploratory Interview Study. The University of Tennessee Knoxville.

[1013]

Stone, C. 2017. Opportunity through Online Learning: Improving student access, participation and success in higher education. (2017).

[1014]

Stone, C. and O'Shea, S. 2019. Older, online and first: Recommendations for retention and success. *Australasian Journal of Educational Technology*. 35, 1 (Mar. 2019).
DOI:<https://doi.org/10.14742/ajet.3913>.

[1015]

Strang, K.D. 2009. Measuring online learning approach and mentoring preferences of international doctorate students. *International Journal of Educational Research*. 48, 4 (Jan. 2009), 245–257. DOI:<https://doi.org/10.1016/j.ijer.2009.11.002>.

[1016]

Straub, C. 2012. *The Effects Of Synchronous Online Cognitive Strategy Instruction In Writing For Students With Learning Disabilities*. University of Central Florida.

[1017]

Strayhorn, T.L. 2021. Exploring Ethnic Minority First-Year College Students' Well-Being and Sense of Belonging: A Qualitative Investigation of a Brief Intervention. *American Journal of Qualitative Research*. 6, 1 (Dec. 2021), 42–58. DOI:<https://doi.org/10.29333/ajqr/11422>.

[1018]

Strayhorn, T.L. and Ebooks Corporation Limited 2012. *College students' sense of belonging: a key to educational success for all students*. Routledge.

[1019]

Stuck at Home? These 12 Famous Museums Offer Virtual Tours You Can Take on Your Couch (Video): 2020.
<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>.

[1020]

Students In Japan Have Been Having Their Graduation Ceremony In Minecraft Because Of Coronavirus: <https://www.awesomeinventions.com/graduation-ceremony-in-minecraft/>.

[1021]

Subbarao, I. et al. 2008. A Consensus-based Educational Framework and Competency Set for the Discipline. *Disaster Medicine and Public Health Preparedness*. 2, 01 (Mar. 2008), 57–68. DOI:<https://doi.org/10.1097/DMP.0b013e31816564af>.

[1022]

Suebukarn, S. et al. 2010. Augmented Kinematic Feedback from Haptic Virtual Reality for Dental Skill Acquisition. *Journal of Dental Education*. 74, 12 (Dec. 2010), 1357–1366. DOI:<https://doi.org/10.1002/j.0022-0337.2010.74.12.tb05011.x>.

[1023]

Sumadio, D.D. and Rambli, D.R.A. 2010. Preliminary Evaluation on User Acceptance of the Augmented Reality Use for Education. *2010 Second International Conference on Computer Engineering and Applications (2010)*, 461–465.

[1024]

Sumsion, J. and Wong, S. 2011. Interrogating 'Belonging' in Belonging, Being and Becoming: The Early Years Learning Framework for Australia. *Contemporary Issues in Early Childhood*. 12, 1 (Mar. 2011), 28–45. DOI:<https://doi.org/10.2304/ciec.2011.12.1.28>.

[1025]

Sun, N. et al. 2014. Understanding lurkers in online communities: A literature review. *Computers in Human Behavior*. 38, (Sep. 2014), 110–117. DOI:<https://doi.org/10.1016/j.chb.2014.05.022>.

[1026]

Supporting student transitions into online learning: 2018. <https://www.teaching-matters-blog.ed.ac.uk/supporting-student-transitions-into-online-learning/>.

[1027]

Supporting the Identity Development of Underrepresented Students (SIDUS): <https://www.imperial.ac.uk/education-research/our-work/identities-in-education/sidus/>.

[1028]

Swamy, M. et al. 2014. A study to investigate the effectiveness of SimMan® as an adjunct in teaching preclinical skills to medical students. *BMC Medical Education*. 14, 1 (Dec. 2014). DOI:<https://doi.org/10.1186/1472-6920-14-231>.

[1029]

Swan, K. 2001. Virtual interaction: Design factors affecting student satisfaction and perceived learning in asynchronous online courses. *Distance Education*. 22, 2 (Jan. 2001), 306–331. DOI:<https://doi.org/10.1080/0158791010220208>.

[1030]

Swenson, L.M. et al. 2008. The Role of Peer Relationships in Adjustment to College. *Journal of College Student Development*. 49, 6 (2008), 551–567. DOI:<https://doi.org/10.1353/csd.0.0038>.

[1031]

T. T. Phua, F. et al. 2023. Are satisfied students simply happy people in the first place? The role of trait affect in student satisfaction. *Assessment & Evaluation in Higher Education*. (Jul. 2023), 1–18. DOI:<https://doi.org/10.1080/02602938.2023.2230386>.

[1032]

Take Virtual Tours Of These Stunning Libraries: 2020.
<http://www.ilovelibraries.org/article/take-virtual-tours-these-stunning-libraries>.

[1033]

Talab, R.S. and Newhouse, B. Self Efficacy, Performance Variables and Distance Learning Facilitator Technology Adoption: Support for the Teacher Needs Hierarchy.

[1034]

Tanaka, F. et al. 2013. Child-operated telepresence robot: A field trial connecting classrooms between Australia and Japan. 2013 IEEE/RSJ International Conference on Intelligent Robots and Systems (Nov. 2013), 5896–5901.

[1035]

Tandy, C. and Meacham, M. 2009. Removing the Barriers for Students with Disabilities: Accessible Online and Web-Enhanced Courses. *Journal of Teaching in Social Work*. 29, 3

(Sep. 2009), 313–328. DOI:<https://doi.org/10.1080/08841230903022118>.

[1036]

Tankari, M. Student perception of collaborative learning, social presence, and satisfaction in CMC learning environments: Relationships and critical factors.

[1037]

Terdiman, D. 24AD. Campus Life Comes to Second Life. (24AD).

[1038]

Tett, L. et al. 2017. From further to higher education: transition as an on-going process. *Higher Education*. 73, 3 (Mar. 2017), 389–406.
DOI:<https://doi.org/10.1007/s10734-016-0101-1>.

[1039]

Thalmann, D. 2001. The Role of Virtual Humans in Virtual Environment Technology and Interfaces. *Frontiers of Human-Centered Computing, Online Communities and Virtual Environments*. R.A. Earnshaw et al., eds. Springer London. 27–38.

[1040]

The avatars were controlled by the few graduates who physically attended the ceremony: 2020.
<https://www.businessinsider.com/university-in-japan-used-robots-for-virtual-graduation-2020-4?r=US&IR=T#when-a-graduates-name-was-called-the-avatar-moved-to-the-universitys-president-omae-kenichi-who-stood-on-stage-the-graduates-face-appeared-on-the-tablet-so-they-could-experience-receiving-a-diploma-6>.

[1041]

The Community of Inquiry: <https://coi.athabascau.ca/>.

[1042]

THE Leaders Survey: Will Covid-19 leave universities in intensive care? 2020.
<https://www.timeshighereducation.com/features/leaders-survey-will-covid-19-leave-universities-intensive-care>.

[1043]

The power of believing that you can improve: 2014.
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve.

[1044]

The use of games and simulations in higher education can improve students' cognitive and behavioural skills:
<https://blogs.lse.ac.uk/impactofsocialsciences/2017/10/05/the-use-of-games-and-simulations-in-higher-education-can-improve-students-cognitive-and-behavioural-skills/>.

[1045]

This is Me RU Digitally Ready? Home of Digital Literacy and Digital Identity learning materials: <http://blogs.reading.ac.uk/this-is-me/>.

[1046]

Thomas, L. et al. 2014. A sense of belonging to enhance participation, success and retention in online programs. *The International Journal of the First Year in Higher Education* . 5, 2 (Jul. 2014). DOI:<https://doi.org/10.5204/intjfyhe.v5i2.233>.

[1047]

Thomas, L. et al. 2014. A sense of belonging to enhance participation, success and retention in online programs. *The International Journal of the First Year in Higher Education* . 5, 2 (Jul. 2014). DOI:<https://doi.org/10.5204/intjfyhe.v5i2.233>.

[1048]

Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success programme.

[1049]

Thomas, L. et al. 2017. Supporting student success: strategies for institutional change. AdvanceHE.

[1050]

Thomas, L. 2013. What works? Facilitating an effective transition into higher education. Widening Participation and Lifelong Learning. 14, 1 (Jan. 2013), 4–24.
DOI:<https://doi.org/10.5456/WPLL.14.S.4>.

[1051]

Thompson, P. and Chaivist, S. 2019. Telepresence Robots as Embodied Agents in the Classroom. (2019), 911–912.

[1052]

Timeline: WHO's COVID-19 response: 2019.
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline#event-0>.

[1053]

Tinto, V. 1997. Classrooms as Communities. The Journal of Higher Education. 68, 6 (Nov. 1997), 599–623. DOI:<https://doi.org/10.1080/00221546.1997.11779003>.

[1054]

Tinto, V. 2006. Research and Practice of Student Retention: What Next? Journal of College Student Retention: Research, Theory & Practice. 8, 1 (May 2006), 1–19.
DOI:<https://doi.org/10.2190/4YNU-4TMB-22DJ-AN4W>.

[1055]

Tobin, T.J. INCREASE ONLINE STUDENT RETENTION WITH UNIVERSAL DESIGN FOR LEARNING. 15, 3, 13–24.

[1056]

Todd, A. 2023. Let's get visible: evidence-based interventions aimed at supporting, empowering and celebrating student-parents in higher education. *Journal of Learning Development in Higher Education*. 26 (Feb. 2023). DOI:<https://doi.org/10.47408/jldhe.vi26.920>.

[1057]

Todd, A. 2023. 'What Is? What If? What Next?' Why institutions must urgently identify, support, and celebrate their student-parents – and imagining a world in which they do so. *Widening Participation and Lifelong Learning*. 24, 3 (Feb. 2023), 165–188. DOI:<https://doi.org/10.5456/WPLL.24.3.165>.

[1058]

Todri, A. et al. 2020. Perceptions regarding Distance Learning in Higher Education, Smoothing the Transition. *Contemporary Educational Technology*. 13, 1 (Nov. 2020). DOI:<https://doi.org/10.30935/cedtech/9274>.

[1059]

Toprak, E. and Kumtepe, E.G. 3AD. Supporting Multiculturalism in Open and Distance Learning Spaces. IGI Global.

[1060]

Toufaily, E. et al. 2018. What Do Learners Value in Online Education? An Emerging Market Perspective. 12, 2 (2018), 24–39.

[1061]

Tovar, E. and Simon, M.A. 2010. Factorial Structure and Invariance Analysis of the Sense of Belonging Scales. *Measurement and Evaluation in Counseling and Development*. 43, 3 (Oct. 2010), 199–217. DOI:<https://doi.org/10.1177/0748175610384811>.

[1062]

Trawalter, S. et al. 2021. Out of place: Socioeconomic status, use of public space, and belonging in higher education. *Journal of Personality and Social Psychology*. 120, 1 (Jan. 2021), 131–144. DOI:<https://doi.org/10.1037/pspi0000248>.

[1063]

Trombetta, M. et al. 2017. Motion Rehab AVE 3D: A VR-based exergame for post-stroke rehabilitation. *Computer Methods and Programs in Biomedicine*. 151, (Nov. 2017), 15–20. DOI:<https://doi.org/10.1016/j.cmpb.2017.08.008>.

[1064]

Trujillo, G. and Tanner, K.D. 2014. Considering the Role of Affect in Learning: Monitoring Students' Self-Efficacy, Sense of Belonging, and Science Identity. *CBE—Life Sciences Education*. 13, 1 (Mar. 2014), 6–15. DOI:<https://doi.org/10.1187/cbe.13-12-0241>.

[1065]

Tsui, K.M. and Yanco, H.A. 2013. Design Challenges and Guidelines for Social Interaction Using Mobile Telepresence Robots. *Reviews of Human Factors and Ergonomics*. 9, 1 (Nov. 2013), 227–301. DOI:<https://doi.org/10.1177/1557234X13502462>.

[1066]

Tu, C.-H. and Mclsaac, M. 2002. The Relationship of Social Presence and Interaction in Online Classes. *American Journal of Distance Education*. 16, 3 (Sep. 2002), 131–150. DOI:https://doi.org/10.1207/S15389286AJDE1603_2.

[1067]

Tung, N.D. et al. 2015. Spherical Photography and Virtual Tours for Presenting Crime Scenes and Forensic Evidence in New Zealand Courtrooms. *Journal of Forensic Sciences*. 60, 3 (May 2015), 753–758. DOI:<https://doi.org/10.1111/1556-4029.12736>.

[1068]

Turner, R. et al. 2017. Easing the transition of first year undergraduates through an immersive induction module. *Teaching in Higher Education*. 22, 7 (Oct. 2017), 805–821. DOI:<https://doi.org/10.1080/13562517.2017.1301906>.

[1069]

Tüzün, H. and Özding, F. 2016. The effects of 3D multi-user virtual environments on freshmen university students' conceptual and spatial learning and presence in departmental orientation. *Computers & Education*. 94, (Mar. 2016), 228-240.
DOI:<https://doi.org/10.1016/j.compedu.2015.12.005>.

[1070]

Twitter trolls: time for academics to fight back? 8AD.
<https://www.timeshighereducation.com/blog/twitter-trolls-time-academics-fight-back>.

[1071]

Uhrmacher, P.B. 2009. Toward a Theory of Aesthetic Learning Experiences. *Curriculum Inquiry*. 39, 5 (Dec. 2009), 613-636.
DOI:<https://doi.org/10.1111/j.1467-873X.2009.00462.x>.

[1072]

Universities use Second Life to teach complex concepts: 25AD.
<http://www.govtech.com/education/Universities-Use-Second-Life-to-Teach.html>.

[1073]

University of Dundee Virtual Tour: <https://www.dundee.ac.uk/virtual-tour/>.

[1074]

University of Edinburgh - Virtual Graduation Ceremonies: 2009.
<http://vue.ed.ac.uk/graduation.html>.

[1075]

UNIVERSITY OF LEEDS A place where all students belong - Access and Student Success Strategy 2025:
https://ses.leeds.ac.uk/info/22252/access_and_student_success/1250/access_and_student_success_strategy.

[1076]

University of Stirling Virtual Tour: <https://www.stir.ac.uk/study/visit-us/virtualtour/#tour>.

[1077]

Vaccaro, A. et al. 2015. A Sense of Belonging Among College Students With Disabilities: An Emergent Theoretical Model. *Journal of College Student Development*. 56, 7 (2015), 670–686. DOI:<https://doi.org/10.1353/csd.2015.0072>.

[1078]

Vaccaro, A. and Newman, B.M. 2017. A Sense of Belonging Through the Eyes of First-Year LGBQ Students. *Journal of Student Affairs Research and Practice*. 54, 2 (Apr. 2017), 137–149. DOI:<https://doi.org/10.1080/19496591.2016.1211533>.

[1079]

Valverde, H.H. 1973. A Review of Flight Simulator Transfer of Training Studies. *Human Factors: The Journal of the Human Factors and Ergonomics Society*. 15, 6 (Dec. 1973), 510–522. DOI:<https://doi.org/10.1177/001872087301500603>.

[1080]

Vang, T.M. 2020. SCHOOL BELONGING MATTERS IN COLLEGE: PREDICTORS AND OUTCOMES ASSOCIATED WITH SCHOOL BELONGING. California State University, Sacramento.

[1081]

Vayre, E. and Vonthron, A.-M. 2017. Psychological Engagement of Students in Distance and Online Learning. *Journal of Educational Computing Research*. 55, 2 (Apr. 2017), 197–218. DOI:<https://doi.org/10.1177/0735633116656849>.

[1082]

Vesely, P. et al. 3AD. Key Elements of Building Online Community: Comparing Faculty and

Student Perceptions. 3, 3 (3AD).

[1083]

Video: Hundreds of protesters march to Parliament Square in London against harassment of women: 2021.
<https://www.telegraph.co.uk/news/2021/04/03/videohundreds-protestors-march-parliament-square-london-against/>.

[1084]

Vincent Tinto 1987. Leaving college. University of Chicago Press.

[1085]

Viola, J.K. 2021. Belonging and Global Citizenship in a STEM University. Education Sciences. 11, 12 (Dec. 2021). DOI:<https://doi.org/10.3390/educsci11120803>.

[1086]

Virtual Classes in a Virtual World: 22AD.
<https://www.insidehighered.com/digital-learning/article/2019/11/22/stanford-conducts-classes-virtual-world>.

[1087]

Virtual Event Attendance Systems: 2006.
<https://patents.google.com/patent/US20080147430A1/en>.

[1088]

Virtual Event Attendance Systems: 2006.
<https://patents.google.com/patent/US20080147430A1/en>.

[1089]

'Virtual' graduation ceremony: 27AD.
<https://www.manchestereveningnews.co.uk/news/uk-news/virtual-graduation-ceremony-91>

0609<https://www.manchestereveningnews.co.uk/news/uk-news/virtual-graduation-ceremony-910609>.

[1090]

'Virtual graduation' for students: 2009.
http://news.bbc.co.uk/1/hi/scotland/edinburgh_and_east/8378291.stm.

[1091]

Virtual graduation to mark momentous day for medical students: 3AD.
<https://www.ncl.ac.uk/press/articles/latest/2020/04/virtualgraduation/>.

[1092]

Volonté, F. et al. 2011. Augmented reality and image overlay navigation with OsiriX in laparoscopic and robotic surgery: not only a matter of fashion. *Journal of Hepato-Biliary-Pancreatic Sciences*. 18, 4 (Jul. 2011), 506–509.
DOI:<https://doi.org/10.1007/s00534-011-0385-6>.

[1093]

Vonderwell, S. and Zachariah, S. 2005. Factors that Influence Participation In Online Learning. *Journal of Research on Technology in Education*. 38, 2 (Dec. 2005), 213–230.
DOI:<https://doi.org/10.1080/15391523.2005.10782457>.

[1094]

de Vries, L.E. and May, M. 2019. Virtual laboratory simulation in the education of laboratory technicians—motivation and study intensity. *Biochemistry and Molecular Biology Education*. 47, 3 (May 2019), 257–262. DOI:<https://doi.org/10.1002/bmb.21221>.

[1095]

Vygotskiĭ, L.S. and Askews & Holts Library Services 1978. *Mind in society: the development of higher psychological processes*. Harvard University Press.

[1096]

Vygotskiĭ, L.S. and Askews & Holts Library Services 1978. *Mind in society: the development of higher psychological processes*. Harvard University Press.

[1097]

Wachtler, J. et al. 2016. An analysis of the use and effect of questions in interactive learning-videos. *Smart Learning Environments*. 3, 1 (Dec. 2016).
DOI:<https://doi.org/10.1186/s40561-016-0033-3>.

[1098]

Wagler, A. and Hanus, M.D. 2018. Comparing Virtual Reality Tourism to Real-Life Experience: Effects of Presence and Engagement on Attitude and Enjoyment. *Communication Research Reports*. 35, 5 (Oct. 2018), 456–464.
DOI:<https://doi.org/10.1080/08824096.2018.1525350>.

[1099]

Wald, M. et al. 2009. Disabled Learners' Experiences of E-learning. 18, 3 (2009), 341–361.

[1100]

Walton, G.M. and Cohen, G.L. 2011. A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students. *Science*. 331, 6023 (Mar. 2011), 1447–1451. DOI:<https://doi.org/10.1126/science.1198364>.

[1101]

Wang, C.-Y. et al. 2014. A Review of Research on Technology-Assisted School Science Laboratories. 17, 2 (2014), 307–320.

[1102]

Wang, F. and Burton, J.K. 2013. Second Life in education: A review of publications from its launch to 2011. *British Journal of Educational Technology*. 44, 3 (May 2013), 357–371.
DOI:<https://doi.org/10.1111/j.1467-8535.2012.01334.x>.

[1103]

Wang, Q. and Woo, H.L. 2007. Comparing asynchronous online discussions and face-to-face discussions in a classroom setting. *British Journal of Educational Technology*. 38, 2 (Mar. 2007), 272–286. DOI:<https://doi.org/10.1111/j.1467-8535.2006.00621.x>.

[1104]

Wang, S. et al. 2015. Atypical Visual Saliency in Autism Spectrum Disorder Quantified through Model-Based Eye Tracking. *Neuron*. 88, 3 (Nov. 2015), 604–616. DOI:<https://doi.org/10.1016/j.neuron.2015.09.042>.

[1105]

Wang, X. et al. 2013. Augmented Reality in built environment: Classification and implications for future research. *Automation in Construction*. 32, (Jul. 2013), 1–13. DOI:<https://doi.org/10.1016/j.autcon.2012.11.021>.

[1106]

Wankel, C. et al. 2012. Increasing student engagement and retention using online learning activities: wikis, blogs and webquests. *Emerald*.

[1107]

Warburton, S. 2009. Second Life in higher education: Assessing the potential for and the barriers to deploying virtual worlds in learning and teaching. *British Journal of Educational Technology*. 40, 3 (May 2009), 414–426. DOI:<https://doi.org/10.1111/j.1467-8535.2009.00952.x>.

[1108]

Warburton, S. 2009. Second Life in higher education: Assessing the potential for and the barriers to deploying virtual worlds in learning and teaching. *British Journal of Educational Technology*. 40, 3 (May 2009), 414–426. DOI:<https://doi.org/10.1111/j.1467-8535.2009.00952.x>.

[1109]

Wasilik, O. and Bolliger, D.U. 2009. Faculty satisfaction in the online environment: An

institutional study. *The Internet and Higher Education*. 12, 3–4 (Dec. 2009), 173–178.
DOI:<https://doi.org/10.1016/j.iheduc.2009.05.001>.

[1110]

Watch: Filipino students attend "cyber-graduation" ceremony: 22AD.
https://twitter.com/TIME/status/1263866493420396544?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1263866493420396544%7Ctwgr%5E&ref_url=https%3A%2F%2Findianexpress.com%2Farticle%2Ftrending%2Ftrending-globally%2Fcyber-graduation-virtual-graduation-philippine-high-school-graduation-6423820%2F.

[1111]

Watch: Students from the Philippines attend cyber-graduation ceremony: 23AD.
<https://indianexpress.com/article/trending/trending-globally/cyber-graduation-virtual-graduation-philippine-high-school-graduation-6423820/>.

[1112]

Watkins, J. and Wilkins, M. 2011. Using YouTube in the EFL Classroom. *Language Education in Asia*. 2, 1 (Aug. 2011), 113–119.
DOI:https://doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins.

[1113]

Web Content Accessibility Guidelines (WCAG) 2.1: 2018. <https://www.w3.org/TR/WCAG21/>.

[1114]

Webber, S. and Johnston, B. 2016. *An introduction to phenomenographic research*. (2016).

[1115]

Weber, G. and Abascal, J. 2006. People with Disabilities: Materials for Teaching Accessibility and Design for All. *Computers Helping People with Special Needs*. K. Miesenberger et al., eds. Springer Berlin Heidelberg. 337–340.

[1116]

Wedlock, B.C. and Growe, R. The Technology Driven Student: How to Apply Bloom's Revised Taxonomy to the Digital Generations. 7, 1.

[1117]

Weidlich, J. and Bastiaens, T.J. 2019. Designing sociable online learning environments and enhancing social presence: An affordance enrichment approach. Computers & Education. 142, (Dec. 2019). DOI:<https://doi.org/10.1016/j.compedu.2019.103622>.

[1118]

Weller, J.M. et al. 2012. Simulation in clinical teaching and learning. The Medical Journal of Australia. 196, 9 (May 2012). DOI:<https://doi.org/10.5694/mja10.11474>.

[1119]

Weller, J.M. 2004. Simulation in undergraduate medical education: bridging the gap between theory and practice. Medical Education. 38, 1 (Jan. 2004), 32-38. DOI:<https://doi.org/10.1111/j.1365-2923.2004.01739.x>.

[1120]

Wellman, B. 2018. Networks in the Global Village. Routledge.

[1121]

Wells, A.V. and Horn, C. 2015. The Asian American College Experience at a Diverse Institution: Campus Climate as a Predictor of Sense of Belonging. Journal of Student Affairs Research and Practice. 52, 2 (Apr. 2015), 149-163. DOI:<https://doi.org/10.1080/19496591.2015.1041867>.

[1122]

Wenger, E. 1998. Communities of practice: learning, meaning, and identity. Cambridge University Press.

[1123]

Wenger, E. et al. 2009. Digital habitats: stewarding technology for communities. CPsquare.

[1124]

Wertzberger, E. 2019. The Future of Field Experiences in Distance Education: Theory & Practice in Rural Education. 9, 2 (Oct. 2019), 35-46.
DOI:<https://doi.org/10.3776/tpre.2019.v9n2p35-46>.

[1125]

Westbrook, V. 2006. The virtual learning future. Teaching in Higher Education. 11, 4 (Oct. 2006), 471-482. DOI:<https://doi.org/10.1080/13562510600874276>.

[1126]

What are some examples of online simulations for science labs?
<https://www.washington.edu/doit/what-are-some-examples-online-simulations-science-labs>

[1127]

What is Grounded Theory:
<http://www.groundedtheoryonline.com/what-is-grounded-theory/>.

[1128]

What Works for 'Authentic Belonging' Enhancement in Criminology?.: 2023.
<https://bscltn.wordpress.com/2023/04/17/what-works-for-authentic-belonging-enhancement-in-criminology/>.

[1129]

Wheeler, M. 2009. Developing the Media Zoo in Second Life. British Journal of Educational Technology. 40, 3 (May 2009), 427-443.
DOI:<https://doi.org/10.1111/j.1467-8535.2009.00942.x>.

[1130]

Wheeler, S. 2015. Learning with 'e's: educational theory and practice in the digital age. Crown House Publishing.

[1131]

Wheeler, S. et al. 2008. The good, the bad and the wiki: Evaluating student-generated content for collaborative learning. *British Journal of Educational Technology*. 39, 6 (Nov. 2008), 987–995. DOI:<https://doi.org/10.1111/j.1467-8535.2007.00799.x>.

[1132]

White, J. and Nonnamaker, J. 2008. Belonging and Mattering: How Doctoral Students Experience Community. *Journal of Student Affairs Research and Practice*. 45, 3 (Jan. 2008). DOI:<https://doi.org/10.2202/1949-6605.1860>.

[1133]

Whittaker, A.A. 2015. Effects of Team-Based Learning on Self-Regulated Online Learning. *International Journal of Nursing Education Scholarship*. 12, 1 (Jan. 2015), 45–54. DOI:<https://doi.org/10.1515/ijnes-2014-0046>.

[1134]

Whitten, D. et al. 2020. Factors That Contribute to a Sense of Belonging in Business Students on a Small 4-Year Public Commuter Campus in the Midwest. *Journal of College Student Retention: Research, Theory & Practice*. 22, 1 (May 2020), 99–117. DOI:<https://doi.org/10.1177/1521025117726520>.

[1135]

Whitten, D. et al. 2020. Factors That Contribute to a Sense of Belonging in Business Students on a Small 4-Year Public Commuter Campus in the Midwest. *Journal of College Student Retention: Research, Theory & Practice*. 22, 1 (May 2020), 99–117. DOI:<https://doi.org/10.1177/1521025117726520>.

[1136]

Whittington, A.L. 1995. Factors Impacting on the Success of Distance Education Students

of the University of the West Indies: A Review of the Literature.

[1137]

Whitton, N. et al. 2014. Alternate reality games as learning environments for student induction. *Interactive Learning Environments*. 22, 3 (May 2014), 243-252. DOI:<https://doi.org/10.1080/10494820.2011.641683>.

[1138]

Why Zoom has become the darling of remote workers during the COVID-19 crisis: 21AD. <https://www.cnbc.com/2020/03/21/why-zoom-has-become-darling-of-remote-workers-amid-covid-19-outbreak.html>.

[1139]

Wiecha, J. et al. 2010. Learning in a Virtual World: Experience With Using Second Life for Medical Education. *Journal of Medical Internet Research*. 12, 1 (Jan. 2010). DOI:<https://doi.org/10.2196/jmir.1337>.

[1140]

Wiecha, J. et al. 2010. Learning in a Virtual World: Experience With Using Second Life for Medical Education. *Journal of Medical Internet Research*. 12, 1 (Jan. 2010). DOI:<https://doi.org/10.2196/jmir.1337>.

[1141]

Wierenga, K. and Florio, L. 2005. Eduroam: past, present and future. 11, 2 (2005), 169-173.

[1142]

Wijayarathne, A. and Singh, D. 2010. Is there space in cyberspace for distance learners with special needs in Asia? A review of the level of Web accessibility of institutional and library homepages of AAOU members. *International Information & Library Review*. 42, 1 (Mar. 2010), 40-49. DOI:<https://doi.org/10.1080/10572317.2010.10762841>.

[1143]

Williams, A.J. and Pence, H.E. 2011. Smart Phones, a Powerful Tool in the Chemistry Classroom. *Journal of Chemical Education*. 88, 6 (Jun. 2011), 683-686.
DOI:<https://doi.org/10.1021/ed200029p>.

[1144]

Williams, J. et al. 2012. Understanding the Complexity of Becoming a Teacher Educator: Experience, belonging, and practice within a professional learning community. *Studying Teacher Education*. 8, 3 (Nov. 2012), 245-260.
DOI:<https://doi.org/10.1080/17425964.2012.719130>.

[1145]

Williams, N. et al. 2015. An innovative interactive medical student induction programme in paediatrics. *Medical Teacher*. 37, 2 (Feb. 2015), 200-201.
DOI:<https://doi.org/10.3109/0142159X.2014.940872>.

[1146]

Wilson, A.S. et al. 2017. A 3D virtual reality ophthalmoscopy trainer. *The Clinical Teacher*. 14, 6 (Dec. 2017), 427-431. DOI:<https://doi.org/10.1111/tct.12646>.

[1147]

Wilson, D. et al. 2015. Belonging and Academic Engagement Among Undergraduate STEM Students: A Multi-institutional Study. *Research in Higher Education*. 56, 7 (Nov. 2015), 750-776. DOI:<https://doi.org/10.1007/s11162-015-9367-x>.

[1148]

Wilson, D. et al. 2008. Psychological sense of community & belonging in engineering education. 2008 38th Annual Frontiers in Education Conference (Oct. 2008), F3F-21-F3F-24.

[1149]

Winner, L. 1993. Upon Opening the Black Box and Finding It Empty: Social Constructivism and the Philosophy of Technology. *Science, Technology, & Human Values*. 18, 3 (Jul. 1993),

362–378. DOI:<https://doi.org/10.1177/016224399301800306>.

[1150]

Witmer, B.G. and Singer, M.J. 1998. Measuring Presence in Virtual Environments: A Presence Questionnaire. *Presence: Teleoperators and Virtual Environments*. 7, 3 (Jun. 1998), 225–240. DOI:<https://doi.org/10.1162/105474698565686>.

[1151]

Wojciechowski, R. and Cellary, W. 2013. Evaluation of learners' attitude toward learning in ARIES augmented reality environments. *Computers & Education*. 68, (Oct. 2013), 570–585. DOI:<https://doi.org/10.1016/j.compedu.2013.02.014>.

[1152]

Won, S. et al. 2021. Brief Research Report: Sense of Belonging and Academic Help-Seeking as Self-Regulated Learning. *The Journal of Experimental Education*. 89, 1 (Jan. 2021), 112–124. DOI:<https://doi.org/10.1080/00220973.2019.1703095>.

[1153]

World Changers Welcome Brand Toolkit:
<https://www.gla.ac.uk/myglasgow/staff/brandtoolkit/universitycampaigns/worldchangerswelcome/>.

[1154]

Wu, H.-K. et al. 2013. Current status, opportunities and challenges of augmented reality in education. *Computers & Education*. 62, (Mar. 2013), 41–49. DOI:<https://doi.org/10.1016/j.compedu.2012.10.024>.

[1155]

Wu, W.-H. et al. 2012. Review of trends from mobile learning studies: A meta-analysis. *Computers & Education*. 59, 2 (Sep. 2012), 817–827. DOI:<https://doi.org/10.1016/j.compedu.2012.03.016>.

[1156]

Xie, K. et al. 2011. Relationship between Students' Motivation and their Participation in Asynchronous Online. 7, 1 (2011).

[1157]

Xie, K. and Ke, F. 2011. The role of students' motivation in peer-moderated asynchronous online discussions. *British Journal of Educational Technology*. 42, 6 (Nov. 2011), 916-930. DOI:<https://doi.org/10.1111/j.1467-8535.2010.01140.x>.

[1158]

Xie, X. et al. 2020. COVID-19 pandemic – online education in the new normal and the next normal. *Journal of Information Technology Case and Application Research*. 22, 3 (Jul. 2020), 175-187. DOI:<https://doi.org/10.1080/15228053.2020.1824884>.

[1159]

Yamamoto, R. et al. 2016. Studying a Tele-Presence Robot Installed into a Hospital Classroom. 10, 1 (2016), 53-62.

[1160]

Yang, Y. et al. 2011. College Student Effort Expenditure in Online Versus Face-to-Face Courses. *Journal of Advanced Academics*. 22, 4 (Aug. 2011), 619-638. DOI:<https://doi.org/10.1177/1932202X11415003>.

[1161]

Yao, C.W. 2015. Sense of Belonging in International Students: Making the Case against Integration to US Institutions of Higher Education. University of Nebraska - Lincoln.

[1162]

Yates, C. et al. 2012. Exploring information experiences through phenomenography. *Library and Information Research*. 36, 112 (Sep. 2012), 96-119. DOI:<https://doi.org/10.29173/lirg496>.

[1163]

Yee, N. et al. 2007. The Unbearable Likeness of Being Digital: The Persistence of Nonverbal Social Norms in Online Virtual Environments. *CyberPsychology & Behavior*. 10, 1 (Feb. 2007), 115–121. DOI:<https://doi.org/10.1089/cpb.2006.9984>.

[1164]

Yerdelen-Damar, S. et al. 2017. Mediated Effects of Technology Competencies and Experiences on Relations among Attitudes Towards Technology Use, Technology Ownership, and Self Efficacy about Technological Pedagogical Content Knowledge. *Journal of Science Education and Technology*. 26, 4 (Aug. 2017), 394–405. DOI:<https://doi.org/10.1007/s10956-017-9687-z>.

[1165]

Yoo, S.J. and Huang, W.D. 2013. Engaging Online Adult Learners in Higher Education: Motivational Factors Impacted by Gender, Age, and Prior Experiences. *The Journal of Continuing Higher Education*. 61, 3 (Sep. 2013), 151–164. DOI:<https://doi.org/10.1080/07377363.2013.836823>.

[1166]

Yoon, S.A. et al. 2012. Using augmented reality and knowledge-building scaffolds to improve learning in a science museum. *International Journal of Computer-Supported Collaborative Learning*. 7, 4 (Dec. 2012), 519–541. DOI:<https://doi.org/10.1007/s11412-012-9156-x>.

[1167]

Yoon, S.A. et al. 2012. Using augmented reality and knowledge-building scaffolds to improve learning in a science museum. *International Journal of Computer-Supported Collaborative Learning*. 7, 4 (Dec. 2012), 519–541. DOI:<https://doi.org/10.1007/s11412-012-9156-x>.

[1168]

Youngblut, C. 1998. Educational uses of virtual reality technology. (1998).

[1169]

Yuen, S.C.-Y. et al. 2011. Augmented Reality: An Overview and Five Directions for AR in Education. *Journal of Educational Technology Development and Exchange*. 4, 1 (Jun. 2011). DOI:<https://doi.org/10.18785/jetde.0401.10>.

[1170]

Yun, S. et al. 2011. Engkey: Tele-education Robot. *Social Robotics*. B. Mutlu et al., eds. Springer Berlin Heidelberg. 142–152.

[1171]

Yun, S.-S. et al. 2013. Easy Interface and Control of Tele-education Robots. *International Journal of Social Robotics*. 5, 3 (Aug. 2013), 335–343. DOI:<https://doi.org/10.1007/s12369-013-0192-0>.

[1172]

Zhang, D. and Nunamaker, J.F. 2003. Powering E-Learning In the New Millennium: An Overview of E-Learning and Enabling Technology. *Information Systems Frontiers*. 5, 2 (2003), 207–218. DOI:<https://doi.org/10.1023/A:1022609809036>.

[1173]

Zhang, M. et al. 2018. Development of Telepresence Teaching Robots With Social Capabilities. *Volume 5: Engineering Education* (Nov. 2018).

[1174]

Zhao, H. et al. 2014. Participation, interaction and social presence: An exploratory study of collaboration in online peer review groups. *British Journal of Educational Technology*. 45, 5 (Sep. 2014), 807–819. DOI:<https://doi.org/10.1111/bjet.12094>.

[1175]

Zhao, L. et al. 2012. Cultivating the sense of belonging and motivating user participation in virtual communities: A social capital perspective. *International Journal of Information Management*. 32, 6 (Dec. 2012), 574–588. DOI:<https://doi.org/10.1016/j.ijinfomgt.2012.02.006>.

[1176]

Zhao, L. et al. 2012. Cultivating the sense of belonging and motivating user participation in virtual communities: A social capital perspective. *International Journal of Information Management*. 32, 6 (Dec. 2012), 574-588.
DOI:<https://doi.org/10.1016/j.ijinfomgt.2012.02.006>.

[1177]

Zoom booms as demand for video-conferencing tech grows: 31AD.
<https://www.theguardian.com/technology/2020/mar/31/zoom-booms-as-demand-for-video-conferencing-tech-grows-in-coronavirus-outbreak>.

[1178]

'Zombies' Take Over Online Classrooms: 3AD.
<https://www.insidehighered.com/news/2020/04/03/zoombombing-isn%E2%80%99t-going-a-way-and-it-could-get-worse>.

[1179]

Zulfiqar, S. et al. 2018. Using simulation system for collaborative learning to enhance learner's performance. *Cogent Education*. 5, 1 (Jan. 2018).
DOI:<https://doi.org/10.1080/2331186X.2018.1424678>.

[1180]

Active Learning Examples. University of Edinburgh.

[1181]

Active Learning in Online Courses. King's College London Online Professional & Executive Education.

[1182]

2009. *Belonging, Being & Becoming - The Early Years Learning Framework for Australia*. Australian Government Department of Education, Skills and Employment.

[1183]

2022. Belonging inclusion and mental health are all connected. (2022).

[1184]

1993. Constructivism and the technology of instruction. Lawrence Erlbaum Associates Publishers.

[1185]

Creative techniques to support your laboratory practicals: Student engagement via interactive simulations, smart worksheets and more - STEM Conference 2018.

[1186]

2018. Decolonising SOAS Learning and Teaching Toolkit for Programme and Module Convenors. SOAS University of London.

[1187]

2020. Fostering a Sense of Belonging at our University, A Guide for Schools. University of Edinburgh.

[1188]

2008. Four Types of Disabilities: Their Impact on Online Learning. TechTrends. 52, 1 (Jan. 2008), 51–55. DOI:<https://doi.org/10.1007/s11528-008-0112-6>.

[1189]

2009. Handbook of research on Web 2.0 and second language learning. Information Science Reference.

[1190]

2018. Higher Education Standards Panel Final Report - Improving Retention, Completion and Success in Higher Education. Australian Government Department of Education, Skills

and Employment.

[1191]

2014. In Touch With The Future The Sense Of Touch From Cognitive Neuroscience To Virtual Reality. Oxford University Press.

[1192]

2009. Information technology and constructivism in higher education. Information Science Reference.

[1193]

2001. Interpersonal rejection. Oxford University Press.

[1194]

2008. Language learning strategies in independent settings. Multilingual Matters.

[1195]

2020. Learning and teaching reimagined. JISC.

[1196]

2016. Pride and Prejudice in Education. University and College Union.

[1197]

Rapid Evidence Assessment: The Prevalence and Impact of Online Trolling. UK Government Department for Digital, Culture, Media and Sport.

[1198]

2010. Rethinking learning for a digital age. Routledge.

[1199]

2018. Role of Virtual Reality in Medical Diagnosis. *International Journal of Computing, Communications and Networking*. 7, 2 (Jun. 2018), 8-12.
DOI:<https://doi.org/10.30534/ijccn/2018/02722018>.

[1200]

2009. Solutions and innovations in web-based technologies for augmented learning. Information Science Reference.

[1201]

Student Transitions Map. QAA Scotland.

[1202]

Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice. Department for Business Innovation & Skills.

[1203]

Successful online distance learners: an exploration of learner characteristics and patterns in online learning. 9-18.

[1204]

2010. Telepresence robot system for English tutoring. 2010 IEEE Workshop on Advanced Robotics and its Social Impacts (Oct. 2010), 152-155.

[1205]

1998. the discorsal construction of identity in academic writing. John Benjamins.

[1206]

2018. The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. UK Government.

[1207]

Transition into Higher Education – Extending and Enhancing Best Practices.

[1208]

Turn on, tune in, drop out: Anticipating student dropouts in massive open online courses.

[1209]

2020. UNITWIN/UNESCO Chair holders institutional responses to COVID-19: preliminary results of a survey conducted in April 2020. UNESCO.

[1210]

2008. Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *The Journal of Higher Education*. 79, 5 (2008), 540–563.
DOI:<https://doi.org/10.1353/jhe.0.0019>.