11 Pedagogical Implications of COVID-19

A Case Study of What Faculty Learned about Teaching Well by Teaching Remotely during the COVID-19 Pandemic

Kim Manturuk and Grey Reavis

Abstract

On January 30, 2020, Duke Learning Innovation (DLI) began the Keep Teaching Initiative to assist Duke Kunshan University, and later Duke University, faculty through the transition to remote teaching due to the COVID-19 pandemic. Throughout the process, DLI heard about the challenges faculty faced, but also their success stories. For many faculty members, remote instruction gave them an opportunity to be more experimental in their pedagogy and try new ways of engaging students, leading them to adopt new approaches to campus-based teaching. In this case study, we conducted semi-structured interviews of Duke and Duke Kunshan faculty to understand how they transformed their teaching as a result of their remote teaching experiences. We describe the themes that emerged around flexible pedagogy and student engagement strategies. We also highlight implications for policy and practices that improve student learning outcomes and support more flexible pedagogy to create more resilient learning environments in the future.

Keywords

COVID-19; Remote Learning; Face-to-Face Learning; Pedagogy; Case Study

Introduction

On January 30, 2020, Duke Learning Innovation (DLI) began the Keep Teaching initiative to assist Duke Kunshan University, and later Duke University, faculty through the transition to remote teaching due to the COVID-19 pandemic. This initiative involved three primary components: (1) a collection of curated resources to help instructors quickly transition from in-person to remote teaching, (2) training and support on technology tools and

platforms to facilitate online teaching, and (3) daily drop-in office hours with DLI's team of teaching consultants.

As a result of this comprehensive outreach to faculty members at both universities (Duke Kunshan and Duke), we heard a lot about the instructor experiences during the transition to remote instruction, both positive and negative. As the semester drew to a close, we began to notice a trend of instructors sharing things they had tried during remote instruction that worked so well that they wanted to keep those parts of their course even when they returned to in-person teaching. After collecting these anecdotes for several weeks, we decided to build a case study of pedagogical lessons learned from the remote teaching experience with an emphasis on lessons that would carry over to the traditional, face-to-face teaching experience. This chapter summarizes that case study and presents recommendations for how university instructors can build resilience and flexibility into their courses.

Literature Review

Remote instruction at the college level is not new. In 1957, New York University and CBS created Sunrise Semester, a series of college-level classes delivered weekly on television. Almost as soon as it began, professors teaching Sunrise Semester classes quickly realized that teaching remotely was not the same as teaching in person. Early lectures often came across as canned, and professors were advised to create student engagement by allowing their personalities to come through during their recorded lectures (McDonald, 2004). While college students no longer watch classes on television, the options for online remote instruction have grown rapidly; as of 2010, over 30% of U.S. students reported having taken at least one online class (Platt et al., 2014).

With this growth in online learning has come a robust body of research on remote teaching pedagogy, much of it focused on strategies to increase student engagement. Studies have consistently found that interaction is important for fostering engagement, and there are many effective ways to create an interaction (Dixson, 2010). These strategies include incorporating active learning opportunities (Freeman et al., 2014; Maki & Maki, 2007; Phillips, 2005), providing opportunities for discussions and collaboration among students (Gayton & McEwen, 2007; Robinson & Hullinger, 2008), giving and soliciting feedback frequently (Arend, 2007; Dennen et al., 2007), and offering varied student assessments (Barber et al., 2015).

Yet in spite of this large body of research, very few studies have attempted to apply conclusions from research on remote instruction to the face-to-face learning experience. Rather, many studies have implicitly treated in-person learning experiences as optimal and sought to improve online learning by applying findings from research on traditional classes to the online space. This approach is often fruitful (for an excellent example, see Darby & Lang, 2019), but we believe that there is an overlooked opportunity to apply findings

from research on remote teaching to the in-person context because the few studies that exist show improvement to the face-to-face experience.

In fact, there is some precedent for applying findings about remote learning to the in-person experience. When Massive Open Online Classes (MOOCs) became widely available in 2011, many researchers identified potential and actual ways that MOOCs could transform the university experience. Campus instructors who designed and taught MOOCs frequently found that the experience changed the way they taught their on-campus classes (Waldrop, 2013). Docq and Ella (2015) found that some university instructors who taught MOOCs, "evolve[d] from a focus on the content to be taught to a focus on the learning process of every student." Looking at more concrete outcomes, another research team found that instructors who taught MOOCs subsequently added more interactive learning experiences and scaffolded learning activities into their campus-based classes (Manturuk & Ruiz-Esparza, 2015).

In this chapter, we use a case study approach to explore how the lessons learned from the rapid shift to remote learning during the 2020 spring semester can be leveraged to inform and improve the on-campus teaching and learning experiences. In doing this, we hope to contribute to a nascent yet growing body of literature that views remote instruction not as inferior to in-person learning, but as a unique learning modality. This theoretical approach to remote learning facilitates drawing on lessons learned from all teaching modalities to improve pedagogy broadly conceived, regardless of the mode of delivery.

Theoretical Framework

Online instruction and its many forms, including hybrid courses and MOOCs, are viewed as innovations within higher education. Research shows that some faculty and some students are resistant to this innovation (Allen & Seaman, 2016). Rogers' (1995) Model of the Innovation-Decision Process suggests that various characteristics of a decision maker and their perceptions of an innovation influence whether a decision maker will adopt and implement an
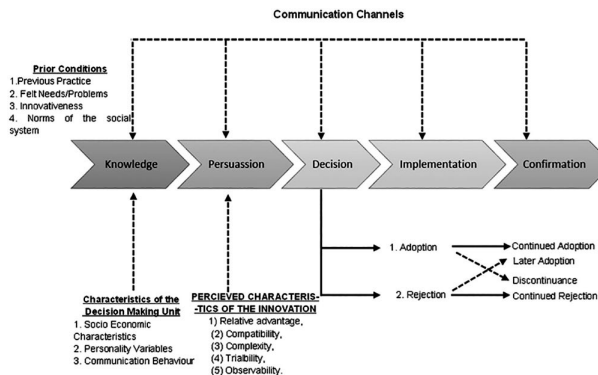

Figure 11.1 Model of the innovation-decision process.

innovation (see Figure 11.1). In the framework, a user moves from (1) having knowledge about an innovation, (2) to being persuaded that the innovation is an advantage, (3) to deciding to adopt or reject it, (4) to implementing it, and (5) lastly to confirming whether their decision to implement it should be continued (Rogers, 1995).

In the context of our case study at Duke, undergraduate learning was taking place in-person, and online learning was a rare occurrence; thus, many of the faculty and students at the universities may have had some knowledge about online learning, but few would have engaged in an innovation-decision process around online learning. However, a disruption to the traditional in-person course model occurred in spring 2020 when campuses were closed due to COVID-19. Suddenly, all faculty and students had to consider their perceptions of remote teaching and learning and decide how much to invest in its adoption and implementation. Anecdotally, we know that there were varying levels of faculty adoption and implementation of online learning tools and strategies during the second half of the spring semester. This case study seeks to understand how implementation took place and whether faculty were confirmed in their decision to implement those tools and strategies.

Method

We began hearing about new teaching practices emerging from remote learning through word-of-mouth during the spring and summer of 2020. Based on hearing these stories, we formalized a research study to access how these anecdotes are reflected in actual practice. Drawing on Merriam's (1998) method, we designed a bounded case, employed purposeful sampling, and iterative data collection and analysis. Our case study is bounded by the experience of teaching a face-to-face undergraduate course in spring 2020 and having to translate that class to an online format due to the COVID-19 campus closure. We collected data to build this case study by conducting semi-structured interviews with Duke Kunshan University and Duke University faculty members following the end of the spring 2020 semester. We recruited faculty members for this study by invitations sent through email to instructors who taught a course in spring 2020 and who had contact with either the Duke Kunshan Center for Teaching and Learning or Duke University Learning Innovation. We explained that we were looking to interview people who had identified ways that they planned to change how they taught in the future as a result of their remote teaching experience. In particular, we sought the perspectives of faculty who fully adopted and implemented online learning techniques in the second half of the spring semester and indicated that they may implement them in the future.

We conducted a total of 11 interviews over a 2-week period. Three of the participants were Duke Kunshan faculty, and eight participants were Duke University faculty, one of whom was teaching in a study abroad program during the spring semester. The participants included faculty from natural sciences, social sciences, and humanities, and faculty members at a wide range

of academic ranks from junior professors of the practice to senior tenured professors. The interviews were semi-structured; all the interviews asked participants to share how they had changed their teaching during the remote instruction period and to describe what had worked well and what had not. Beyond that, the researchers followed the subject trajectories mentioned by the participants (Creswell, 2014).

After the interviews were completed, the interviews were transcribed verbatim. The researchers first coded the interviews and then compared notes, outlining the themes that had emerged. We created a spreadsheet listing each theme that came up during the interviews and added rows for sub-themes and examples of each one. Because this is a case study, we did not look only for commonalities across interviews. Rather, we were interested in finding the variety of experiences that instructors shared to gain as complete a picture as possible of the effective practices and pedagogies that had emerged from the remote teaching experience.

Participants

Our interview participants included instructors from a diverse range of disciplines including physical sciences (e.g., chemistry, biology), social sciences (e.g., statistics, public policy), humanities (e.g., languages, theater), and graduate/professional schools (e.g., law, medicine). We interviewed faculty members of different ranks (e.g., assistant professor, full professor, professor of the practice), some of whom were new to teaching and some who had several decades of experience. Most of the interview participants were teaching at their respective campuses when remote instruction began, but one person had been teaching abroad.

We note that our sample is not a representative sample of instructors at the two universities. The goal of a case study is to collect information from key informants who can describe different aspects of the case. For this research, we were specifically looking for instructors who had been teaching during the spring 2020 semester and who had to quickly switch to remote instruction. Within that large population, we used purposeful sampling to recruit instructors who had significantly changed how they taught in response to the pandemic (Creswell, 2014). We also used snowball sampling when participants mentioned colleagues that had shared similar experiences (Merriam, 1998).

Trustworthiness

To ensure trustworthiness in our research study, we first reflected on our own bias, especially because we both work with consultants and faculty through Duke Learning Innovation who have shared anecdotal experiences with us. In addition, one researcher taught a face-to-face undergraduate course at another university in spring 2020 that had to move online due to COVID-19 campus closure. To ensure that we did not allow our experiences to overly

influence the data analysis, we used intercoder reliability as we coded interviews individually and then discussed themes together. We also asked a peer debriefer to review our results (Creswell, 2014)

Results

Throughout our interviews, we found that most participants found confirmation of their adoption and implementation of online tools and strategies. Three main themes emerged when we asked instructors to describe what they had learned from their remote teaching experiences. These were:

> *Pedagogical flexibility*: Remote teaching required instructors to be flexible in how they taught because students were learning from a wide variety of locations with different time zones, different access to the internet, and different physical spaces in which to work.
>
> *Expansive but Simple Communication*: Instructors had to explore new communication channels as regular face-to-face interaction with students was often not possible.
>
> *Authentic Assessment*: Most instructors quickly found proctored, multiple-choice exams to be impractical or even impossible in remote teaching, so they explored how to do assessment in new and often more authentic ways.

We will describe each of these in more detail below, followed by recommendations for how to implement the lessons learned from remote teaching into campus teaching.

Pedagogical Flexibility

When universities shifted to remote instruction, there was little advance warning. Students had to quickly leave campuses, and most, but not all, went home. Students were suddenly in learning environments with different time zones, inconsistent access to reliable high-speed internet, and often limited access to resources and quiet spaces. As a result, all the instructors we interviewed noted that simply moving their usual teaching practice to an online format was not possible. The instructors who felt their teaching was the most successful under these difficult circumstances were those that practiced pedagogical flexibility. Rather than trying to design a remote learning pedagogy that would work for every student, these instructors found success by meeting students where they were, with the resources they had. This generally meant giving students multiple ways to interact and learn new material, exploring new mediums for communication, and prioritizing student wellness.

Flipped Class Models

Almost all the instructors we interviewed quickly adopted a flipped class model of teaching, and they reported that students responded very well to

this approach. Some instructors would pre-record lectures and then use synchronous class times for activities just as they would in a campus-based flipped class. Other instructors took pedagogical flexibility farther by recording short lecture videos during online class sessions and giving the students the option to attend class or watch the videos later. Some instructors also tried this for class activities—students who could attend a synchronous session participated in the activity and students who could not attend watched the activity later and did a similar activity on their own. Student feedback to this approach was favorable. Students really liked being able to listen to a lecture or participate in an activity during a live session, but then go back and re-watch the session later and take notes.

Student-Centered Deadlines

The instructors we interviewed generally did not make significant changes to their syllabi when they shifted to remote instruction. They kept the same assignments, projects, and assessments that they had planned for the campus classes. However, several of them noted the need to offer more flexibility in when those activities would happen. Because many students moved at least once and often more often during the remote instruction period, due dates became problematic. This was compounded by students not knowing in advance when they would have access to an internet connection or a quiet space in which to take a test or complete an assignment. Instructors found that they needed to offer students more flexibility in deadlines and due dates. One instructor noted, "I thought I was being flexible at the start by giving a day grace period…but as the semester went on, I had to extend that period." Instructors also talked about the importance of letting students communicate with them when they had extenuating circumstances that necessitated a change in a deadline. One described that "I guess one of the big adaptations I had to do was deadlines. Every deadline got spread and stretched to accommodate peoples' situations, which fluctuate much more widely when they are on campus."

Pedagogies of Care

Most instructors we interviewed talked about the importance of checking in with students to see how they were doing and find out if they needed any help connecting with university support resources. As several people noted, students could not be successful in learning if they were in crisis. The nature of the pandemic meant that some students experienced stress related to both physical and mental health, so checking in with students was critical. One faculty member described why adopting a pedagogy of care was a critical part of her ability to teach successfully:

> It's a real human problem. How do we make sure our students are feeling safe? How are we modeling kindness? And those aren't "bonus extras,"

actually. You know, the science tells us that when we are kind and the students feel cared for and as if they belong, the learning outcomes increase.

Expansive but Simple Communication

Throughout the remote instruction period, students received a lot of emails—official university updates, housing information, and notifications of new policy changes on a seemingly daily basis. Faculty members too quickly found that they were receiving many more emails than they could keep up with, and often by the time they read a message it was outdated. This "avalanche of emails" experience prompted several instructors to think about better and more effective ways they could communicate with, and get information from, their students.

The most universal communication success story we heard from instructors was the use of online chat tools as a way for students to interact and ask questions. Students overwhelmingly appreciated having the ability to ask a question during class by typing it into a chat window instead of having to speak in front of a room. Several instructors told us that the number of students who were actively engaged during class time increased when they had the opportunity to engage through online chat. This was an especially effective way to help students engage with guest speakers; students were less intimidated typing a question or comment to a guest speaker than they typically felt having a similar engagement face-to-face.

Other communication strategies that instructors shared with us that were effective during remote instruction included:

- Using online platforms for small group discussions was easier than trying to manage such discussions in a physical classroom where many discussions would be happening at the same time in the same space. One instructor shared that breakout discussions were richer because groups had more private spaces for conversation.
- Online office hours were very popular with students because they did not have to spend a significant amount of time traveling to a physical office to ask what they anticipated would be a quick question. Many faculty members saw office hours visits increase dramatically when they moved online.
- Short surveys were an effective way for instructors to take the pulse of a class and find out if a new approach or experiment was working or not. Students generally seemed comfortable giving honest feedback on short check-in surveys.

Authentic Assessment

Almost every instructor we interviewed shared that they had to re-think and redesign their course assessments. They quickly found that it simply was

not feasible to administer traditional multiple-choice exams when teaching online. But other assessment plans were rendered impractical as well. For example, language faculty shared that inconsistent internet access among students made it impossible for students to be assessed on their conversational skills the way they would be in an in-person class session. A public policy faculty member shared that the primary summative assessment in their course was a group presentation to the class, something that would be difficult to impossible under the circumstances. Instead, the instructor had students record presentations. Then the instructor, along with other students, watched them and gave feedback. This approach allowed for a more thoughtful assessment of the presentation, and better feedback, because reviewers could watch the presentation more than once instead of having to rely only on their notes to write feedback.

As instructors re-designed their assessments, many shared that the process pushed them to think more critically about how and why they were evaluating student learning. Having to create new assessments led one faculty member to go back to the learning objectives and make sure the assessments were closely aligned with the course content. During the interview, they said, "So the first thing that I do is to strip this down to the learning objectives. What do I want them to know how to do a year from now?" They went on to describe how they developed assessments that evaluated students on their ability to perform those tasks, not their ability to recall facts and details. Another instructor described this process as "shifting from 'what' questions to 'why' questions."

Finally, instructors shared experiences of giving student teams more autonomy over how they were evaluated. In a particularly striking example, one instructor shared that she gave small groups of students leeway to decide as a team what types of artifacts they wanted to create at the end of the semester to demonstrate their learning. She was impressed by the quality of work that students produced, telling us,

> [the final projects] were amazing. There were teams that created videos and teams that created podcasts and teams that created zines and comic books. So that showed us that the students were appreciative of having the opportunity to connect with their peers.

Discussion and Conclusions

The abrupt switch to remote instruction, and the limitations associated with that, pushed many faculty instructors to implement new ways of teaching, communicating, and assessing learning. In institutions with very high levels of research activity, such as Duke University, many faculty have not experienced formalized pedagogical training and may not receive recognition for their efforts to improve their pedagogical practice. All but one of our participants had contact with a teaching and learning center either at Duke Kunshan University or Duke University, but we do not know the extent to which they

engaged with those centers around pedagogical or technological innovations. We do know that they had to reconsider their course delivery and assessments to finish the semester successfully. To accomplish this task, they had to implement online learning.

While implementing these changes in the midst of the pandemic was difficult, some of those changes represented improvements that instructors can bring back to campus when in-person instruction resumes. Remote instruction highlighted the importance of flexibility and student-centered pedagogies that allow students to be active participants in identifying when and where they can best learn. New communication channels, especially online chats, and web-based meetings helped introverted students feel more comfortable asking questions and interacting, leading to more engagement during class time and office hours. When proctored, multiple-choice exams were not an option, instructors found that authentic assessments that emphasized applying knowledge to create artifacts or solve problems were more rewarding for both themselves and their students.

There were also some important lessons learned from strategies that did not work out well during remote instruction. Almost every instructor we interviewed had a story about some technology failing or some activity just not working out online. One of the requests that several instructors raised along these lines was that they should have all their students appear on video during synchronous class sessions. This generally emerged from a desire to see students' faces and respond to their body language, but an unintended consequence was that this requirement highlighted socioeconomic inequality among students within a class. One instructor who experienced this said:

> You know there are a lot of students who families are economically well off. But then there are also students who are here on financial aid and will never talk about the realities of their family life. But, you know, Zoom brings us into one another's homes and some homes are really beautiful and lavish and other homes are very simple. And, you know, just the insecurities about revealing one's private space to a world of people on a Zoom call…[that is] something I tried, you know, I want to be sensitive to.

While we know that socioeconomic inequality exists, bring a class into students' homes changed that from an abstract concept to something that was a visible part of a learning experience. By highlighting this, remote instruction has led to a new conversation on the two campuses involved in this case study about how to minimize visible signs of inequality and be more sensitive to, and aware of, the experiences of lower-income students.

Our results further confirm that innovative pedagogical strategies, such as active learning, are valuable, and understanding those strategies is an asset in times of disruption. When faculty had better perceptions of these innovative strategies and had at least considered adopting them in the past, they were

better prepared to implement them in this crisis. Further, when implemented effectively, these strategies proved themselves effective enough to be adopted for further use even when classes return to an in-person format.

Implications

Remote teaching during the pandemic was the catalyst for many positive changes in how university instruction happened at Duke Kunshan University and Duke University. Some instructors used the disruption to finally implement innovations that they wanted to adopt. Every instructor we interviewed shared at least one change they made during the spring 2020 semester that they plan to incorporate in their usual teaching practice in the future. One instructor who tried a flipped class pedagogy for the first time, summarized this by saying, "[I] always wanted to do this; [last semester] I was forced to do this, and I will do it in the future."

In conclusion, based on our case study of successful remote teaching at two campuses, we present the following recommended practices to create a more flexible and resilient learning environment for students:

1. Be pedagogically flexible: provide your course content through several different channels and in several different formats. This creates ways for students to remain engaged with a class even if they experience an unexpected absence and gives instructors that opportunity as well.
2. Make communication simple: give students lots of different ways to talk to you, from one-on-one meetings and online office hours to short chat messages and feedback surveys. Students who feel comfortable with a communication medium are more likely to use it.
3. Assess students authentically: create assessments that allow students to demonstrate their knowledge, skills, and abilities in ways that are relevant to them.

Beyond these evidence-based practice recommendations, we propose that researchers move away from frameworks that implicitly prioritize in-person modes of instruction as normative or optimal. Most pedagogical studies of remote instruction have emphasized exploring ways to improve the online learning experience, often by applying principles and practices from in-person teaching. This case study suggests that while this approach has merit, there is also much to be gained by exploring ways in which pedagogies native to remote instruction can improve the in-person learning experience. While this case study was exploratory in nature, we hope that future research will continue this productive approach and further explore how remote learning pedagogies can improve campus-based learning.

We cannot know whether we will ever face another pandemic as we did in the spring of 2020. However, there is a good chance that some of our universities will face unexpected events or changes that will require rapid changes in how and

where we teach. Adopting flexible pedagogies, multi-channel communications, and authentic assessments now can make it much easier to be responsive to unexpected changes in the future. These practices can also create more student-centered learning experiences on campuses in general.

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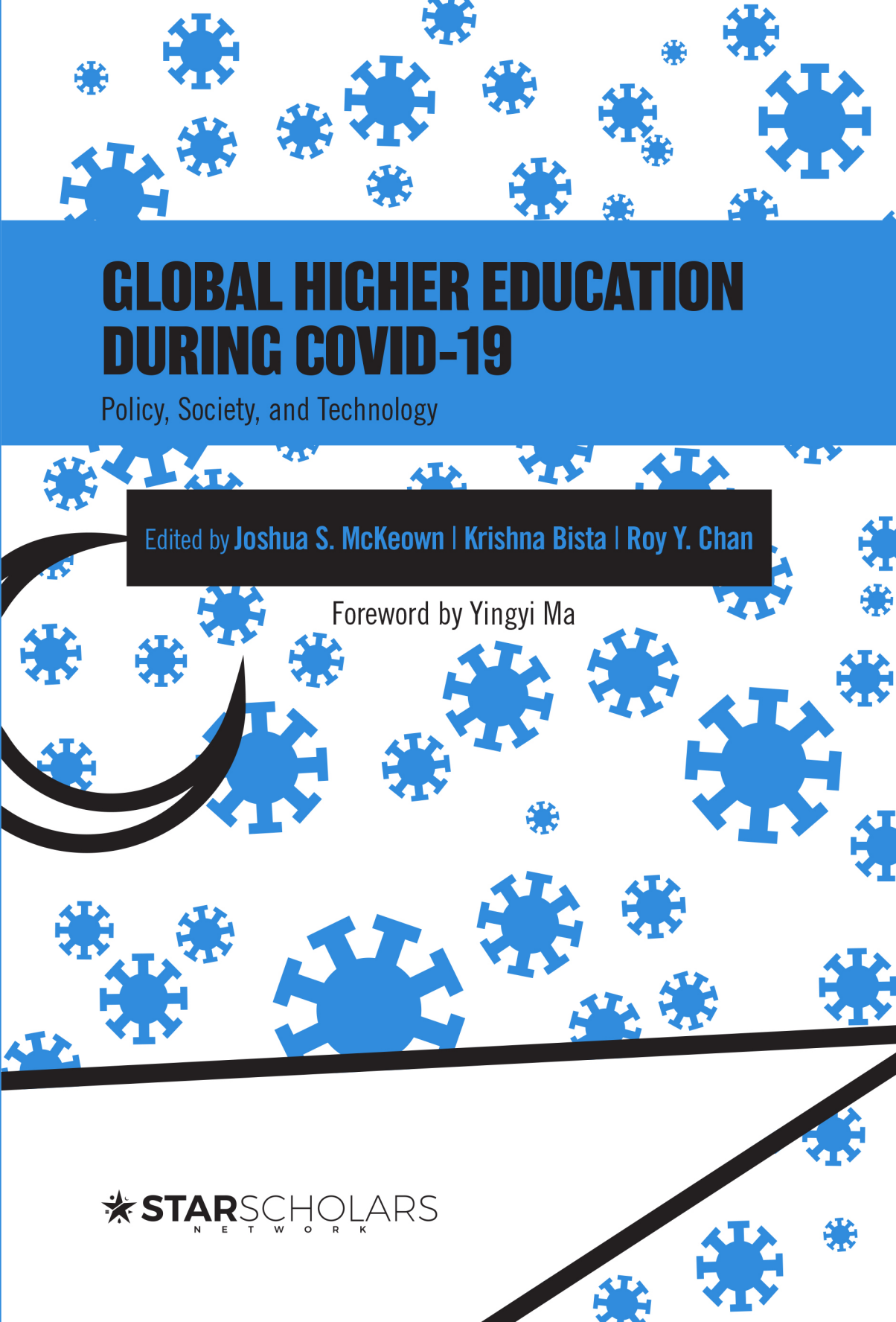
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Bios

Kim Manturuk, Ph.D., is the Associate Director of Research, Evaluation, and Development in Learning Innovation at Duke University. Her research interests include survey design, higher education evaluation, and teaching and learning in the postsecondary classroom. E-mail: kim.manturuk@duke.edu

Grey Reavis, M.A., is the Research Project Coordinator in Learning Innovation at Duke University and pursuing a Ph.D. in Higher Education at North Carolina State University. Their research interests include critical quantitative methods, identity in the classroom, and LGBTQ+ communities in higher education.

GLOBAL HIGHER EDUCATION DURING COVID-19

Policy, Society, and Technology

Edited by **Joshua S. McKeown | Krishna Bista | Roy Y. Chan**

Foreword by Yingyi Ma

STARSCHOLARS
N E T W O R K

Praises for this volume

COVID-19 pandemic and digital innovation are making unprecedented disruption to the global higher education landscape. These disruptions have increased academic discussion on how to reimagine the future of higher education after post-COVID 19. Thus, the book, *Global Higher Education During COVID-19: Policy, Society, and Technology* problematized these realities from a global policy context with policy recommendations on issues of racial justice, funding, technology among others. Therefore, I would like to congratulate the editors: *Joshua S. McKeown, Krishna Bista,* and *Roy Y.* Chan for this excellent publication.

Dr. KS Adeyemo, Senior Lecturer, University of Pretoria,
South Africa

Global Higher Education During COVID-19: Policy, Society, and Technology is a highly recommended resource for higher education institution policymakers and educators around the globe. Not only does this book provide invaluable insights from higher education institution policymakers, educators, and students during the COVID-19 pandemic, but it also offers useful suggestions on dealing with possible challenges and seeking opportunities in future higher education.

Dr. Misty So-Sum Wai-Cook, Centre for English Language
Studies, National University of Singapore

It's a timely book reporting the most recent responses of international higher education across the world during the Covid-19 pandemic. Besides providing the theoretical contributions, the book also offers practical implications for stakeholders, including policymakers, education managers and practitioners, international students, and parents.

Dr. Hiep Pham, Director, Center for Research and Practice on
Education, Phu Xuan University, Vietnam

Global Higher Education During COVID-19: Policy, Society, and Technology is timely and relevant providing a critically engaged reflective account of geographically diverse higher education institutions' response and practice during the COVID-19 pandemic. This book illuminates some of the current

impediments to higher education internationalization within the context of COVID-19 and provides insights into shared learning experiences that address new challenges to internationalisation imposed by the pandemic. A must read for international higher education specialists, practitioners, scholars and researchers.

Dr. Tasmeera Singh, Advisor, International Office,
University of KwaZulu-Natal, South Africa

A worldwide phenomenon: Strategies and inspiration to address the challenges and opportunities for the new normal in the field of global higher education. I cannot recommend it highly enough.

Dr. Daisy Kee Mui Hung, Associate Professor,
Universiti Sains Malaysia, Malaysia

The movement of people across borders furthered the spread of Covid-19. This inevitably impacted international higher education, which although not reducible to student mobility is its primary form. *Global Higher Education during COVID-19: Policy, Society, and Technology* is therefore a timely edited collection that begins to unpack the multifaceted impact the pandemic has had on higher education worldwide. It adds to the growing conversation on reimagining higher education. The collection will be valuable to current and future scholars of higher education, offering an important snapshot of policy and practice during the pandemic.

Dr. Will Brehm, Lecturer of Education and International
Development, UCL Institute of Education, UK

With the COVID-19 crisis having upended higher education around the world, this timely book provides a deep and much-needed analysis of the roles and responsibilities of universities going forward. It sheds light not only on the shared challenges countries have faced, but also reveals how the impact of the pandemic has varied in important ways across countries.

Dr. Rajika Bhandari, Author/Advisor,
STAR Scholar Network, USA

Case studies provide valuable baseline information for practitioners of higher education as the world begins to emerge from the pandemic. A must-read for those looking to understand how various regions reacted, and how institutional systems changed their models to survive.

Dr. L. Amber Brugnoli, Assoc Vice-President and
Executive Director for Global Affairs
West Virginia University, USA

This book presents a comprehensive and rigorous worldwide account of Covid-19 impact, challenges and new opportunities. It stands out as a ground-breaking valuable companion for all those involved in the future of internationalization in higher education.

Dr. Elena de Prada Creo, Vice Dean for International Affairs
Facultad de CC. Empresariales y Turismo, Spain

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Global Higher Education During COVID-19: Policy, Society, and
Technology
Joshua S. McKeown, Krishna Bista, and *Roy Y. Chan*

Global Higher Education During COVID-19

Policy, Society, and Technology

Global Higher Education During COVID-19: Policy, Society, and Technology explores the impacts of the novel coronavirus (COVID-19) for institutions of higher education worldwide. Specifically, this book responds to the growing need for new insights and perspectives to improve higher education policy and practice in the era of COVID-19. The sub-theme that runs through this book concerns the changing roles and responsibilities of higher education leaders and the demand to rethink global higher education post-COVID. Topics in this book include: international student experiences, pedagogical innovations through technology, challenges to existing organizational cultures and societal roles, international academic relations, and shifting national policy implications for global higher education.

With the increasing threat of COVID-19 on all aspects of the global economy and workforce, this book serves as an opportunity for teacher-scholars, policymakers, and university administrators to reconsider and reimagine their work and the role of higher education in a global context. The ultimate goal of this book is to provide a critical reflection on the opportunities and challenges brought by COVID-19 and how tertiary education systems around the world learn from each other to address them.

Joshua S. McKeown, PhD, is Associate Provost for International Education & Programs at SUNY Oswego and International Education Leadership Fellow at the University at Albany, USA.

Krishna Bista, EdD, is Professor of Higher Education in the Department of Advanced Studies, Leadership and Policy at Morgan State University, Maryland, USA.

Roy Y. Chan, **PhD**, is Assistant Professor of Education and Director of the Doctor of Education (EdD) program in Leadership and Professional Practice in the Helen DeVos College of Education at Lee University, Tennessee, USA.

Global Higher Education During COVID-19

Policy, Society, and Technology

Editors
Joshua S. McKeown
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Roy Y. Chan

STARSCHOLARS
NETWORK

In memory of those who lost their lives during the COVID-19 global pandemic (as of August 2021):

4.38 Million

And to the 204 million heroes worldwide who recovered from the disease.

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Foreword

Yingyi Ma

COVID-19 is upending daily life, and its impact on global higher education (HE) is seismic. How to understand the impacts and improve policy and practice in the field of international HE during and post-COVID? Colleges and universities around the world are wondering about the above questions, and this book has provided a much-needed discussion for those questions.

The editors of this book have done a tremendous job in assembling a wide range of in-depth studies, both in terms of substantive topics and geographic regions. The topics range from the role of HE in society, crisis and innovation through technology in HE, international student experiences navigating the pandemic, national policies, international academic relations, public and private university responses, and the innovative engagement efforts of global HE institutions. Despite the expansive topics, various articles share the theme of exploring the traditional and changing roles of HE in society. Part I presents a few studies grounded in diverse national contexts that show how HE operates and adapts to society changed by the pandemic.

I commend the editors for their efforts to include a wide variety of contexts of HE institutions in different countries. While the impacts of COVID-19 on HE may be uncertain, what is certain is the increasing inequality among countries in dealing with the pandemic due to the unequal access to resources, technologies, and public health management. Part II in this book, in particular, focuses on the Global South (lower-income countries). The studies have shown the devastating impact on HE in countries of the global south due to the faltering economy during the pandemic as well as the incredible resilience of faculty and students in these countries to lessen the hardship through impressive innovations.

Technology-powered online education has been the quintessential innovation of 21st-century HE. Technology is liberating as much as limiting. COVID-19 has forced global HE to confront, leverage, and manage the power of technology to engage with students, experiment, and explore new pedagogy. The editors of this book have presented a wide range of empirically based studies in different HE settings to show that technology is indeed the double-edged sword, and it is incumbent on global HE leaders and educators to figure out innovative ways to use technology well, while fully recognizing and managing its limitations. Part III has been devoted to this theme.

This book is for anyone who is interested in HE in the global world, including but not limited to scholars, teachers, administrators, and students, and for any concerned citizens to reimagine and redesign the global HE in a new era.

Bio

Yingyi Ma is an Associate Professor of Sociology and Director of Asian/Asian American Studies. She is the Provost Faculty Fellow on internationalization at Syracuse University (New York), carrying the term between 2020 and 2022, where she leads and supports culturally responsive pedagogy and programs for international education and partnership. She received her Ph.D. in sociology from Johns Hopkins University in 2007. Ma's research addresses education and migration in the U.S. and China and she has published about 30 peer-reviewed articles and book chapters, in addition to books. She is the author of *Ambitious and Anxious: How Chinese College Students Succeed and Struggle in American Higher Education* (Columbia University Press, 2021). This book has won multiple awards from the Comparative and International Education Association and has been featured in national and international news media such as *The Washington Post* and *Times Higher Education*. She is the co-editor of *Understanding International Students from Asia in American Universities: Learning and Living Globalization* (2017), which has won the honorable mention of the Best Book Award from the Comparative and International Education Association's Study Abroad and International Students Section.

E-mail: yma03@syr.edu

Acknowledgments

Editors

Joshua S. McKeown, PhD, is Associate Provost for International Education & Programs at SUNY Oswego and International Education Leadership Fellow at the University at Albany (SUNY). Under his leadership SUNY Oswego has earned national awards for international education from the American Association of State Colleges & Universities (AASCU), the Institute of International Education (IIE), Diversity Abroad, and achieved multiple top rankings in the annual Open Doors survey for education abroad enrollment. McKeown is a scholar-practitioner who authored *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development* (SUNY Press, 2009), several book chapters including *Education Abroad: Bridging Scholarship and Practice* (Routledge, 2021) and NAFSA's *Guide to Education Abroad* (NAFSA, 2014), and numerous articles and presentations worldwide including in the *Journal of Contemporary China*. He was a Fulbright-Nehru International Education Administrators recipient for India, a mentor with the IIE's Connecting with the World Myanmar program, and has served professional organizations like the Forum on Education Abroad, CAPA, and Phi Beta Delta Honor Society for International Scholars. He holds a Ph.D. and bachelor's from Syracuse University, master's from Clarkson University, and teaches in the undergraduate Global & International Studies program at SUNY Oswego and the graduate program in International Education Management & Leadership (IEML) at UAlbany. E-mail: joshua.mckeown@oswego.edu

Krishna Bista, EdD, is Vice President of the STAR Scholars Network and a Professor of Higher Education in the Department of Advanced Studies, Leadership, and Policy at Morgan State University, Maryland. Dr. Bista is the Founding Editor of the *Journal of International Students*. His research interests include comparative and international higher education issues, global student mobility, and innovative technology in teaching and learning. His recent books include *Online Teaching and Learning in Higher Education* (Routledge, w/Chan and Allen), *Global Perspectives on International Student Experiences* (Routledge), *Higher Education in Nepal* (Routledge, w/Raby and Sharma), *Rethinking Education Across Border* (Springer, w/Gaulee & Sharma), and *Inequalities in Study and Student Mobility* (Routledge, w/Kommers).

Dr. Bista serves on the editorial review boards for *Kappa Delta Pi Record*, *Teachers College Record, Journal of Leadership and Organizational Studies,* and *International Journal of Leadership in Education.* Dr. Bista has organized more than 70 professional development workshops on a variety of topics related to college student experience, international student/faculty mobility, internationalization and exchange programs, and cross-cultural studies; he has published 15 books, and more than 80 articles, book chapters, and review essays. He is the founding Chair of the Comparative and International Educational Society (CIES) Study Abroad and International Students SIG and the editor of the Routledge Global Student Mobility Series. Previously, Dr. Bista served as the director of Global Education at the University of Louisiana at Monroe, where he was also Chase Endowed Professor of Education in the School of Education. He holds a doctoral degree in Educational Leadership/Higher Education, a specialist degree in Community College Teaching and Administration, both from Arkansas State University, an M.S. in Postsecondary Education/Higher Education from Troy University, Alabama. E-mail: krishna.bista@morgan.edu

Roy Y. Chan, PhD, is Assistant Professor of Education & Director of the Doctorate of Education (Ed.D.) program in Leadership and Professional Practice in the Helen DeVos College of Education at Lee University. Previously, Dr. Chan served as the Director of TRIO Student Support Services (SSS), where he managed a budget of $1.3 million funded by the U.S. Department of Education. His research interests include cross-border and transnational higher education, study abroad, global education policy, and educational philanthropy. Dr. Chan currently serves as Chair-Elect of the Comparative and International Education Society (CIES) Study Abroad and International Students (SAIS) Special Interest Group, and previously served as an advisor to the Forum on Education Abroad's Data Committee. His latest books include *Online Teaching and Learning in Higher Education during COVID-19: International Perspectives and Experiences* (Routledge, 2021), *The Future of Accessibility in International Higher Education* (IGI Global, 2017), and *Higher Education: A Worldwide Inventory of Research Centers, Academic Programs, Journals and Publications* (Lemmens Media, 2014). Dr. Chan holds a Ph.D. in History, Philosophy, and Policy in Education from Indiana University Bloomington, an M.A. in Higher Education Administration from Boston College, an M.Ed. in Comparative Higher Education from The University of Hong Kong, and a B.A. from the University of California, Irvine. E-mail: rchan@leeuniversity.edu

"Global Higher Education during COVID-19: Policy, Society, and Technology is a timely edited collection that begins to unpack the multifaceted impact the pandemic has had on higher education worldwide. It adds to the growing conversation on reimagining higher education."

—Dr. Will Brehm
UCL Institute of Education, UK

"This book is a highly recommended resource for higher education institution policymakers and educators around the globe."

—Dr. Misty So-Sum Wai-Cook
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"It's a timely book reporting the most recent responses of international higher education across the world during the Covid-19 pandemic."

—Dr. Hiep Pham
Phu Xuan University, Vietnam

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—Dr. Tasmeera Singh
University of KwaZulu-Natal, South Africa

"A worldwide phenomenon: strategies and

inspiration to address the challenges and opportunities for the new normal in the field of global higher education. I cannot recommend it highly enough."

—Dr. Daisy Kee Mui Hung
Universiti Sains Malaysia, Malaysia

"This timely book provides a deep and much-needed analysis of the roles and responsibilities of universities going forward."

—Dr. Rajika Bhandari
STAR Scholar Network, USA

"A must-read for those looking to understand how various regions reacted, and how institutional systems changed their models to survive."

—Dr. L. Amber Brugnoli
West Virginia University, USA

"This book presents a comprehensive and rigorous worldwide account of Covid-19 impact, challenges, and new opportunities."

—Dr. Elena de Prada Creo
Universida de Vigo, Spain

Comparative and International Education

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KRISHNA BISTA

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