

1 Is Online and Distance Learning the Future in Global Higher Education?

The Faculty Perspectives
during COVID-19

*Roy Y. Chan, Krishna Bista,
and Ryan M. Allen*

Introduction

The demand for online and distance education has expanded dramatically around the world since the coronavirus disease 2019 (COVID-19) pandemic in early 2020. Most notably, the ongoing and evolving global COVID-19 restrictions have heightened the importance of online teaching and learning in higher education broadly and international education particularly (Dwivedi et al., 2020; Paudel, 2021). Today, the pandemic has presented the world with never-before-seen global challenges. Many colleges and universities have been grappling with unclear recruitment priorities and severe financial constraints while at the same time collaborating and cooperating with new industry partners and philanthropic organizations to navigate the shifting COVID-19 landscape (de Wit & Altbach, 2021). Institutions of higher education, especially those from middle- and upper-income countries, have purchased and deployed new technologies and approaches (face-to-face, online, synchronous, asynchronous) in all departments as a direct consequence of the pandemic, yet there has been little consideration of how those information and communication technologies (ICT) will be used for the future (Altbach & de Wit, 2020). As many postsecondary institutions continue to confront the challenges of remote instruction, the need to understand the purposes and functions of online teaching and learning is vastly needed not only to prepare students for the complexity of digitalization but also to help prepare them for the globally competitive knowledge-based economy (Oleksiyenko et al., 2020).

The most common way to provide students with remote instruction is the use of audio and video conferencing (e.g., Zoom, Google Meet, Skype). Since the COVID-19 lockdown, the use of audio and video conferencing has become crucial for faculty members and staff to present content in multiple ways and formats. According to the International

Association of Universities' (IAU, 2020b) global survey on the impacts of COVID-19, two-thirds of the responding institutions worldwide have replaced classroom teaching with distance learning. In the United States, the American Council on Education (ACE, 2020) COVID-19 survey of 268 college and university presidents found that more than half (55%) planned to offer "predominantly online, with some in-person instruction" in the spring 2021 semester, which meant that the entire academic year would be online. The integration of hybrid and blended learning formats has provided students with added convenience, flexibility, and a safety net to pursue tertiary education at a distance. Furthermore, video conferencing and learning management systems (e.g., Canvas, Blackboard, Moodle) have helped students who are unable to attend in the real world to optimize learning remotely. Although online and distance education has grown substantially over the past decade, and most notably since the COVID-19 lockdown, limited research has examined the role of distance education in shaping accessible learning. Furthermore, very few studies have examined the impacts of COVID-19 on student success during the transition to online learning.

In this introductory chapter of the book, we discuss how the worldwide COVID-19 pandemic has radically changed the status quo in global higher education, with faculty members and staff forced to engage in developing professional development opportunities (teaching training) to stay competitive and relevant for its constituents (students, alumni, parents, policy makers). Specifically, we illustrate how the expansion of ICT and information technology specialists has affected institutions' abilities to survive in the future, as several colleges and universities begin to shut down (The College Crisis Initiative (C2i), 2021). We also share how the COVID-19 restrictions have widened the digital gap across all teaching and learning spaces (due to the lack of a national response to the public health crisis), while exacerbating economic and structural inequalities with regards to ICT access (i.e., Internet, electricity, computers) among historically vulnerable populations (e.g., rural children, families of color, students with disabilities, students of refugee status; Salmi, 2021). As technological advancements and travel bans continue to grow around the world, we highlight the changing examples, patterns, and frameworks afforded by online and distance education from an international and comparative lens. We also provide alternative assumptions, paradigms, and reflections for teacher-scholars and advanced practitioners to consider that will inspire, challenge, and connect them during and after the COVID-19 pandemic.

Key questions that are asked include how do scholars, policy makers, and practitioners move from talking head to active learning remotely? How do they make learning valuable and successful when teaching virtually? How do they proactively engage faculty, staff, students, and alumni with the goal of building and sustaining authentic relationships online? How do they best support their students with plans for intercultural learning

and study abroad virtually? And how do they redesign and deliver remote courses that emphasize field-based and experiential learning? Ultimately, we seek to equip and empower researchers, governments, health officials, policy makers, and stakeholders with the broad understanding needed to enhance the quality of online teaching and learning in higher education as set forth by the COVID-19 pandemic.

Online Teaching and Learning in Higher Education during COVID-19

The COVID-19 crisis has rapidly accelerated the digital transformation of education globally, as colleges and universities have had to make numerous changes to their teaching styles, research processes, and collaborative relationships. The most dramatic change is the shifting modes of instruction from once fully residential-only learning to fully online, remote, or hybrid learning environments. This inevitably has created myriad challenges for students in low- and middle-income countries, with many expressing concerns that learners are unable to access the Internet due to low broadband connection (Mseleku, 2020). The International Association of Universities report (2020a) has identified three main challenges to online and distance education: (1) technical infrastructure and accessibility, (2) distance learning competencies and pedagogies, and (3) the field of study. The report concludes that the growing digital divide and socioeconomic inequalities with large groups of students, the disparities in online learning, and the lack of teaching preparation by the faculty are a few notable challenges and topics in the field of higher education and international education.

Today, one can argue that the rapid transition to online and distance education is ubiquitous of necessity (Altbach & de Wit, 2020). More students than ever before are learning from a distance at home, as COVID-19 infections continue to rise around the world. The ongoing pandemic has not only impacted how educational administrators, faculty, and students communicate with each other but has also redefined online teaching and learning in drastic ways. Past studies have shown that many faculty and staff struggle to teach students online in the most effective way, as global demand for distance learning degrees dwindles (Day et al., 2021; Kemp, 2020). With this shift, recent research has suggested an increased disengagement for and use of new digital resources and technological advancements in developing countries (Mseleku, 2020). To ensure equitable access, support, and learning for as many students as possible – including disabled and refugee students – we believe that colleges and universities must redirect resources to expand professional development opportunities in virtual teaching and to invest heavily in supporting inclusive and equitable online learning experiences. As current teacher-scholars and practitioners in the academy, we believe it is vital for educators to meet student communication needs and how they are taught from a distance.

Opportunities and Challenges to Online and Distance Education

The COVID-19 pandemic has dramatically worsened inequalities within domestic higher education sectors and between countries (de Wit & Altbach, 2021). Globally, one of the biggest challenges in the era of mass higher education pertains to the issue of quality, as both students and faculty have argued that remote learning is “inferior” and not of the same quality as face-to-face instruction (Shim & Lee, 2020). A survey from Means and Neisler (2020) reported that student satisfaction and motivation have significantly decreased during the pandemic, with half of U.S. students expressing dissatisfaction with their learning after their course went online. As noted by Altbach and de Wit (2020), “The lack of motivation of students for online delivery will become an issue with the cohort planning to enter higher education this fall” (p. 3). While one can argue that the delivery of online and distance education is far more costly than traditional face-to-face instruction, numerous challenges and uncertainties remain with regards to the quality of remote instruction, the increased workload without formal compensation, and the limited resources available to prepare faculty for online instruction (Day et al., 2021).

To best prepare our students for the rising complexity of digitalization, faculty members and instructional designers must implement new pedagogical approaches and practices to support student learning (study, work, teach, language, volunteer abroad, international student services, and career services). Higher education needs to prepare for a different future in which we educate young adults and adult learners for responsible citizenship. The use of ICTs requires learners to adapt and integrate new learning skills and competencies in the classroom (ElSaheli-Elhage, 2021). When faculty members work to implement evidence-based teaching practices, whether in-person or online, they are also working to create more inclusive learning environments that promote equity. Achieving equity requires that educators teach with practices that embrace the diversity of their students’ backgrounds.

The challenge, however, is that many faculty members are resistant to implement evidence-based teaching practices in the classroom that foster more inclusive online learning environments (Gratz & Looney, 2020). Specifically, faculty members from lower- and middle-income countries are often wary of teaching online courses because they have had limited exposure to or training in remote instruction, let alone have experience with developing high-quality online courses (Altbach & de Wit, 2020). This is highly evident among faculty members holding over ten years of teaching experience who may complain that online teaching takes more time to prepare for than traditional face-to-face courses (Cutri & Mena, 2020). Some faculty members may also argue that remote instruction can decrease student learning outcomes and that the use of distance and

hybrid learning approaches has led to negative student experiences due to a disconnect with the faculty (Day et al., 2021). While professional development opportunities (faculty training) are available at both the federal and institutional levels, many professors have expressed displeasure with online learning due to either their inability to communicate clearly or their discomfort with modifying their teaching style. Despite these myriad challenges, the COVID-19 pandemic has allowed many developing and developed countries to expand connectivity for higher education institutions and their students.

A few notable benefits of online and distance learning include the ability to reach new and previously underserved student populations, the ability to adapt and change to meet individual needs, and the capacity to innovative remotely within the classroom (Dhawan, 2020). New partnerships and opportunities have been born from the necessities brought by the pandemic. The expanding role of online and distance education has also encouraged several institutions of higher education to offer international joint and dual degrees, to teach courses collectively or simultaneously, and to conduct research collaboratively (Salmi, 2021). In other words, key technological innovations and effective cross-unit collaborations and investments will be significant for institutions seeking to generate revenue and recruit international distance learning students in the post-COVID era. Effective online learning is highly dependent on faculty training. Faculty members who are open to change are more likely to experience higher levels of satisfaction toward online and distance education than less experienced faculty (Cutri & Mena, 2020).

In short, we believe that educators must work together to develop innovative, inclusive and equitable online learning environments for students to succeed in higher education. At the same time, we also believe that the academy must be prepared for any future pandemics, disasters, or other disruptions and expand on the current models developed and implemented during the emergency transition to remote instruction (Affounh et al., 2020). Faculty should embrace research-based teaching practices and determine the most effective ones during (and after) the pandemic to enhance student learning.

Organization of the Book

This book provides a broad range of issues pertaining to online teaching and learning in global higher education. The chapters selected in this book bring a unique perspective to how online and distance education should be leveraged to facilitate student mobility and integrated as an element in the “multiplicity” of future offers. The book is divided into three parts.

The first section of the book includes five chapters that discuss the nature and effectiveness of innovative forms of online teaching, learning, and assessment adopted during and after the pandemic. In Chapter 2,

Michelle Rippy and Monica Munoz describe the process of designing authentic online courses during and post-COVID-19 pandemic through training, design, and pedagogy. In Chapter 3, Linda Dam uses social media platforms to provide a qualitative thematic analysis of key debates, highlighting the disparity in university remote teaching effectiveness during a pandemic. In Chapter 4, Darren Turnbull, Ritesh Chugh, and Jo Luck explore the case for incorporating synchronous tools, such as video conferencing and live chat into online testing strategies to improve the validity and effectiveness of assessment delivery. Dawn Joseph, Rohan Nethsinghe, and Alberto Cabedo-Mas use narrative inquiry methodology to highlight current challenges, dilemmas, and opportunities that they have encountered in relation to student learning and working from home using a range of interactive multimedia tools. Finally, in Chapter 6, Huy Pham, Binh Nguyen Thanh, Thai Vu Hong Nguyen, and Upasana Jain investigate the effectiveness of authentic assessments during the COVID-19 period to determine whether authentic assessments work better (or worse) at RMIT University, Vietnam.

The second section of the book includes five chapters that address the impact of distance education on students, social inclusion, and access during COVID-19, with special attention to student well-being and social inequalities. In Chapter 7, Jack Reed and Catherine Dunn describe how the use of social media in higher education has increased students' sense of belonging and community development, especially in developing countries where remote learning is limited. In Chapter 8, Vander Tavares draws on teacher research to show that the switch to online delivery in Canadian universities has limited international students' ability to engage in meaningful social interaction with the faculty and consequently, affected their overall sense of community. Romana Manzoor and Wayne Bart present evidence-based information in Chapter 9 on how online learning has expanded and exacerbated access to higher education for vulnerable and underrepresented students. In Chapter 10, Mmabaledi Seeletso describes that the use of ICTs in Botswana, Africa, may facilitate further social exclusion and digital divide in higher education because of the COVID-19 pandemic. Lastly, in Chapter 11, Ivan Gruzdev, Evgeniia Shmeleva, Raman Kalinin, and Kseniia Vilkoova use survey data from more than 18,000 undergraduate students to show how the shift to online and distance education has created numerous challenges for students in Russian public universities. They conclude that the most common difficulties students face in Russia are poor Internet connection, lack of interaction with peers and faculty, insufficient self-regulated learning skills, and inadequate space to study at home.

The third and final section of the book includes six chapters that address specific case studies of lessons learned from teaching and learning remotely during the COVID-19 pandemic. In Chapter 12, Raffaella Borasi, Richard DeMartino, Nathan Harris, and Dave Miller combine entrepreneurship,

pedagogy, business, and higher education organizational theory to show that COVID-19 could be a catalyst for disruption in higher education. In Chapter 13, Anatoly Oleksiyenko employs virtual autoethnography in the online community of global higher education to enable a better understanding of the diverse and conflicting narratives and memories that shape our increasingly cyber-bound societies. In Chapter 14, Hei-hang Hayes Tang, Beatrice Y. Y. Dang, Rosalind Latiner Raby, and Joanna W. Y. Yeung investigate the rise of online learning in Hong Kong community colleges and examine the implications for a possible paradigm shift of liberal education in light of synergizing virtual and face-to-face teaching. In Chapter 15, Mousumi Mukherjee uses an online survey of 106 students from a private university in India to discuss the pros and cons of mainstream online distance learning in the middle of the global pandemic. She concludes that the COVID-19 lockdown and social distancing norms might reshape online and distance education for many years to come. In Chapter 16, Eden Stephens and Jen Scoot Curwood examine how teacher education within Australian higher education institutions has been reimagined in the online sphere and provides several benefits and hindrances that have resulted from the COVID-19 pandemic. Lastly, in Chapter 17, Shytance Wren uses diffusion innovation theory to show that the blended learning model should be implemented in the United Arab Emirates public higher education institutions.

The book concludes with a short epilogue from the editors that highlights key overarching messages and commonalities from the 17 chapters. We anticipate that these chapters will empower educators, administrators, practitioners, policy makers, and families with new ideas, principles, and advice that they can apply this academic year and beyond. A few guiding questions in this book are as follows:

- How do we make learning valuable and successful when teaching virtually?
- How do we proactively engage faculty, staff, students, and alumni with the goal of building and sustaining authentic relationships online?
- How do we redesign and deliver remote courses that emphasize field-based and experiential learning?
- How do we best support our students with upcoming plans for inter-cultural learning and study abroad virtually?
- How do we move from talking head to active learning remotely?

Bios

Roy Y. Chan, Ph.D., is an Assistant Professor of Education and Director of the Doctor of Education (Ed.D.) Program in Leadership and Professional Practice in the Helen DeVos College of Education at

Lee University, Tennessee. Previously, Dr. Chan served as the Director of TRIO Student Support Services, where he oversaw the day-to-day operations of the program and managed a budget of \$1.3 million funded by the U.S. Department of Education. His research interest includes cross-border and transnational higher education, study abroad, college access and completion, and educational philanthropy. Dr. Chan currently serves as Senior Chair-Elect of the Comparative and International Education Society (CIES) Study Abroad and International Students Special Interest Group and previously served as an advisor to the Forum on Education Abroad's Data Committee. His latest books include *Impacts of COVID-19 on International Students and the Future of Student Mobility* (Routledge, 2021), *The Future of Accessibility in International Higher Education* (IGI Global, 2017) and *Higher Education: A Worldwide Inventory of Research Centers, Academic Programs, and Journals and Publications* (Lemmens Media, 2014). Dr. Chan holds a Ph.D. in history, philosophy, and policy in education from Indiana University Bloomington; a M.A. in higher education administration from Boston College; a M.Ed. in comparative higher education from the University of Hong Kong; and a B.A. in criminology, law & society from the University of California, Irvine.

Krishna Bista, Ed.D., is a Professor of Higher Education in the Department of Advanced Studies, Leadership, and Policy at Morgan State University, Maryland. His research focuses on college student experiences, faculty-student relationships, and cross-cultural teaching and learning strategies in higher education. Previously, Dr. Bista served as the Director of Global Education at the University of Louisiana at Monroe, where he was Chase Endowed Professor of Education in the School of Education. Dr. Bista is Founding Editor of the *Journal of International Students*, a quarterly publication in international education. He is also Founding Chair of the Study Abroad and International Students Special Interest Group (SIG) at the CIES. He has reviewed several book projects related to educational research, international and comparative education series for Routledge, SAGE, Palgrave MacMillan, and Bloomsbury publications. His latest books are *Higher Education in Nepal* (Routledge, 2020), and *Global Perspectives on International Experiences in Higher Education: Tensions and Issues* (Routledge, 2019).

Ryan M. Allen, Ph.D., is an Assistant Professor of Practice in the Attallah College of Educational Studies at Chapman University, California. His research interests include international and comparative education, globalization of higher education, international students and study abroad, and educational technology. Dr. Allen's work can be seen in various publications, such as *University World News*, *Journal of Studies in International Education*, and *Compare: A Journal of Comparative and International Education*. Prior to this book project, he coedited *Kuo Ping Wen: Scholar*,

Reformer, Statesman (Long River Press, 2016). Dr. Allen holds a Ph.D. in international and comparative education from Teachers College, Columbia University; an M.A. in international relations from Yonsei University; and a B.A. in public relations from the University of Central Oklahoma.

Note

1 <https://www.5top100.ru/en/>

1 The regulator that governs most Indian higher education institutions.

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Online Teaching and Learning in Higher Education during COVID-19

International Perspectives and Experiences

Edited by
Roy Y. Chan,
Krishna Bista, and
Ryan M. Allen

Online Teaching and Learning in Higher Education during COVID-19

This timely volume documents the immediate, global impacts of the coronavirus pandemic (COVID-19) on teaching and learning in higher education. Focusing on student and faculty experiences of online and distance education, the text provides reflections on novel initiatives, unexpected challenges, and lessons learned.

Responding to the urgent need to better understand online teaching and learning during the COVID-19 pandemic, this book investigates how the use of information and communication technologies (ICT) impacted students, faculty, and staff experiences during the COVID-19 lockdown. Chapters initially look at the challenges faced by universities and educators in their attempts to overcome the practical difficulties involved in developing effective online programming and pedagogy. The text then builds on these insights to highlight student experiences and consider issues of social connection and inequality. Finally, the volume looks forward to asking what lessons COVID-19 can offer for the future development of online and distance learning in higher education.

This engaging volume will benefit researchers, academics, and educators with an interest in online teaching and eLearning, curriculum design, and more, specifically those involved with the digitalization of higher education. The text will also support further discussion and reflection around pedagogical transformation, international teaching and learning, and educational policy more broadly.

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

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“This timely book on the effects of COVID-19 on the already rapid growth of online higher education provides valuable insights and information on the nature and possible consequences of these effects, including the widening of a digital education gap between institutions and countries capacities to successfully respond to rapidly increasing demands for optimal digital teaching and learning. This book also provides valuable solutions to COVID-19 related online education challenges, including for the accelerated need for the rapid development of widely accessible as well as optimal online education supporting technology, teaching and learning practices, and also an underlying online education wisdom that will make these advances possible.”

– **Stephen McKenzie,**
*Senior Lecturer & Online Course Developer,
The University of Melbourne, Australia*

“As educators kept teaching through the COVID-19 pandemic, online education and information and communication technologies (ICT) took on prominent roles. It is clear that the judicious use of the lessons learned stands to elevate higher education beyond where we were before. By underlining the wins, and alerting us to the losses, this volume provides faculty developers and instructors alike with keyways to capitalize on higher education’s response to the pandemic. The global perspectives provided are particularly valuable.”

– **Regan A. R. Gurung,**
*Professor & Interim Executive Director, Center for Teaching
and Learning, Oregon State University, USA*

“Even more valuable than the insights Dr. Chan, Dr. Bista, and Dr. Allen make to our understanding of the challenges and opportunities that emerged in higher education in response to the COVID-19 pandemic is the timely and essential message carried throughout, that the future of traditional higher education hinges on its willingness to commit to and insist on equity and opportunity in the classroom through the use of evidence-based teaching practices that make possible success for all learners. COVID-19 has shed light on an increasingly questionable valuable proposition of many institutes of higher education – the insights in this work allow administrators, researchers, and practitioners to reflect on and more importantly improve on their current practices by implementing strategies to better serve their core customers resulting in better outcomes for all.”

– **Patrick Dempsey,**
*Director, Office of Digital Teaching & Learning,
Loyola University Maryland, USA*

“The COVID-19 pandemic has forced education to ‘go online.’ The challenges facing those outside distance education practice as they move into digitally-mediated teaching are manifold, reaching beyond the classroom and lecture hall into the administrative offices of all higher education providers, and right into the life context of each student. This book asks the question this situation now requires us to confront: Based on our experiences and what we have since come to know, how do we ‘go online’ in ways that provide effective education for all?”

– **Mark Nichols**,
Executive Director, Learning Design & Development,
The Open Polytechnic of New Zealand

“This volume includes valuable perspectives on a dramatically altered higher education landscape. Higher education researchers, faculty, administrators, and students will benefit from this research, which sheds light on effective and equitable teaching and learning practices. It includes a compelling firsthand account of a scholar-practitioner and his observations on how members of the higher education community grappled with the sudden transition to the virtual learning environment, including how cyber identities interact across political boundaries.”

– **Matthew J. Camp**,
Director of Government Relations, Teachers College,
Columbia University, USA

“This book is a very timely initiative about the impacts and consequences of COVID-19 in higher education. The need of going on-line, caused by the pandemic, had various impacts, both on our students and also on our lecturers, with a need to adjust procedures and practices. This became a digital transformation crucial aspect that changed our practices forever. Before, this changing process would probably have taken decades, and suddenly it became a reality in a few months. This book is an instrument that analyses these changes and the impacts of being on-line, drawing lessons to improve our practices. Moreover, it addresses the changes required to be addressed by all stakeholders, and also sheds light on our future post-pandemic. A very worthwhile book!”

– **Pedro Isaias**,
Associate Professor, The University of New South Wales, Australia

“This book comes at a critical time in the era of COVID-19 and provides important insights into the application of online teaching and learning during the sad menace of the global pandemic. The fact that it is international in scope adds significantly to its value to the field of comparative higher education, making it a must read for serious teacher-scholars and practitioners of distance education. As an educational leadership professor for over four decades, I consider this book an essential textbook for those

studying the future of online teaching and learning in higher education. I highly recommend anyone teaching remotely for the first time to read it.”

– **Anthony G. Picciano**,
*Professor, Hunter College and Graduate Center,
The City University of New York (CUNY), USA*

“This book excellently examines the impact of the COVID-19 pandemic on global higher education. More significantly, through investigating best practices in various contexts, this book also points the feasible development paths of online teaching and learning in post-pandemic higher education.”

– **Weiyang Xiong**,
*Research Assistant Professor & Program Director,
Lingnan University, Hong Kong, China*

“Dr. Chan, Dr. Bista, and Dr. Allen remind us that higher education throughout the world has struggled through the pivot to online learning during the pandemic. Their book is the definitive source on the challenges faced by administrators, faculty, and students globally and the lessons learned that can improve distance education in the future.”

– **Linda B. Nilson**,
*Founding Director, Office of Teaching Effectiveness and Innovation,
Clemson University, USA*

“This timely volume brings a much-needed global perspective to conversations on the post-pandemic university. Specifically, Dr. Chan and co-authors provide an important counterweight to the predominantly North American centric discussions about higher education during the pandemic. As we begin the process of planning our post-pandemic higher education future, the global perspective and international examples that Dr. Chan and colleagues bring to analyzing teaching and learning during COVID-19 will be essential reading for the leaders of colleges and universities.”

– **Joshua Kim**,
*Director of Online Programs and Strategy,
Dartmouth College, USA*

“This comprehensive volume highlights not just the challenges but also the solutions and opportunities that have arisen as a result of the swift and rapid changes in education brought about by the COVID-19 pandemic. Educators and administrators will find this series of articles enlightening and helpful as they plan ahead to address disparities regarding connection and access within a global context, and effectively integrate digital infrastructures to ensure a robust and equitable online learning ecosystem.”

– **Linda D. Bloomberg**,
*Professor & Associate Director of Faculty Support
and Development, Northcentral University, USA*

“This important collection provides a view of how faculty around the world have responded to the need to move instruction online in the wake of the pandemic. The emphasis on efforts to adapt active learning strategies for online delivery is particularly welcome. Documenting the student experience of this rapid shift online highlights the inequities heightened by the sudden transition and raises important questions for how we move forward both online and on campuses.”

– **Gary Natriello,**

*Ruth L. Gottesman Professor in Educational Research,
Teachers College, Columbia University, USA*

“Online education has existed for decades, but it took the catalyst of COVID-19 for most of higher education to use it extensively. This book provides an excellent selection of pandemic perspectives illustrating common challenges and techniques of successful programs.”

– **Dan Hillman,**

Associate Director of Instructional Design, Boston University, USA

“I appreciate the diverse, global perspectives shared in this collection – along with the authors’ timely response to share ideas, practices, and challenges that represent the rapidly evolving state of higher education today.”

– **Amber Dailey-Hebert,**

*Director of Faculty Center for Innovation
& Professor, Park University, USA*

“I recommend this book for its important lessons on how ICT can and should support effective learning in curricular and co-curricular settings and because it helps educators improve models hastily implemented during the emergency transition to online instruction. Although COVID-19 will pass, we could be looking at a reshaped online and distance education landscape for years to come and this book helps us prepare for other disruptive future events.”

– **Daniel Chatham,**

*Visiting Professor, International Education Management,
Middlebury Institute of International Studies at Monterey, USA*

“This remarkable volume of international perspectives on higher education during the Covid-19 pandemic will engage, inspire, and inform multiple audiences. Teachers, researchers, and administrators alike will find the culturally grounded information on online learning and assessment invaluable. As an historical imprint, this book documents admirable examples of pedagogical creativity and innovation. Perhaps most importantly, the narratives and data presented in each chapter are sure to animate discussions concerning equity, affordability, and the dignity of student learners in virtual spaces for years to come.”

– **Michael Lanford,**

Assistant Professor of Higher Education, University of North Georgia, USA

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