Mind the Gap: Academic Staff Experiences of Remote Teaching During the COVID-19 Emergency.

Susan Flynn and Gina Noonan

Institute of Technology, Carlow, Susan.Flynn@itcarlow.ie

Abstract.

In March 2020, during the early stages of the COVID-19 emergency, with the sudden closure of Higher Education Institutions in Ireland, many academic institutions turned to remote teaching in order to support students to meet their programme learning outcomes. Academic staff at the Institute of Technology, Carlow were invited to participate in a study to ascertain their experiences of this 'online pivot'. This article takes a qualitative approach to the staff experience and attempts to draw meaningful inferences and conclusions regarding the teaching experience under these circumstances. We aspire to acknowledge and legitimise the wide-ranging effects felt by our staff during this time and to therefore consider the development of appropriate supports. This is intended to inform best practice by institutions and staff in the context of remote teaching. Ethical approval for this study was granted by the Ethics in Research Committee of the Institute of Technology, Carlow.

Keywords: Communities of practice; Emotional labour; Engagement; Remote teaching.

1.   Introduction.

During the COVID 19 emergency, remote and online pedagogies, so-called 'pandemic pedagogies', became a pertinent issue as lecturers were encouraged to teach remotely in order to reach learning outcomes and complete the academic year so that students could progress and/or graduate. In many cases, this necessitated a sudden and comprehensive upskill, where staff undertook training in setting up and using online classrooms, among other technological solutions. It is widely recognised that there is a dearth of studies on the professional development of academic teaching staff and a lack of evidence on how teachers change through such development (Fabriz et al., 2020). Further, there is a lack of studies that have sought a qualitative account of lecturers' perceptions and experiences, their reflective accounts, their experiences of educational technology combined with an insight into broader political, social, cultural and institutional factors (Steel & Hudson, 2010). The findings presented in this paper represent the results of a study undertaken by the Teaching and Learning Centre and eduCORE

(Centre for Educational Research), at the Institute of Technology, Carlow in June 2020. The research was intended to explore the experiences of academic staff during the 'online pivot'; to gain a qualitative grasp of the insights of staff while they experience this new form of teaching and as they interact with their students and peers. The overarching intention of this research was that it would inform pedagogical support, continuing professional development, and policy around teaching and learning. In valuing staff experiences, this work aims to recognise that staff experiences, feelings and insights are a critical component of teaching and learning. Recognising that this emergency, and its resonances for staffs' personal and professional lives cannot be separated, this paper employs a phenomenological lens to appreciate the lecturers' lifeworld and to discern the complex web of interconnectivity between life and (teaching) work.

2.   Methodology and Methods; Adopting a Unique Approach.

In June 2020 we hosted a survey with a range of questions, both closed and open-ended (see Appendix). While some of our closed questions provided us with quantifiable data, the open-ended questions were non-directive and permitted respondents to provide detailed information and context, allowing for a depth of description. We also facilitated a focus group (see Appendix), to flesh out the responses of participants and to gain a deep understanding of participants' feelings, thoughts and responses. This paper attempts to provide a qualitative analysis of our study's findings. As we were interested in how this online pivot made staff feel, there were a host of sound interpretive methods which might have been deemed suitable for such qualitative research. We decided to take the unusual step of applying a phenomenological lens to our interpretation of responses. While phenomenology as a methodology is grounded in the lived experience of subjects and is not generally considered compatible with the survey format, it is effective in foregrounding individual experiences, as woven through multiple aspects of the subjects' life. The detail and scope of the responses which we received, including the many life-wide experiences which respondents provided, prompted us to consider phenomenology as a lens rather than as a methodology per se. We believe that this approach proves useful in bridging the experience of the emergency, the act of teaching and the being in the role of teacher.

Phenomenologists such as Edmund Husserl, Martin Heidegger, Hanna Arendt, Maurice

Merleau-Ponty have had a gargantuan influence on scholarship in philosophy, where phenomenology originated. Husserl and later these others, outlined a science for knowing essences of phenomena as they are experienced in human consciousness; to understand phenomena through lived experience (Kazanjian, 2019). Its impact has spread to multiple fields of enquiry, among them education. Here, its usefulness as an approach has shone in challenging meta-narratives. Further, it has provided insights into the experiential, in the full realm of the lived experience. Recent resurgence of interest in phenomenology can be attributed to its potential contribution to re-thinking our understanding of the complex phenomena we encounter in the dynamic world of the web, the world in which we find ourselves in this 21st century (Dall'Alba, 2009). Phenomenology's goal is not to capture everything, but to describe the subjective character of experiences. Phenomenological studies can utilise qualitative and quantitative methods in conjunction with one another. Creswell (2007) noted '*a phenomenological study describes the meaning for several individuals of their shared experiences of a concept or a phenomenon*' (p. 57). Using this lens, we can see our engagement with challenging or new technologies, with disaggregated encounters online, with uncomfortable or new places, and with times of personal strain, as inseparable from the teaching experience. While our aim was to inform best practice and to tailor our future supports to lecturers, we were interested in the interactions, processes, social and personal change in the experience of teaching during the emergency. Our study was therefore largely non-directive, in so far as it offered the opportunity for participants to give a holistic view of their experience and as much detail as they wished.

Van der Mescht (2004) establishes that key unique features of a phenomenological approach are a focus on the 'dialogue' between individuals with their contexts, and a focus on 'lived experience', an exploration of physical, emotional and intellectual being-in-the-world, until a full and holistic picture of the issues emerges. This approach is suitable for our purposes here because we cannot separate the event of the global COVID-19 health emergency; academic staff's concerns for their own and their families' safety; their experience of teaching during this difficult time; moving to remote teaching in the 'online pivot'; the stresses of mastering the necessary new technologies and the teaching and learning experience. In this unique case, the complete lived experience of teaching during this time cannot be captured without attending to all of these complex and interrelated experiences.

Phenomenology is recognised as being useful in challenging implicit bias, preconceived ideas and judgments, and meta-narratives. In this sense it is an appropriate approach, as the COVID

emergency has called on educators to question their practice, how they prepare material, how they engage learners online, as well as deeper issues such as what our role as lecturer is, how classrooms 'should' work, the physical infrastructure we need, and our preferred location for effective teaching. The COVID emergency has had implications for us throughout our intersectional identities and these implications have broad and long-ranging consequences for our perceptions of self and others and our perception of our place in the world. Husserl developed the term 'lifeworld' to expand on how the consciousness of the present moment has cultural context and meaning. Within these contexts and meanings, we develop a taken-for-granted perception of what is 'normal' in our work and daily life. At any time, people are developing this 'natural attitude', but are unaware that they are also its constructors (Husserl 2012; Kazanjian, 2019). For Heidegger, education constitutes a passage into thought that involves our entire being (Peters, 2009). Within this paradigm, as educators, we are inseparable from the acts of teaching; our culture, our daily environment is part of our teaching and affects our relationship to the act of teaching. The COVID-19 emergency is a particularly valuable case study in that it called into question, for our staff, the nature of their work, the geography, technologies, challenges, and affordances of remote teaching. In the field of pedagogy, there is consensus that the evaluation of academic development is challenging (Fabriz et al, 2020; Jones, Lygo-Baker, Markless, Rienties & Di Napoli, 2017; Winter, Turner, Spowart, Muneer & Kneale, 2017) therefore, in undertaking a study which foregrounded staff perceptions of teaching remotely during the emergency, we hoped to highlight the 'felt' dimensions of staff development and of the online pivot. We do not use the term 'online teaching', because, critically, we see a difference between online teaching and remote teaching during a pandemic. Moving teaching online does not create 'e-learning' but rather, 'remote learning' with some technology tools being used (Corbera, Anguelovski, Honey-Rosés & RuizMallén, 2020). The 'interim' nature of the online pivot is critical; without long-ranging planning for remote delivery, and long-term development opportunities for staff, we must acknowledge that interim modes of teaching and learning are challenging and stressful for teachers and learners.

3. Professional Context of the Study.

Responding to the pressing needs of the emergency, between March and June 2020 the Teaching and Learning Centre at the Institute of Technology, Carlow provided a suite of

instructional sessions for staff to assist them in moving their teaching online, including sessions on a range of relevant topics such as instructional design for remote learning, online tools instruction and student engagement. Recognising the challenges and the stresses of this time-pressured upskill, the Teaching and Learning Centre included support session and discussion-based forums for staff. From many of the discussions in these sessions, we came to recognise the acute pressures felt by our staff, and potentially on educators throughout the sector, and consequently, the need for the current study. This study was intended to inform future supports for our staff and to assess the effectiveness of our suite of professional development and professional support sessions as the emergency continues to unfurl.

This article attempts to capture key themes which emerged from this study. Many people will happily share their opinions, viewpoints, and conclusions (Van Manen, 2016) but it may be more difficult for respondents to describe the experiential details, feelings, and meanings in their responses. Therefore, here, we take care to uncover as many meanings as possible and to look for clues and patterns in responses. We attempt to focus on capturing '*the full or holistic experience as it was lived'* (Kazanjian, 2019), as within this phenomenological approach, it is essential to consider the contexts of the data and meanings.

For the staff survey, questions were thematically organised around technical skills, teaching and engagement, personal professional experience, and professional development. Several key findings have emerged which confirm that staff recognise the value of face-to-face interaction. It has been suggested that online learning falls well below other modes of collaborative learning and interaction with faculty (Paulsen & McCormick 2020; Quezada, Talbot & Quezada- Parker, 2020). However, in the responses to this survey, staff have illustrated a deep commitment to their own development in order to align the standard of their online delivery with that of in-person delivery.

When asked "*Can you identify what, if any, element of your remote teaching could be improved in future?"* a range of comments indicated that staff's main concern was on improving the student experience. Respondents were focussed on improving students' "*attention span*", "*creating a safe space where students feel that they can make mistakes without repercussions*", "*giving greater consideration to the student experience.*" Recognising the challenges of remote teaching and learning, respondents commented that "*key will be how to include student voices*". From these and the many other insightful responses we received, we identify engagement, emotional labour, the re-imagining of teaching and the benefits of communities of practice as

key themes to emerge from this study.

4.   'Mind the Gap'.

One finding of note in this study centres around the concept of student engagement. Survey responses indicated the increasing level of concern which staff have for their students within a remote learning environment, not only around their understanding of content, but more significantly, in respect of their level of engagement, echoing the view of Palloff and Pratt (2001) who suggested that the key to success in online learning centred more around the method of delivery than the content. As two respondents suggested:

> *"…the whole subtext of the lecture has shifted and none of the norms of face-to-face engagement remain. Basically the material will have to be presented in a very different format."*

> *"I think it will be important to do a full overhaul of my course and rebuild it with this new delivery method in mind."*

When questioned about levels of engagement, 84% of respondents observed a significant change in levels during the pivot to remote teaching. This may have been due to the fact that the students felt less confident in this new environment, evidenced by the fact that only 22% of respondents indicated that their students appeared confident when engaging online. The following comments attest to this:

> *"They [the students] just seemed shy, unsure, and uncomfortable with the   medium."*

> *"…we really need to look at students understanding of how to use remote teaching to learn. I think many of them just don't know how to get the most out of it, and this contribute to issues with engagement."*

Added to that, staff were also anxious that an online learning experience might not be reflective of a face-to-face one, in that it might be harder for academics to gauge the quality of the student experience whilst online. Referring to the perceived 'distance' which was now between them and their students, possibly accentuated by the absence of visual cues in an online classroom (Easton, 2003), respondents expressed concern that it was more difficult to both establish and maintain engagement with their students, evidenced in the following comments:

"I found it somewhat difficult to adjust to delivery without any visual or verbal feedback."

> *"…it was very difficult to tell if things were actually going well at any stage."*

For the students, this may in turn lead to feelings of alienation and being disconnected from the learning community, an idea that has already been widely acknowledged in relation to online classrooms (Rovai & Wighting, 2005; Morgan and Tam, 1999).

But it might not just be the students who might feel somewhat disconnected; one academic in the study referred to the experience of teaching online as being '*soulless*' and claimed that, for them, it was akin to '*talking to myself*', thereby acknowledging the drop in interaction levels when teaching remotely, whilst another referred to the need to negate the effects of this by '*turning the digital learning space into a collaborative experience*'.

But the concept of 'distance' was not exclusive to staff-student relationships; it was equally evident in the way academics perceived their own ability to transition to remote teaching. With almost half (45%) of respondents revealing that did not feel confident in teaching remotely, there was a clear need for ongoing support to adapt to this new teaching environment and to consider innovative ways to engage the learners.

All of this suggests that the lecturers, in this study, now see it as one of their principal duties to generate greater engagement with their students, in order to bridge the distance which is inherent in an online environment (Bloomberg, 2020). This stems from a desire by these lecturers to establish more of a social and teaching presence with their students (Garrison, Anderson & Archer, 2000), which itself involves creating a greater level of interaction and relationship building. This interaction, seen as crucial for student success, demands that the academic staff member not only carefully selects the content and structure of the lesson, but also gives due consideration to the creation of a learning climate which would support collaboration, as one respondent commented:

> *"I need to give greater consideration to the student experience and in how my classes are structured to support engagement."*

Equally, another academic suggested that they wanted to see more:

> *"[r]eal-time interactions with the students…really demoralising to try to run a session online and see that there are lots of students logged in, but very little interaction…"*

But while it may be the case that this type of collaborative learning climate develops more organically within a traditional classroom setting, the following responses are indicative of the need for further consideration and support with the design of a more collaborative approach to

online teaching:

> *"There are so many distractions for young people when we are delivering online. I would like to know how to overcome the distance between me and the students."*

> *"I will be focusing on building a rapport with students and trying to engage them."*

This was equally evident when asked in what specific area they would like to see further professional development, and the comment was made that they would like support with:

> *"…fostering an online collaborative environment between the learners."*

> *"We're not used to it, they aren't used to it, and we all need some help to learn."*

Similarly, some academics in this study expressed apprehension that the online experience might not constitute a safe and trusted space for students, accentuated by the fact that class sessions may be recorded in the future. Faced with the prospect that student comments and questions would also become part of the recording, lecturers were concerned that this would make them less likely to engage in a virtual classroom than within a traditional classroom setting. This would, according to some of them, create a very different dynamic to the teaching and learning environment. But it was more than just the dynamic of teaching which was constituting a challenge for staff in this study; one respondent referred to the ethical and moral aspect of recording sessions and had concerns around the issues of security and copyright, none of which would have been relevant within a face-to-face classroom environment, thereby illustrating that there were many 'gaps' that needed to be bridged going forward.

5.   Emotional Labour of 'Remote' Teaching.

All of this points to the fact that staff are extremely concerned with the level of interaction that might be possible within a virtual learning environment, thereby acknowledging the importance of learning as both a social and interactive activity (Dawson, 2006). But the depth of concern expressed by academics may also be an indication that the emotional labour of caring, that is part of the teaching process (Hargreaves, 2001; Isenbarger & Zembylas, 2006), is in fact heightened within a remote teaching environment. This concept of emotional labour centres around the idea that instructors experience emotional labour by engaging in caring relationships with their students, evident in the way in which staff expressed anxiety over the well-being and

levels of engagement of their students, in what is now a very different classroom setting than prior to the pandemic.

Miller, Howell and Struve (2019) already identified the classroom as being a site in which instructors are engaging in emotional labour by 'maintaining student interest, managing classroom dynamics, and motivating student learning' (Miller et al., 2019, p. 492) but the results from the current study would suggest that these elements are now more of a concern, as illustrated in the comment:

> *"I worry about the students who didn't engage or were not present online."*

Respondents noted the difficulty in gauging the relative success of the online classes, and several responses acknowledged that respondents were thinking a lot about how the classes were being received. In maintaining an orderly online classroom, responding efficiently to students' questions and conveying confidence in the online pivot, staff have had to minimise, suppress or exaggerate various emotions (Näring et al, 2006; Ogbonna & Harris, 2004). Emotional labour, the process of regulating internal feelings and external expressions, therefore has a critical effect on the teaching and learning experience. Research on lecturers' emotions is essential for understanding instructional behaviours, which have a well-established influence on teaching quality and students' learning (Frenzel et al, 2009).

Attending to such concerns, many responses highlight the performative element to teaching, which is also a form of emotional labour. A teacher has to be enthusiastic and lively in order to catch and hold students' attention (Näring et al, 2006) and when this is transferred to the online setting, greater demands are placed on teachers. Respondents' comments indicated that staff acknowledge the greater emotional demands of teaching online, mentioning the need for "*help with the exhausting nature of giving classes online*" "*overload*" and help "*coping with exhaustion.*" Respondents mentioned "*feeling isolated from students and their expectations*" and feeling that "*not being in the same room as them is a big loss.*"

Respondents' reflections were highly personalised in relation to the COVID-19 emergency, the resultant complex interactions with students and the implications for learning. A phenomenological interpretation of these responses would place emphasis on explaining 'the meaning of things through individuals' perspectives and self-experiences' (Selvi, 2008). Our analysis of responses highlights the interrelation of lecturers' professional capabilities with their sense of duty toward their students, and their focus on doing their job well rather than just doing their job. In describing their experiences and considering potential meanings, respondents have

engaged in critical meaning-making and reflection on practice which can help to map the ongoing development of praxis.

6.   Re-imagining Being an Academic.

Whilst staff may have expressed apprehension around some of these particular aspects of the remote teaching experience, it is worth noting that for some the pivot provided them with the opportunity to reimagine and reassess their own teaching philosophies and pedagogical practice. Respondents commented on the need to revisit their current practices and aspects of their instructional design that may have been hitherto unexplored, with a view to adapting to this new teaching and learning environment:

> *"The structure of all my lectures is wrong and will require massive reworking to make them suitable."*

What was evident in the responses was that staff were acutely aware that their teaching role now required the continued development of a range of both technical and communicative skills in order to teach effectively online, all of which were deemed challenging:

> *"Both staff and students will need breaks […] to prepare and assess and to consolidate learning and carry out assignments."*

But another respondent referred to this in more positive terms when they claimed: *"it's just an adjustment that's all,"* suggesting that the pivot had somewhat forced them to re-imagine their teaching practices and to explore new ways of supporting the learners. In that sense, the very act of being forced into this new teaching and learning environment may have had the somewhat unexpected advantage of affording staff the opportunity to reflexively reconsider and re-imagine their practice and their conceptualisation of what it was to 'be' a lecturer.

The following comments are indicative of this:

> *"I would like to be able to make the online experience as good as possible for them so that they feel supported and can understand the material."*

> *"…so the online component is more discussion orientated rather than feeding content."*

> *"I need to work on creating more interactive content for my online teaching."*

And though we may be still underestimating the challenge of pivoting from a traditional classroom environment to a more distance learning one (Spitzer, 1998), it is possible that this pivot is an acknowledgement that we may need to reconceptualise our pedagogical practice to meet today's demands.

7.   Communities of Practice, Spaces and Places.

We also note in responses a reconceptualization of the spatial element of teaching work. As our work became decentralized into our homes, the challenges of a new form of delivery - mediated by ed-tech tools - came sharply into focus alongside the domestic realities for many staff. As staffs' private spaces became workspaces, and indeed as our students began to learn from their own homes, the challenges of connectivity and resources were foremost in many respondents' concerns. Work embedded in the home and divested of some of the practical and material supports of campus has been challenging for staff. Our focus group explored the constraints of working and teaching from a home environment. The participants here acknowledged that working in the home space, often with family members nearby, was a stress and a challenge, not just in terms of space and noise, but in terms of the ability to mentally compartmentalise work. Respondents commented that they felt they were "*always on*", "*living at work rather than working from home*" and that there was "*no boundary between work and home*". The sudden and unexpected merger of the world of work with home life caused some participants to question their own identities and consider the different personas they inhabited. Our phenomenological lens proved useful here; allowing us to conceive of our teaching work as intimately connected to our sense of self and yet often carefully separate to other aspects of our lives.

Physical and material needs were also addressed. Many of the respondents commented on the need for material supports for staff during remote teaching, such as computers, headsets, and software. Respondents were also keenly aware that their students did not have equal access to learning because of material and economic inequalities. Respondents suggested that poorer internet access and/or access solely via a mobile phone may be responsible for poorer engagement. We note that this is a critical area for future research, as it not only has relevance for our students' success, but student engagement is also a key point of concern for lecturers. Responses highlighted concern for people: respondents' colleagues, students and families.

Many of the respondents spoke of the support they felt from colleagues during this time. In regard to peer interaction, 92% of respondents felt there were benefits to keeping in touch with

colleagues during this period. Teaching communities have long been recognised as beneficial for sharing knowledge and good practice, and large volumes of research attest to the benefits of participation in such communities both professionally and personally (Christie et al. 2007; Butler & Schnellert, 2008; Christie & Menter 2009). A large majority of respondents in this survey, 88%, confirmed actively keeping in touch with colleagues during the remote teaching period; the majority by using online tools. Such formal and informal interactions can be seen to facilitate collaboration and skill-sharing among staff, and this appears to have taken on a greater significance during the crisis. Respondents mentioned benefits such as "*building up expertise*" and "*saving us all reinventing the wheel*", while several respondents highlighted that engaging with colleagues during the crisis was beneficial to assuring best practice, gaining advice and practical tips from colleagues during the transition to remote teaching:

"The online world is so vast one person cannot access all materials thus it is important that we all share useful experiences of remote teaching so as to create a virtual working environment."

Further comments pointed to the use of colleague interactions supporting the transition to remote teaching for those staff who considered themselves as struggling with upskilling; as one respondent put it "*communities of practice can be very supportive for us slow adaptors*". This can be seen to illustrate the recognition among staff that our teaching is a work in progress and always open to improvement and adaptation. Such comments illustrate a positive shared commitment towards improving practice. 71% of respondents felt supported by the Institute in moving to remote teaching, and many comments attested to the willingness to build up expertise both in terms of technical skills and pedagogy.

8.   Conclusion.

In undertaking this study, we attempted to explore staff experiences and concerns so that we might better devise continuing professional development to attend to this crisis. The COVID-19 pandemic has been more than a global health crisis, it has also been a social emergency with repercussions for how we live, work, and learn, challenging us to engage in new ways with science, technology and society. The resultant dramatic shifts in teaching and learning and its spatial and temporal relations will continue to reverberate within and around our practice, and any theoretical responses to the online pivot will no doubt have to acknowledge this unstable terrain.

In hosting our suite of support sessions, followed by our survey and focus group, we have had the opportunity to deeply consider how the COVID emergency has affected our staff. This qualitative study has provided us with a wealth of valuable insights and while we acknowledge that the use of a phenomenological lens in such a study is both limited and experimental, we feel that it allowed us here to give due recognition to the complex web of connections, meaning and resonances across the lives of our colleagues. The value of phenomenology is that it can be both descriptive and analytical, in a way that can take into account the inter-subjective dimension of the self and therefore allow us to see beneath and beyond participants' responses. For educational researchers, the phenomenological approach helps us to recognise that slowing down and giving our full attention to the teaching experience in all its facets can be both revitalising and productive.

For the purposes of this special edition of AISHE-J we have attempted, in this way, to tease out some of the nuances of the remote teaching experience and to show that the practice of remote teaching has attendant emotions, and additional emotional 'work'. The experiences of staff at the Institute of Technology Carlow also attest to a shared commitment to best practice, to meaningful collaboration with peers and to professional development. While mechanisms are in place which value such collaboration (online tools and training), the support of teaching staff and their ongoing development - a person centred approach - must also be kept foremost in institutional policies and procedures in order to mitigate against weariness, cognitive overload and isolation while teaching remotely. Our findings here have been overwhelmingly positive in terms of the willingness of lecturers to overcome professionally ingrained habits and practices, to find ways to engage and support our students and to develop their own style and ownership of remote teaching. Many respondents have attested that giving their attention to the experience of remote teaching has been restorative, enlightening and encouraging, part of an ongoing journey in teaching and learning.

9.   References.

Berge, Z. L. & Collins, M. P. (Eds.). (1995). *Computer mediated communication and the online classroom.* (Vols. 1–3). Cresskill, NJ: Hampton Press.

Bloomberg, L. D. (2020). Transitioning Rapidly to Online Teaching: Ten Tips to Prepare Instructors for Success. *International Journal of Online Graduate Education*, 3(2).

Butler, D. and Schnellert, L. (2008). Bridging the Research-to-Practice Divide. Improving Outcomes for Students. *Education Canada* 48(5), 36–40

Corbera. E., Anguelovski, I., Honey-Rosés, J. & RuizMallén. I. (2020). Academia in the Time of COVID-19: Towards an Ethics of Care, *Planning Theory & Practice*, 21(2), 191-199, DOI: 10.1080/14649357.2020.1757891

Christie, D., Cassidy, C., Skinner, D., Coutts, N., Sinclair, C., Rimpilainen, S. & Wilson, A. (2007). Building Collaborative Communities of Enquiry in *Educational Research. Educational Research and Evaluation*, 13(3), 263–278, DOI: 10.1080/13803610701632091

Christie, D., & Menter, I. (2009). Research Capacity Building in Teacher Education: Scottish Collaborative Approaches. *Journal of Education for Teaching*, 35(4), 337–354, DOI: 10.1080/02607470903220414

Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*, 2nd Ed. Sage Publications. Thousand Oaks, CA.

Dall'Alba, G. (2009). Phenomenology and Education: An introduction, *Educational Philosophy and Theory*, 41(1), 7-9, DOI: 10.1111/j.1469-5812.2008.00479.x

Dawson, S. (2006). A study of the relationship between student communication interaction and sense of community. *The Internet and Higher Education*, 9, 153–162, DOI: 10.1016/j.iheduc.2006.06.007

Easton, S. S. (2003). Clarifying the instructor's role in online distance learning. *Communication Education*, 52(2), 87-105, DOI: 10.1080/03634520302470

Fabriz, S., Hansen, M., Heckmann, C., Mordel, J., Mendzheritskaya, J., Stehle, S., Schulze-Vorberg, L., Ulrich, I. & Horz, H. (2020). How a professional development programme for university teachers impacts their teaching related self-efficacy, self-concept, and subjective knowledge. *Higher Education Research & Development*, DOI:10.1080/07294360.2020.1787957

Frenzel, A. C., Pekrun, R., Goetz, T., Daniels, L. M., Durksen, T. L., Becker-Kurz, B. & Klassen, R. M. (2016). Measuring teachers' enjoyment, anger, and anxiety: The teacher emotions scales (TES). *Contemporary Educational Psychology*, 46, 148–163. DOI: 10.1016/j.cedpsych.2016.05.003

Garrison, D. R., Anderson, T. & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87–105, DOI: 10.1016/S1096-7516(00)00016-6

Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record,* 103(6), 1056-1080, DOI: 10.1111/0161-4681.00142

Heidegger, M. (1968).*What is Called Thinking?* New York: Harper & Row.

Husserl, E. (2012). *Ideas: General Introduction to Pure Phenomenology*. New York, NY: Routledge.

Isenbarger, L. & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching and Teacher Education,* 22(1), 120-134, DOI: 10.1016/j.tate.2005.07.002

Jones, A., Lygo-Baker, S., Markless, S., Rienties, B. & Di Napoli, R. (2017). Conceptualizing impact in academic development: Finding a way through. *Higher Education Research & Development*, 36(1), 116–128. DOI: 10.1080/07294360.2016.1176997

Kazanjian, C. J. (2019). Toward developing a descriptive multicultural phenomenology. *Pedagogy, Culture & Society*, 27(2), 287-300, DOI: 10.1080/14681366.2018.1469544

Miller, R. A., Howell, C. D. & Struve, L. (2019). "Constantly, Excessively, and All the Time": The Emotional Labor of Teaching Diversity Courses. *International Journal of Teaching and Learning in Higher Education,* 31(3), 491-502.

Morgan, C. K. & Tam, M. (1999). Unravelling the complexities of distance education student attrition. *Distance Education*, 20(1), 96-108, DOI: 10.1080/0158791990200108

Muirhead, B. (2004). Encouraging interaction in online classes. *International Journal of Instructional Technology and Distance Learning*, 1(6), 45-50.

Näring, G., Briët, M. & Brouwers, A. (2006). Beyond demand–control: Emotional labour and symptoms of burnout in teachers. *Work & Stress*, 20(4), 303-315, DOI: 10.1080/02678370601065182

Ogbonna, E. &Harris, L. C. (2004). Work intensification and emotional labour among UK university lecturers: An exploratory study. *Organization Studies*, 25(7), 1185-1203, DOI:

10.1177%2F0170840604046315

Palloff, R. M. and Pratt, K. (2001). Lessons from the cyberspace classroom: *The realities of online teaching*. San Francisco: Jossey-Bass.

Paulsen, J. and McCormick, C. A. (2020). *Reassessing Disparities in Online Learner Student Engagement in Higher Education*. Thousand Oaks, CA: Educational Researcher.

Peters, M. A. (2009) Editorial: Heidegger, Phenomenology, Education, *Educational Philosophy and Theory*, 41(1), 1-6, DOI: 10.1111/j.1469-5812.2008.00516.x

Quezada, R. L., Talbot, C. & Quezada-Parker, K. B. (2020). From bricks and mortar to remote teaching: a teacher education programme's response to COVID-19. *Journal of Education for Teaching,* DOI: 10.1080/02607476.2020.1801330

Rovai, A. P. & Wighting, M. J. (2005) Feelings of alienation and community among higher education students in a virtual classroom. *Internet and Higher Education*, 8(2), 97-110, DOI: 10.1016/j.iheduc.2005.03.001

Selvi, K. (2008). Phenomenological Approach in Education. In A.T. Tymieniecka (ed) *Education in Human Creative Existential Planning*. Analecta Husserliana (The Yearbook of Phenomenological Research), Vol. 95. Springer, Dordrecht, DOI: 10.1007/978-1-4020-6302-24

Spitzer, D. R. (1998). Rediscovering the social context of distance learning. *Educational Technology*, 38(2), 52-56. https://www.jstor.org/stable/44428438

Steel, J.& Hudson, A. (2010). Educational Technology in Learning and Teaching: The Perceptions and Experiences of Teaching Staff. *Innovations in Education and Teaching International*, 38(2), 103-111, DOI: 10.1080/13558000010030158

Vakoufari, M., Christina, A. & Mavroidis, I. (2014) Self-esteem and loneliness as factors affecting distance learning students. *European Journal of Open, Distance and e-Learning*, 17(2), 100-116. DOI: 10.2478/eurodl-2014-0022

Van der Mescht, H. (2004). Phenomenology in Education: A Case Study in Educational Leadership. Indo-Pacific *Journal of Phenomenology*, 4(1), 1-16, DOI: 10.1080/20797222.2004.11433887

Van Manen, M. (2016). Phenomenology of Practice: *Meaning-Giving Methods in Phenomenological Research and Writing*. New York, NY: Routledge.

Winter, J., Turner, R., Spowart, L., Muneer, R. & Kneale, P. (2017). Evaluating academic
    development in the higher education sector: Academic developers' reflections on using a
    toolkit resource. *Higher Education Research & Development*, 36(7), 1503–1514, DOI:
    10.1080/07294360.2017.1325351

10. Appendix: Survey Questions and Focus Group Questions.

(I)   Survey.

1. Did you deliver teaching sessions live online during the COVID-19 emergency?

2. Was this delivery primarily for revision or did you cover new material?

3. Can you tell us about your students' experience in accessing your remote sessions?

4. Can you tell us about your experience with these sessions?

5. Explain any technical issues or technical training issues that you or your students encountered.

6. Did you feel supported by the Institute in the move to remote teaching in terms of technical skills provision?

7. Did you feel that your students needed more support moving to remote/online environment?

8. Did you feel confident in terms of teaching remotely?

9. Were you adequately supported to conduct teaching remotely in terms of your pedagogical skills?

10. Did you observe any change in engagement with regards your learners online, as opposed to the classroom environment?

11. Did your students appear confident in engaging online?

12. Was it possible to continue to engage with your academic peers online during this period?

13. How did you engage with our academic peers during this time?

14. Would you like an opportunity to share any helpful supplementary online sites or online

materials with colleagues across the Institute?

15. Can you think of any benefits to sharing your experiences of remote teaching with other members of academic staff?

16. Can you identify what, if any, element of your remote teaching could be improved in future?

17. In the event of continued remote teaching in the next academic year, could you indicate any areas in which you would like to see professional development being offered?

18. Are there any further supports that you feel the Institute could provide, either in terms of technical support or broader pedagogical support?

19. Any additional comments about your experiences during this time?

(II) Focus group.

1. Can you tell me about your experience of working remotely during the COVID emergency?

2. Can you tell me about your contact with colleagues during the COVIDemergency?

2. Can you highlight any key areas of concern?

3. How would you describe the experience of working from home?

4. Did any work challenges affect other areas of your life?

5. Can you think of possible future supports?