Chapter 4
Post–Pandemic Pedagogy:
Adapting, Unlearning, and Designing for Online Success

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ABSTRACT

This chapter examines the sudden transition to emergency remote teaching (ERT) necessitated by the COVID-19 pandemic, underscoring the challenges, assumptions, and misconceptions surrounding digital education. The piece critically examines the pedagogical shifts that occurred, highlighting the imperative for educators and institutions to unlearn outdated notions of online learning and adapt evidence-based practices. By drawing upon various studies and expert opinions, the chapter addresses the pedagogical, technological, and organizational hurdles faced during the rapid pivot to ERT, while advocating for a strategic approach to online education that emphasizes pedagogical integrity, accessibility, equity, and institutional support. It proposes a reevaluation of digital learning strategies to leverage the full potential of online education, ensuring it is inclusive, effective, and tailored to meet the diverse needs of the student population, positing a future where higher education can transcend emergency measures to embrace a holistic and enriched digital learning environment.

INTRODUCTION

In the transformative wake of the COVID-19 pandemic, the academic landscape has undergone a seismic shift, propelling higher education institutions into a largely unanticipated and, in many cases, unprepared era of digital transformation. Digital transformation in higher education has accelerated significantly due to the COVID-19 pandemic, presenting both challenges and opportunities for institutions worldwide (García-Morales et al., 2021; Nurhas et al., 2021; Weerawardane, 2021). The need for resilience and adaptability in higher education institutions to manage post-pandemic uncertainties has been emphasized, advocating for robust frameworks that support continuous improvement and flexibility (Rasli et al., 2022). Moreover, the complexities and challenges of rapid digital transformation highlight the necessity of a solid technological infrastructure and the readiness of faculty to adapt to new digital tools and methodologies (Arnold et al., 2021; Coral & Bernuy, 2022; Mospan, 2022; Rogozin et al., 2022).

The sudden and essential pivot to Emergency Remote Teaching (ERT) not only highlighted the crucial role of online education but also exposed an array of assumptions, challenges, and misconceptions about digital learning methodologies. This article aims to dissect and analyze the multifaceted impact of this abrupt transition to ERT on higher education, focusing particularly on pedagogical approaches, equity issues and faculty development needs.

Moore and Hodges (2023) define ERT as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances," distinguishing it from online learning and education in emergencies. This definition sets the stage for understanding the unique nature and context of ERT, separate from premeditated, effectively designed online courses. The pandemic-induced shift to ERT, while crucial for maintaining educational continuity, unveiled significant gaps in the online learning ecosystem, spanning from pedagogical inadequacies to technological barriers. Moreover, Al Shlowiy et al.,(2021) highlight the unanticipated shift to virtual learning environments due to emergencies, emphasizing the challenges of teacher-student miscommunication in ERT. This underscores the importance of understanding and addressing the discrepancies between the concerns of teachers and those of students to enhance the effectiveness of ERT. Ng (2021) discusses the challenges posed by ERT and recommends strategies for engaging students despite the abrupt transition. The focus on promoting student engagement, despite the rapid move to online platforms, is pivotal in overcoming the pedagogical challenges highlighted by the emergency response to COVID-19. Erdem-Aydin (2021) uses the socio-ecological model to understand instructors' perspectives towards ERT, suggesting it as a temporary measure expected to revert back to face-to-face

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