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Schools, Education and the Pandemic of 2020

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**International Dialogues on Education:
Past and Present**

Schools, Education and the Pandemic of 2020

Special Issue

Edited by Arthur K. Ellis & Elizabeth Ebersole

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Arthur K. Ellis & Elizabeth Ebersole (Editors)

Schools, Education and the Pandemic of 2020 - Introduction to a Special Issue of IDE Journal

The Covid-19 Pandemic of 2020 has and continues to have a world-wide impact on all sectors of society, most notably on health-care institutions, schools at all levels, and the economic sector. The Covid-19 virus, which appears to have surfaced in China sometime in the fall of 2019, spread quickly bringing illness to millions and death to hundreds of thousands of people. Although numerous vaccines are in trial stages at this point, it is not clear when they will be ready for mass distribution and beyond that, whether or to what extent they will be effective.

Over the past few decades, a number of wide spread infectious/contagious diseases have appeared on the world scene, including swine flu, bird flu, and SARS; however, nothing of this magnitude has occurred for more than a century when the influenza pandemic of 1918/19 killed more than five million people across the globe.

Response to the current pandemic has been uncertain, uneven, and slower than one might have hoped. At this point, those most effected are the elderly and those with underlying conditions ranging from obesity to compromised immune systems. The effects on health care institutions and health care workers have been notably severe. Both short- and long-term consequences to the world-wide economy are evident and may well continue for some time to come. In this special thematic edition of *International Dialogues on Education: Past and Present*, we turn our attention to the effects of the pandemic on education in the form of schools at different levels from primary through higher education. The authors of the essays that follow are professionals and academics who are closely connected to institutions of education around the world.

Currently, we are on the “front end” of the pandemic. The future of education in the wake of the Covid-19 crisis is largely unknown and unknowable, except for the high probability that education cannot return to a situation which all of us called “normal” and generally took for granted. Each of the authors participated in a virtual symposium on this same topic, sponsored by Seattle Pacific University, in July 2020. These essays represent their personal reflections, the results of their ongoing research, and the outcomes of the splendid conversations and exchange of ideas that occurred at the symposium.

Jeremy Delamarter argues that, contrary to the claims of neoliberal reformers, education is at its best when it is physically located and bounded by relationships both interpersonal and ecological. His thesis for place-based education is based on the opinion that “our educational salvation lies not in mechanization [technologies] but rather in humanization.”

Marianna Richardson suggests that in our rush to develop new learning modes because of the current crisis, we bear in mind the fact that technology in itself neither improves nor impedes learning. She notes that present circumstances do indeed encourage distance learning, but that new modalities should be used strategically and relevantly, which means active socially mediated learning, a pressing challenge as we move forward.

Alexey Mikhailov and Maria Burlakova describe the issues a Russian provincial university has attempted to adjust during the Covid-19 pandemic. The authors describe the significant challenges as well

as the opportunities that faculty members and students continue to encounter during these times of uncertainty.

Fatima Chahin-Dörflinger notes the need for evidence-based decision making to proven quality development, especially in times of school closures and attempts to provide alternative ways to teach and learn. She cites an action research project by school personnel designed to assess and improve distance learning in sustainable ways.

Fabian Mußél and Maria Kondratjuk present the strengths and limitations of qualitative research and the interplay of quantitative and qualitative research methods as researchers attempted to capture the effects of the pandemic on teachers, students, and families.

Dietmar Waterkamp argues that what we are doing to keep learning going during the current pandemic is less an experiment and more a reaction. Given the rush to provide schooling for children and adolescents, he draws helpful distinctions among such terms as “distance teaching,” “online schools,” and “homework assignments.” He notes that both educationists and economists are concerned about the short-term and long-term effects of our situation, particularly with regard to disadvantaged populations. Finally, he reminds us that the “new normal” may well become normal.

Josephine Jellen and Heike Ohlbrecht have carried out some insightful research regarding the effects on families of the school closures and subsequent moves to distance teaching and learning. They note in particular the deleterious effects on low-income families, who were already struggling, to keep up with the demands and technological resources needed to support distance learning. Mothers are particularly carrying a heavy burden. But they also point to certain positive outcomes, citing the family as a renewed resource because of the changes.

Olga Graumann also investigated the effects of school closures on families and the inequalities that were exacerbated by the distance learning model. She describes the problems that were encountered, including lack of necessary equipment in homes, “immature and unproven concepts of distance learning” and the limitations of digital technologies and innovative teaching methods to solve for the deficits in these areas. In addition to discussing what all of this means for families, she also highlights the importance of what is missing: the analogue teacher-pupil relationship.

AnnRené Joseph raises the questions that inevitably arise concerning the future of arts education in times of a pandemic. How can a subject that relies so heavily on hands-on learning be taught through distance modes? She discusses a myriad of virtual and hybrid approaches to arts education while freely admitting the challenges and frustrations facing arts teachers and students.

Tomm Stewart and Hillamaria Seauve-Rantajääskö stress the crucial importance of how we think of “others” in these unprecedented times of epidemic proportions. At the center of their article are the themes of equity and equal opportunity in education. Thoughts of the “other” inevitably arise as we struggle to maintain and improve a stable and equitable society through the medium of education.

John B. Bond stresses the need for social-emotional learning (SEL) during these troubled times. He argues that the chaos, stress, and anxiety that students and teachers experience must be considered, but that in doing so, opportunities to contribute to improved academic growth are enhanced. He reminds us that true learning always involves emotions, and that the current conditions bring that issue to front and center.

Munyi Shea and Alexis Awdziejczyk propose a 3Rs approach to teaching and learning: **R**elational connectedness, **R**estored trust, and contextualized **R**esilience. They make a compelling case for healing, not mere performance, the goal for schools. They point out that the most compelling question for educators is “how to support their students during these overlapping crises.”

Jing Xiang and Ying Yan argue that now, in the midst of the current pandemic, is a perfect time for people to realize that we must treat the world as a community and that this community has an obligation to address and solve problems in the light of a shared future. They conclude that the sustainable development of human social goals depends on the sustainability of education, education that is comprehensive, equitable, and inclusive.

William Rowley, a retired university dean, takes a reflective view of education in times of crisis to point out that while higher education surely has a future, there can be no return to “business as usual.” He predicts that the future priority for administrators in higher education will be the search for financial viability. He suggests that what is needed is an entire re-assessment of every aspect of the enterprise.

Philipp Pohlenz informs the reader that the present time, that of the Covid-19 crisis, reveals the serious shortcomings of the purely market-oriented management of public services so prevalent today in higher education. He introduces certain management paradigms that seem more appropriate to modern, post-industrialist societies, especially focusing on a need for coordinated action and cooperation rather than market competition.

It is our hope that these essays will stimulate your thoughts, and we sincerely invite your commentary. In fact, we hope to hear from readers all over the world who have experienced the current pandemic and who have hopes and ideas for the improvement of education.

Keeping in mind that the current crisis, terrible as it is, can also act as a stimulus to new insight and action, we welcome your ideas.

About the Authors

Prof. Dr. Arthur K. Ellis: Director of the Center for Global Curriculum Studies, Seattle Pacific University (USA); Head of the biennial international symposium and research project “Educational Innovations in Countries around the World”; e-mail: aellis@spu.edu

Elizabeth A. Ebersole, MEd: Doctoral Candidate, School of Education, Seattle Pacific University (USA); e-mail: eebersole@spu.edu



Jeremy Delamarter (USA)

Reclaiming Location in Education: A Response to the COVID Pandemic

Abstract: The school shutdowns necessitated by the 2020 COVID pandemic have highlighted the importance of "located" education. A located education is not determined by medium or physical proximity. Instead, a located education acknowledges the limits of human understanding and sustains mutually beneficial relationships. Recent neoliberal reform efforts have sought to dis-locate education – to strip it of both spatial limitation and the obligations of interdependent care. However, the COVID-related shutdowns have highlight the brokenness of a dis-located education. Drawing from the work of activist Wendell Berry and philosopher Nel Noddings, this article makes the case for located education – an education that recognizes the importance of both place and people.

Keywords: school shutdowns, located education, dis-located education, interdependence

摘要 (杰里米·德拉马特：教育地点的恢复：冠状病毒大流行的答案)：2020年冠状病毒大流行所导致的学校停课凸显了“定位”教育的重要性。一项定位教育并非由中等的或物理上的接近所决定的。取而代之的是定位教育承认人类理解的局限性并维持互惠互利的关系。最近进行的新自由主义改革试图寻找错位教育，以摆脱空间限制和相互依存关照的义务。然而，与疫情有关的关闭突显了错位教育的终结。参考活动家温德尔·贝里 (Wendell Berry) 和哲学家内尔·诺丁斯 (Nel Noddings) 的著作，本文提出了定位教育的理由---一项认识到地点和人的重要性的教育。

关键词：学校停课，定位教育，错位教育，相互依存

摘要 (傑里米·德拉馬特：教育地點的恢復：新冠狀病毒大流行的答案)：2020年新冠狀病毒大流行所導致的學校停課凸顯了“定位”教育的重要性。一項定位教育並非由中等的或物理上的接近所決定的。取而代之的是定位教育承認人類理解的局限性並維持互惠互利的關係。最近進行的新自由主義改革試圖尋找错位教育，以擺脫空間限制和相互依存關照的義務。然而，與疫情有關的關閉凸顯了错位教育的終結。參考活動家溫德爾·貝里 (Wendell Berry) 和哲學家內爾·諾丁斯 (Nel Noddings) 的著作，本文提出了定位教育的理由---一項認識到地點和人的重要性的教育。

關鍵詞：學校停課，定位教育，错位教育，相互依存

Zusammenfassung (Jeremy Delamarter: Die Rückgewinnung des Standortes im Bildungswesen: Eine Antwort auf die COVID-Pandemie): Die durch die COVID-Pandemie 2020 notwendig gewordenen Schulschließungen haben die Bedeutung der "Verortung" des Bildungswesens unterstrichen. Ein Bildungsstandort wird nicht durch die mittlere oder räumliche Nähe bestimmt. Stattdessen erkennt eine ortsgebundene Bildung die Grenzen des menschlichen Verständnisses an und erhält gegenseitig vorteilhafte Beziehungen aufrecht. Die jüngsten neoliberalen Reformbemühungen haben versucht, Bildung zu verorten - um sie sowohl von der räumlichen Begrenzung als auch von den Verpflichtungen einer interdependenten Betreuung zu befreien. Die COVID-bedingten Abschaltungen haben jedoch die Gebrochenheit einer verorteten Bildung deutlich gemacht. In Anlehnung an die Arbeit des Aktivisten Wendell Berry und des Philosophen Nel Noddings plädiert dieser Artikel für eine verortete Bildung - eine Bildung, die die Bedeutung sowohl des Ortes als auch der Menschen anerkennt.

Schlüsselwörter: Schulschließungen, verortete Bildung, verlagerte Bildung, Interdependenz

Резюме (Джеремі Деламартер: Возврат «локалізованої» концепції в освіті: відповідь на пандемію COVID 19): Закриття шкіл, викликане розповсюдженням коронавірусної інфекції, обозначило проблему місця «реалізації» освітньої діяльності. Цей локус визначається не через середню або просторову дистанцію. Замість цього «локалізований» освітній дискурс визнає межі людського розуміння і сприяє підтримці взаємодіючих відносин. Невдачі неоліберальних реформ ставили завдання визначити місце освіти в системі координат, щоб звільнити його від всяких просторових обмежень і необхідності «взаємного» супроводження. Однак саме ковідні обмеження обозначили неспроможність такого підходу. С опорой на твори активіста Венделла Беррі і філософа Нелла Ноддінгса в даній статті упор робиться саме на значимість «міста»

принадлежности» образования. При этом автор исходит из того, что это такая форма образования, которая признает и значение пространства, в котором оно непосредственно реализуется, и значимость людей, инволвированных в данное пространство.

Ключевые слова: закрытие школ, локализованное образование, смещенное образовательное пространство, взаимосвязь

A topic as complicated as location in education cannot be fully addressed in a single article, no matter the talent and wisdom of the author. What follows must be read as a brief exploration of a fantastically complex topic.

As a scholar and advocate of located education, I have learned the importance of clearly defining my terms from the outset. I have also learned that it is sometimes more effective to define these terms in the negative: that is, it is sometimes easier to speak of what a thing is *not*. So let us begin by talking about the terms “location” and “located education” in the negative.

A located education is not necessarily tied to a school building. In his critique of American education, John Goodlad (1984) highlighted the rigidity of classroom geographies and their accompanying relationships: students confined to desks, learning confined to classrooms, teachers reduced to monitors, interaction reduced to the technocratic. Our very conception of school, he claimed, presupposes a set of physical and social institutions that mandate hierarchical relationships between students and teachers. An appeal for located education, however, is *not* an appeal for the classrooms described by Goodlad, nor is it an appeal even for the physical school building itself. Although located education may certainly take place within the walls of a typical school building, the physical and institutional structures of the place we call “school” are neither sufficient nor necessary for education to be “located.”

Additionally, a located education is not the antithesis of online or remote education. On the contrary, online learning is no more or less likely to be located than learning that takes place in a physical classroom. Learning that is technologically mediated across physical and temporal distance has just as much potential to be located as does learning that takes place in a brick and mortar classroom. Indeed, in this sense, location is determined neither by medium nor by proximity.

The question then remains: what does it mean for education to be *located*? If location is not a function of space or time, then what is it? For the purposes of this article, location is best understood as a function of bounded, interdependent relationships. In other words, education is located when it acknowledges the limits of human understanding and sustains mutually beneficial relationships. In short, education is located when both students and teachers recognize and maintain its ecological boundaries. This is a slightly different construct from “place-based” education, which focuses primarily on being placed within a specific physical environment (e.g. Gruenewald, 2003). Although “location” and “place” are related constructs, and although my use of “location” may at times overlap with others’ use of “place,” location is not limited to the physical environment. Thus, place-based education may be located, in this sense, but a located education is not necessarily place-based. The important differences between the two terms, and the relevance of location to education in a post-COVID 19 environment, are detailed below.

Recognizing Boundaries

The first decades of the 21st century have seen a rise in the educational desire to create “global citizens.” Such a goal, although well-intentioned, ignores the simple fact that “no one lives in the world in general” (Geertz, 1996, p. 259). To be located means in part the simple acknowledgement that I am *here* and not *there*. Located education, therefore, acknowledges the boundaries that separate this place from that place. Note that these are not value statements. No claims are made regarding the superiority of one place over the other or that *here* is better than *there*. Instead, located education merely acknowledges that human frameworks have limits. To educate for “global citizenship” is, in practice, impossible. By educating for everywhere, we are, in fact, educating for nowhere or for “placelessness” (Ralph, 1976), because “to be at all – to exist in any way – is to be somewhere” (Casey, 1997, p. ix). Instead of attempting to

educate for all places (and, therefore, no place), located education both acknowledges and builds upon the limits and boundaries inherent in being *here* and not *there*.

These boundaries extend to the realm of what can be properly understood. Poet and activist Wendell Berry (2012) claims that the “globe” can only be understood statistically. It is beyond the scope of human relational knowledge:

The fact is that we humans are not much to be trusted with what I am calling statistical knowledge, and the larger the statistical quantities the less we are to be trusted. We don’t learn much from big numbers. We don’t understand them very well, and we are not much affected by them. The reality that is responsibly manageable by human intelligence is much nearer in scale to a small rural community or urban neighborhood than to the “globe.” (ibid., p. 25).

The limits to human knowledge, Berry claims, are local. That is, they are bounded by what can be known relationally. A local or located education is, in Berry’s terms, relational. It stems from and fosters “affection,” which Berry describes as the ability to act responsibly towards the co-occupants of a space on their terms. In contrast, statistical knowledge is abstract, disembodied, and distant. This is not to say that it is meaningless or lacks utility. It is, however, to draw a clear distinction between the depths of knowledge afforded by learning that is located and that which is *dis*-located. Berry’s caution is not against remote or distant knowledge, *per se*. Instead, he cautions against abandoning propriety of scale and the conflation of what can be known relationally with what can be known statistically. The boundaries of location are not obstacles to learning; instead, they are the very ingredients necessary for knowledge to deepen and flourish.

Recognizing Interdependence

In addition to foregrounding the boundaries of human knowledge and being, located education also recognizes the interdependent nature of human relations. Such interdependence is fundamental to flourishing communities, educational or otherwise. Educational philosopher Nel Noddings (2013) reminds us that education is fundamentally an exercise in interdependence, in which students and teachers engage with each other according to the tenets of relational care. To practice educational care involves knowing one’s co-learners well enough to identify and respond to their needs, and it entails having deep enough relational bonds to ensure that each other’s needs were actually met. This kind of mutual obligation cannot be practiced in no-place. It cannot be *dis*-located. Instead, the relational care imagined by Noddings is predicated on long-standing and ongoing relationships in which the carer and the cared-for enter into interdependent and mutually beneficial relations.

In practice, this ethic of care rejects competitive models of education in which my educational success is predicated on another’s failure. Interdependence rejects the competitive and/or destructive metaphors that have recently come to define much of contemporary education (e.g., “Race to the Top”). Instead of adopting zero-sum models of education, located education insists that success is best understood inter-dependently, not individually; my personal success depends, in part, on your success. The boundedness of educational interdependence rejects the dichotomous winner/loser outcomes implicit in *dis*-located models.

The Threat of Dis-Location

The threat of *dis*-located education did not arise with the COVID crises. A well-documented goal of neoliberal educational reformers is the “disruption” of located models of education (e.g., Armstrong, 2016; Bell, 2019; Christensen, & Eyring, 2011; Dunagan, 2018; Jones-Schenk, 2014; Liu, 2013; Matkin, 2012). Such disruptions generally aim to distance students from “traditional” educational boundaries, such as the Carnegie unit, synchronous face-to-face classroom instruction, pre-determined curricular timelines, and so on. Once “*dis*-located” – that is, freed from the boundaries of location and interdependence – the individual student can move at her own pace and according to her own desires. In practice, this *dis*-located model means that “there is no waiting for slower-to-learn classmates to catch up” (Bell, 2019),

because the obligations of care no longer apply. The fewer localized and relational limits students have, the more they can achieve.

Fundamental to this formulation is the characterization of boundaries as a limiting factor in student learning. The practical and relational boundaries of human communities inhibit and stifle individual progress, and these boundaries can be transgressed though technological mediation. When learning can be conducted anywhere and at any time, location ceases to matter. When students can move unencumbered from institution to institution, assembling a course of study freed from a consistent set of values and perspectives, they are freed from the tyranny of being educated by *this* place. When curricula and time-lines can be algorithmically standardized to each student, there is no need to work in and with an educational community, because individuals learn best when unencumbered by communal spaces and obligations. Learning, it is claimed, is most effective when it is dis-located.

These disruptive reform efforts have earned a great deal of criticism, particularly in regard to their relationship to corporate profit (e.g., Baltodano, 2012), their gutting of public education (e.g., Attick, & Boyles, 2016), and their over-reliance on contingent faculty (e.g., Gallagher, 2014). Although these critiques are well-deserved, they are insufficient. These attempts to dis-locate education must be challenged at the presuppositional level. Specifically, we must challenge the assumption that locational and relational boundaries are roadblocks to learning. Indeed, we must assert the opposite: learning communities flourish not when they are dis-located but rather when they are *bounded*. They flourish when they are located.

A New Hope

Perhaps the most important realization (or, more accurately, *re-realization*) to emerge from the rapid shift to online classrooms in the spring of 2020 is that education is fundamentally a located activity. In the scramble to cobble together some sort of online learning system, the default question for many educators seemed to be “how can I deliver content most effectively?” This led many teachers to create digital storerooms where students could retrieve materials when time and opportunity allowed. To be fair, many teachers had no choice. In western Washington state, where I live, many school districts forbade teachers from delivering content synchronously, and a number of teachers were compelled to use Google Classroom or Microsoft OneNote for asynchronous content delivery, even for kindergartners. Many teachers were unable to or prohibited from creating meaningful, contextualized instruction or from responding to their students’ learning needs in caring ways. The result was nightmarish, and, if nothing else, it served to reinforce the understanding that generic, de-contextualized, and dis-located education not only fails to educate, but it often actively harms the very people that we are meant to serve.

Students, teachers, and educational administrators are becoming acutely aware of both the humanistic and instructional values of location. I argue that students and teachers being located together, regardless of medium, is a profoundly richer and more meaningful experience than the mass-distributed delivery models advocated by neoliberal reformers. Recent surveys of the students at my university reveal that the hasty move to online education has significantly *increased* students’ desire to physically return to campus in the fall. Our retention numbers are dramatically higher than in previous years, and follow up surveys attribute this increase to the prospect of a face-to-face opening in the fall. In past years, our university president claimed that the financial windfall provided by generic, template-driven online instruction was going to save us. Now, he says the opposite: the key to our success and survival is contextualized shared space. Our salvation lies not in mechanization but rather in humanization.

It is my optimistic prediction for the future of education that we will once again recognize the importance of limits. We will not equate scalability with desirability, nor will we conflate dis-location with freedom. I predict that we will reclaim location as a necessary part of education.

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About the Author

Dr. Jeremy Delamarter: Associate Professor in the College of Education at Northwest University (USA); e-mail: jeremy.delamarter@northwestu.edu



Marianna E. Richardson (USA)

Social Media in the Classroom. The New Normal for University Education after COVID

Abstract: The current pandemic is quickly changing the way professors teach students. In a previous anecdotal study done five years ago, it was difficult finding professors who used social media and online resources effectively in the classroom. With the new normal of online classroom instruction, professors should consider the following three principles as they modify their delivery of information: (1) Instructors should become proficient in using social media and new computer programs before using them in the classroom, (2) social media should be used strategically, not as busy work, and (3) professors should still focus on active learning in their classrooms. The restrictions of social distancing may engender a restructuring of universities. Efficient online institutions may expand their commoditized knowledge delivery while research universities specializing in more specialized, active, hands-on learning finding more creative solutions to fund their institutions.

Keywords: COVID-19, Social Media, Teaching, University Education,

摘要 (玛丽安娜·理查森: 课堂上的社交媒体。新冠病毒之后高等教育的新常态): 当前的病毒大流行正在迅速改变着教授的授课方式。在五年前进行的一项传闻研究中, 很难找到在课堂上有效使用社交媒体和在线资源的教授。随着在线课堂教学的这一新常态, 教授们在修改信息传递时应考虑以下三个原则: (1) 教师们应已熟练使用社交媒体和新的计算机程序, 然后再将它们运用在课堂中。(2) 社交媒体应有策略地被使用, 而非是繁忙的工作; (3) 教授们仍应专注于在课堂上积极学习。社会距离的限制可能会导致大学的重组。高效的在线机构可以扩大其商品化的知识传递, 而专注于更专业的, 主动的, 动手学习的研究型大学则可以找到更具创造性的解决方案来为其机构提供资金。

关键词: 新冠病毒, 社交媒体, 教学, 大学教育

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关键词: 新冠病毒, 社交媒体, 教学, 大学教育

Zusammenfassung (Marianna E. Richardson: Soziale Medien im Klassenzimmer. Die neue Normalität für die Hochschulausbildung nach COVID): Die aktuelle Pandemie verändert schnell die Art und Weise, wie ProfessorInnen Studierende unterrichten. In einer früheren anekdotischen Studie, die vor fünf Jahren durchgeführt wurde, war es schwierig, ProfessorInnen zu finden, die soziale Medien und Online-Ressourcen im Klassenzimmer effektiv nutzen. Mit der neuen Norm des Online-Unterrichtens im Seminarraum sollten ProfessorInnen die folgenden drei Prinzipien berücksichtigen, wenn sie ihre Informationsvermittlung verändern: (1) sie sollten im Umgang mit sozialen Medien und neuen Computerprogrammen geübt sein, bevor sie diese einsetzen; (2) soziale Medien sollten strategisch eingesetzt werden und nicht als bloßes geschäftiges Arbeiten; (3) Professoren sollten sich weiterhin auf aktives Lernen in ihren Unterrichtsräumen konzentrieren. Die Einschränkungen der sozialen Distanzierung können zu einer Umstrukturierung der Universitäten führen. Effiziente Online-Institutionen können ihre kommerzielle Wissensvermittlung ausweiten, während Forschungsuniversitäten, die sich auf spezialisierteres, aktiveres, praktisches Lernen spezialisieren, kreativere Lösungen zur Finanzierung ihrer Institutionen finden.

Schlüsselwörter: COVID-19, Soziale Medien, Lehre, Hochschulbildung

Резюме (Марианна Е. Ричардсон: Социальные медиа в обучении. Новая нормальность в высшей школе после пандемии COVID): Новые условия, связанные с распространением коронавирусной инфекции, стремительно изменяют методы и подходы профессорско-преподавательского состава к обучению студентов. И если пять лет назад согласно одному из исследований практически было невозможно

найти преподавателей, которые эффективно использовали в обучении социальные медиа и онлайн-ресурсы, то сейчас, в связи с необходимостью переключаться на новые форматы преподавания и трансфера информации, педагогам необходимо учитывать следующие принципы: 1) преподаватели должны обладать навыком применения социальных медиа и новых компьютерных программ, прежде чем внедрять их в процесс обучения; 2) применять социальные медиа необходимо под конкретные цели на уроке, а не просто «для проформы»; 3) преподавателям все равно нужно исходить из того, что «активное» обучение должно иметь приоритет. Ограничения, накладываемые социальной дистанцией, могут привести к реструктурированию университетской системы. Эффективные онлайн-организации получают возможность расширить спектр коммерческого трансфера знаний, а исследовательские университеты, специализирующиеся на активном, практикоориентированном обучении, будут искать креативные решения своего финансирования.

Ключевые слова: COVID-19, социальные медиа, обучение, высшее образование

Five years ago, I published an article about using social media in the college classroom (Richardson, 2015). At the time, I reviewed the latest research done by educational theorists and interviewed professors who used social media while teaching their university students; it was difficult finding professors who used social media regularly and well. The current pandemic, along with possible future social distancing needs is quickly changing university campuses everywhere. Students are not sitting in the ivory towers of learning closeted away, searching for knowledge in a sterile environment, often disconnected from home and family. Now, they are sitting in their living room or lying on their bed in front of a computer screen. Many students have lost their internships this summer, their jobs, and other opportunities to make money for tuition in the fall; they are concerned about being able to afford coming back to school. Students pay big bucks for the experience of college, campus life. A face-to-face learning environment has been substituted by Zoom and Team meetings, at least for the near future and maybe even longer.

Points to Remember When Teaching Online University Courses

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This is not the first time that physical classrooms have had to move completely online in the United States. In 2005, Hurricane Katrina forced instructors at Southern University of New Orleans (SUNO) to quickly incorporate online instruction using social media and other computer technologies as their students were scattered across the western United States. Instructors and administrators soon realized “the danger of losing these students permanently if they did not reach them and work with them to continue and complete their programs of study” (Ralph, & Ralph, 2013, p. 450). Instructors were trained in online technologies and if they met the rigorous standards set by the university, they were given a laptop and monetary incentives to continue their online innovations. In 2009, SUNO established the Center for Excellence in Teaching and Learning to study advantages and challenges of social media use. Currently, many other universities are following this same pattern of training instructors to teach online and re-purpose their classroom activities into online learning experiences.

A decade ago, Harvard professors and students started the Digital Native Project (Berkman Center, 2010) focusing on the generation born in the digital age. The purpose of the center is to encourage creative ways for society to better understand and harness digital fluency based on Palfrey and Gasser’s (2008) book, *Born Digital*. This book seems almost prophetic as the authors tried “to separate what we need to worry about from what’s not so scary, what we ought to resist from what we ought to embrace” (Palfrey, & Gasser, 2008, p. 9). Currently, university professors are having to figure out this balance between what they need to learn and embrace in teaching with social media and new computer programs versus what they ought to resist, depending upon their teaching style, curriculum, and ability to use technology.

The three points I stressed in my previous article have even more relevance today. First, as universities are forced to move ahead in using technology, instructors need ready access to relevant instruction geared to their level of expertise. Instructors who use social media applications before they are proficient may confuse and complicate student learning. Kentaro Toyama (2015) observed that the value students place on any technology is in direct proportion to the instructor’s capability to use it. With the forced use of virtual meetings in universities today, continuous professional development should be given to

instructors to keep them aware of new ways to incorporate technologies into their teaching (Ralph, & Ralph, 2013, p. 451).

Second, social media should be used strategically (Lin, Hoffman, & Borengasser, 2013). Eyler (2013) stressed that the relevance of social media assignments should be made clear to students. If not, these assignments can seem like busy work rather than a necessary part of the curriculum. Lara Burton, who teaches computer science at Brigham Young University, made the point, "I worry that sometimes people jump to use a technology because it is new. I call that the 'shiny' effect. 'It's shiny! I want it!' I approach technology more by asking the question: 'How can this serve my needs and the needs of my students?'" (personal communication, April 12, 2015)

University professors should assess assignments based on their instructional value, rather than assigning busy work because students are not in the classroom.

Third, technology does not impede, nor improve learning (Toyama, 2015); instead, it is the instructor's delivery and the push towards active, rather than passive learning that makes the difference in student learning. Jensen, Kummer, & Godoy (2015) compared two freshman biology classes with the same instructor, lectures, assignments, activities, and classrooms. In an interview about the study, Kummer noted, "the key to successful learning gains is likely more attributable to active learning; a teaching model where students are actively involved in the process, constructing knowledge themselves instead of just listening" (Hollingshead, 2015, para. 3). As more university courses become online courses, professors must creatively tackle the problem of fostering active and experiential learning, even though students are being taught remotely.

Problems Associated with COVID Instruction

Many universities are still trying to decide what will happen to their classrooms, near and long term. The status of the delivery of information could change drastically given future local and global catastrophic situations. In a recent opinion piece, Norman Clark (2020) imagined how a student might navigate a day in class with social distancing and pandemic restrictions. The professor's voice is muffled by a surgeon's mask, students are constantly concerned about being exactly six feet apart from each other rather than enjoying the camaraderie of fellow learners, and the hallways are monitored like highways with lanes and stop and go signs, restricting students' comings and goings.

Lederman (2020) expressed the worry of many faculty members whose universities open for face-to-face instruction that their institutions are "putting financial and enrollment considerations ahead of their students and employees' safety." He also questions whether active learning can even occur in a classroom where both teacher and students are afraid to get too close and risk talking together. His conjecture is that an active learning environment would be better served online than in person given the current societal constraints, restrictions, and fears.

Restructuring of University Instruction

A global restructuring of university instruction and educational delivery may seem to be a modern phenomenon. But six years ago, Longstaff (2014) argued that historically, universities consistently go through a cyclical model of change "where waves of inclusivity alternate with bouts of exclusivity" (p. 167). Universities seem to be going through one of those "waves" of change. The first universities were accessible and mobile communities that moved from town to town, depending upon where the students lived. The origin of a campus-based education as a stationary place of learning was developed over time (Byrd, 2001, p. 289). With the corona virus pandemic and possible future threats of illness that may require additional social distancing, the campus-based model of higher education may revert to the original structure of accessible and mobile communities of education through online technology. This latest reincarnation of higher education may "invoke a wholesale shift to the boundless model" (Longstaff, 2014, p. 117) of a university education being offered to any student in the world who wants to learn. The confines of the ivory tower may be exploding to include anyone who owns a computer.

The tension between research and teaching at universities also poses a problem. The financial pressures on colleges exacerbated by COVID has been brewing for a long time, as illustrated by the outrageously high tuition rates of many institutions of higher education which is causing huge student debt (Blumstyk, 2015, p. 147). These rates emphasize that education often subsidizes research and expensive labs (and vice versa). When one suffers, so does the other. There will continue to be an emergence of efficient educational enterprises inside and outside of traditional universities that will hopefully sever this tie in many ways. This change may force research to foster more creative funding sources rather than taxing students.

In my previous article, I concluded with the statement: “Personally, I am not worried about the fate of university and college campuses” (Richardson, 2015, p. 221). I would not end with that statement today. I am worried that face-to-face communication and learning, along with university classrooms with four walls, whiteboards, chairs, and desks may become obsolete. The traditional model of university instruction will be replaced by hybrid models of part online instruction, part face-to-face instruction, or completely online courses, including competency-based degrees, badges and stackable credentials (Blumstyk, 2015, p. 154). The apprentice-style education of graduate students, such as doctoral students who are trained by mentors doing research at the cutting edge of knowledge, will hopefully continue (Morson, & Schapiro, 2015). But education is becoming more commoditized with online education getting better and better. Universities will need to focus on specialized, hands-on, active learning, leaving commoditized knowledge delivery to more efficient online organizations, as well as discovering more creative solutions to fund their institutions.

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About the Author

Dr. Marianna E. Richardson: Director of Communications for the G20 Interfaith forum; adjunct professor at the Marriott School of Business at Brigham Young University (USA); e-mail: mariannari@hotmail.com



Alexey Mikhailov & Mariia Burlakova (Russia)

A Provincial University at the Times of the World Pandemic: Preservation or Development?

Abstract: The authors describe the issues a Russian provincial university has attempted to adjust during the Covid-19 pandemic, and the significant challenges as well as the opportunities that faculty members and students continue to encounter during these times of uncertainty.

Keywords: Provincial university, challenges and opportunities, uncertainties

摘要 (阿列克谢·米哈伊洛夫 & 玛利亚·布拉科娃: 世界大流行时期的一个省级大学: 保护还是发展?): 作者描述了俄罗斯省级大学在新冠病毒大流行期间试图进行调整, 以及在这一不确定时期, 教职员和学生继续面临的重大挑战以及机遇。

关键词: 省级大学, 挑战与机遇, 不确定性

摘要 (阿列克谢·米哈伊洛夫 & 玛利亚·布拉科娃: 世界大流行时期的一个省级大学: 保护还是发展?): 作者描述了俄罗斯省级大学在新冠病毒大流行期间试图进行调整, 以及在这一不确定时期, 教职员和学生继续面临的重大挑战以及机遇。

关键词: 省级大学, 挑战与机遇, 不确定性

Zusammenfassung (Alexej Michailow & Maria Burlakowa: Eine Provinz-Universität zur Zeit der Welt Pandemie: Bewahrung oder Entwicklung?) Die Autoren beschreiben die Probleme, die eine russische Provinzuniversität während der Covid-19-Pandemie zu lösen versuchte und die großen Herausforderungen, aber auch die Chancen, denen Fakultätsmitglieder und Studenten in diesen Zeiten der Unsicherheit weiterhin ausgesetzt sind.

Schlüsselwörter: Provinzuniversität, Herausforderungen, Möglichkeiten, Unsicherheiten

Резюме (Алексей Михайлов & Мария Бурлакова: Региональные университеты в период пандемии: выживание или развитие?): В статье описываются проблемы, с которыми сталкиваются и которые пытаются решать российские региональные вузы в период пандемии. Авторы исходят из того, что данная ситуация сопряжена с серьезными вызовами, нестабильностью. В то же время новая реальность предоставляет представителям факультетов, студентам новые шансы для развития и самореализации.

Ключевые слова: региональный университет, вызовы, возможности, факторы нестабильности

The history of Shuya Affiliated Branch of Ivanovo State University dates back to 1815. It was founded as a school of theology, training both clergymen and teachers for village parish schools. After the revolution of 1917, the school was closed down. Instead, some courses for teachers were organized, which later developed into a college, then into a teacher training institute, and finally a pedagogical university. Due to the federal reforms of 2013, the university was joined together with a larger Ivanovo State University, getting the new status of the Affiliated Branch. Throughout its history of over two hundred years, Shuya University has had a long-established reputation of excellence in educating teachers and research.

Currently, Shuya University offers Bachelor's, Master's and Postgraduate programs. The total number of students is 1,860. There are over 100 staff members and 100 faculty members, 95% of whom have an academic degree, including 20 Doctors of Science. The twenty-one degree programs are:

- Bachelor's Degrees in Service, Education (with one or two majors), Education and Psychology, Special Education, Physical Education and Sports, Physical Training for People with Disabilities, and Folk Arts;
- Master's Degrees in Pedagogical Education;
- Postgraduate programs in Biology, Cyber Security, Education and Pedagogical Sciences, Linguistics and Literature Studies, Ethics and Religious Studies, Culture Studies.

The largest number of educational programs (21, which is 81%) and, consequently, students (1450, which is 88%) relate to the Pedagogical Studies. There are over 120 international students earning

their degree at Shuya University.

The University provides high-quality facilities, among which there is the Digital Information Education Environment (DIEE), created on the 1C: University platform and the Moodle distance learning platform. In March, 2020, when the coronavirus pandemic took over, Shuya University temporarily closed the campus, like many other educational institutions worldwide, in an attempt to contain the spread of COVID-19. The students and the faculty were encouraged to move to online and distance learning using the available platforms. At the same time, there arose some issues to be addressed that had not been relevant before, namely:

- selecting proper distance learning methods;
- choosing proper technical teaching aids;
- developing some methods of the assessment of academic progress while students are learning at home;
- facilitating the end-of-course assessment;
- holding the forthcoming 2020 enrollment campaign.

Apart from that, the urgent issues to be immediately addressed were the virtual maintenance of the moral educational process and the online support of graduate employability and career advice.

It is worth mentioning that some issues were quickly resolved, for the majority of the students and the faculty had been using social networks and web resources prior to COVID-19 both for communication and education purposes. They had also been working in the DIEE. The difference was that those resources became the only means of teaching and learning.

At the same time, the University faced a number of challenges, which were:

- the instability of the online platforms;
- the failure of online applications;
- poor competence of some students and faculty members in the matters of what online learning is all about;
- insufficient technical support and resources for online interactions with the residents from some remote villages.

Yet, the three months of working in the new conditions have made it obvious that e-learning is going to be on the rise at Shuya University even after the pandemic ends because it has brought about new learning possibilities for almost all teaching and learning situations, including traditional classroom teaching, distance learning, and self-learning. It goes without saying that some new issues will have to be addressed, namely:

- developing supporting academic measures for students and faculty members;
- leveling inequality among students (providing some students with Internet access and necessary equipment);
- arranging courses for the faculty and the staff members teaching about the specifics of online teaching, the functionality and the potential of the available platforms and Web Services (including Google Classroom, Microsoft 365 Groups, WizIQ, Moodle, iSpring);
- providing psychological support and counseling for the students and the faculty members.

A new centralized faculty platform is to be created with the purpose of sharing the experience and best practices, dealing with various issues, providing methodological support to the university professors and lecturers in adapting their courses to teaching them online.

It is clear that some new courses, like "Digital Didactics", will be designed for Shuya students to do, because the teachers of the New Post-Coronavirus Age will have to be able to organize and maintain distance learning for schoolchildren both in traditional classroom and for co-curricular activities. Besides, new electronic learning media for the traditional school curriculum have to be designed and used in training all prospective teachers at Shuya University. Such media are in great demand now that distance learning seems to have come to stay. Also, the faculty members have been encouraged to start designing online courses for students and increasing the number of further education courses on distance learning for school teachers. All those improvements may make Shuya University a modern and competitive institution, that can be adaptable to new social and educational challenges.

Recently, the Russian federal government has planned an increase in budget-funded enrollment to the provincial universities that are ready to offer courses in the priority economic and social areas. Shuya University is ready to offer up-to-date programs for the new applicants, and we expect to be

among the institutions that will be able to receive more students this year.

Among the other changes that are going to take place in the nearest future are the options for the students to get a trade qualification while studying at the University. Career broadening programs will be in great demand because a trade job can help one solve financial problems in case of massive loss of jobs. Another program that is going to remain a priority at Shuya University is training students to work with children at summer camps.

It is obvious that the University management is going to be changed: the management model is already being partly digitalized; the administration staff are being made redundant; the job descriptions are being changed.

As for the international admissions, the University is about to start receiving applications online in the form of a portfolio, or, in other words, by an applicant's cumulative files, because the 2020 enrollment campaign is going to be held online for all applicants.

Shuya University successfully passed federal accreditation in March, 2020, and the new license is valid until 2026, so we have high hopes for the future. We are going to continue scientific collaboration with other universities and with the Russian Academy of Education, as well as with relevant educational, social, culture and sports institutions. The University is going to increase cooperation with Ivanovo authorities and maintain the leadership in training and retraining teachers and educators in the area.

We are looking forward to resuming and sustaining our international scientific cooperation and student exchange with the University of Vechta (Germany) within Erasmus + Program. We hope to re-establish our joint scientific research in the field of education as well as the student and faculty exchange with Seattle Pacific University (WA, USA). We expect to sign Cooperation Agreements with universities from Poland and Tajikistan as soon as the pandemic ends.

In conclusion, although the University has faced a few challenges in the past three months, generally, the situation could be viewed as a stimulus to develop its potential. Distant learning environments could have positive effects in giving some time for the students to explore and reflect on their knowledge construction. Distance learning-based programs could increase access to higher education for the students who have been discouraged to study before due to individual challenges. The available electronic platforms could remain an effective tool in maintaining educational process at all levels.

Even during times of lockdown, Shuya University is developing, while preserving its fundamental principle of pursuing excellence in education.

About the Authors

Dr. Alexey Mikhailov: Director of Shuya Affiliated Branch of Ivanovo State University (Russia); e-mail: rektorat@mail.ru

Dr. Mariia Burlakova: Associate Professor, Department of Romance and Germanic Languages, Shuya Affiliated Branch of Ivanovo State University (Russia); e-mail: teacher12@yandex.ru



Fatima Chahin-Dörflinger (Germany)

Reflection and Evaluation of Distance Education in School

Abstract: When schools in Germany were closed in Spring 2020 due to the COVID-19 pandemic, distance teaching and learning was implemented. Teachers and schools strived to recreate learning programs and education in a new and unknown way. To learn about ways that distance learning can work well for students and schools, several teachers and principals started to evaluate their distance teaching and learning with scientific support of the evaluation service center of the Institute of Educational Analysis (IBBW). The findings of this action research led to a model of orientation for reflection and development of digital distance teaching and learning in schools.

Keywords: distance education; digital learning; self-evaluation; reflexion; quality development

摘要 (法蒂玛 查欣-德弗林格: 学校远程授课的反思与评估): 由于新型冠状病毒的大流行, 当德国的学校于2020年春季关闭时, 实施了远程教学。老师和学校努力以一种新的及未知的方式重新创建学习计划和教育。为了解远程学习可以为学生和学校发挥良好作用的方式方法, 几位老师和校长在教育分析研究所 (IBBW) 评估服务中心的科学支持下开始评估他们的远程教学。这项行动研究的结果导致了一种为了反思及发展在校数字远程教学的导向模型。

关键词: 远程教育; 数字化学习; 自我评估; 反思; 质量发展

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关键词: 远程教育; 数字化学习; 自我评估; 反思; 质量发展

Zusammenfassung (Fatima Chahin-Dörflinger: Reflexion und Bewertung des Fernunterrichts in der Schule): Als im Frühjahr 2020 die Schulen in Deutschland aufgrund der COVID-19-Pandemie geschlossen wurden, wurde der Fernunterricht und -unterricht eingeführt. Lehrer und Schulen strebten danach, Lernprogramme und Bildung auf eine neue und unbekannte Art und Weise neu zu gestalten. Um zu erfahren, wie der Fernunterricht für Schüler und Schulen gut funktionieren kann, begannen mehrere Lehrer und Schulleiter mit wissenschaftlicher Unterstützung des Evaluationservicezentrums des Instituts für Bildungsanalyse (IBBW), ihren Fernunterricht und ihr Fernstudium zu evaluieren. Die Ergebnisse dieser Aktionsforschung führten zu einem Orientierungsmodell für die Reflexion und Entwicklung des digitalen Fernunterrichts und -lernens in Schulen.

Schlüsselwörter: Fernunterricht; digitales Lernen; Selbstevaluation; Reflexion; Qualitätsentwicklung

Резюме (Фатима Чахин-Дерфлингер: Рефлексия и оценка дистанционного обучения в школе): Когда весной 2020 года все школы Германии вынуждены были закрыться из-за пандемии COVID-19, начался повсеместный переход на дистанционное обучение. Школы оказались перед необходимостью вести обучение в новом формате, с помощью методов, которые ранее активно не применялись. Для того чтобы осуществлять мониторинг того, насколько эффективным является новый формат для учеников, учителя и директора школ начали системную эвалюацию данного процесса при научной поддержке специализированного центра при Институте анализа качества образования. Результаты этих исследований были положены в основу создания ориентационной модели, с помощью которой можно оценивать и определять перспективы использования дистанционного формата в школьной практике.

Ключевые слова: дистанционное обучение, обучение с помощью информационных технологий, самооценка, рефлексия, совершенствование качества

1. Introduction

Effective school improvement planning is a continuous process of considering what is working well and what needs to improve. This is done also in a more informal way on an individual level by teachers who reflect on their teaching. Systematic evaluation of teaching and learning is required as well by educational policies and by the standards of the Kultusministerkonferenz (conference of the ministers of education of the German States; KMK) in Germany (KMK, 2019). What is meant by effective and good education in school? The actual goal of providing schooling is not only to teach skills and transfer knowledge to students in the classroom. The focus shifts to a more holistic view on school considering equity, excellence, and well-being of learners (UNESCO, 2016; Sliwka, 2018).

Almost overnight, teachers, students, principals, parents and the school administration had to ensure school education without the formal school settings. The complete closure of schools made usual activities, measures and processes no longer practicable. Social distance measures made it difficult to monitor the learning processes and efforts of students. It was obvious that not all of the students were reached by the remotely assigned tasks and learning programs. Teaching became a new challenge for many teachers who were not sufficiently trained to teach in a distance learning environment. School administrators were occupied with organizing the implementation of regulations to prevent the spread of infection.

In this complex situation, some teachers addressed the service center for evaluation at the Institute of Educational Analysis (IBBW) for advice and scientific support. They wanted to find out what aspects are essential for excellence in new learning scenarios. We started to analyze the general setting in teaching and learning and researched the fundamentals and concepts behind the changing conditions. What are the common and unchanging goals of education? Which proven scientific theories and models are available and are coherent with school standards and appropriate to the knowledge base of teachers and practitioners? How can the special conditions of the school including staff, students, parents, and school environment be taken into account? The collaborative interaction between scientific approach and practical view helped the teachers develop and carry out evaluations tailored to their own needs. On one hand, the results were the basis for decisions and actions at schools. On the other hand, the findings led to a framework for school quality and further monitoring of digital distance schooling.

The methodology, the concepts and the results and findings will be presented in the following sections of this article.

2. Methodology

Action research is a cooperative endeavour between such practitioners as teachers or principals working with a scientist or researcher in a sustainable relationship. It is used in settings “where a problem involving people, tasks, and procedures cries out for solution, or where some change of feature results in a more desirable outcome” (Cohen et al., 2011:344). According to Kemmis and McTaggart (1988), action research is a form of collective reflective enquiry by participants in order to improve their (educational) practices, as well as their understanding of practices, methods, concepts (Cohen et al., 2011:345). The outcomes for both practitioner and researcher are the insights they can apply to their workplace and field of study. This method seemed suitable to jointly clear up unexplored areas of educational science and unfamiliar fields of action in school that arose as the result of the COVID-19 pandemic. Relying on the work of Sagor 2005 (Cohen et al., 2011:353), a stage model of action research was used to evaluate distance schooling. In stage 1, vision and targets were clarified; this was mainly driven by the interests of the teachers and their experiences. For the articulation of appropriate theories in stage 2, scientific research was examined, and concepts and theories were enlightened and discussed. In stage 3, the evaluation took place, and group ideas and practical solutions were developed. The teachers brought in ideas that addressed real situations in their schools, and the researcher facilitated valid and useful empirical data collection. Reflection on the data and informed action informed both improvements at the schools and a contribution to empirical scientific knowledge about digital and distance learning.

3. Concepts and Models of Digital Learning and Schooling Quality

In the discussion of targets, goals, and purpose of the evaluation that the teachers or principals wanted to develop, scientific models and concepts helped to identify critical aspects to examine and to enlarge and deepen the knowledge about digital learning and schooling quality.

3.1 Digital Learning

Puentedura's Substitution, Augmentation, Modification, and Redefinition (SAMR) model was developed to reflect the transfer from analog to digital task formats. Puentedura (www.hipassus.com) is of the opinion that digital media should not be used as a substitute for the analog way of working (e.g. the pure provision of worksheets as PDFs); rather he encourages teachers to use the new possibilities of digital media for modern teaching. Schools can use the SAMR model as a common language to enable meaningful learning experiences with digital media. It invites teachers to reflect on the way in which they integrate digital media into their lessons: as a direct replacement for work equipment without functional change, as an extension, change or renewal by designing new tasks that were previously unimaginable. Although Kimmons et al. (2020) argue that the level boundaries in the SAMR model are unclear, the alignment and coherence with other official publications for schools and the slower approach in digital improvement were reasons to keep the older model as the basis for reflection.

The TPACK model (Mishra, & Koehler, 2006) is based on the work of Shulman (1986) and represents the types of knowledge that form the basis of competencies of teachers. This model distinguishes between content-related knowledge (subject-specific), pedagogical knowledge, and technological knowledge. The model-typical overlapping the three areas (see figure) is called TPACK knowledge, whereby this synthesis produces more than just the sum of its individual parts (Mishra, & Koehler, 2006).

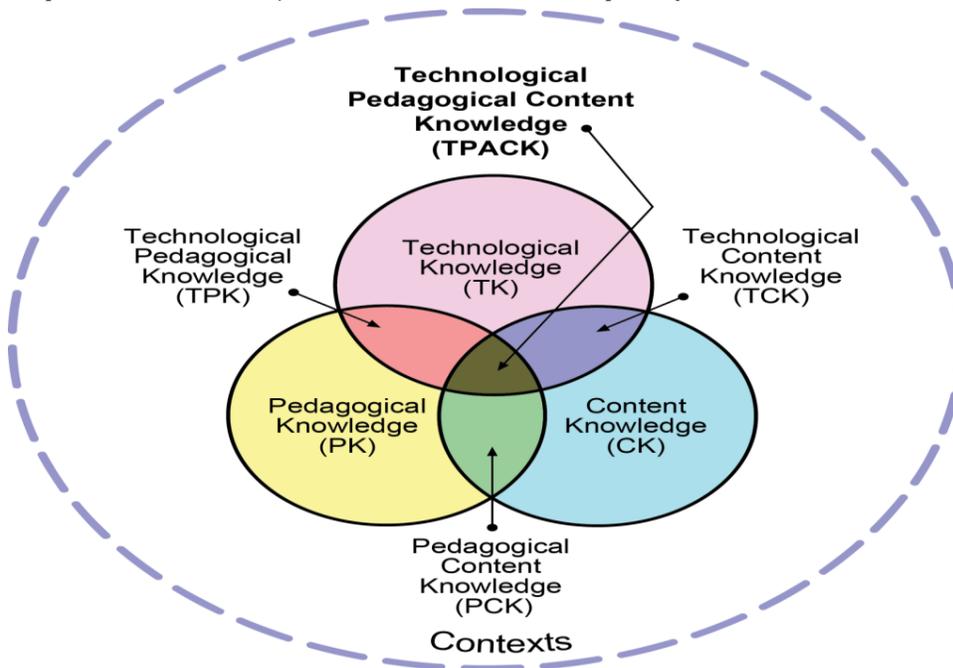


Figure 1: TPACK-Model from www.puyamishra.com

TPACK reflects the idea that every teaching activity or task requires an integration of the surrounding TPACK knowledge area in order to create the best possible fit. The forms of knowledge are embedded in a teaching context as institutional and personal conditions, which also have an influence on the teaching

situation and the learning process. The model makes it clear that TPACK knowledge must always be newly adapted to every situation or task, and, specifies fields in which teachers can undertake further training.

3.2 Schooling Quality and School Development

The paradigm of quality development in the educational system in Germany since the 1990s has focused on the development of individual schools. School development is presented according to Rolff (2013:20) as a system consisting of organizational development, teaching development and personnel development. Taking into account the perspective that information technology is indispensable in schools today, this model is expanded to include a further field: technical development. The focus is not only on teaching and learning, but also on organizational processes, ICT improvement, the role of the school management, and the cooperation and professional competencies of the teachers, as important for a successful school.

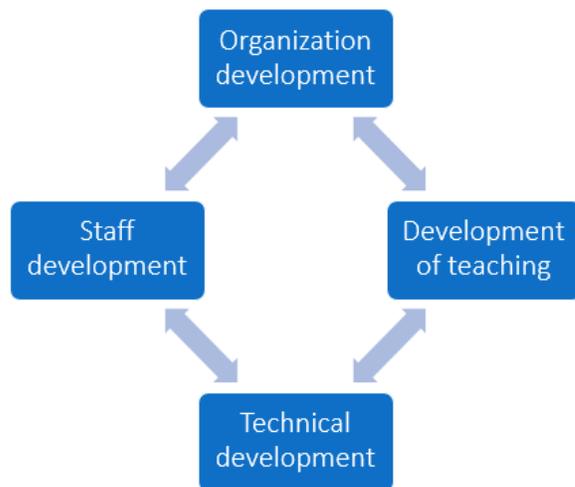


Figure 2: Adapted from Rolff (2013)

Quality teaching occurs when the teacher knows how to apply classroom management, offers a challenging, motivating, and appropriate learning program, undertakes ongoing analysis of the learning process of students, and offers support when necessary (Kunter & Trautwein 2013). Numerous studies on the effectiveness of teaching have confirmed the importance of deep structures in contrast to visual structures (Trautwein, Sliwka, & Dehmel, 2019).

The 4K model of learning is not about technology, but about competencies that are of particular importance in the 21st century: communication, collaboration, creativity, and critical thinking. These should be acquired and promoted in school, whereby digital media and ICT can be helpful.

4. Action Research and Findings

The teachers who were involved in the evaluation project came from different school types: 1 elementary school, 1 secondary school (Gemeinschaftsschule), 1 high school (Gymnasium), 2 vocational schools. The evaluation activities took place in the time period between April 2020 (three weeks after the school closure and before the Easter holiday break) and June 2020. The themes, which were chosen for evaluation during distance schooling were:

- Technical tools and their usability (video conference software, learning platforms, messenger);
- Availability of digital tools to find out who needs support or tools;
- Individual learning needs of students;
- Continuity of learning and drop-out rate of lost students;

- Feedback and formative assessment of student learning;
- Communication and contact with the students;
- Differentiation for individual or personalized learning;
- Self-estimated ICT-competencies;
- Engagement and support of parents

The results of the evaluation were used at the schools for schooling decisions, improvement activities and to provide an overview about ICT competencies, activities, and attitudes of the staff. Considering the selected models and concepts for digital teaching and learning and school quality, possible themes for monitoring, evaluation, and improvement are shown in the following mind map. The framework will be used to develop future internal evaluation projects in schools and for the development of surveys by outside partners.

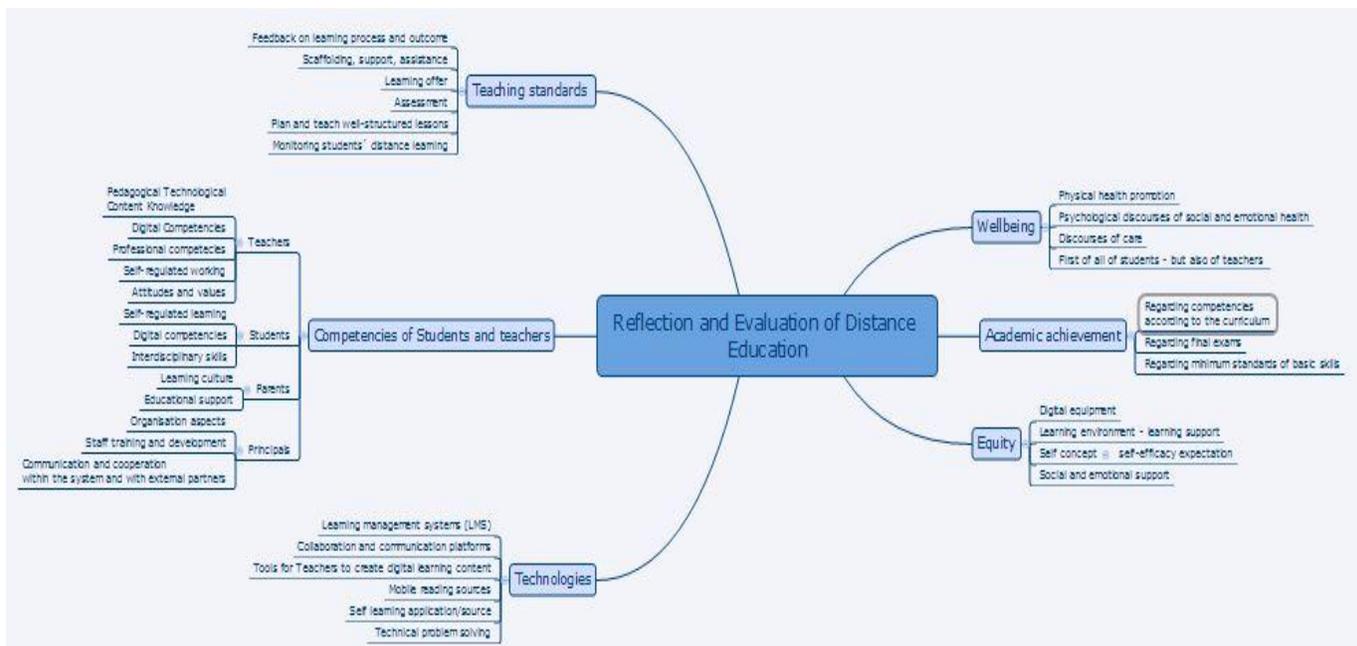


Figure 3: Overview about possible evaluation focus

5. Conclusion

The Covid-19 pandemic challenge offers the opportunity to say goodbye to outdated patterns of school design (also with regard to their empirical learning effectiveness) and to consider the experiences during the pandemic as an opportunity for sustainable innovation.

This transformation process will only succeed if it assumes a holistic quality. In digital, hybrid, or distance schooling, teachers have to experiment, to create new teaching and learning settings, to provide formative feedback to the learning process, and communicate and interact with pupils and parents as partners with the aim of improving teaching and opening up lifelong learning as competencies for the future.

Monitoring and evaluation as an engine for goal- and evidence-based development and improvement is required.

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About the Author

Fatima Chahin-Dörflinger: Institute of Educational Analysis, Stuttgart & University of Education, Freiburg (Germany); e-mail: fatima.chahindoerflinger@ph-freiburg.de



Fabian Mußél & Maria Kondratjuk (Germany)

Methodological Perspectives on Researching Home Schooling due to the Corona Pandemic: An Invitation to Think Further

Abstract: This article presents two quantitative studies examining the influences of the Corona pandemic for home schooling in Germany. Subsequently, the first impulses for a more profound qualitative oriented educational research should be given. In this way, this article attempts to identify the possibilities and limits of qualitative educational research, as was painfully demonstrated by the "ad hoc" interests of society in the example of the Corona pandemic. The article thus poses the overarching question of what contribution qualitative educational research can make for a better understanding of the consequences – the social in general and the educational in particular – the pandemic causes. Categories as sensitizing concepts emerging from the studies are presented: learning time and time regimes; feedback and support services; as well as the maintenance of communicative and pedagogical components of teaching in digital formats in terms of educational theory. We would like to invite the reader to methodologically discuss these categories in order to think further.

Keywords: educational science research, home schooling, Corona Pandemic, qualitative research, sensitizing concepts, general pedagogy

摘要 (法比安·慕斯泰尔 & 玛利亚·康德拉秋克: 新冠病毒大流行引起的关于家庭教育研究的方法论视角 - 邀请读者展开进一步的思考): 本文提供了两项定量研究, 它们检验了新冠病毒大流行对德国家庭教育的影响。随后, 为了进行一项更加深入的定性教育研究应首先被给予一些动力。通过这种方式, 本文试图明确定性教育研究的可能性和局限性, 正如在新冠病毒大流行的例子中, 社会的“临时”利益所不幸地被阐释的那样。因此, 本文提出了一个总体问题, 即定性教育研究可以为更好地理解病毒大流行的后果 (即在社会方面, 特别是教育方面) 做出哪些贡献。在研究中作为敏感概念出现的一些类别被介绍: 学习时间和时间制度; 反馈和支持服务; 以及根据教育理论在维护数字形式的教学中的交流及教育组成部分。我们希望邀请读者在方法上讨论这些类别, 以便进行进一步的思考。

关键词: 教育科学研究, 家庭教育, 新冠病毒大流行, 定性研究, 敏感概念, 一般教学法

摘要 (法比安·慕斯泰尔 & 玛利亚·康德拉秋克: 新冠病毒大流行引起的关于家庭教育研究的方法论视角 - 邀请读者展开进一步的思考): 提供了两项定量研究, 它们检验了新冠病毒大流行对德国家庭教育的影響。隨後, 為了進行一項更加深入的定性教育研究應首先被給予一些動力。通過這種方式, 本文試圖明確定性教育研究的可能性和局限性, 正如在新冠病毒大流行的例子中, 社會的“臨時”利益所不幸地被闡釋的那樣。因此, 本文提出了一個總體問題, 即定性教育研究可以為更好地理解病毒大流行的後果 (即在社會方面, 特別是教育方面) 做出哪些貢獻。在研究中作為敏感概念出現的一些類別被介紹: 學習時間和時間制度; 反饋和支持服務; 以及根據教育理論在維護數字形式的教學中的交流及教育組成部分。我們希望邀請讀者在方法上討論這些類別, 以便進行進一步的思考。

關鍵詞: 教育科學研究, 家庭教育, 新冠病毒大流行, 定性研究, 敏感概念, 一般教學法

Zusammenfassung (Fabian Mußél & Maria Kondratjuk: Methodische Perspektiven zur Erforschung des Homeschooling aufgrund der Corona-Pandemie: Eine Einladung zum Weiterdenken): Dieser Artikel stellt zwei quantitative Studien vor, die die Einflüsse der Corona-Pandemie auf den Heimunterricht (Homeschooling) in Deutschland untersuchen. Im Anschluss daran sollen erste Impulse für eine vertiefte qualitativ orientierte Bildungsforschung gegeben werden. Auf diese Weise versucht dieser Artikel, die Möglichkeiten und Grenzen qualitativer Bildungsforschung aufzuzeigen, wie die "ad hoc"-Interessen der Gesellschaft am Beispiel der Corona-Pandemie schmerzlich gezeigt haben. Der Artikel stellt damit die übergreifende Frage, welchen Beitrag qualitative Bildungsforschung zum besseren Verständnis der Folgen der Pandemieursachen leisten kann, sowohl aus allgemein-sozialer als auch und besonders pädagogischer Sicht leisten kann. Kategorien als sensibilisierende Konzepte, die aus den Studien hervorgehen, werden vorgestellt: Lernzeit und Zeitregime; Feedback- und Unterstützungsleistungen sowie die bildungstheoretische Pflege der kommunikativen und pädagogischen Komponenten des Unterrichts in digitalen Formaten. Wir möchten die Leserinnen und Leser einladen, diese Kategorien methodisch zu diskutieren, um weiter zu denken.

Schlüsselwörter: erziehungswissenschaftliche Forschung, Homeschooling, Corona Pandemie, qualitative Forschung, Sensibilisierungskonzepte, allgemeine Pädagogik

Резюме (Фабиан Мусель & Мария Кондратюк: Методические перспективы исследования формата домашнего обучения на фоне пандемии – Приглашение к размышлению): В данной статье представлены результаты двух количественных исследований, которые проводились с целью изучения влияния коронавирусной пандемии на домашнее обучение в Германии. На этой основе закладываются первые импульсы для проведения более фундаментального исследования образовательного дискурса, теперь уже с применением качественных методик анализа. Т. о. в статье предпринимается попытка очертить возможности и границы качественных исследований, как это уже отразилось на особых интересах общества в связи с пандемией. В статье поднимается генеральный вопрос относительно того, какой вклад качественные исследования вносят для лучшего понимания последствий пандемии – как в общесоциальной, так и отдельной, педагогической перспективе. Представляются категории, выявленные в ходе исследования: концепции по сенсбилизации, учебное время, временной режим, обратная связь, меры поддержки, образовательно-теоретическое сопровождение коммуникативных и педагогических компонентов урочной деятельности в цифровых форматах. Авторы хотели бы пригласить читателей обсудить эти категории в методическом ключе и обозначить проблематику на перспективу.

Ключевые слова: научные исследования в области образования, домашнее обучение, пандемия коронавируса, качественные исследования, концепции по сенсбилизации, общая педагогика

Introduction

As a result of the dynamics of the Corona pandemic which could not be foreseen in February 2020, schools in Germany were closed between March and April, and pupils were released into home learning – with the exception of a few emergency regulations. Such prescribed home schooling, which is intended to maintain the social educational function (Humrich, 2020, p.1) and compulsory schooling, is unprecedented in the history of the Federal Republic of Germany and thus of the highest interest for educational research. At present, there is growing evidence of a normalisation of regular teaching at school for the school year 2020/21. Several publications on the topic of pandemic and education use different terms such as "home schooling" and/or "distance learning", which makes it clear that the situation cannot be fully attributed to the pandemic in any of these concepts.

In this respect, the established terms distance learning and homeschooling are often used. However, when referring to what replaced classroom teaching, the terms "embarrassing", "crisis", or "substitute teaching" are more appropriate, as the terms "distance learning" and "homeschooling" do not apply (Schratz, 2020, p. 34).

This distinction is not trivial, as concepts such as distance learning, primary in Higher Education (especially in Continuing Higher Education) are established forms of teaching and learning formats such as didactics, learning environments, technical support, use of information technology, etc.. The curricular and didactic conception of these forms of intermediation are coordinated in advance. In the case of necessary school closures, this is not the case; neither parents and pupils nor the teachers were prepared for such a situation. Therefore, the new situation was associated with fears of failure and hopes of success, which were initially often taken up in the media. Hopes for an effect were, for example, that learning would be more flexible in terms of time and not subject to the rhythm of school organisation, and also the assumption that distance learning would promote "backward digitization" (Humrich, 2020, p. 2). On the other hand, there are fears that social inequalities would increase (e.g. Hurrelmann, & Dohmen, 2020) between pupils with better socioculturally backgrounds (with their own room, the necessary digital infrastructure and an appropriate support system by the parents/guardians) and pupils who cannot fall back on such support resources – currently discussed as "digital divide" (e.g. Kohlrausch, 2020). This is precisely where the contribution comes in: Within the framework of a secondary analysis, two empirical studies from German classroom research are presented and their results are examined with regard to the articulation of potential spaces and hopes for effect, as well as obstacles and fears. The aim is to work out possible connections for further qualitative questions in educational science. In the second chapter of this article, we outline the "problem areas" of qualitative research which, in our opinion, are rooted in the basic theoretical and research-ethical premises of qualitative research. The thesis is that "ad hoc" research on the scope of possibilities and hopes for effects, as well as obstacles and fears, is hardly possible in the context of the Corona crisis and that this may result in a recession of qualitative research projects. In the third chapter, two studies are presented which were carried out directly during the phase of compulsory distance

learning and which are taken up in sense as an offer to think further. This can also be understood as a positioning on our part, as it also makes it clear that we are not concerned with saving the honour of qualitative research to the detriment of quantitative research efforts. Rather, the logical interlocking of different research procedures is to be presented here as an example and suggestions for further research procedures made. In the fourth chapter, an ambitious attempt will then be made to derive points of departure from the descriptions in the articles on the studies presented and to develop them further in terms of education theory and with reference to methodological considerations.

Qualitative Educational Research and its Problem Areas

Whatever methods of the arsenal of qualitative research which are examined, it is always a matter of a "collective-sociobiographical course of events" with its hurdles and obstacles. Qualitative research efforts are therefore always aimed at understanding how the social subject area that is of sociological interest and therefore focused on in each case functions (or does not function) in a specific social world. The knowledge horizon of qualitative research is social action.

This is the best way to summarise the credo of qualitative research following the frequently cited quotationⁱ:

Only the actions of the individual and their intended meaning can be understood, and only by interpreting individual actions can the social sciences gain access to the interpretation of those social relationships and structures that are constituted in the actions of the individual actors in the social world (Schütze, 2004, p. 86).

Certainly, a long period of structural-functionalist theory-building and methodological differentiation has diverted interest from action to the structures underlying it, but the subject area of qualitative research has always been the same. This is not to say that the necessary distinctions between different basic theories and corresponding methodological differentiations are not taken into account here; on the contrary, they are part of the establishment of qualitative research undertakings. Only at the end of every qualitative project it must be possible to answer the question: "What is the social?"

With these very general, but widely accepted discussions, the question must now be asked which contribution qualitative educational research can make in the context of such scenarios as we find within the Corona pandemic. There is considerable societal interest in the consequences of school closures due to the pandemic. An interest that qualitative research cannot easily satisfy – especially without having a shortening effect on the subject areas already mentioned above. Some thoughts on this will be presented in the following.

The exploration of social worldsⁱⁱ and the (negotiation) processes to be found in them are as unknown to the sociological observer at the beginning of his research activity as they are to the majority of the members of society themselves. Research in which researchers are only equipped with rudimentary prior knowledge of the subject area must first laboriously and successively draw on the social knowledge, cultural rules and practices of a foreign social world in the empirical field. More difficult still, the subjects themselves must first generate a kind of understanding of meaning through the subject area, which the researchers can then access reconstructively. This contradicts an operationalisation of central concepts and variables in the form of standardised items, which would have to take place before the data were collected. However, the restriction of empirical social research to the use of highly standardised data means that qualitative field research has at best a modest role to play in empirical preliminary studies to explore the terrain, a procedure that hardly does justice to the time and labour resources required for a qualitative field study (Kelle, 2008, p. 29). Qualitative social research in educational science is then faced with the problem that the subject area must first be framed in terms of educational theory. Marotzki stresses that it is the categories of a person that change in the educational process. Categories can first be understood as the structuring of a multiplicity under one term or concept (1990, p. 41f.). It is only through this categorisation that the manifold and confusing world is ordered by the subjects. As a second suggestion, the concept of figures is to be used, which Kokemohr places at the centre of his considerations.

Rhetorical figures or means are the subject that is analysed. In doing so, he refers on the one hand to ancient rhetoric and on the other hand to modern concepts that emphasize everyday rhetoric (2007,

p. 38f). If qualitative social research in the field of educational science examines educational processes, it looks for transformations of basic figures or categories of the world and self relationshipⁱⁱⁱ. In the literature, the objects of investigation are understood as variations of "Having Become", i.e. different potentials for development due to different milieus, life plans or other social formation conditions. This view is a specific one and cannot be taken ad hoc. Qualitative educational research turns retrospectively to its subject. In summary, this becomes a problem, which is why qualitative educational research can make use of the support of quantitative research. It needs snapshots of situations, which it incorporates in its research and evaluation. This is where quantitative methods have their undisputed strengths. Similar to the positivist paradigm, they create a laboratory situation, structure a social world through the items, which can explicate and document clear impressions of experiences, motivations, motives and assessments, wishes and ideas.

In a pragmatic manner, Jo Reichertz (2020) also pointed out the danger that the qualitative research style as a whole - in the areas of data collection in the field and its evaluation in research workshops and informal discussions - could be at risk as a result of the Corona pandemic. From an epistemological perspective, he asks: "How will data collection (digital, online) change in the short to medium term and what consequences does contactlessness have for the quality of research?" (2020, n. pag). We cannot take such a forward-looking view at this point, but it should be borne in mind that qualitative research will not be possible in the near future without methodological and thus possibly unfamiliar adaptation.

So what should be taken along in summary? Qualitative educational research is involuntarily faced with the challenge of participating in some way in the scientific processing of the pandemic. Otherwise it could lose its status. To this end, scientists in the field of education should pay particular attention now to the expected large number of studies, as presented below.

Examining Home Schooling during Corona Pandemic: Commented Results of two Quantitative Studies

The article by Wacker et al. (2020) reports findings of a survey of pupils from Baden-Württemberg (N = 169) on the first phase of "distance learning"^{iv}, in which learners were asked about their working hours, communication procedures between school and home, feedback from teachers, and the advantages and disadvantages of home schooling. The results point to various advantages and disadvantages of "distance learning" and suggest a large variance in (digital) communication and feedback channels. In addition, the answers describe the pupils' desire for more communicative situations in the digital processes. The aim of the study was to obtain information on the hopes and fears of distance learning from the pupils' point of view by means of an interview study with mostly open questions. The overarching research question was: "What hopes and fears do pupils from different school types express with regard to distance learning?" (ibid., p. 81). To answer the question, learners of all ages and school types from many different individual schools were interviewed to enable conclusions to be drawn about different practices. Specifically, the following aspects were asked: communication from school to home (or to the pupils and back), the daily working time of the pupils feedback from teachers, the advantages and disadvantages from the learners' point of view and their wishes for further phases of distance learning. The survey is an online study which was made available to the students electronically^v. Sociodemographic data was not collected by the researchers due to this procedure. At the time of the survey, the pupils had completed the first phase of school closures from mid-March to the Easter holidays. The aim of the survey was to achieve the greatest possible social heterogeneity and "in some cases [the researchers] also visited pupils with little digital equipment personally in order to generate data from as many socio-economic strata as possible and to avoid distortions as far as possible" (ibid., p. 82), but the researchers indicate that - despite all efforts - this was not successful and that there is a distortion of the socio-demographic characteristics of the pupils. Nevertheless, all school types in the Baden-Württemberg education system are represented in the sample. It contains answers from 169 pupils, ranging from primary school to secondary school to the vocational school system and in some cases extending beyond Baden-Württemberg. The data set has a higher number of older students than younger students, especially from general education and vocational upper secondary schools.

The assessments of the students, which were available for each of the open questions, were evaluated

in terms of content analysis, both "qualitatively in terms of their breadth and depth and quantitatively in terms of their frequency" (ibid., p. 83). In the methodological discussion of the procedure, the authors of the article omit an explanation of the extent to which the interest in knowledge and the survey method fit together and which evaluation procedures were used. The impression for us is that the focus was on quantitative analyses in which overarching units of meaning were counted using frequency analyses.

Despite this methodological "irritation", the article provides a well-founded picture of the perspectives on the scope of possibilities and hopes for effect, as well as obstacles and fears of pupils with regard to distance learning.

The central results and subsequent discussions of the paper can be presented as follows: The findings show a wide variance in the daily working time of the pupils, which, however, seems to be less than in school attendance. Although feedback is frequent, the comments of the pupils indicate a wide range here as well, from "always" to "after Corona". The flexible organization of working time appears to be a major advantage that learners recognise in the new situation. However, the majority of responses cite disadvantages, including lack of communication, insufficient feedback and lack of support as the most important points. Learners would like to see more video conferencing and explanatory videos, more frequent feedback and better organisation of distance learning in the future. The authors interpret many contributions as a wish of the learners to maintain the communicative components of teaching also in distance learning (ibid., p. 92). An important and surprising finding is that there is little promotion of digitisation. This may be due to the items themselves that were discussed in the survey, but it can also be interpreted as an indication that the social debate on the digitisation of teaching is not taking place in the minds of learners. If this idea is taken further, the question would have to be asked what the subjective concept of digitisation is for schoolchildren. After all, they grow up as "digital natives" (Stahl, & Staab, 2019), certainly to varying degrees depending on their socio-economic positioning.

On the basis of an online survey of 3,995 mothers and fathers of primary school children, the article by Porsch, & Porsch (2020) entitled "Fernunterricht als Ausnahmesituation: Befunde einer bundesweiten Befragung von Eltern mit Kindern in der Grundschule" (Distance learning as an exceptional situation: findings of a nationwide survey of parents with children in primary school) examines the general question of how distance learning is initiated by teachers and organised by parents at home. In addition, it is shown to what extent the challenges of distance learning lead to individual experiences of stress, anxiety and enthusiasm on the part of parents and to what extent these differences can be explained by school support, the parents' work situation and individual characteristics. With regard to the initiation of distance learning by primary school teachers, the data of the study show that learning opportunities in the survey period are primarily related to the subjects German and mathematics. For two thirds of the children, tasks were provided for factual instruction. For other subjects, not all children were given tasks. The majority of the learning time spent was three hours or less per day. On the basis of the results, it can be deduced that learning takes place exclusively in the core subjects and to a lesser extent for the majority of primary school pupils compared with regular school attendance. The authors Porsch, & Porsch (2020) therefore understandably assume that the increase in learning is lower during this period. There are significant differences in the support behaviour of teachers, especially with regard to the regularity of contact. Many parents expressed their opinion on this in a final open question and wished for more intensive contact and more information on how to support their children. The technical equipment does not seem to be the reason for this. According to the authors of the article, almost all parents have Internet-capable devices at home. However, just as in the first presented study mentioned (Wacker et al., 2020), it is indicated that on socio-demographic data has been collected, only a limited statement can be made. Even the question of which parents participate in such a study can be answered with the assumption that deprived and marginalised social groups are hardly reached.

The study results of Porsch, & Porsch (2020) indicate that distance learning does not necessarily have to be demanding for parents. However, teachers must provide appropriate support for parents. Parents need manageable concepts with which they can instruct their children. The clarification of questions of understanding or feedback on learning tasks worked on, as well as the constant differentiation of learning offers are tasks that parents also see as the responsibility of teachers in distance learning. In this context, the authors raise the question of the quality of distance learning. From the point of view of many parents, the lack of or at least irregular contact with the school has required

them to carry out activities which Porsch, & Porsch (2020) clearly see as the responsibility of teachers. Other quality features, such as the individual support of all pupils who are required to attend regular or attendance lessons, are also a commonly accepted means of assessing the quality of distance learning. According to Porsch, & Porsch (2020), the data which they collected "do not allow any conclusions to be drawn as to the extent to which distance learning has met these requirements during this period" (p. 75). Parents experience the situation differently and experience stress, fear, but also enthusiasm in distance learning. Particularly for a longer, possibly changing course of face-to-face and distance learning, these factors are of decisive importance for the parents' staying power and thus for the maintenance of learning opportunities for the children.

Whether or not parents feel stressed depends on the support provided by the school, the parents' assessment of their competences and the situation at home (number of school-age children and the work situation) among other things. If the school's support is good in the parents' assessment and if parents have competences in the core subjects, the stress is significantly lower - irrespective of the situation at home. Parents who have high self-efficacy expectations in the subjects German, mathematics and technical subjects tend to enjoy distance learning, regardless of the support services such as instructions for parent or use of online platforms. Parents with a high educational background in particular are less afraid of educational disadvantages for their children. This may be explained by the fact that these parents are more often convinced that they are in a position to provide their child with comprehensive learning support, according to the authors. The study also shows a potential of distance learning for the children's learning and the relationship between parents and teachers: Many parents gained a deep insight into their children's learning progress during distance learning and now know more about learning tasks and the actions of teachers. If there is an increased exchange between teachers and parents in the future, the children can be better supported from all sides at home and at school. In subsequent discussion, the authors suggest that this situation perhaps will provide an opportunity to implement more and more extended hybrid teaching concepts. Such concepts must go beyond the combination of face-to-face teaching and digital learning formats and presuppose pedagogical considerations as to what share of responsibility in the learning process pupils, teachers and parents can take on at what times. According to the authors, this requires not only flexible learning times but also a much stronger networking of the social learning environment through a greater degree of shared responsibility, comprehensive use of digital media and increased internal differentiation such as specific fostering of individual pupils or groups (ibid., p. 76).

Categories Emerged from the Presented Studies. Sensitising Concepts as Implications for Qualitative Research

The preceding collection of studies has multiple functions. On the one hand, of acknowledging research achievements already made on the subject of education and the Corona pandemic and, on the other hand, of working out connections for educational-scientific-social reconstructive procedures. To ensure that the methodological design of the work is reliable, readers are invited to gain a deeper insight into the work themselves. From the contributions of Porsch, & Porsch (2020) and Wacker et al. (2020), three points of departure can be developed for us, which will be presented and discussed from a methodological and educational-theoretical perspective in the following.

These three points are categories which derived as sensitizing concepts from the discussion of the results. The term "sensitising concepts" was originated with the late American sociologist Herbert Blumer (1954). He contrasted definitive concepts with sensitising concepts and explained, that

A definitive concept refers precisely to what is common to a class of objects, by the aid of a clear definition in terms of attributes or fixed bench marks [...] A sensitizing concept lacks such specification of attributes or bench marks and consequently it does not enable the user to move directly to the instance and its relevant content. Instead, it gives the user a general sense of reference and guidance in approaching empirical instances. Whereas definitive concepts provide prescriptions of what to see, sensitizing concepts merely suggest directions along which to look (Blumer, 1954, p. 7).

Sociologist Kathy Charmaz (2003) indicated sensitising concepts as "those background ideas that inform the overall research problem" and stated further,

“Sensitizing concepts offer ways of seeing, organizing, and understanding experience; they are embedded in our disciplinary emphases and perspectival proclivities. Although sensitizing concepts may deepen perception, they provide starting points for building analysis, not ending points for evading it. We may use sensitizing concepts only as points of departure from which to study the data” (ibid., p. 259, emphasis in original).

Briefly summarized: the purpose of sensitising concepts is to frame your research heuristical through research knowledge and contextual knowledge as starting point of research. This “theoretical sensitivity” (Glaser, 1978) serves as key to the research field as “having insights as well as being turned into and being able to pick up relevant issues, events, and happenings during collection and analysis of the data” (Corbin, & Strauss, 2015, p. 78). In qualitative research this theoretical sensitivity is of high importance because it is understood as the “ability to generate concepts from data and to relate them according to normal models of theory in general” (Glaser with the assistance of Horton, 2004, para. 43).

Learning Time and Time Regime

The studies show that pupils learning time is decreasing, which means more flexible and independent time management for pupils. Teachers and pupils are the main actors in the teaching process. In terms of time, they are basically subject to an extreme dichotomy in their lives. Like no other area of life, school is characterised by a division of planned time and freely available time that lasts for many years and is, by its very nature, more or less constant. As far as general definitions of teaching time (number of lessons per school type and subject, subject canon, timetable, timetables, etc.) are concerned, the influences on this by teachers and pupils are roughly the same, i.e. they are relatively small. Teachers and pupils largely encounter pre-conceived, tested and proven state regulations within which they must and usually do find their own place, because - roughly speaking - this has been so common since the existence of public schools. This kind of understanding of time, the dependence on the clock, dominates our lives and is often lamented at the same time. Until today, "chronos" has been understood as the physically measurable time, the time indicated by clocks. This kind of understanding of time, the dependence on the clock, dominates our lives and is often lamented at the same time. "Kairos", on the other hand, denotes that time which is of great value and personal sense to man, i.e. time which is, as it were, "fulfilled and not merely filled" or even completely "unfulfilled" (Kaustov, 2019, p. 56). With these two types of time and their relationship to each other, a further core problem can be identified, which the main actors in teaching and schools in general also have to deal with.

And in terms of the number of years? Pupils feel exactly what is fulfilled and what is just filled time for them. If they also consider time to be completely unfulfilled time, they drop out. The dropping out can range from disinterest and resignation to massive disruption of lessons and truancy. Of course, completing unpleasant tasks is also part of learning and living. This applies equally to those involved in teaching. The number of teachers with mental stress is growing (Schaarschmidt, 2005). They feel increasingly burnt out and often considerably lose their courage and zest for life from school year to school year. The pressure is becoming too great. This pressure from the organised sector into the leisure sector is also evident among many pupils, especially in the upper grades of the Gymnasium, but also in other school types and lower grades. Thus, the question to be asked regarding time regime is to what extent the unique experience of pandemic time and distance learning has made it possible for pupils but also teachers to have full and fulfilled time. It would then be critical to ask whether the flexibilisation of time allocation, which is hinted at in the studies, favours a reduction of the curriculum to core subjects. Against this background, the general pedagogical processing of time for learners and teachers can also be the focus of future work. Methodologically, group discussions such as those now established in educational research through the work of Ralf Bohnsack (2012) are an option here. Formats such as group workshops and group discussions with pupils can show that there are specific fits or differences in the learned time regime, depending on social affiliation. This then poses at least the question of filled and unfilled time, but rather the question of the possibilities with the release and thus self-disposal of one's time. Bohnsack classifies the knowledge that guides this social practice of action under the category of orientation framework. Here he ties in with Karl Mannheim, who demonstrated the character of knowledge guiding action as atheoretical knowledge (ibid., p. 125). The category of the subjunctive experience space is central in this context. The conjunctive

experiential space describes the natural human togetherness, i.e. the fact that people who are connected by a common experiential background understand each other directly (Przyborski, & Wohlrab-Sahr, 2014, p. 285). Such common layers of experience, socially shared experiences, lead to collective atheoretical knowledge structures, which as implicit orientations essentially frame people's practice of action. In the context of teaching and corresponding time regimes (class structure, teaching process, etc.) this space of experience is unified. What happens, however, if this standardisation is discontinued and otherwise collectively supported understanding of time becomes obsolete? For which social groups does this represent a higher obstacle and does it result in a corresponding moment of exclusion? Such questions remain open to discussion and are of great theoretical interest.

Feedback and Support

Based on the groups of parents and pupils both studies show that there are concrete ideas and wishes as to what possible support services could look like in distance learning or home schooling. Pupils would like to see more "explanatory videos" and better organisation of the preparation and follow-up of learning tasks. Parents, on the other hand, would like feedback on their teaching activities from teachers. Both perspectives stage the teacher as a professional in terms of mediation and the assessment of their own acquisition or mediation procedures.

According to Hattie and Timperley (2007), the purpose of giving feedback is to reduce the discrepancy between an individual's existing level of learning or understanding and a goal to be achieved. The previously mentioned contrast between an individual's initial state and a learning goal to be achieved can be reduced by factors such as an increased willingness to make an effort or a more effective use of strategy on the part of the learners. Similarly, teachers can support the learning processes of learners by providing adequate challenging and specific objectives or by teaching appropriate learning strategies. Hattie and Timperley consider feedback to be effective if the following three questions can be answered by both teachers and pupils: The question "Where am I going? (Feed Up)" focuses on the pursuit of objectives in the provision of feedback. With regard to adequate support for pupils' learning processes, it is highly relevant to formulate the objectives to be achieved as concretely as possible. At the same time, the question "How am I going? (Feed Back)" focuses on how the corresponding objectives of pupils can be achieved. Feedback is effective in this context if it contains information about the pupils' learning progress or if the feedback shows the learner ways to proceed. On the basis of the last question, "Where to next (Feed Forward)", feedback is considered effective if it leads to increased learning opportunities on the part of the pupils, which can take place, for example, via a learning strategy conveyed by feedback and can thus lead to a deeper understanding among pupils (Hattie & Timperley, 2007, p. 88-90). In the current discourse on feedback types and possibilities, the preference for more complex feedback behaviour of teachers (mostly instructive) has thus prevailed over "praise and blame" without instructions. For example, the qualitative observational study by Apter et al. (2010) showed a significantly higher proportion of praise given in comparison to reprimands given by the teacher with regard to the pupils' performance. On the other hand, a reverse picture became clear with regard to feedback on the social behaviour of the pupils: here the proportion of rebuke outweighed the observed praise. More specific forms of feedback that go beyond praise and blame could only rarely be observed in the study by Burnett and Mandel (2010). In another qualitative observational study in secondary schools in the Netherlands, Voerman et al. (2012) came to the following conclusions: Here, too, it was shown that praise was used more often than blame by the teachers observed. Moreover, the rather unspecific feedback (praise, blame) outweighed the provision of elaborate feedback. Contrary to the findings of Voerman et al. (2012), Van den Bergh et al. (2013) in their qualitative video study in Dutch primary schools in grades six to eight conclude that elaborate, constructive feedback was the most common form of feedback in their observed teaching. Simple feedback in the form of confirmatory feedback was used less frequently. In Zhukov's (2012) qualitative video research in the subject music, the unspecific positive feedback was also the most common form of feedback. However, the positive feedback, supplemented by elaborate notes, was also observed almost as frequently. Both simple and elaborate forms of negative feedback were used much less frequently.

What this brief and initial look at the research on feedback shows is that studies on feedback behaviour and the handling of feedback by the addressed persons (in most cases pupils) usually aim at finding out the content or even the absence of feedback in order to derive pathways for useful or less useful feedback. Research from the period of the 2020 COVID-19 pandemic as well as the literature

which has been presented here has shown is that there is a desire for feedback which the teacher addresses as a professional in the field of teaching. So their question is: Is the "how" of my actions right?

Professions have the fundamental task of solving crises that laypersons are not able to handle or resolve. "Professionalised practice begins where primary life practices can no longer cope with their crises themselves and have to delegate their management to an external expertise" (Oevermann, 2009, p. 114). For research driven from theory of profession, this seems to indicate opposing processes for the specific time of the pandemic. Teachers have returned their expertise and professional domain to the actors in learning processes – a tendency that can often be found in processes of distance learning. The pedagogical dimension of the perception and legitimation of the teacher in his or her specific domain was thus temporarily at stake. Therefore qualitative research projects could focus on this aspect. But can this issue be dealt with retrospectively? Simple descriptions of the means of communication and ways of communication by the teaching actors and parents will not be sufficient, as these are overlaid by subjective impressions. For this purpose, concrete documentation of communication, such as e-mail traffic or communication via learning platforms would be more appropriate.

Together with problem-centred interviews, as reconstruction of the social, in this case the desire for feedback as well as addressing the teacher as a professional could thus be understood. This approach would be attractive, especially in an international context, since a large amount of possible data can be collected here.

Maintaining the Communicative and Pedagogical Component of Teaching

Another aspect that the studies show indicates a general desire for communication and sociality. The pandemic period has individualised the time of learning to an unknown extent. Familiar social settings of classes or other teaching units were obsolete for a long time.

Digital formats, if they existed, seem not to have met this need.

The school institution requires the actors to be able to represent physically and symbolically what it is in this institution: a pupil or a teacher. This includes the acquisition of "school-typical" characteristics and forms of expression such as presenting oneself to one's fellow pupils, expressing or hiding emotions in a certain way, demonstrating readiness to teach or overacting inattentiveness. If this does not succeed, the student will be sanctioned by gestures and hints or regimentation. Characteristic, school-specific gestures of the participants embody the specific "school style". In different social practices, the school beginner acquires implicit knowledge about the institution-specific "game types" and "game variants" with which the participants co-construct their social reality. Rituals and ritualised sequences help to absorb the contents and moods associated with them in a perceptual-emotional way. In a permanently circulating process between inner imagination and external reference, the actors influence each other and contribute to the dynamics of shaping reality. This is easy to understand from one's own experiences in the home office. We ourselves and also many colleagues have painfully missed the practices and institution-specific varieties of communication. Work did not feel like work and the boundaries to private life became distorted.

So what happens if this component of teaching, and of course also in other learning settings, is missing and learning processes only take place independently or highly individualised.

What forms of sociality, recognition procedures and self- and external representation have groups of pupils acquired during the time of "none-physical-presence" that expands their repertoire of rules and symbols? In fact of that, future questions regarding to digitised learning environments, hybrid learning spaces and blended learning formats are deriving.

Without presenting the discussion in detail here, the research rather refers to possibilities of technical implementation as well as their evaluation and monitoring, mostly in comparison to established forms of presence. However, if we justifiably assume that forms of digital learning (in all areas of the institutionalised education system) will increase, the pandemic period is an exciting laboratory to investigate the needs of society and the associated techniques of social actors in teaching have established.

Furthermore, following the concept of education introduced earlier, it is necessary to reflect on the

relationship between recognition practices and the transformation of self-image and worldview.

Starting from the premise that discourse invokes and at the same time produces subjects, through adaptation, demarcation and self-optimization, Judith Butler (2010, p. 10) has enriched the debate on subject figures above all through a "new ontology of the body". For Butler, the body is not a prior and natural given, like the "voluntary subject" in Foucault's work, to which social practices attack in order to perceive and evaluate it in different ways. Rather, the social life of the body is established through social invocations that are linguistic and productive at the same time and function within the framework of social notions of normality. Rather, the argument is presented that a perspective on the body based solely on body-phenomenology does not go far enough, because it avoids the question of what the materiality of the human body is historically about. Butler's call for a new ontology of the body, which takes into account the fact that the body is exposed to "socially and politically shaped forces as well as the demands of social coexistence" (ibid., p. 11), which make its existence and prosperity possible:

"As a social phenomenon created in the public sphere, my body belongs to me and yet not to me. As a body entrusted to the world of others from the beginning, it bears their imprint, is formed in the melting pot of social life. Only later and with some uncertainty do I claim my body as the one that belongs to me, if I ever do so" (Butler, 2005, p. 43).

With Butler (2009), recognition relationships are understood as part of intelligent norms that are produced in "daily social rituals of physical life" (85). Balzer and Ricken (2010) therefore define recognition as: 1) fundamentally for a modern understanding of the subject; 2) as not only a confirming activity but also as a negating one; 3) as meaningful and productive; and 4) as a battle in the debate on "intelligent norms of recognition and visibility" (Balzer & Ricken, 2012, p. 42). Koller and Rose (2012) include the recognition practices of others in the transformational theory of education and thus attempt an intersubjective and recognition- theoretical extension of education theory.

"One consequence of these considerations for an educational theory that understands education as the constitution and transformation of the relationship in which people stand to the world and to themselves is that, with Butler, education cannot be understood as an event emanating from the subject himself, but rather as a process that must be thought up from the invocation by one or more others. In this sense, the special attention of a theory of formation would have to be paid to the relationship of the subject to others and the category of world and self relationship would have to be extended to include the dimension of relationship to others: Instead of world- and self-relations, the logical consequence would be to speak of world-, other- and self- relations. Butler's reference to the meaning of the "passionate attachment" of the subject to others and the at least partial denial of this attachment also makes it clear that education as a process of constitution and transformation of world, other and self relations necessarily includes a dimension of desire that cannot be controlled or fully grasped by the subject. A theory of education would therefore have to take into account the intransparency and unavailability of this affective dimension and question the relations of subjects to the world, others and self as to how they deal with the fact that "part of their being necessarily eludes their consciousness and control" (Koller, & Rose, 2012, p. 82).

This fundamentally demonstrates that recognition procedures, especially in the context of school, are characterised by intelligible norms which are in constant renegotiation and transformation of world, other and self references. Butler's strength here is to point out in particular the potentiality of social practice (Weitkämper, 2019). That is what it continues to say:

"And finally, it follows from Butler's conception that a theory of education would have to ask what role in relations with others the denied attachment of the subject to those on whom he was or is dependent plays, and to what extent this attachment to others is unconsciously repeated in the subject's current behaviour or re-staged in the mode of transmission" (ibid., p. 88)

This perspective, which is not only based on physical phenomenology but also on education theory, is the basis for learning with and through others. The presence of body – pointedly speaking body-work – binds us to the significant others. For a certain moment this component of the educational process was missing and was probably replaced in some form or another. A practical counterexam-

ple: In our field of work, most learning settings (e.g. research workshops) have failed without replacement, online seminars only radiated a limited attractiveness and this list of examples would surely be endless. This supports the thesis that recognition-practical and representative dynamics of reality design are a condition for successful learning settings.

This is rather a theoretical reflection that does not end with a concrete methodological proposal. However, the results of the investigations by Porsch, and Porsch (2020), as well as Wacker et al. (2020), provide sufficient reason to think further.

Outlook

Societal crises like the current Corona pandemic can serve two purposes for educational research: 1) for questioning “practiced practices” and 2) as indication of which routines are retained by the subjects or substituted in a certain way. If something is disruptive in our everyday life, we try to bring it back to its previous state as quickly as possible or to restore the original order. This human behaviour has a lot to do with habit and routines, which are necessary to maintain “ordered” (co-)living. However, it is also orders, habits, and routines that make reorientation difficult or prevent it, as they dominate the social tension between reproduction (preserving) and transformation (changing) (Schratz, 2019).

Crisis experiences framed through educational theory thus open up novel spaces of possibilities and can create fertile moments for new developments, as they allow a fresh view of the familiar from unusual perspectives. Crises can thus become a laboratory for new things, if the opportunities that arise are used. Concrete: the forced suspension of school routines can be a once-in-a-century opportunity to make wise use of the experiences of the time of school closures and to rethink teaching. In order to give this perspective a chance to be realised, it is first necessary to take an analytical look at the experiences from the school closures and second to explore the terrain of moving the school as a place of learning into the pupils' homes. Both studies presented here do exactly this in an outstanding way. We constructed sensitising concepts emerged from the results of these studies, which offer a possible deeper analytical framework for researching routines and habits of teaching and learning that have been challenged by the crisis together with making the researcher more receptive to future work in educational science. What is worth preserving? What pedagogical standards should be applied to the realisation of hybrid learning spaces, distance learning and other forms of digital teaching formats so that their implementation corresponds to an educational theory approach? Which actors appear in what way, are called upon or addressed according to their position in the field? What are the consequences for the pedagogical profession and what implications has that on teacher (further) education (digital competencies)? But also: What implications has social isolation in home schooling and how do we deal in that scenario with concepts of participative/cooperative/social learning? How about the consequences of overstraining through the requirements and options of self organised learning? What kind of possibilities are necessary to evaluate and assess pupils performances and knowledge?

We close this contribution with open questions, because every research journey ends with new questions according to the principle: The end of one (qualitative) research study is always the beginning of a new (qualitative) research study.

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About the Authors

Fabian Mußél, M.A.: Doctoral Student, employed at the Professorship of Educational Science with focus on General Didactics, University of Magdeburg (Germany); e-mail: Fabian.mussel@ovgu.de

Jun. Prof. Dr. phil. Maria Kondratjuk: Jun. Professorship for Organisational Development in the Educational System at the Technical University Dresden (Germany); e-mail: maria.kondratjuk@tu-dresden.de

i see inter alia Reichertz (2016, p. 9)

ii A detailed description of the historical and basic theoretical foundation of the concept of social worlds can be found in Schütze (2016, pp. 7-106). More recent approaches that can be classified in terms of power theory and ethnomethodology (Clarke, 2008, among others), which then also speak of arenas, since they also deal with the overlapping of social worlds and with inclusion

iii In German educational science, the theoretical work of Koller (2018) and the resulting qualitative empirical studies are formative in this respect.

iv In the original, the authors give a definition of the term, which is why they put the term distance learning in inverted commas. In the following we will always use the term without inverted commas.

v To avoid misleading the reader, it should be noted that the authors Ulbrecht Wacker, Valentin Unger & Thomas Rey (2020) themselves speak of a qualitative study. To what extent the study is qualitative is not comprehensible to us. Although the qualitative domain has been made clear with the content analysis method according to Mayring (2002), the presentation of results and also the online survey rather indicate a quantifying character. Therefore we understand the study as a quantitative survey.



Dietmar Waterkamp (Germany)

Coronavirus Pandemic in Spring and Summer 2020 and the School in Germany

Abstract: What we are doing to continue learning during the current pandemic is not so much an experiment as a reaction. Given the rush to provide schooling for children and young people, helpful terms such as "distance learning", "online schooling" and "homework" are mentioned. The author notes that both educators and economists are concerned about the short and long-term effects of our situation, especially with regard to disadvantaged groups, and he points out that the "new normality" may well become normal.

Keywords: distance learning, online schooling, homework, "new normality"

摘要 (迪特玛·瓦特坎普: 2020年早春和夏季及在德国学校的新冠状病毒大流行): 在当前的病毒大流行期间, 我们为了继续学习所做的不仅仅是一项实验, 而是一种反应。鉴于迫切地为儿童和年轻人提供教育, 文章提到了一些有用的术语, 例如“远程学习”, “在线教育”和“家庭作业”。作者指出, 教育工作者和经济学家都关心我们处境的长期和短期的影响, 特别是对处境不利的群体, 他指出“新常态”很可能会成为常态。

关键词: 远程学习, 在线教育, 家庭作业, 新常态

摘要 (迪特玛·瓦特坎普: 2020年早春和夏季及在德国学校的新冠状病毒大流行): 在当前的病毒大流行期间, 我们为了继续学习所做的不仅仅是一项实验, 而是一种反应。鉴于迫切地为儿童和年轻人提供教育, 文章提到了一些有用的术语, 例如“远程学习”, “在线教育”和“家庭作业”。作者指出, 教育工作者和经济学家都关心我们处境的长期和短期的影响, 特别是对处境不利的群体, 他指出“新常态”很可能会成为常态。

关键词: 远程学习, 在线教育, 家庭作业, 新常态

Zusammenfassung (Dietmar Waterkamp: Coronavirus-Pandemie im Frühjahr und Sommer 2020 und die Schule in Deutschland): Was wir tun, um während der aktuellen Pandemie weiter zu lernen, ist weniger ein Experiment als vielmehr eine Reaktion. Angesichts der Eile, Kindern und Jugendlichen Schulbildung zu bieten, werden hilfreiche Begriffe wie "Fernunterricht", "Online-Schulung" und "Hausaufgaben" genannt. Der Autor stellt fest, dass sowohl Pädagogen als auch Wirtschaftswissenschaftler über die kurz- und langfristigen Auswirkungen unserer Situation, insbesondere im Hinblick auf benachteiligte Gruppen, besorgt sind, und er weist darauf hin, dass die "neue Normalität" durchaus normal werden könnte.

Schlüsselwörter: Fernunterricht, Online-Schulung, Hausaufgaben, "neue Normalität"

Резюме (Дитмар Ватеркамп: Пандемия коронавируса весной и летом 2020 года и школы в Германии): Те меры, которые мы предпринимаем, чтобы продолжать обучение в период коронавирусной инфекции – это в меньшей степени эксперимент, это, скорее, реакция. С учетом того, что нужно было срочно найти замену классическим форматам обучения, в оборот были введены такие оперативные понятия как «дистанционное обучение», «онлайн-обучение», «домашнее задание». Автор констатирует, что и педагоги, и экономисты, прежде всего озабочены последствиями существующей ситуации (как в краткосрочной, так долгосрочной перспективе) для наиболее уязвимых групп населения; в статье указывается также на то, что «новая нормальность» скоро вполне может начать восприниматься в обществе «нормально».

Ключевые слова: дистанционное обучение, онлайн-обучение, домашнее задание, «новая нормальность»

Some of the statements about the implications of the Coronavirus (Covid 19) crisis on schools and education sound as if we are undertaking a big experiment in education. Yet it is not an experiment, it is a reaction to a suddenly occurring danger. When a danger arises we must avoid it. The Coronavirus pandemic is not a type of danger from which we can flee because we know from experience that it invades all human environments, and especially urban environments. We had to learn this lesson in a short amount of time. When we were informed that the infection spread, we only knew that the most effective way of avoiding infection was to keep distance from infected people. There existed no medical way to subdue the infection and until now only so-called social distance could save us – or at

least made an infection less probable.

This was a bitter conclusion for our schools and for education in general. Every educational relationship needs closeness and face-to-face interaction. We had to reorganise our school-life from new. After a common recommendation on the federal and the state levels (Chancellor Merkel and the Prime Ministers of the 16 states) was given on March 12th 2020, all states of Germany decided individually within several days to lock down their schools, and asked students and parents to compensate for the lack of formal instruction by engaging in learning activities at home. Teachers sent assignments home and would evaluate them when they were returned. The public at first focussed on the students who were in grades that were close to taking the final exams for their school level. The heads of the school departments in the state governments gave their word that the final exams would take place, and schools were advised to care for specific preparation for the students for their final exams. Students in those grades received instruction in limited groups and limited instruction time in preparation for the final exams, which took place in June. This type of instruction was focussed on the most important subjects such as German, Mathematics, and English. Included were the students in the fourth grade of primary school because the average grade of their final school certificates of primary school determines their available school type in their following school career. As the Easter school holidays were ahead, the lock down for all schools was terminated until the middle of May – in correspondence with the individual schedules for holidays of the states. By this time, the students had roughly two months of absence from school. When the schools were reopened in May in a reduced capacity, the authorities communicated that regular schooling would only start after the summer holidays which were more or less close ahead depending on the schedules for each state. This meant that in May the majority of classes would resume school lessons for the present in the limited version of the pre-Easter regulation.

In the aftermath of the lock down, teachers and educationists tried to identify a model of instruction for the limited variant of instruction that had to be practised in the lockdown and was more or less continued after. Different models were brought forward: Is it a variant of homeschooling? A full version of homeschooling very seldom appears in Germany because school attendance is compulsory and is to be fulfilled in institutions regulated by the state. The endorsement on the appropriateness of the term 'Homeschooling' is split among educationists. Another suggestion is 'Distance Teaching.' Although this is a specific term also, some educationists in Germany accept it for this purpose. 'Online Schooling' is even more specific and indicates a specific market in education just as 'Distance Teaching' does. A term that reflects daily life in schools more exactly is 'Homework assignment', which indeed comes close to what teachers are doing at this time. The main characteristic of the type of instruction that prevails in the time of the Coronavirus pandemic is the use of digital devices. Students receive assignments that they have to complete and send back to be graded. This is in accordance with the intent of the German government on federal level to increase the use of digital tools. The key word in the political language is "digitalisation of education." The federal government and the state governments are prepared to spend several billions of Euros to enhance the use of digital tools in schools. Yet, in the case of the Coronavirus-induced type of schooling the aim is not digitalisation but simply to preserve at least a part of the schooling that existed before the pandemic broke out. Teachers have had to create written instructions and assignments, and there is no standardisation. Also, individualisation of teaching was not the aim, but came in closer sight when students and teachers started their exchange on the contents of learning and of assessments. The most important tool was the exchange of e-mails.

Although there was uncertainty about the appropriate model for the type of schooling that was enforced by the pandemic, researchers began a number of short range research studies on teaching and learning in the period of lockdown and of reduced schooling. Educationists and also economists warned against the prolongation of the scenario of reduced instruction because they found indications for a deepening of social gaps among youth. Especially those students who are not used to German as their first language are endangered by a fall back of language proficiency. This is similar for all disadvantaged students. There is large variance in detail in the practice of 'distance education' or 'homeschooling' (Fickermann, & Edelstein, 2020).

Most of the survey results were positive for more digital instruction. On the other hand, the German Institute for Youth was critical about transferring instruction into the home environment. They found school to be a safe place for children and youth. Violence against children often is exerted in the home, whereas schools have the opportunity to give support. In cases of so-called endangering of the well-

being of children, school is a protected place. The term 'distance education' attracted money from foundations in the realm of telecom-firms that organise online instruction. As these surveys had to be produced in short time there was no chance of establishing representativeness. Some authors concluded positively, that the Coronavirus pandemic gives a chance for reforming our routines in education. Nearly all authors insisted that learning in schools must be more self-regulated. A term that used to be central in educational texts in the 1970s is becoming topical again: individual facilitation (furtherance). One researcher concluded that the attitudes and practices of teachers with respect to stand-alone learning at home differs with the age of the students. Teachers at High Schools (gymnasium) mostly lay stress on cognitive activation, whereas teachers at integrative or comprehensive schools prefer application for every-day life. The researcher underlined how important the ability for self-motivation is in the models of homeschooling and distance-learning.

Although several authors seem to believe that the pandemic will be a singular event of relatively short length and some even speak as if its end is foreseeable, we have to think in longer terms. What seems to be exceptional in these months of Coronavirus may turn out to be the new normal for a long while. The virus is by no means defeated today.

Reference

Detlef Fickermann, & Benjamin Edelstein (Hrsg.) (2020). "*Langsam vermisse ich die Schule ...*" - *Schule während und nach der Corona-Pandemie* [Detlef Fickermann, & Benjamin Edelstein (Eds.) (2020). "Gradually I miss my school" - Schooling during and after the Corona pandemic.]. Münster, New York: Waxmann.

About the Author

Prof. em. Dr. Dietmar Waterkamp: Retired professor in comparative education at the Technical University of Dresden (Germany); e-mail: dietmar.Waterkamp@gmx.de



Josephine Jellen & Heike Ohlbrecht (Germany)

Parenthood in a Crisis: Stress Potentials and Gender Differences of Parents During the Corona Pandemic

Abstract: The social consequences of the corona pandemic are unequally distributed. Initial studies show that people with a low household income are particularly affected by the consequences of the pandemic, but also families have been faced with massive challenges for coping with everyday life and subjective health due to the lockdown. In our research we can show and concretise the burden dimensions of parents, but also their resources in times of Corona crisis. It becomes clear that mothers in particular are more affected by emotional consequences, their life satisfaction has dropped most, and they have to take over the care and home schooling of their children for the most part. However, some families are benefiting from the crisis in terms of the time resources they are gaining. It is also striking that the family seems to be both- a resource and a source of stress for women during the lockdown.

Key words: pandemic, family, mental stress, subjective health, life satisfaction

摘要 (约瑟芬·耶伦 & 海克·奥尔布雷希特)：危机中的家长身份：新冠病毒大流行期间家长的压力潜能和性别差异)：新冠病毒大流行的社会后果被不平等地分配着。初步的一些研究表明，家庭收入较低的人群尤其受到新冠病毒大流行的影响，但是由于封锁，家庭在应对日常生活和主观健康方面也面临着巨大的挑战。在我们的研究中可以展示出并具体化家长们的负担维度，以及在新冠病毒危机时期他们的一些资源。很明显的是母亲更容易受到情感后果的影响，其生活满意度下降的幅度最大，并且她们必须承担起大部分的对其子女的照料和家庭教育工作。然而，一些家庭在获得时间资源方面正在从危机中受益。值得注意的是，家庭在封锁时期似乎既是妇女们的一项资源又是其压力的一个来源。

关键词：大流行，家庭，精神压力，主观健康，生活满意度

摘要 (约瑟芬·耶伦 & 海克·奥尔布雷希特)：危机中的家长身份：新冠病毒大流行期间家长的压力潜能和性别差异)：新冠病毒大流行的社会后果被不平等地分配着。初步的一些研究表明，家庭收入较低的人群尤其受到新冠病毒大流行的影响，但是由于封锁，家庭在应对日常生活和主观健康方面也面临着巨大的挑战。在我们的研究中可以展示出并具体化家长们的负担维度，以及在新冠病毒危机时期他们的一些资源。很明显的是母亲更容易受到情感后果的影响，其生活满意度下降的幅度最大，并且她们必须承担起大部分的对其子女的照料和家庭教育工作。然而，一些家庭在获得时间资源方面正在从危机中受益。值得注意的是，家庭在封锁时期似乎既是妇女们的一项资源又是其压力的一个来源。

关键词：大流行，家庭，精神压力，主观健康，生活满意度

Zusammenfassung (Josephine Jellen & Heike Ohlbrecht: Elternschaft in der Krise: Stresspotenziale und Geschlechterunterschiede der Eltern während der Corona Pandemie): Die sozialen Folgen der Corona Pandemie sind ungleich verteilt. Erste Studien zeigen, dass Menschen mit niedrigem Haushaltseinkommen von den Folgen der Pandemie besonders betroffen sind, aber auch Familien sind durch den Lockdown mit massiven Herausforderungen hinsichtlich der Alltagsbewältigung und der subjektiven Gesundheit konfrontiert. In unserer Forschung können wir die Belastungsdimensionen der Eltern, aber auch ihre Ressourcen in Zeiten der Corona-Krise aufzeigen und konkretisieren. Es wird deutlich, dass vor allem Mütter stärker von den emotionalen Folgen betroffen sind, ihre Lebenszufriedenheit am stärksten gesunken ist und sie die Betreuung und Beschulung ihrer Kinder weitgehend übernehmen müssen. Einige Familien profitieren jedoch von der Krise in Bezug auf die Zeitressourcen, die sie gewinnen. Auffallend ist auch, dass die Familie sowohl Ressource als auch Belastungsfaktor für Frauen während des Lockdown zu sein scheint.

Schlüsselwörter: Pandemie, Familie, psychische Belastung, subjektive Gesundheit, Lebenszufriedenheit

Резюме (Джозефине Йеллен & Хайке Ольбрехт: Социальная группа «Родители» в период пандемии: Стрессовые сценарии и гендерные особенности поведения в условиях «новой нормальности»): Социальные последствия пандемии распределяются неравномерно. Первые исследования показывают, что в наибольшей степени пандемия затронула людей с низким уровнем дохода. Семьи как социальная группа также ощущают на себе последствия локдауна и сталкиваются с мощнейшими вызовами как в плане охраны своего здоровья, так и адаптации к

новым условиям жизни. В данной статье будут рассмотрены и конкретизированы сегменты «новой» нагрузки, которая ложится на плечи родителей. В то же время будут обозначены ресурсы, которые «поставляет» новая коронавирусная ситуация. По результатам исследования становится очевидным, что прежде всего эмоциональных последствий такой перестройки страдают женщины; именно у них отмечается резкое снижение удовлетворенностью жизнью; в большинстве случаев как раз женщины берут на себя заботу по воспитанию и обучению детей в период пандемии. С другой стороны, некоторые семьи извлекают выгоду из новых условий, в частности, в плане высвобождающихся временных ресурсов, которые затем могут быть с пользой освоены. Отметим то, что проходит красной нитью через все исследование: в период локдауна семья представляется женщине скорее амбивалентной структурой: в ней она видит и ресурс, и то, что провоцирует стрессовые состояния.

Ключевые слова: пандемия, семья, психическая нагрузка, здоровье личности, удовлетворенность жизнью

The Corona pandemic as a social challenge

The corona pandemic is changing public and private life to an unprecedented extent. New insecurities and challenges are showing themselves with particular intensity: Reduced contact with friends and family, but also work in the home office and child care have changed everyday life considerably and, last but not least, have had an impact on well-being. Families and parents in particular were faced with special challenges during the lockdown period: for example, gainful employment had to be guaranteed in the home office parallel to home schooling or childcare, regular arrangements for childcare, for example by supporting grandparents, were difficult to implement, as were everyday leisure activities. Extensive contact restrictions had a massive impact on everyday life, not only were the childcare institutions (schools and kindergartens, day nurseries) closed, but public places (playgrounds etc.) had to be avoided and personal contact with people outside the home was no longer possible.

In view of this scenario, we assume that the period of the Corona-related lockdown and its consequences, such as the closure of schools or the greatly reduced contact with friends and family, have an impact on the subjective, psychosocial health of individuals. Parents and families are exposed to particular stress potentials.

In order to investigate how the lockdown in the aftermath of the corona pandemic has affected health and coping with everyday life, an online survey was carried out to identify special social challenges and stress dimensions in times of the corona pandemic in the short term, to learn more about the consequences of social distancing and the groups particularly affected by the measures to contain the pandemic. Along our study we identify various differences in the intensity of the pressure: in particular people with low educational capital, women, but also parents are affected by the social consequences of the corona pandemic.

Research status

More than 10 million children and young people were affected by the closure of day-care centres and schools during the lockdown in Germany. This not only affected the children or pupils, but also their parents, who were confronted with unprecedented challenges in schooling and child care (Bujard et al., 2020). According to Allmendinger et al. (2020), mothers in particular were affected by the increasing care tasks and significantly reduced their working hours in the course of the corona pandemic and emerged as losers from the corona crisis.

Studies are currently proving that there is an intensification of gender-specific differences as a result of the corona pandemic: Differences between men and women with regard to financial worries and burdens, as well as differences in salary losses, make it clear that women are not only increasingly bearing the burden of childcare (Blom et al., 2020), they are also affected by salary losses and once again exposed to a double burden (Hövermann, 2020). Almost 93 percent of all parents now look after their children at home themselves. Grandparent care has decreased from 8.3 percent before the Corona crisis to 1.4 percent. In the household, in half of the cases the woman alone takes over childcare. The corona crisis therefore has the potential to increase gender inequality in the labour market if more and more short-time work and redundancies are implemented in sectors with a high share of women, such as the hotel and restaurant industry (Blom et al., 2020).

In the wake of the corona pandemic, it is mostly mothers who adjust their working hours to childcare (Bünning et al., 2020). Minor additional burdens due to home schooling can be seen in the case of mothers, working parents and parents with several children to be cared for or parents with higher education qualifications (Porsch & Porsch, 2020).

However, there are also counter findings to the currently much discussed thesis of the re-traditionalisation of gender roles: Bujard et al. (2020), for example, do not confirm that the traditionally divided gender roles have revived during the pandemic, they state that the participation of fathers in housework has even increased (ibid.).

Method and Sample

In order to focus on the social pressure of the corona pandemic, a partially standardised online survey was carried out, in which the topics of health, pressure, life satisfaction, information management and trust, solidarity and socio-demographic data were asked. We focussed on the subjective self-assessment of the participants, who were asked at one point of the survey about their perception before and during the pandemic. The questionnaire used comprised 55 questionnaire batteries and 4 open questions and was available from 14 April to 03 May 2020, i.e. during the relevant period of the lockdown in Germany.

The survey was advertised via print media such as daily newspapers, homepages, social networks, word of mouth influence and email distribution lists. Accordingly, it is a convenience sample, which is subject to certain limitations: we do not receive representative data, the results are not to be generalised, but rather represent a mood picture of our sample from this particular phase. Although the sampling strategy does not allow us to determine a statistical population, we can state that there are 2797 hits on the questionnaire. After data cleansing, 2,009 data sets were included in the evaluation.

The sample produced is not a representative cross-section of the demographic, but a positive selection: the majority of participants in the survey were younger, working people with high cultural capital. Women (71%) participated significantly more often than men (28%). 31% of respondents live with children under 18 in the household. Almost two thirds of the participants are under 40 and one third of the respondents are over 40. The majority of respondents were born in Germany (94.5%) and live in the German federal state of Saxony-Anhalt (46.6%).

With regard to the highest school-leaving certificate, it is clear that the sample has a high education capital. 82.4% of the respondents have acquired the A-levels or the entrance qualification for Universities of applied sciences. The majority (79.2%) of those surveyed are in gainful employment, whereas 20.8% are not employed. One third of the participants in the study suffer from a chronic illness or have a recognised disability.

Sample selection needs to be appropriately framed in light of the results, especially when it comes to quantitative health research: for example, the Healthy user bias (see e.g. Shrank et al., 2011) states that healthier people are the main respondents to health or illness surveys. Generalising the results to the potentially less healthy population can therefore be problematic. Nevertheless, it is possible on the basis of the study results to gain a first impression of how the situation of corona-induced non-contact is inscribed in the everyday life of the respondents. Entirely in line with classical social research, we ask ourselves the question of what exactly happens in the everyday life of the actors or how Erving Goffman formulated this question: "What the hell is going on here? (Goffman, 1974, p. 17).

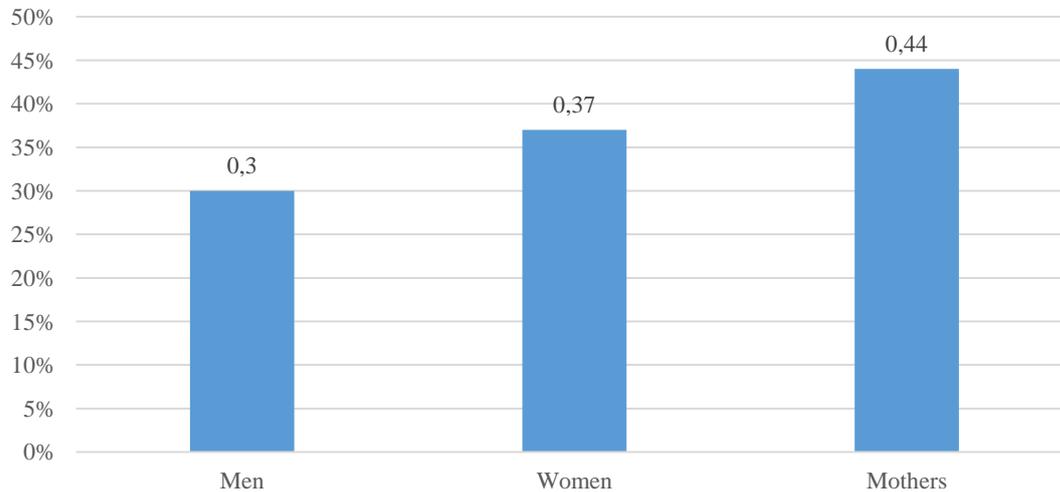
Results

Subjective health and well-being

However, it is noticeable that feelings such as stress and exhaustion during the lockdown were significantly reduced in the sample: The proportion of respondents who experienced stress sometimes to very often before the corona crisis fell by 15.5% during the pandemic. Similarly, the proportion of those who are sometimes and (very) often exhausted decreased by 12.1% during the pandemic. On the other hand, respondents felt lonely twice as often as before the pandemic. The subjective feeling of security has also decreased by a quarter and the feeling of fear has doubled compared to before and during the pandemic. But also the general life satisfaction has decreased clearly compared to

before and during the pandemic. Before the pandemic, 81.2% confirmed that they were satisfied or very satisfied with their lives, whereas general life satisfaction during the pandemic fell by 21.6% to 59.6%. A difference in response behaviour between men and women is only marginally discernible; however, the data show a difference along the educational level.

Figure 1: Emotional pressure during the lockdown period in comparison



Question: When you look back on the lockdown period so far, how much of a emotional pressure do you feel? Reply formats: 1) never 2) rarely 3) sometimes 4) often 5) very often
Only categories 4 and 5 are shown in the figure and have been condensed.

It is noticeable, however, that feelings such as stress and exhaustion were significantly reduced in the sample during the period of lockdown: The proportion of respondents who experienced stress sometimes to very often before the corona crisis fell by 15.5% during the pandemic. Similarly, the proportion of those who are sometimes and (very) often exhausted decreased by 12.1% during the pandemic. However, respondents felt lonely twice as often as before the pandemic. The subjective feeling of security has also decreased by a quarter and the feeling of fear has doubled compared to before and during the pandemic. But also the general life satisfaction has decreased significantly compared to before and during the pandemic. Before the pandemic, 81.2% confirmed that they were satisfied or very satisfied with their lives, whereas general life satisfaction during the pandemic fell by 21.6% to 59.6%. A difference in response behaviour between men and women is only marginally discernible; however, the data show a difference along the educational level.

Parenthood and Corona

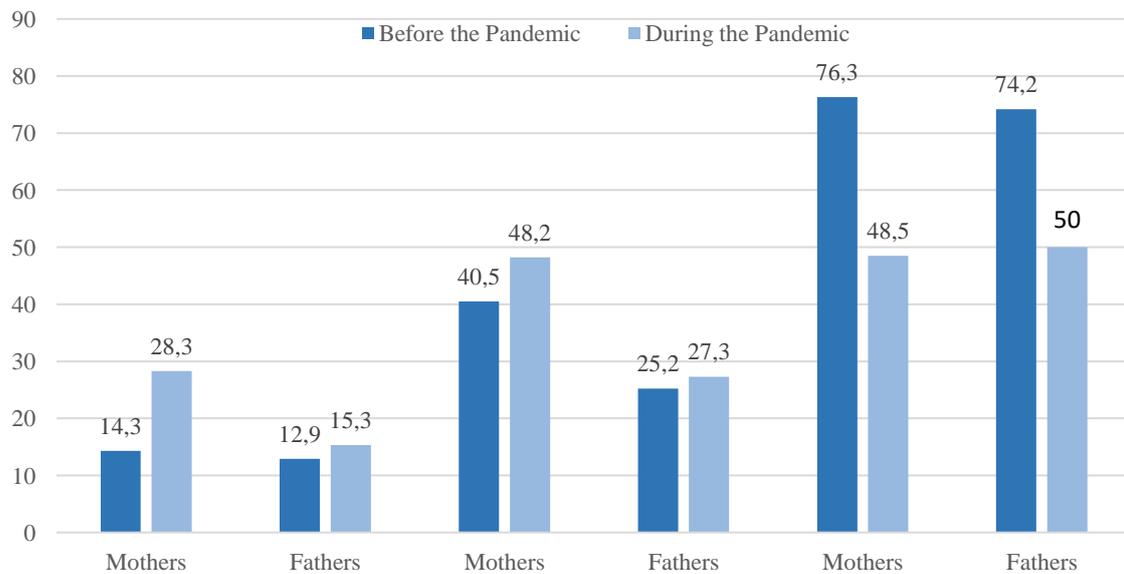
In our sample, 30.6% (n=615) of the participants affirmed that they live in a household with at least one child under 18 years of age. Based on a concept of family that goes beyond biological relationships, we refer to this group of people as parents in the following. We have decided to ask about the children under 18 years of age in the household (Family Households, Burkart 2008), as we assume that care and homeschooling arrangements are particularly intensive/challenging in this case. More than two thirds of the parents surveyed had to take over the care of their underage children themselves after the day-care and school closures, half of them worked in the home office during this time. The majority of the mothers provided 73% of the care and 39% of the children's home schooling, whereas the fathers stated that they provided 51.5% and 13% of the children's care and home schooling respectively.

The majority of parents felt restricted in everyday life (72%), in pursuing hobbies (72%), in maintaining social and friendly relationships (92%), in contact with the family (86%), in voluntary or political work (52%) and 47% in their professional activities. The fact that women felt more restricted to a large extent - especially in terms of gainful employment, hobbies, friendships and everyday activities - again highlights a gender-specific difference.

30% of mothers in our sample stated that they needed more support at home during the lockdown period, whereas only 14% of fathers identified an increased need for support. However, only 16% of mothers and 9% of fathers experience more support than before the pandemic.

Clear differences between mothers and fathers and between the general sample and the group of parents can be seen in many areas, such as in the emotions sampled before and during the pandemic or during the lockdown. The positive effects of the corona pandemic mentioned above, such as reduced feelings of exhaustion and stress, cannot be established for the parents' group. On the contrary, we see an increase of 8 and 3% respectively in the feeling of exhaustion and stress, especially among mothers. Among fathers, an increase of 2 and 3% respectively can be observed. Similar findings can be seen for nervousness (see figure 2).

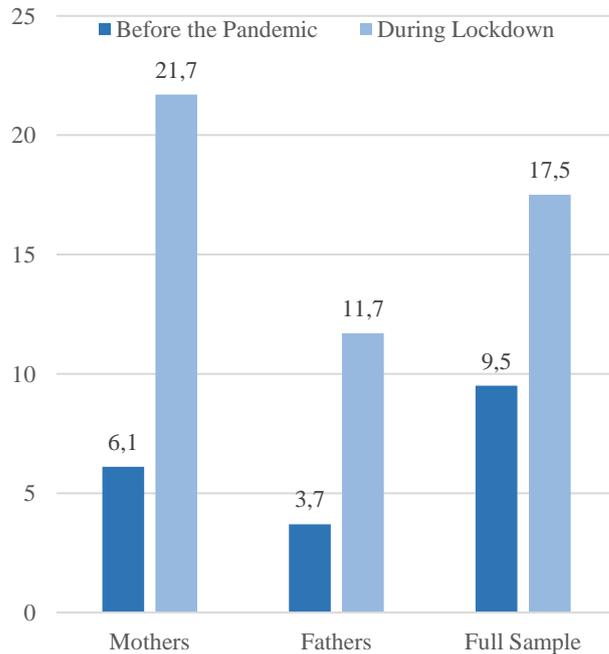
Figure 2: Comparison of feelings of nervousness, exhaustion and security between fathers and mothers (from left to right), grouped, Percentage figures



Questions: How often did you experience the following feelings before the outbreak of the coronavirus pandemic? (dark blue) How often did you experience the following feelings after the outbreak of the coronavirus pandemic? (light blue); Reply formats: 1) never 2) rarely 3) sometimes 4) often 5) very often Only categories 4 and 5 are shown in the figure and have been condensed.

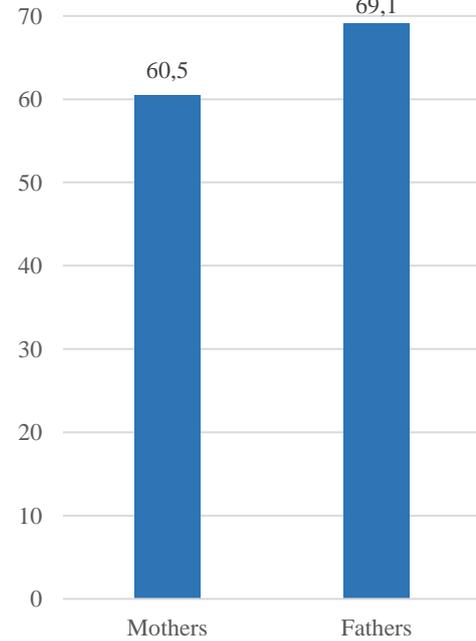
Although there was a sharp increase in anxiety feelings for the whole sample (the feeling of anxiety doubled), in the parents' group the feelings of anxiety more than tripled (see Figure 3). Existential anxiety also occurred more frequently among parents, but more often among women than among men, so that the ratio before Corona has been reversed: Whereas before the pandemic fathers were more concerned about their livelihoods, mothers were more so during the lockdown. A similar finding can be made for the feeling of nervousness: if the perception of this feeling in the general sample increases by about 5% during the pandemic, the number of mothers who feel nervous during the pandemic (during the lockdown) doubles. The increase in nervousness among fathers compared to before and during the pandemic is only just under 3%. Mothers (13%) are more likely to feel sadness before the pandemic than fathers (4%), increasing by 10% and 6% respectively during the lockdown period. However, there are hardly any differences to the overall sample - the same applies to the feeling of loneliness, security and satisfaction. With regard to general life satisfaction, a clear drop can also be seen in the parents' group, although here too there are differences between mothers and fathers: the life satisfaction of mothers during the pandemic falls by almost 10% more than that of fathers (see Figure 4).

Figure 3: The feeling of anxiety before the pandemic and during the lockdown compared



Questions: How often did you experience the following feelings **before** the outbreak of the coronavirus pandemic? (dark blue) How often did you experience the following feelings **after** the outbreak of the coronavirus pandemic? (light blue); Reply formats: 1) never 2) rarely 3) sometimes 4) often 5) very often
 Only categories 4 and 5 are shown in the figure and have been condensed.

Figure 4: Life satisfaction during the lockdown compared



Question: How satisfied are you currently with your life in general?
 Reply formats: 1) very unsatisfied 2) unsatisfied 3) moderate 4) satisfied 5) very satisfied 6) not specified
 Only categories 4 and 5 are shown in the figure and have been condensed.

On the other hand, the feeling of happiness contrasts with the general trends in emotions in the comparison between parents and the general sample before and during the pandemic: thus mothers in particular are happier before the pandemic than childless women, and even during the lockdown period it is apparent that the feeling of happiness, while decreasing, is still somewhat more pronounced than in the overall sample. However, it is also shown that the loss in the quantity of the feeling of happiness, with a decrease of 20%, is much more serious for mothers than for fathers.

Resources and resilience in the crisis

Our study focused not only on the subjective perception of health and stress and the everyday coping of individuals, but also on questions about resilience factors and positive experiences in the course of the pandemic, which were collected via open questions.

To this end, three open questions were asked in the survey:

1. What helps you to get through the pandemic period in a healthy and psychologically stable way?
2. When you now look back at the time of the contact ban and the corona pandemic, what has been your burden?
3. The third question is preceded by the selection question "Do you personally see something positive in this period? If the answer to this question was 'yes', we asked the open question: "Please briefly describe the positive aspects for you".

The analysis of the open questions about categorisations showed that the family was perceived both as a factor of resilience and as a burden, and that new reflections on the self-world relationship were stimulated by the pandemic and modes of self-care were used as stabilising mechanisms.

For women in our sample, self-care (e.g. through meditation as a form of emotional management) was a frequently pursued strategy for maintaining psychological stability (74% compared to 25% of men).

It is also interesting to note that for women, the family seems to be both a place of stress and resilience: women experienced the family as a far greater dimension of stress (83% compared to 16% of men) and at the same time as a resilience factor (81% compared to 19% of men). The time of the lockdown also brought genuinely positive aspects for the participants - in particular time gains, which some families report, as the time of the lockdown is definitely experienced as a deceleration. As representative family sociology studies of recent years show, families often complain about the feeling of time shortage (BMFSFJ, 2012) and a lack of work-life balance. In light of this, some families feel that the time spent away from contact is a gain in time. These "gifts of time" make it possible to (again) provide quality time together in the families and make questions of work-life balance, the reorganisation of work routines and the organisation of everyday life debatable again and stimulate processes of reflection. People with high educational capital benefit from the time gains and experiences, however, both quantitatively and qualitatively.

Discussion and conclusion

According to our research, there is evidence that parents and especially mothers have experienced emotional, performance and work-related disadvantages during the contact restrictions, which will further advance the debate on structural gender differences, mental load and social inequality. Along the lines of the results presented here, we can agree with the findings to date, which show that parents and especially mothers have been more affected by the social consequences of the pandemic.

As we have shown, compared to our general sample, parents are not affected by the small gains of the corona pandemic, such as the reduction of exhaustion and stress. On the contrary, a slight increase can even be seen here. Positive effects can only be seen for the group of parents who perceived the pandemic period as a short break from the general shortage of time in families and who were able to use it as an opportunity to experience other models of work-life balance. This is more likely to affect parents with high educational capital, who generally also have good financial earning opportunities and are more likely to be offered opportunities to work in the home office and to share the care work for the children between the partners.

The results presented are limited, on the one hand, with regard to the sample structure used, but also with regard to the survey period of the lockdown: our results refer to a period of time which can be described as at least exceptional, and at the same time the question arises as to what long-term social consequences the corona pandemic will have for parents and children.

We want our study to be understood as a first mood picture, which provides insights into the living world of parents during the lockdown. More than 60% of all respondents agreed to a follow-up survey, so that the results of a second survey can clearly show a process. Further qualitative surveys (e.g. interviews) will deepen the descriptive-quantitative data and show whether the corona crisis is inscribed in the collective memory.

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About the Authors

M.A. Josephine Jellen: Otto-von-Guericke-University Magdeburg, Faculty of Human Sciences, Department of Sociology (Germany); e-mail: josephine.jellen@ovgu.de

Prof. Dr. Heike Ohlbrecht: Otto-von-Guericke-University Magdeburg, Faculty of Human Sciences, Department of Sociology (Germany); e-mail: heike.ohlbrecht@ovgu.de



Olga Graumann (Germany)

Effects of the COVID-19 Pandemic on Students and their Parents

Abstract: The COVID-19 pandemic resulted in school closures in spring 2020 in many countries, including Germany, to stem the spread of the virus. From one day to the next, school learning became the responsibility of parents, and school administrators expected teachers in all types of schools to switch from almost exclusively analogue teaching to distance learning - in particular to digitalized teaching - from one day to the next. In this article we analyze what this means for families. It is shown that the inequality of opportunities in education is increased when schools and families lack digital equipment and expanded Internet connections. It describes the problems that parents and children have had and will continue to have with immature and unproven concepts of distance learning, since schools in Germany are far from making up for the deficit in the area of digitized instruction. The state of emergency in the time of a pandemic also clearly shows the limits of innovative teaching with the new media and raises awareness of the importance of an intensive analogue pedagogical teacher-pupil relationship.

Keywords: pandemic COVID-19, parents in times of a pandemic, education in times of a pandemic, digitization, digitized teaching, teacher-student relationship

摘要 (奥尔加·格劳曼: 新冠病毒大流行对学生及其父母的影响): 新冠病毒大流行导致2020年春季, 包括德国在内的许多国家关闭了学校, 以阻止该病毒的传播。从一日到次日, 学校学习已成为家长的责任, 并且学校管理者期望所有类型学校的老师从这一天到第二天, 从几乎完全是模拟的教学转变为远程学习, 尤其是数字化教学。在本文中, 我们分析了这对家庭意味着什么。结果显示当学校和家庭缺乏数字设备和扩大的互联网连接时, 教育机会的不平等已然加剧。文章描述了家长和孩子在不成熟的和未经证实的远程学习概念上已经并将继续存在的问题, 因为德国的学校远不能弥补数字化教学领域的不足。大流行时期的紧急状态也清楚地表明了使用新媒体进行创新教学的局限性并提高了人们对强化模拟教学中师生关系重要性的意识。

关键词: 新冠病毒大流行, 大流行时期的家长, 大流行时期的教育, 数字化, 数字化教学, 师生关系

摘要 (奥尔加·格劳曼: 新冠病毒大流行对学生及其父母的影响): 新冠病毒大流行导致2020年春季, 包括德国在内的许多国家关闭了学校, 以阻止该病毒的传播。从一日到次日, 学校学习已成为家长的责任, 并且学校管理者期望所有类型学校的老师从这一天到第二天, 从几乎完全是模拟的教学转变为远程学习, 尤其是数字化教学。在这里, 我们分析了这对家庭意味着什么。结果显示当学校和家庭文章描述了家长和孩子在不成熟的和公认的远程学习概念上已经替换继续存在的问题, 因为德国的学校远在大流行时期的紧急状态也清楚地表明了使用新媒体进行创新教学的局限性并提高了人们对强化模拟教学中师生关系高度的意识。

关键词: 新冠病毒大流行, 大流行时期的家长, 大流行时期的教育, 数字化, 数字化教学, 师生关系

Zusammenfassung (Olga Graumann: Auswirkungen der COVID-19-Pandemie auf SchülerInnen und ihre Eltern): Die Covid 19 Pandemie hatte im Frühjahr 2020 in zahlreichen Ländern, so auch in Deutschland Schulschließungen zur Eindämmung der Verbreitung des Virus zur Folge. Schulisches Lernen wurde von heute auf morgen in die Verantwortung der Eltern gelegt und die Schuladministration erwartete, dass die Lehrenden aller Schulformen von jetzt auf gleich von einem fast ausschließlich analogen Unterricht auf distance learning - insbesondere auf digitalisierten Unterricht - umstellen. In diesem Artikel wird analysiert, was das für die Familien bedeutet. Es zeigt sich, dass die Chancenungleichheit im Bildungsbereich erhöht wird, wenn es an Schulen und in den Familien an digitalen Geräten und modernen Internetanschlüssen fehlt. Es werden die Probleme beschrieben, die die Eltern und Kinder mit unausgereiften und unerprobten Konzepten des Fernlernens hatten und weiterhin haben werden, da Schulen in Deutschland das Defizit im Bereich digitalisierten Unterrichts noch lange nicht aufholen können. Der Ausnahmezustand in der Zeit einer Pandemie zeigt auch deutlich die Grenzen eines innovativen Unterrichtens mit den neuen Medien und rückt die Bedeutung einer intensiven analogen pädagogischen Lehrer-Schüler-Beziehung wieder stärker ins Bewusstsein.

Schlüsselwörter: Pandemie Covid 19, Eltern in Zeiten einer Pandemie, Bildung in Zeiten einer Pandemie, Digitalisierung, Digitalisierter Unterricht, Lehrer-Schüler-Beziehung

Резюме (Ольга Грауманн: Влияние пандемии COVID-19 на учеников и их родителей): Пандемия COVID-19 вынудила многие страны, в том числе Германию, закрыть школы для ограничения распространения коронавирусной инфекции. В один момент то, за что отвечала школа, оказалось в зоне ответственности родителей, а школьные администрации рассчитывали на то, что их педагоги так же быстро смогут переключиться с «классического» формата обучения и трансфера знания на новый, дистанционный. В данной статье проводится анализ того, как справляются с данной ситуацией школьники и их родители. В ходе данного анализа выясняется, что в период пандемии растет число тех, кто ощущает себя в неравных условиях в образовательном дискурсе, прежде всего по причине нехватки в школах и семьях соответствующей техники и недостаточной обеспеченностью интернетом. Описываются проблемы, с которыми сталкиваются дети и их родители, когда обучение ведется по новым, не до конца отшлифованным и слабо апробированным концепциям электронного образования. Высказываются опасения, что эти проблемы быстро не решатся, поскольку школам в Германии нужно будет еще долго наверстывать упущенное в вопросах дигитализации обучения. Та чрезвычайная ситуация, которая складывается на сегодняшний день, в том числе в образовании, четко показывает границы эффективности форматов обучения с помощью цифровых технологий и все сильнее побуждает к рефлексии над тем, сколько преимуществ дает прямой, непосредственный контакт между учителем и учеником в образовательном процессе.
Ключевые слова: пандемия Covid 19, родители в период пандемии, образование в период пандемии, дигитализация, дистанционное обучение, коммуникативный паттерн «учитель – ученик»

Preliminary note

After the pandemic is before the pandemic - SARS-CoV-2 is not expected to be the last virus to affect our lives. For this reason, it is necessary to think about what needs to change in the education sector to provide education in situations of social isolation and to provide educational work in the child and youth sector. When virologists first proposed to close all educational institutions from kindergarten to universities for a certain period of time in order to reduce transmission chains of the COVID-19 virus, this thought was unimaginable. In the meantime, we are gaining experience worldwide of what it is like when institutionalized education and upbringing no longer function as usual.

Nobody was prepared for a total failure of face-to-face teaching and it is not surprising that the resulting pressure on the administration, teachers, students and parents was enormous and will certainly continue to be so. It is now interesting - a few months after the standstill and a period of slow return to "normality" and fear of new school closures - to analyze what was triggered by this scare among all those affected in the educational sector. The main point of discussion in educational policy, in current pedagogical writings and at pedagogical congresses is digitization, since digitized teaching seems to be the solution par excellence.

In the following, the focus will be on the effects of school closures and reduced attendance periods on students and their parents, on the limitations of digitization and on what we can learn for the future from the experiences of recent months.

1. What does it mean for students and parents if the switch to distance learning using digital media is made overnight?

At the beginning of the following discussion, it must be pointed out that German schools have "slept through" digitization and are nowhere near able to make up for these failures in the difficult times of the pandemic. Studies show that the requirements associated with digitization are not sufficiently systematically anchored in all three phases of teacher training in Germany (Eickelmann, & Drossel, 2020, p. 356), despite the "Digital Pact for Schools 2019-2024" approved by the federal government, which provides financial support to the German states in equipping schools with IT systems and networking them.

The reason for this is certainly also to be seen in the fact that Germany is a densely populated country where every student can attend an educational institution within easy reach of his or her place of residence and distance learning is not necessary for spatial reasons. As a result, many teachers have not felt motivated to work on acquiring techniques, methods and strategies for learning with digital media. Other countries that have had years of experience with distance learning because of their geographical characteristics, such as Canada, are better placed to do so.

It has become very clear in recent months that most schools had no concept of distance learning and some still do not have one. In many cases, the students were overwhelmed with worksheets at the beginning of school closures, which were sent to the parents by e-mail. The parents were naturally expected to have a well-functioning printer and to be able to spend the time not only to print out these worksheets, but also to sort them accordingly. With three school-age children in different types of schools, 30 or more worksheets can be collected per school day. One mother told me that on many evenings she spent up to two hours just printing out the work assignments, sorting them and putting them on the desks of each of her three children. It is already clear here that this is not possible in families that do not have a computer and printer.

Over time, many teachers who had not previously been involved in digitized instruction made an effort to reach students through WhatsApp, educational programmes, and learning apps. Many schools, however, do not work with one learning platform, but each teacher uses a different platform and different programmes for his or her subject and class. This means that in a family with, for example, three students, not only the student himself, but usually also the mother or father has to deal with numerous platforms and learning programmes. This also means - if you take into account that at least one parent often works from home - that each family member must have his or her own PC, laptop or tablet and that the IT network has sufficient capacity to allow everyone to work on the Internet at the same time. In many areas of Germany, the network capacity is not even sufficient to operate a cell phone! It is obvious that sufficient equipment with terminal devices is only available in a limited number of homes. And even if the devices are available, it is clear that access to the devices repeatedly fails due to technical factors (Hummrich, 2020, p. 169).

Sending worksheets to students via e-mail, tasks in learning apps and video-based teaching are only the first step, however, because the worksheets have to be processed, the tasks in the learning programmes have to be solved and attendance and participation in the video conferences have to be guaranteed. It is obviously assumed that each student can set up and operate the platforms on his or her device independently, that worksheets can be worked on independently, and that students can follow digital lessons attentively and in a timely manner, regardless of whether they have a suitable room and the necessary terminal equipment at home. There may be children and young people who can do everything without any help from an adult - but experience shows that the majority of students need constant help and supervision.

Who provides this necessary assistance in families where both parents are dependent on working outside the home for financial reasons? What happens in the parental homes where there is no terminal device at all or only one for the whole family? Do children from such families not receive an education in times of a pandemic? Are they systematically "left behind"?

Inequality of opportunity in the education system has been a recurring theme in Germany since the 1970s at the latest. The impact of the pandemic on the education system has brought this issue back into focus. "I made a lot of phone calls, I wrote WhatsApps, but maybe 20 percent of the children I did not reach during the lockdown," says one teacher in an interview (Heinemann, 2020, p. 26) and it is to be feared that the educational inequality of the German school system will increase during the time of the Corona crisis (Hoffmann, 2020, p. 30). There are still no representative empirical studies on this issue.

Working parents are dependent on the institutions which are responsible for schooling and part of the care for children and young people actually functioning. In Germany, for the first time in 75 years, this care is no longer guaranteed, thus confronting working parents with mostly insoluble problems. Not only school lessons, but also extra-curricular childcare options and help with schoolwork are essential for the compatibility of family and career. If kindergarten, school and after-school care are no longer available, the main burden is usually borne by the mothers (Müller, Samtleben, Schmieder, & Wrohlich, 2020, p. 6), who have to take unpaid leave and thus endanger their jobs. Particularly if they are single parents, they are now often faced with financial and health ruin.

The media often talk about parents who work from home being able to supervise their children at home and learn with them. On the one hand, it has been found that in families with children under 12 years of age, where both parents are employed, only a maximum of half of them can work partially from home (loc.cit., p. 6). On the other hand, it must be considered that effective work from home is only possible if a quiet workplace is guaranteed and one parent can take over the schooling and care

of the children. Full-time home office and simultaneous school and emotional care of children, that is not possible.

Children who need the social community outside the home, because the parental home cannot offer them experiences that are conducive to development, can suffer psychological and health damage. In an interview, a teacher reports about children who sat in front of the TV or played on their smartphones all day long and were not allowed to leave the house for several weeks for fear of infection (Amendt, 2020, p. 29). A first empirical study representative of Germany has been conducted by the Technical University of Munich on the assumption, frequently voiced in the media, that violence in families has increased during curfews and contact restrictions (Steinert, 2020). It was found that physical violence against women and children increased in families that were in quarantine. Risk factors are in particular financial worries, loss of employment, short-time work as well as anxiety and depression. The researchers strongly recommend that emergency care be provided in the event of further school closures or reduced institutional care times, even if one or both parents are at home.

On the other hand, children who are bullied at school or suffer from the pressure of school can flourish during this time. A mother, for example, reports that her son Luca, who is being pressured at school by a group of girls and finds it difficult to adjust to peers and communicate on their level, was happier and more relaxed than ever before during the time of complete school closure and that he completed all the tasks set by the school independently and with joy.

Parents with an affinity for education use the time to learn with their children a lot and also promote the effective and sensible use of digital media. However, the losers in times of school closures and whatever kind of homeschooling are likely to be children from underprivileged families.

Just as different families result from their differing social status and financial situation, so do they experience this time differently. The assessment of parents as it is discussed in the media ranges from statements and headlines like "Parents finally have time for their children" to "There is a chance that parents now know exactly what their children are learning at school" to "Total overtaxing of children and parents in so-called homeschooling" to "Children suffer from social isolation" and "Children from disadvantaged families and single mothers are left behind". There is some truth in each of these statements.

2. What are the limits of homeschooling and digitalized teaching that become apparent during the period of discontinuation of analogue teaching?

Digitization is one of the most significant innovations in the education sector today. However, in order to be able to exploit the "added value of digitization compared to traditional media," "the step from information carrier to information processing is necessary. And this can only succeed if teachers are able to do so," emphasizes Ziegler (2018, p. 66). Among teachers, however, the prevailing opinion is that it is questionable whether the Corona crisis will initiate a fundamental digital transformation of schools, and it is assumed that many colleagues will continue to perceive digitization as an imposed process (Falck, 2020, p. 32). This view of many teachers is understandable in that the use of computers, laptops, learning platforms, apps, etc. in the classroom means that the technical devices should not be seen as a mere substitute for paper and pencil. Digitization must enable a new quality of knowledge acquisition and understanding of learning content. And this means that it must be a personal concern for teachers and that they must invest a lot of time in deciding when blackboard and chalk or an analogue visit to a museum are pedagogically and methodologically advisable, for example, and when the use of learning programmes or virtual tours is the right didactic decision. As fundamental as well-functioning technical equipment is, this question is marginal in view of the new challenges to the didactic skills of teachers in our time.

There is no doubt that there are schools and teachers who have long since taken up this challenge and are up to it. However, the Corona crisis has shown that they are a minority - and school closures decreed by politicians are an inconvenient time to switch from analogue to digital teaching, because the switch is not the result of a pedagogical innovation that teachers are convinced is effective. If schools are currently making the transition, it is only for forced organizational reasons and in order to at least partially maintain the teaching of school-age children. Rohrs, Pietraß, & Schmidt-Hertha

(2020, S, 363) also observe great ambivalence towards digital media in adult education and teacher training. One reason for this is that the potential and risks of using digital media cannot be adequately tested and reflected upon due to rapid technological development (loc.cit., p. 364). Teachers tend not to expect any relief from the burden of digitization and are sceptical about its effectiveness with less able students and low achievers. It is assumed that the use of digital media contains subject-related, didactic and pedagogical potential that can support the subject-related and interdisciplinary acquisition of competencies by students (Eickelmann, Gerick, 2017). The word "can" is decisive here. The benefits that students derive from the use of digital media vary greatly and depend primarily on how individualized in terms of learning level and learning ability the learning programmes are structured, i.e. whether and to what extent they are adapted to the individual needs of learners.

Hilbert Meyer, one of the most well-known didacticians in Germany, presents an eight-point catalogue of didactic requirements for homeschooling and blended learning in Corona times. He emphasizes that there are no exclusive homeschooling criteria, but what is good for conventional teaching is also good for homeschooling and blended learning. His eight points are therefore based on the "old European didactic tradition" (Meyer, 2020, p. 8) As a first feature, Meyer emphasizes the importance of a work alliance between teachers and students and points out that this "crumbles" in digital learning: "Students who are lazy in learning find clever excuses not to start at all; those who are less productive despair and stop learning. The parents do not know whether and how they should help" (loc. cit., p. 9). This problem can only be solved if the teacher, students and parents enter into personal communication with each other, e.g. by telephone or video conference. Other features are clearly defined structures, fixed working hours and a quiet workplace (loc.cit., p. 9). Although Meyer points out in a concluding remark that students who live in precarious living conditions need special attention, he fails to elaborate in the article cited here how difficult it is for parents in socially strong positions to create a quiet workplace for several children of different ages, especially when they themselves work from home. The characteristic of strengthening the "ability to control oneself" (op. cit., p. 9) undoubtedly has its entitlement - but only some of the students succeed in this. What happens to the students who need institutionalized structures for this very purpose, which their parents' home cannot offer them for organizational reasons alone? The characteristic of "taking and giving feedback" (op. cit., p. 10) is actually a matter of course. However, many of the children I interviewed reported that there was no feedback at all for the flood of worksheets they received from their teachers and worked on in homeschooling - presumably because the teachers felt overwhelmed time-wise or did not consider it important. The sixth grader Julius, for example, was asked to create a PowerPoint presentation about the dormouse. He researched on the Internet and designed the presentation with great dedication. In the presence phase, in which a part of the class met every second week, he was not allowed to give the presentation in front of the class for reasons of hygiene. He did not receive any feedback on the work he had done.

Overall, Meyer concedes that the advantages of homeschooling and blended learning are narrowly limited and that the disadvantages outweigh them (op. cit., p. 10). In recent years, numerous studies have shown that digitization in science, mathematics, reading and writing classes has only a limited impact (Zierer, 2018, p. 48; OECD, 2015) and that learners can remember what they have heard better if they write it down by hand than with a laptop or computer (Zierer, 2018, p. 55). If learning on a computer, laptop or tablet is to be effective, it must not be used as a substitute for traditional media, but that is precisely what is currently the norm. According to Zierer, digitization can only be helpful in the classroom if - as Meyer emphasized - it takes into account the initial learning situation, if it challenges but does not overwhelm students, if it builds trust and confidence, makes mistakes visible and initiates conversations about one's own learning process (Zierer, 2018, p. 64). These are demands that are familiar from analogue teaching. In times of forced distance-learning, this means that teachers communicate directly with their students on a daily basis, give feedback on every piece of work they have done, tailor the tasks individually to the learning situation, and select the tasks in such a way that they can be processed better with the help of new media than with conventional media.

This may be a reasonable demand that is being made of the teachers here, but under the current conditions in Germany, it will be difficult to meet it in terms of technique etc. (see above), because no teacher can communicate daily with all students via media. Since most papers are submitted in writing, individual feedback for the teachers is much more time-consuming than in analogous lessons.

This means that in the kind of distance-learning currently practised in most German schools, too little attention is paid to the importance of an intensive teacher-student relationship. "More important than the age group or the subject or the technology is the question of how the teacher succeeds in integrating digital learning into the classroom," writes Zierer (2018, p. 49). The importance of the teacher for effective teaching and the need to build pedagogical work alliances has been repeatedly highlighted in the pedagogical literature (Algermissen, 2012; Hattie, 2018, p. 24 ff., & Graumann, 2018, p. 161 ff.) - this topic is not new. Three weeks after school closures due to COVID-19 began, a nationwide survey found that the students interviewed had hardly any contact with their teachers during this time. 26 % of the students stated that they used chats to communicate with teachers, 22 % used a cloud for this purpose and 16 % communicated in video conferences. 50 % received help from friends via chat, 43 % from parents and only 32 % through school (Holland-Letz, 2020, p. 24). For example, a middle school student tells me that the teachers never contacted her during the period of total school closure and that she was not given any school assignments.

When students and their parents from different schools and in different regional states are interviewed, it becomes clear how differently the students experience the time of distance from the institution of school and how differently the teachers act. A mother of three children, one of whom attends kindergarten, one elementary school and one high school, reports on fundamentally different experiences. The kindergarten teacher, for example, read half an hour each morning from a children's book to a small group of children via a video link, thus maintaining personal contact between herself and the children. The elementary school teacher wrote individual e-mails to each child, sent a video in which he reported on himself and his experiences during the time the school was closed, and gave the children manageable tasks via e-mail, which they could work on independently in a way that suited them. In Latin, the students in the 6th grade of a high school had to learn the subjunctive themselves using the textbook and translate texts from the book every day without additional help. The Latin teacher, however, always understood when tasks were not completely mastered. In mathematics and biology, on the other hand, the students were inundated with worksheets for which they rarely received feedback. Parents, for their part, reacted differently. Those who had the technical and organizational prerequisites made a great effort to ensure that their children met all the school requirements. Others strictly refused to take over the tasks of professional teachers and in many families it was not possible to meet the requirements for technical and organizational reasons. The mother of a 5th grade boy, on the other hand, says that her son sits in front of the computer for up to six hours a day to complete all the tasks set.

In my opinion, one aspect is too seldom addressed in the discussion about digitization and must also be mentioned here. The regional state chairwoman of the GEW (Union of Teachers) in Lower Saxony writes: "The shimmering vision of a completely digitized education would give companies in the digital sector [...] the opportunity to fill children's and young people's rooms with (even more) electronics and to sell this to us as an innovation" (Pooth, 2020, p. 3), and she emphasizes that the Corona era has impressively proven that "learning via blinking terminals" can by no means replace school (loc.cit., p. 3). Engartner also points to the economization of education and demands that the "Digital-Pakt School can also be interpreted as the result of a long-standing campaign by the leading hardware and software manufacturers, while other justified educational concerns such as the inclusion of people with disabilities, the integration of refugees or the improvement of the teacher-learner relationship have been neglected" (Engarten, 2020, p. 34). The author refers to the creeping advertising in times of digital euphoria and speaks of education policymakers who are falling into a digitization frenzy (op. cit., p. 40).

Manfred Spitzer, a renowned neuroscientist who has been campaigning for years against digitization, especially in children's rooms, points out in his book "Digitale Demenz. Wie wir uns und unsere Kinder um den Verstand bringen" ("How we drive ourselves and our children out of their minds"), points out a general danger of constantly dealing with the new media: "Digital media lead to us using our brain less, which means that its performance decreases over time. In young people, they also impede brain formation; mental performance therefore remains below the possible level from the outset" (2012, p. 322). Particularly if - as mentioned above - children have to learn how to use digital media sensibly and in a way that promotes their development in today's world, critical voices such as Spitzer's should be heard and considered, especially by the ministries of education.

The massive use of computers, laptops, tablets etc. in the home office has also shown the vulnerability of the devices and of the network, and also the limitations. Even against hacker attacks, which can

paralyze both home office and home schooling for weeks, there is no real protection. "What is certain is that a school that binds itself to digital technology for better or worse could be forced into a devastating digital shutdown by viruses of a different kind" (Böhme, 2020, p. 35). This also raises the question whether we really want our children to spend so many hours in front of and with a digital device.

Like all technical innovations, digitization is both a blessing and a curse. It is a blessing when it is used sensibly and in a way that promotes the development of children and young people, and a curse when it prevents children and young people from developing analogue communication and hinders socialization processes in peer groups. School must also be a protective zone in which people reflect on what the Internet does to us and to democracy.

3. What can we learn for the future from the exceptional situation of a pandemic?

In exceptional situations such as a pandemic, there can be no solutions that do justice to everyone; there will always be emergency solutions. It is important, however, that the state remains aware of one of its most essential tasks even in such a situation, namely to provide education for children and young people.

A very frustrated mother of three school-age children points out in an open letter to the Bavarian Ministry of Culture and the press that the economic and industrial sectors present their situation in all the media, but there are those who have "no professional association and no lobbyists, for whom almost no-one raises their voice in this country, [and they are] the children. [...] We are guilty of our children". Parents ask themselves why soccer matches are made possible and why immense sums of money are put into the car industry, for example, and not into the needs of children, who will shape the future of our society.

The above remarks have shown that it is not enough, and even harmful for all concerned, for politicians to rely on shifting education to families using digital media and assume that their political mandate has been fulfilled. Even in the face of a virus epidemic, there can and must be no question of replacing location-bound instruction in social interaction with digital media.

The Ministry of Education and Cultural Affairs of Lower Saxony has published a guideline for "School in Corona Times 2.0". Three scenarios are described which are to be used as a basis for further planning by all schools in Lower Saxony. Scenario C deals with the situation "Quarantine and Shutdown". In case of a new outbreak of infections, the focus is on learning at home. This guideline states: "It is the task of all teachers to instruct their students in learning at home, to accompany and support them - this applies especially to the care of students with special educational needs" (Lower Saxony Ministry of Education, 2020, p. 11). However, there is no reference to the difficulties described above that arise in the parental homes. Obviously, it is assumed as a matter of course that the parents take on the tasks imposed on them by the Ministry of Education, regardless of whether they are able to do so or not.

While this guide provides teachers with guidance on the provision of tasks and materials, communication with students, feedback and performance assessment, it does not address how teachers, parents and students should do this. On the other hand, it says:

Learning with digital media offers particularly good opportunities for distance learning. In particular, the use of learning platforms and especially video conferencing has proven its worth and should be used wherever possible and appropriate. Depending on age, students can be offered a digital morning circle, for example (...) (loc. cit., p. 13).

The Ministry of Education and Cultural Affairs ignores the problems mentioned above, such as the lack of technical equipment in schools and homes, the incompatibility of work and home schooling, etc.

The Minister of Education and Cultural Affairs of Lower Saxony, G. H. Tonne, admitted in his welcome address to this guide

that school is more than just teaching. It is always about knowledge transfer and personality development. The joy of school is closely linked to the personal relationships of the students -

as well as with the teachers and employees. And for this, too, space is needed to work through the experiences made during the Corona pandemic, for creativity, to live it out, to let off steam, creative breaks and lots of movement in school (...). School can be very diverse - and should remain so" (loc. cit., p. 3).

But unlike most other branches of the economy, no money is invested in this. Education in Germany is apparently still considered less worthy than any economic factor and is still not seen sufficiently as an essential social resource.

We should learn the following lessons from experience to date:

- Give children, young people and parents a voice even in a pandemic, discuss their situation in public and force politicians to look for child-friendly solutions.
- Classes must be reduced in size and school buildings must be rebuilt in such a way that distance can be maintained in a time of pandemic and that sufficient opportunities are available at all times to comply with hygiene rules. For example, containers could be erected in the schoolyards to create space and more staff could be hired to care for and supervise children and young people.
- Especially teachers and educators should be tested for the virus as often as possible to prevent quarantine and homeschooling for non-infected students.
- Creative solutions must be found to enable young people in particular to meet with peers in the event of a necessary lockdown.
- Curricula must be revised accordingly and content that is not absolutely necessary to build up knowledge (e.g. in foreign languages) must be deleted, so that all pupils have a chance of success even in times of reduced attendance.
- All teachers must acquire certificates proving that they are able to integrate digital media effectively and meaningfully into their teaching in the manner described above.
- More creative learning platforms tailored to the individual child and educational content must be developed.
- More financial resources must be made available by the federal government to equip all teachers and students, and the bureaucratic hurdles for submitting applications must be reduced.
- School administrations must prepare for exceptional situations such as pandemics and develop appropriate concepts in cooperation with educators, psychologists, sociologists and virologists.
- Responsible persons in educational institutions and administrations must be appointed to develop concepts - even in times when no pandemic dominates our lives - in order to always be prepared for this emergency.

One positive effect of this current exceptional situation is that probably most parents of school-age children and adolescents have become fully aware of the importance of institutionalized and professionalized education and training. It is possible that, despite all justified criticism, parents will see school more positively in the future and will be better able to assess what teachers and the administration are doing.

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About the Author

Prof. Dr. Dres. h.c. Olga Graumann: Emeritus, General and Rehabilitation Pedagogy, University of Hildesheim (Germany); former President (2009-2016) of the International Academy for the Humanization of Education; e-mail: o.graumann@web.de



AnnRené Joseph (USA)

What is the Future of Arts Education in the Midst of a Pandemic? It's Essential, Virtual, and Hybrid for Now!

Abstract: The future of arts education is at stake. This paper attempts to examine the future of arts education via the responses of a qualitative survey, student samples, individual interviews, and research regarding arts education as essential education for all learners during a pandemic and beyond. The sudden decree that all attendance at public and private schools would be canceled from mid-March to the end of April, 2020, due to the COVID-19 pandemic, and then until the end of the 2020 school year, left students, teachers, parents, and schools in shock. What did this decree mean for the future of arts education? Arts education is defined in Washington State basic education law as an essential academic learning requirement (EALR) since 1993 (Washington State Legislature [WSL], 1993), and currently defined as dance, media arts, music, theatre, and visual arts.

Keywords: artistic processes; arts education; arts teachers; arts integration; future of arts education

摘要 (安妮·约瑟夫: 在大流行期间, 艺术教育的未来是什么? 目前, 它是基本的, 虚拟的和混合的!): 艺术教育的未来岌岌可危。本文试图通过定性调查, 学生样本, 个人访谈以及关于在大流行期间及之后对所有学习者进行艺术教育作为基本教育的研究来检验艺术教育的未来。突如其来的法令, 即由于新型冠状病毒大流行从 2020 年 3 月中旬至 4 月底所有公立和私立学校的课程将被取消, 之后延续到 2020 年学年结束, 使得学生, 老师, 家长和学校均感到震惊。这一法令对于艺术教育的未来意味着什么? 自 1993 年以来, 华盛顿州基础教育法就将艺术教育定义为一项基本的学术学习要求 (EALR) (华盛顿州立法机关[WSL], 1993 年), 目前将其定义为舞蹈, 媒体艺术, 音乐, 戏剧和视觉艺术。

关键词: 艺术过程; 艺术教育; 艺术老师; 艺术融合; 艺术教育的未来

摘要 (安妮·约瑟夫: 在大流行期间, 艺术教育的未来是什么? 目前, 它是基本的, 虚拟的和混合的!): 艺术教育的未来岌岌可危。本文试图通过定性调查, 学生样本, 个人访谈以及关于在大流行期间及之后对所有学习者进行艺术教育作为基本教育的研究来检验艺术教育的未来。突如其来的法令, 即由于新型冠状病毒大流行从 2020 年 3 月中旬至 4 月底所有公立和私立学校的课程将被取消, 之后延续到 2020 年学年结束, 使得学生, 老师, 家长和学校均感到震惊。这一法令对于艺术教育的未来意味着什么? 自 1993 年以来, 华盛顿州基础教育法就将艺术教育定义为一项基本的学术学习要求 (EALR) (华盛顿州立法机关[WSL], 1993 年), 目前将其定义为舞蹈, 媒体艺术, 音乐, 戏剧和视觉艺术。

关键词: 艺术过程; 艺术教育; 艺术老师; 艺术融合; 艺术教育的未来

Zusammenfassung (AnnRené Joseph: Was ist die Zukunft der kulturellen Bildung inmitten einer Pandemie? Im Moment ist sie essentiell, virtuell und hybrid!): Die Zukunft der Kunsterziehung steht auf dem Spiel. Dieses Papier versucht, die Zukunft der Kunsterziehung anhand der Antworten einer qualitativen Umfrage, von Schülerstichproben, Einzelinterviews und Forschungsarbeiten zu untersuchen und die Kunsterziehung als wesentliche Bildung für alle Lernenden während einer Pandemie und darüber hinaus zu betrachten. Der plötzliche Erlass, dass aufgrund der COVID-19-Pandemie von Mitte März bis Ende April 2020 und dann bis zum Ende des Schuljahres 2020 der gesamte Besuch öffentlicher und privater Schulen gestrichen werden sollte, versetzte SchülerInnen, LehrerInnen, Eltern und Schulen in Schock. Was bedeutete dieses Dekret für die Zukunft der Kunsterziehung? Kunsterziehung wird im Grundbildungsgesetz des Staates Washington seit 1993 (Washington State Legislature [WSL], 1993) als eine wesentliche akademische Lernvoraussetzung (EALR) definiert und derzeit als Tanz, Medienkunst, Musik, Theater und visuelle Künste definiert.

Schlüsselwörter: künstlerische Prozesse; Kunsterziehung; Kunsterzieher; Kunstlehrer; Kunstintegration; Zukunft der Kunsterziehung

Резюме (АннРене Джозеф: Как выглядит будущее культурного образования на фоне пандемии? Сейчас оно эссенциально, виртуально и гибридно!): Будущее эстетического воспитания поставлено на карту. В настоящей работе предпринимается попытка определить роль эстетического воспитания на

основе ответов, полученных путем применения качественных методов исследования, результатов опроса фокус-групп школьников, нарративных интервью, анализа научной литературы. Эстетическое воспитание рассматривается как значимая часть образования для всех типов обучающихся в период пандемии. Внезапное распоряжение властей о закрытии государственных и частных школ из-за пандемии коронавируса с середины марта по конец апреля 2020 года и далее до окончания нового учебного года повергло в шок всех – учеников, учителей, родителей, администрацию учебных заведений. Что означает этот запрет применительно к эстетическому воспитанию, каким видится его будущее в свете последних событий? В основном законе об образовании штата Вашингтон эстетическое воспитание с 1993 года определяется как важная академическая предпосылка для осуществления учебного процесса; в настоящее время в его структуру включены танец, медийное искусство, музыка, театр, визуальные искусства.

Ключевые слова: эстетические процессы, эстетическое воспитание, педагог в области эстетического воспитания, интеграция областей искусства, будущее эстетического воспитания

Introduction

The sudden decree that all attendance at public and private schools would be canceled from mid-March to the end of April, due to the COVID-19 pandemic, and then until the end of the 2020 school year left students, teachers, parents, and schools in shock. Education policy, practice, and modes of instruction became virtual across the world. Education became homebound, home-schooling the new norm. What is the future of arts education in the midst of these new ways of teaching and learning? Arts education is and remains essential, and this article will attempt to share what is being done at the local, regional, state, national, and international levels to ensure arts education for all learners—albeit via synchronous and asynchronous distance learning.

The decree that school attendance in most school districts in Washington State will continue to be taught via virtual and remote formats for the start of the 2020-2021 school year remains the norm (Office of Superintendent of Public Instruction [OSPI], n.d., 2020a). School arts projects, presentations, and performances remained and remain unfinished and dismantled—or virtual—for the time being. Technology integration and infusion techniques, skills, platforms, and equipment are now in the forefront. However, professional development for those students, parents, and teachers who are expected to use these new methods is sorely lacking and certainly challenging to implement.

The State Education Agency Directors of Arts Education (SEADAE) and other like-minded national educational and arts organizations, including and not limited to the National Dance Education Organization (NDEO), the National Association for Music Education (NAfME), the Educational Theatre Association (EdTA), and the National Art Education Association (NAEA), collaborated and created a joint statement that provides guidance, support, and vision for keeping arts education essential, and a part of basic education for all learners—involving the subjects of dance, media arts, music, theatre (creative dramatics), and visual arts (National Coalition for Core Arts Standards [NCCAS], 2014). The three key principles espoused in the “Arts Education is Essential” unified statement are:

1. “Arts education supports the social and emotional well-being of students, whether through distance learning or in person.”
2. “Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.”
3. “Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.” (National Association for Music Education [NAfME], 2020; State Education Agency Directors of Arts Education [SEADAE], 2020).

Using “three principles” framework, this paper provides the results of a seven question qualitative survey conducted in the spring of 2020 designed specifically to elicit responses regarding the future of arts education. (Joseph, 2020a). Included here are direct quotes revealing hopes, plans, and concerns for the future of arts education in real-time, as reported anonymously by 46 respondents during May 2020.

International Symposium Survey Question – What is the Future of Arts Education?

A seven-question qualitative, confidential, and anonymous survey was designed and developed based upon the question “What is the future of arts education?” The query came as an invitation to participate and present at the *14th Annual Symposium: Educational Innovations around the World in the Wake of the COVID-19 Epidemic of 2020*, sponsored by Seattle Pacific University (SPU) and the School of Education (SOE). The presentation was entitled: *The Future of Arts Education* with the essential question being “What is the future of arts education?” (Joseph, 2020b). All seven questions were answered by each of the respondents, $N = 46$. The data from the pie charts and the survey responses inform the narrative for this article. The survey was distributed through the Washington Art Education Association (WAEA), the statewide visual arts education association, and an affiliate organization to the National Art Education Association (NAEA). The survey was sent out to WAEA board members on May 7, 2020, and to the general membership in the WAEA *eNews*, on May 13, 2020, and available for input for 26 days through June 1, 2020. The WAEA co-president also posted the survey link on the WAEA Facebook group site. Emails with the survey link were also sent to the leadership of the Dance Educators Association of Washington (DEAW), Washington Music Educators Association (WMEA), and the Washington State Thespians, and posted on two arts education LinkedIn profiles. Survey responses from dance, music, theatre, visual arts, and media and graphic arts teachers, professors, advocates, parents, and students were submitted. All seven survey questions were answered by all 46 respondents. Two survey questions asked information-seeking responses regarding subject matter and level of instruction, and five survey questions were narrative or constructed responses. A summary of the survey respondent replies, by question, provides a prediction for the future of arts education, at least in the near future. A copy of the qualitative survey is shared as Appendix A (Joseph, 2020a). A PowerPoint about the survey results was shared at the *14th Annual Symposium: Educational Innovations around the World in the Wake of the COVID-19 Epidemic of 2020*, sponsored by Seattle Pacific University (SPU) and the School of Education (SOE) (Joseph, 2020b), as well as at the *Arts Education Partnership (AEP) Virtual Gathering 2020* (Fortune, Gillett, & Joseph, 2020). Additionally, an article about the survey was featured in the summer issue of the WAEA *Splatter Magazine* (Joseph, 2020c). Plans to re-administer the survey in fall 2020 are underway to examine further developments in arts education during this time of synchronous and asynchronous virtual and remote learning; and to compare to the spring 2020 survey responses. The survey was vetted by the WAEA leadership for clarity, and in efforts at validity and reliability, prior to sending to the WAEA board and membership.

Respondents to the survey questions were able to write as much as they wanted to write, and all respondents gave permission to share their replies anonymously and without any identifying information. Further, some respondents sent personal emails, student artworks, video recordings of choirs and solo singers, and video recordings of entire school and district culminating performances, art shows, on-line student art galleries, and statewide ‘all arts’ end-of-year-celebrations. All of these actual student samples, representing all five arts disciplines: dance, media arts, music, theatre, and visual arts, illustrate how arts education continued to thrive in the midst of school closures and distance instruction in virtual formats. Live visual and performing arts presentations and performances including spring concerts, presentations, productions, and galleries; as well as ‘end-of-the-year’ events, celebrations, and graduations were cancelled. Some events were re-scheduled—albeit virtually or in hybrid formats. The samples illustrate authentic student engagement in visual arts. The artworks graphically illustrate student social-emotional learning experiences during the COVID-19 pandemic (Elias, 2020; World Health Organization [WHO], 2020). Quotes from the survey’s five constructed response questions (questions three through seven) are shared in the narrative context addressing each question in this article. The survey achieved construct validity, in that it measured what it was intended to measure. In addition, all seven questions were answered by all respondents ($N = 46$). Noteworthy was the number of respondents and their detailed and lengthy constructed responses.

The seven questions of the qualitative survey follow, addressing the question, “What is the future of arts education?” while in the midst of the COVID-19 epidemic and pandemic.

Survey Questions

1. What type of learning situation best describes your teaching/learning situation?
2. What level of students do you work with? Or if a student, what level are you? If you teach more than one level, which level do you most identify with?
3. What do you see (your vision) as the future of education? (visual arts education or arts education or education in general)
4. What role is technology playing in your teaching/learning? What role will it play?
5. How do you think your teaching and learning will be different in the future (next year)?
6. What are your students, parents, children sharing with you about teaching and learning?
7. Describe the biggest challenges you are facing during this time of online learning (communication, planning, grading; etc.)

Figures 1 and 2 describe the 46 respondents, answering questions one and two on the survey.

Survey question number one: What type of learning situation best describes your teaching/learning situation? The types of learning situations that best describe the 46 respondents include: 28 public school teachers, six independent or private school teachers, five higher education teachers, two museum or arts organization personnel, and one respondent each from retired educators, parent or guardian, student, public alternative education teacher, and all of the above, which included administration. The categories represented in the survey are illustrated in Figure 1.

What type of learning situation best describes your teaching/learning situation?

46 responses

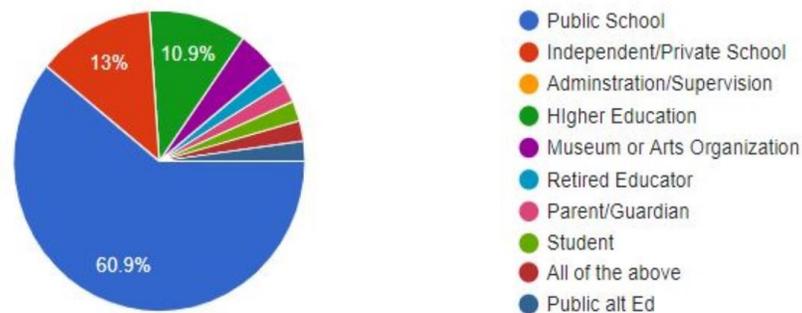


Figure 1. Pie Chart describing teaching/learning situations of survey respondents $N = 46$.

Survey question number two: What level of students do you work with? Or if a student, what level are you? If you teach more than one level, which level do you most identify with? The educational levels taught by the $N = 46$ respondents included: four at the elementary school level (grades kindergarten to five or six), nine at the middle school level (grades six, seven, and eight), eighteen at the high school level (grades nine, ten, eleven, and twelve), six at the higher education level (college and graduate school students and professors), and nine encompassing all levels kindergarten through grade twelve. The categories are represented as illustrated in Figure 2.

What level of students do you work with? Or if a student, what level are you? If you teach more than one level, which level to you most identify with?

46 responses

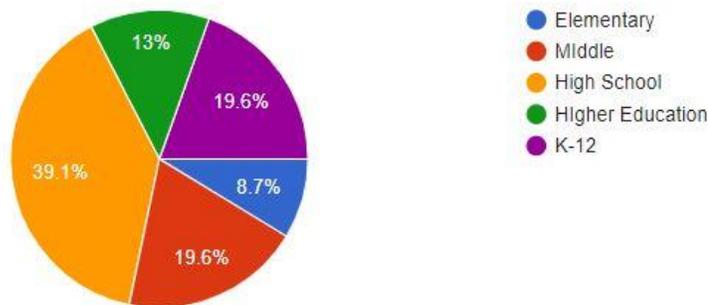


Figure 2. Pie Chart describing grade levels taught or grade levels of student of the survey respondents N = 46.

Survey question number three: What do you see (your vision) as the future of education? (visual arts education or arts education or education in general)? Predictions for the future of teaching arts educational possibilities continue to be virtual, blended, on-line, computer-based, distance-learning, and remotely via synchronous and asynchronous formats and platforms. A survey respondent wrote:

I feel like this question would have been answered very differently three months ago. I think the future of education means re-inventing the way we teach and how to best use our skills and resources to allow for student understanding with necessarily working alongside the students. Arts education is crucial for all humans – it allows us to activate imagination which leads to innovation, collaboration which informs connection and community. It continues to be our deepest level of commonality as human beings. Arts education fosters whole human development. Arts education must be on the forefront of culturally relevant teaching, social justice in education and compassionate community building. (respondent to survey question #3, May 2020)

School buildings may or may not be used. Students may attend school year-round, and with smaller class sizes, attending classes on alternating days or weeks. Furthermore, school buildings may be restructured and redesigned to become schools for certain subjects across the grade levels pre-school through high school (PK-12) such as 'arts schools' for visual, performing, and media arts. Safety gear for all school personnel and students such as masks and gloves may be required. Survey responses provided insight into the myriad technical and virtual methods teachers, students, parents, and administration are currently utilizing to teach, reach, collect, access, assess, grade, and celebrate student accomplishments in their arts courses and coursework at this time. Many advanced classes such as Advanced Placement (AP), and International Baccalaureate (IB) classes, specifically in the arts, already had established and on-line and virtual protocols for submission of portfolio coursework. Imagination, perseverance, persistence, patience, leadership, and vision from the education professionals in both public and private schools, from pre-school through high school, and including higher education and graduate school students and teachers, were reported and evidenced in the student samples and work submitted.

Arts education and the artistic processes of creating, performing, presenting, producing, responding, and connecting are designed to be at the heart of teaching and learning in all subjects – in countless interdisciplinary ways, as demonstrated and reported in the philosophical and educational practices in *Waldorf Schools* (Steiner, 1997). Arts education is naturally social and emotional learning (SEL) (Elias, 2020; Gewertz, 2019), and as such provides racial equity, diversity, cross-cultural and culturally relevant

actions, and inclusion (RE,D,&I) through active and project learning opportunities that celebrate the individual student through their unique interests, strengths, talents, skills, and needs (Dewey, 1934, 1938) via learning-by-doing processes.

Survey question number four: What role is technology playing in your teaching/learning? What role will it play? At the time of the survey, school was 100% virtual in nature, and available in either or both synchronous and asynchronous ways. School buildings were closed. Distance education is how teachers are teaching and how students are learning. Teachers are teaching remotely from their homes. Students are learning remotely from their homes. Technology is the main means for connecting and communicating with students. A survey respondent wrote:

It (technology) is playing a giant roll right now, but this is not true [authentic] Arts education. This is a band-aid in a crisis. True arts learning is done in person, be it a master/apprentice exchange of ideas such as in a visual art studio or in the collaborative communities of the performing arts, with students feeding off of each other's energies and enthusiasm, and growing in the process. (respondent to survey question #4, May 2020)

Traditionally, students have experienced arts education in school settings with teachers and students working together in real time. This type of learning is difficult to replicate by watching a computer screen, video, whether by via virtual synchronous and asynchronous formats. The learning curve for teachers, students, and parents has been steep. Technical difficulties can be attributed to equipment issues at student and teacher homes, as well as at the schools. Problems stem from connectivity, and access to connectivity, or technical difficulties that result from logging in, learning how to use Zoom, restrictions on computers, and a myriad of other issues reported in the survey, one being email overload and computer or iPhone storage availability. Furthermore, a lack of appropriate computer equipment by students and teachers, a lack of professional development from districts to teachers, and a lack of interest from 50% or more of students and parents who have 'opted out' during the pandemic, has exacerbated the situation at all levels, including all of the safety issues associated with the Internet. Teaching and learning virtually feels disconnected, and inauthentic. Engagement and relationship with students, parents, and colleagues can be disjointed, unbalanced, and uncomfortable. An essential question regarding equity and access follows: "Will schools provide every student with an iPhone, laptop (computer), and internet access in their homes?" Connectivity in some rural and remote school districts is often problematic. Internet equipment and connectivity favor wealthier students. One visual arts teacher reported that she sent out a survey of 20 art supplies she wanted her students to have at their homes. According to her survey from her students, the only two resources that her students already had at home were pencils and scissors.

Survey question number five: How do you think your teaching and learning will be different in the future (next year)? At the time of the survey, all education was being delivered remotely in Washington State in spring 2020. A survey respondent wrote:

I believe my teaching will be more focused on the individual, as opposed to the group in my future teaching. We will all become better at using technology to teach and engage with art. However, dance is about the body moving in space and time and its true power is greatly reduced when we cannot physically move together. In the future technology will play a major role, but not the only role. We will prioritize in-person educational experiences as meetups for labs and projects that require human interaction. [I think that] educational processes that require touching and handling specialty materials, a specific type of workspace, and/or person to person contact, such as creating a plaster face mold will be scheduled. The teacher and student will not necessarily meet on a daily basis. (respondent to survey question #5, May 2020)

At the time of this writing, most education is delivered virtually in Washington State in fall 2020. How education is delivered will be locally controlled by districts and by counties, depending upon the containment of the virus and the risks for students, staff, parents, and communities, and according to State health,

school district, and local infection rates, including the comorbidity needs of students, staff, and parents (OSPI, 2020a; Washington State Department of Health [WSDoH], 2020).

Survey question number six: What are your students, parents, and children sharing with you about teaching and learning? For some students, their arts classes are the main reason they come to school, (or came to school), and they take as many arts classes as possible during their school years. A survey respondent wrote:

I have three teenagers. One is in private school due to ADHD and being on the spectrum, and two are in public school. I'm a supporter of public education. I see my student in private school has a mentor, 1:1 time with teachers, and strong personal relationships with teachers. He told me it's the first time he ever felt smart – when he was a high school junior (grade 11-age 17)! It breaks my heart. Every kid should know they are smart, be told they can learn, and have that encouragement at school. My daughter (10th [grade-age 16]) is not learning much online. She's doing minimum, has stress/depression/anxiety, and a 504 plan. She's unmotivated. Not one of her teachers has had any personal interaction with her in online learning. Even in visual arts (which she loves) the teacher makes kids watch YouTube videos and do assignments. I don't think this is ideal. We have to do better. My third child (10th [grade-age 16]) is self-directed. He gets straight A's and it comes easy to him. He does study. I don't know if he likes online learning. At this point, teachers take roll and email kids assignments. Everything is posted to Google docs. There isn't much live virtual teaching going on that I've heard about. I know kids are missing out, and this won't work for every student. With planning and better tools, some online learning could have potential. Again, it's not great for learning language and getting real-time feedback. It's ok for writing and math, but the screen is a barrier between student and teacher. I feel the same in meetings with people on laptops. It's a barrier. People don't look each other in the eye. (respondent to survey question #6, May 2020).

Students enjoy creating, performing, presenting, producing, responding and connecting, through these artistic processes and ways of knowing as to how they discover the dancer, musician, thespian, visual artist, and media artist inside of themselves through teachers who love to teach arts education and are skilled at doing so. Students are interested in arts education—some in a specific arts discipline or two, and some in all five arts disciplines, and a mix of them — referred to as integrated arts (Joseph, 2019a, 2019b). Parents and student respondents reported that arts education was also described as therapy; as well as, an effective equalizer and a safe place to learn and express freedom for students of diversity, disability, and exceptionality. Students missed their teachers, their friends, their schools, and their learning communities and activities before, during, and after school. School is social, and students and teachers go to school to be social (Dewey, 1900 & 1902/1990, 1916, 1934, 1938).

Survey question number seven: Describe the biggest challenges you are facing during this time of online learning (communication, planning, grading, etc.). The reports from the survey indicate that only 30% to 50% of students are regularly participating, if that many. This is a challenging fact and is a huge detriment to accurate grading and accountability for each student, due to many issues that either enhance or limit student participation. Practices regarding attendance and completion of student work and grading were different for every respondent. Frustration, exhaustion, and a sense of imbalance with time, talents, teaching, parenting, working, living, and resting were reported by teachers, particularly eyestrain, lack of exercise, and emotional challenges. A survey respondent wrote:

Finally —planning for online theatre is painful. When young actors don't have consistent feedback in the form of words or even physical energy, it is incredibly challenging for them. Imagine trying to pretend to play an instrument – with no sound, no physical keys to play, etc. – it's pretty hard to work on improving when you don't have the physical in front of you. Young actors do not have the training to use the technology, let alone apply acting skills for the camera —by themselves! I know there are a lot of creative solutions happening all around but it's exhausting. I fear that the arts in education will be damaged during this time when, indeed, this is when we need creative outlets the most. (teacher respondent to survey question #7, May 2020)

Unfinished projects, the lack of the ability to teach all types of arts; such as those that require equipment found in art rooms like kilns, art presses, inking stations, large instruments, staging, set and lighting design boards, media arts equipment and technologies, and including a plethora of small supplies and materials, as well as, instruments, and costumes —are all unavailable to the masses of visual, performing, and media arts students studying from and in their homes. Although some limited 2-dimensional (2D) and 3-dimensional (3D) visual arts projects can be done at home, many projects—including ceramics, sculpture, and other types of art making—are left unfinished and yet to be made at school sites. Additionally, the student performances, and presentations, and the personal communications from teachers via emails, phone calls, and virtual Zoom meetings and events (and how to navigate them) report how everything is different— and for some—nothing is the same. Some have used phrases such as being in limbo, unfinished business, lack of vision, disjointed communication, mixed messaging, and chaos. Parents reported feeling inadequate and unqualified. However, home-school parents are feeling validated and have become mentors to other parents as to how to teach one's children from home via blogs, social media, and virtual meetings.

Respondents reported that they are working longer hours, days and nights are blurred, they are out of their comfort zones, exhausted by the need to learn and employ new technological strategies, struggling with technology and old equipment, in need of professional development, uncertain about their future, feeling isolated, and not sure they want to continue to teach in this type of environment. One middle and high school teacher shared her feelings to the survey via a personal email and granted permission to share it in this paper. She wrote:

Online learning has made teaching seem disconnected and somewhat insincere. Students are learning through pre-recorded videos, unending assigned readings, and project handouts, even in art classes. As a teacher, I know this is the type of learning that students disconnect from and I am actively combating in my own online classes. I will explore strategies for how we can connect with students and create communities both in person and from a distance. My vision for education is a model that places emphasis on the psycho-social needs of students and teachers as the place to start any practice or policy. Students cannot learn or be free to express themselves if they do not feel like a valued member of an art community first. (teacher respondent personal communication May 2020)

Some respondents and personal emails reported that arts classes are being considered for elimination to save money, or that their positions (if retiring) are not being replaced. Enrollment, budgets, teacher attrition, the governor's proclamation regarding the safety of employees over 65 or those with comorbidities, the lack of district vision or decision-making, and the overall responsibility of keeping students safe in an environment requiring the sterilization of all resources that students share (which is practically everything in visual, performing, and media arts classes) has some teachers concerned to the point of depression and despair.

District and parent expectations that teachers provide learning experiences, engagement, relationship, authenticity, accountability, and transformative actions via remote practices, has been convoluted, challenging, and exhausting, according to respondents. The passion for teaching and making a difference has dissipated. Respondents were honest in sharing their frustration as to how to teach their students, and the need to teach and parent their own children, and how it had placed some educators at a breaking point. Personal basic needs and survival in the current reality has replaced the goal of meeting and exceeding educational expectations and state standards in the arts or any subject.

Arts Performance Assessments

Resources and lessons were and are areas of immediate and constant concern of educators and parent respondents. Teachers shared that the *OSPI Performance Assessments for The Arts* (OSPIa & OSPIb, 2003, 2006, 2008, 2011, 2015, 2018, 2019ⁱⁱ; WSL, 2004/2006/2011), were on-line, free, self-explanatory, and easy to access and use directly from the OSPI arts website, or by downloading. There are currently 74 arts performance assessments available for use (and being used) by individual students and teachers in their areas of interest and study. Each arts performance assessment is aligned to state arts learning

standards and includes a rubric for scoring individual progress and directions for administration for parents or students. Each is easily adaptable to any age and any learning environment and provides limitless possibilities for essential learning in the visual, performing, and media arts (Joseph, 2019c; OSPI, 2011). A student's sample and adaptation, from a visual arts performance assessment ([APAs] – formerly Classroom-Based Performance Assessments [CBPAs]), is included in Appendix B. It is evident from her artwork that she felt trapped, unhappy, and unlikable. Her artist's statement—also referred to as a reflection, was included as a part of her artwork. The honesty in the artwork is compelling. The arts performance assessments provide these experiences on an individual, personal, and unique basis, are research based via three statewide pilots indicating validity and reliability, and applicable to any type of learning environment—in or out of a traditional school setting. Further, these particular resources address key issues of social-emotional learning for all learners, via individuality, justice, equity, access, and inclusion for special needs, exceptionality, and gender identification. Noteworthy, the arts performance assessments are adaptable to any type of learning environment; such as home-school, private school, private tutoring, home-hospital, incarcerated or system involved students, and any type of alternative learning situation – from pre-school through grade twelve; as well as in school settings, and for professional development and higher education instruction. The 74 arts performance assessments are available free with the click of a mouse (beginning in 2004 – current) on one's computer or iPhone and ready for download or use from on-line. They were created with vision for such a time as this, with no expiration date. They are adaptable to all grade levels and all students in any learning situation, and can be utilized as resources prior to, during, and following instruction to see student growth for self-assessment, accountability, and for student portfolios of produced work over the course of the school year. Accessing other visual, performing, and media arts resources was challenging and time-consuming for all educators responding, taking up hours of their time before and after their school days ended and on weekends. Resources varied as to teacher engagement in finding, posting, and utilizing other education sites. Security issues were mentioned.

Arts Education is a Core Subject and Graduation Requirement Requiring Certificated Staff in Washington State

Licensed and certificated arts educators in visual, performing, and media arts courses are skilled in designing pathways and possibilities for students to take all of the arts education classes that interest them, and for high school graduation requirements (WSL, 2014, 2019). Further, these educators are skilled in knowing how students learn, and are able to successfully present arts instruction that causes students to love arts classes and activities that additionally provide social, emotional, and necessary skills for success in life and work (Dewey, 1934, 1938; Quintilian, 1938). Many media arts classes are taught by career and technical education (industry) staff, in addition to those certified arts educators who are dual certified to teach traditional or technical arts education. These purposeful partnerships, collaboration, and dual credit opportunities provide possibilities to keep students engaged in active, hands-on, project, and 'learning-by-doing' schoolwork that interests them (Bolin, 2020). This type of instruction provides meaning and transfer in all four learning styles – aural, visual, kinesthetic, and tactile formats (Dunn & Dunn, 1992), reaching all types of learners through their strengths, talents, and skills, and leading to success and achievement. Students choose the arts teachers they want and form relationship with their teachers at the secondary levels—for required and elective arts courses. Teachers who are skilled at what they teach—specifically in the arts—are able to convey their passion, skills, talents, and love of the subject matter to the students they teach. Most elementary students have access to arts specialists in dance, music, theatre, and visual arts, if schools and districts provide them. Arts education is locally controlled; although state and federally mandated by laws and policies and required as a high school graduation requirement (WSL, 1993, 2015).

Survey Predictions for the Future of Arts Education

The future of arts education and how it will be taught to all learners is mostly virtual for now, and at the time of this writing, via technologies using synchronous and asynchronous methods. Exactly 'how' arts education will happen in the future is uncertain, especially in the performance subject areas of music (choirs, bands, and orchestras), theatre (drama and creative dramatics), and dance, due to saliva spray from singing and playing instruments, speaking and chanting, and body sweat while dancing, acting, and moving, and the interactive nature in these collaborative performing arts subjects (Hamner, Dubble, Capron, et al., 2020). Visual arts and media and graphic arts are easier to teach and experience via distance learning modes, and to individualize by student, due to the content, equipment, resources, and individual introspective nature of these subjects. Many teachers and students want to be back in the classrooms. Keeping students engaged in the arts, participating remotely, and learning in the arts are challenging in and out of school settings. Supplies and materials, equipment, resources, and endless possibilities in classrooms designed and prepared for visual and performing arts classes are available, albeit mostly empty at this time. Getting arts education resources into the hands of students and parents remains challenging and exacerbates issues of equity and access. Issues and challenges remain as to how to keep students, staff, teachers, and families safe in schools and during school activities during the school day, as well as before, and after school. Currently, a universal vaccine is not available for COVID-19, and the ability to supervise and safely social distance is questionable for in-person school and instruction. Arts education is essential; yet, how to provide it remains challenging—even daunting.

Student Survey

A high school student (grade 11) felt compelled to conduct a survey of her peers following the conclusion of the 2019-2020 school year, from June 22, 2020 to August 22, 2020, to find out how students were coping during the pandemic, and their need for arts education. Her developing report, entitled: *Continuing Arts Education: Student Survey Report* (Knauss, 2020), surveyed arts students on the five areas during the COVID-19 outbreak and shutdown of in-person school. Those five areas are social-emotional, mental, and physical health, student participation in the arts during the pandemic, and student favorite things about their artform and what they were looking forward to once the pandemic ended. Her survey included 668 student respondents in grades kindergarten through twelve, attending 122 schools, and representing 20 of 39 counties in Washington State, as illustrated in Figure 3. Respondents were contacted via private social media accounts on Facebook and Instagram, and through personal email, including local community groups and the Office of Superintendent of Public Instruction (OSPI) Arts Advisory Team. Repeated and on-going social media posts regarding the survey and survey link continued throughout the two months of the survey. Plans are underway to share the survey results in October 2020, as well as follow up with survey respondents in winter and spring 2021 (personal phone interview with student survey author on July 31, 2020 and personal communication via email on September 13, 2020).

Knauss (2020), sent a personal statement (via email) regarding her current school year. This statement follows, in its entirety, and with her permission to share it in this paper. She is currently working on a final report of her survey, a PowerPoint, and a statewide link to her report. She is currently a high school senior. She attends a public high school, in a suburban school community in Southeast King County, Washington State. Her 2020-2021 learning model is remote at the time of this writing, and described in detail following, with her permission. Her survey, personal statement, and personal interviews validate the premise of this paper regarding arts education as essential to all learners, it's current remote and virtual format—and the challenges that presents. Her personal statement shares how her arts classes and school are being taught this year, and their personal importance:

My district opted for a full remote start to the 2020-2021 school year. For middle school, students have six classes and take three each day on a block schedule. My sister currently uses that schedule, as she is in 7th grade, and enjoys it very much. As for the high school, the adopted schedule features eight total classes throughout the year, with the first four classes for the first quarter, second four for the second quarter, and it may repeat for the second semester. Though I was disappointed with the

district in pursuing this choice, especially considering the large amount of backlash from students, parents, and the community, I have found the school year enjoyable so far. I will only have choir for first quarter, no arts classes second or fourth quarters, and will have choir and theatre for third quarter. I am in my school's chamber choir and am the choir's alto section leader. We use Zoom as our rehearsal platform. We attempted singing with multiple students at once, but the platform could not focus on more than two singers at a time. However, we rehearse in our sections by choosing a part of a piece and assigning a few measures to each member in order to hear each other, establish the tone for our section, and to work out any mistakes in the section. This has worked well for our choir, and I am now much more confident in how successful our virtual choir will be and look forward to singing each day. We also work on melodic dictation, singing together while on mute, and are given assignments to expand our knowledge of choral literature and music theory. My director is also taking time to hold private lessons with each of us to work on a piece of solo literature, which I know that many members of my choir (including myself) are thrilled about! I truly believe the arts are resilient and will be able to grow and thrive in the environment they are given, and I am so impressed with every arts educator I have spoken with over the summer and since the start of the school year. The effort and care they have shown for the arts and students have been strikingly clear and is greatly appreciated. Students are losing some critical aspects of the arts, whether it be performance, mediums, or a space to create, but in these times, they can be shown just how essential the arts are and how art can be found everywhere in our lives. (Knauss, personal communication, September 4, 2020)

Singing and Playing Wind and Brass Instruments

Singing is a necessary activity that provides health to individuals via the vagus nerve (Gould, 2019). Sadly, singing in the classroom, church, and community choirs has been deemed unhealthy, at this time, due to the saliva spray that naturally occurs while singing (Hamner et al., 2020). Noteworthy, regarding singing at home and virtually (for now), is that healthy internal actions occur via synergy of the vagal nerve throughout the body organs—originating in the brain stem and wandering throughout the body to the abdomen. Deep breathing, humming, singing, chanting, and choir (choral) warming up exercises naturally activate the vagal nerve, producing healthy vagal tone, and activating the parasympathetic nervous system in healthy ways. Vagal tone occurs naturally when one hums in an intentional low tone with the mouth closed. This action creates a natural buzzing sensation in the lips, mouth, and nose area, and easily activates singing; thus, relaxing the parasympathetic nervous system. This exercise is used daily and often with singers, and especially in school choirs, as a ‘warm-up’ and transitional activity. These choral ‘warm-ups’ can be attributed to personal and physical relaxation; naturally resulting in less stress with students and adults, and creating a sensation of joy, hope, and happiness in singers. Gould (2019) wrote, “The vagus nerve serves as the body’s superhighway, carrying information between the brain the internal organs and controlling the body’s response in times of rest and relaxation.” Schools would do well to encourage their students to sing at home as a soloist, with their siblings and friends, and with their parents and family—individually and collectively—albeit while social distancing and wearing a shield or mask if singing in close proximity with others; and in addition to taking choir at school. Virtual choirs, bands, and orchestras are becoming an entertaining and challenging norm for the present, and music educators are embracing the steep learning curve necessary to collect, record, and produce productions with their music groups via synchronous and asynchronous virtual platforms. The same is occurring with wind and brass instruments and practicing safely so that saliva is not sprayed onto others. Teachers of music education teach students to buzz and hum into instruments, while playing instruments, and while singing. It is a practice that stimulates cognitive, social, and physical health—relieving stress through musical instruction and actions. Recording links to video and *YouTube* performances by virtual choirs, bands, orchestras, and community groups—some being international and world-wide in scope—were sent with survey responses revealing the success of such efforts.

Qualitative Survey Insights

Significantly, the shared responses from a qualitative survey via a state arts education organization, a student survey, research, student samples, and personal testimonies emphasizing the importance and necessity of arts education, have been presented in this article in support for the rationale that study in the arts is essential, basic, core, and academic for all learners—at any age and in every type of learning situation (Arts Education Partnership [AEP], 2002; Edgar, & Morrison, 2020; Fortune, et al., 2020; Gould, 2019; Knauss, 2020; NafME, 2020; NCCAS, 2014; OSPI, 2020b; SEADAE, 2020).

Teacher and survey respondent quotes provide insight as to how teaching and learning was thrust into instant change, and how those responsible for the care, health, safety, and learning of students coped, adapted, struggled, and survived a future of education in flux (Frey, 2007; OSPI, 2020a; WSDoH, 2020). The rapidly changing and unknown landscape appeared daunting, and required resilience, persistence, patience, perseverance, and fortitude. Frey (2007) had predicted and written about this type of educational transition; albeit in futuristic terms and prior to the existence of most of the current technological advances available at the time of this writing; whereas, classroom and school based learning would transition to anyplace and at any time; mandated and required coursework would transition to hyper and interest based learning; teacher directed or centric instruction would transition to learning and learner centric interests; and consumer learning would transition to production learning—all of which would be supported and sustained by technology improvements over time that would continuously improve the speed of access and comprehension in learning. His predictions eerily resemble what happened and could be considered prophetic as to the impact of the COVID-19 pandemic—espousing positive outcomes. Student samples in Appendix B provide examples of success, communication, creativity, adaptability, resilience, collaboration, engagement, and innovation on the efforts of teachers, students, parents, and administration to keep arts education essential, core, basic, academic, and available to all learners, as part of an well-rounded education for the whole child (Jones, 2018/2019; Joseph, 2006, 2014, 2019a, 2019b, 2019c, 2020a, 2020b, 2020c; OSPIa & OSPIb, 2003, 2006, 2008, 2011, 2015, 2018, 2019, OSPI, 2011, 2020a, 2020b; USDOE, 2015; WSL, 1993).

Conclusion

This paper reported how arts education is essential—now—and in the future in five areas: social-emotional well-being, academic achievement, cognitive enhancement, health, and as an essential part of basic education for all learners (OSPI, 2020a, 2020b; WSDoH, 2020). Specifically, it has presented the notion that arts education is essential in and of itself. Arts education—as discussed—encompasses three framing areas, referred to as: arts for 'art's sake'—the study of each arts form—dance, media arts, music, theatre, and visual arts for what each individual arts discipline provides to life and learning; 'integrated arts'—describing how arts subjects naturally integrate, interweave, and connect together with the other arts: dance (creative movement, improvisation, choreography, and private study), media arts (technology and video formats naturally embedding into the visual and performing arts), music (singing and playing instruments, body percussion, and private study), theatre (creative dramatics, drama, acting), and visual arts (drawing, painting, creating, making art in two and three dimensional formats, and photography); and 'arts in the content areas'—often referred to as 'arts integration' or 'interdisciplinary arts'—and their natural integration via the artistic processes of creating, performing, presenting, producing, responding, and connecting—and interweaving into other core and academic subjects, which are: reading, writing, mathematics, science, social studies, health and fitness, visual and performing arts, communication, and technology in Washington State (Eisner, 1992; Edwards, 1986; Ellis & Fouts, 2001; WSL, 1993; Zull, (2002). Further, the efforts of this reporting are to advocate that arts education, in all three of these framing formats (arts for 'art's sake'; integrated arts; and arts in the content areas), remains essential for all learners in the midst of a world-wide pandemic, school closures, and 'stay-at-home' mandates, and the future.

Transition to 2020-2021. Students are returning to school at this time via hybrid formats; mostly remotely—in Washington State—depending upon locally controlled determinations (WSDoH, 2020).

Their social-emotional learning (SEL) is as important as their intellectual and cognitive learning, and has taken a forefront since the pandemic, as students have expressed emotions of sadness, anxiety, loneliness, trauma, depression, fear, and anger from not being able to go to school, be with their friends, and experience the traditions and activities of school, summer vacation, work, and social life. The visual and performing arts have been cited as some of the most effective methods to address these social-emotional learning needs (Edgar & Morrison, 2020; Elias, 2020; Farrington, Maurer, McBride, et al., 2019; Gewertz, 2019; OSPI, 2020b; SEADAE, 2020), and as powerful learning modes to assist students in reflecting, re-focusing, and moving forward in their lives and learning (see Appendix B). Social-emotional skills learned in and through arts courses assist students to develop the ability to experience, express, and manage their emotions in productive and positive ways. Students, teachers, and parent respondents shared that study in the arts assisted students to feel and demonstrate empathy, understanding, resilience, collaboration, community, belonging, reflection, social justice, racial equity, diversity, and inclusion (RE,D,&I), and communicate effectively. Role-playing, creative dramatics, drama, dance, movement, singing, playing instruments, performed poetry, imaginative play, and the creation and composition of such are all integral elements of the performing arts that relate and invite success via creativity to most learners across the grade levels (Jones, 2018/2019; OSPI, 2011). Possibilities for creative visual and performing arts instruction and activities, via the artistic processes—are endless. Arts instructional opportunities will occur if given time to occur—whether in person, on-line, in small groups, or at home—and provide hours of meaningful, transferable, and life-long lessons. The arts and education are valuable life experience for every and any learner (Dewey, 1934, 1938; Housen, 2001-2002).

Visionary leadership, advocacy, action, and passion to ensure that arts education remains a part of a well-rounded education for every student has inspired and motivated arts educators, parents, students, teachers, administrators, and advocates to showcase arts education in virtual ways that were experimental, imagined, and desired. It is a time in history that school systems have the opportunity to design, re-design, adjust, adapt, reinvent, and reimagine how to better serve each individual student with an Individual Education Plan (IEP), such as are required for students of disability and exceptionality, and cross-culturally, while continuing to provide an essential and complete education for all learners which includes visual, performing, and media arts (SEADAE, 2020; OSPI, 2020b; WSL, 1993, 2014; U.S. Department of Education [USDOE], 2015).

The pandemic has caused havoc on the world at large. Arts education is essential, and will continue to provide social, emotional, cognitive, physical, and mental health to any and all who participate and express their learning in creative ways—virtually or in person. Persons experiencing and engaging in instructional opportunities through dance, media arts, music, theatre, and visual arts—via the universal nature of the artistic processes of creating, performing, presenting, producing, responding, and connecting—create a sense of normalcy, possibility, community, and hope during this challenging and uncertain time in history.

Visual and performing arts educators are redesigning, reinventing, and reimaging how they will successfully and artistically deliver instruction remotely, virtually, and in hybrid models. Arts educators are determined to be successful and demonstrate resilience in the face of adversity and ambiguity. *Waldorf Education* is an international educational philosophy of theory into practice, where arts education is at the heart of most all teaching and learning methods—indoors and outdoors—providing a time tested educational model to replicate at home, on-line, and in hybrid instruction (Steiner, 1977). Arts educational processes provide rigor, relationship, and relevance of 'learning-by-doing' via the artistic processes of creating, performing, presenting, responding, and connecting—resulting in life-long learning experiences that teach and inform student and adult learners throughout their lives. Arts education produces such effects (AEP, 2002; OSPI, 2020b; SEADAE, 2020).

This is a time of change and transition—a refocusing on *what* needs to be taught, and *how*—with the intention that students remain interested in learning about and study in the arts. Positively, the effects of the COVID-19 pandemic could be referred to as a 'rebirth' and a world-wide Renaissance in education as a whole—particularly in arts education (Frey, 2009). Teachers, students, parents, school administration, and teaching artists are working collaboratively to champion and ensure arts education is accessible to all learners (AEP, 2002; Booth, 1997, 2007; Eisner, 1992; OSPI, 2020b; SEADAE, 2020). Arts education

will survive and thrive, as it is a basic need of all peoples—a celebration of world-wide culture, diversity, creativity, and humanness. What is the future of arts education? Arts education is essential!

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Appendix A

Survey Questions

1. What type of learning situation best describes your teaching/learning situation?
2. What level of students do you work with? Or if a student, what level are you? If you teach more than one level, which level do you most identify with?

3. What do you see (your vision) as the future of education? (visual arts education or arts education or education in general)
4. What role is technology playing in your teaching/learning? What role will it play?
5. How do you think your teaching and learning will be different in the future (next year)?
6. What are your students, parents, children sharing with you about teaching and learning?
7. Describe the biggest challenges you are facing during this time of online learning (communication, planning, grading; etc.).

Thank You

If you have images of yourself and/or student artwork that can be shared on the Internet, please send them to moreartsannrene@gmail.com.

Joseph, A. (2020a). "International symposium survey question – What is the future of arts education?" URL: <https://docs.google.com/forms/d/e/1FAIpQLSd5KpQQmQkiD96m1v6pnr7R-pxlnv2yJcoc4cRFqKwUOCL4w/viewform> (retrieved: 2020, June 8).

Appendix B

The following student artworks demonstrate, through visual arts, the social and emotional learning impact of the COVID-19 quarantine from school.



Figure B1: Middle school student (Grade eight, age 13-14) artwork adaptation of a Washington State Arts Performance Assessment 'The Real You' adapted to 'The Real Me, 2020', with student reflection or artist's statement written on the bars and keys as a part of the artwork (OSPIb, 2003, 2006, 2008, 2011, 2015, 2018, 2019).

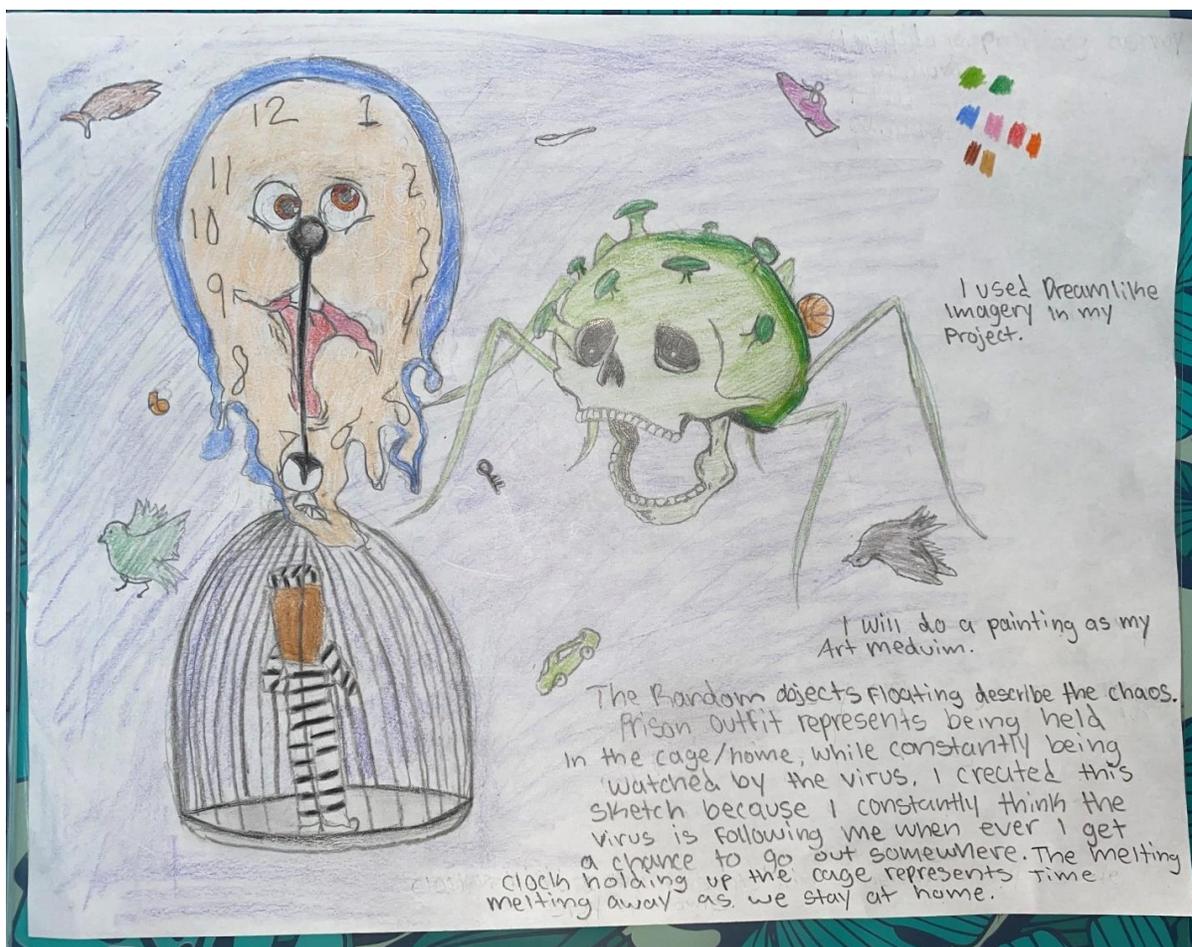


Figure B2: Middle school student (Grade eight, age 13-14) artwork rough draft of an assignment of what it felt like to being in the COVID-19 pandemic and not able to come to school, in spring 2020. The reflection or artist's statement is written on the artwork in this 'first draft' and prior to teacher input.



Figure B3: 'Staring into Madness', Acrylic on Canvas, 2020. Middle school (Grade eight, age 13-14) Latinx student final submission of an assignment of what it felt like to be in the COVID-19 pandemic and not able to come to school, in spring 2020, following teacher input and instruction. The artist's statement or reflection statement is written below.

Artist's Statement or Reflection: "It is my artistic intention to represent how crazy my life is and how time is going by fast. I decided to make a painting for my project because it's one of the things I really enjoy. I learned how to mix and blend colors together. I decided to paint the background a bit darker than the rest of the things in the painting so they could stand out more. My artwork is surreal because the clock in the painting is dripping to represent time wasting away and the person in the glass cage with an eye instead of a head, and of course the skull with legs. And, lastly, random objects with bizarre colors." (8th grade female student communication to her teacher and submitted for this paper, June 5, 2020).

About the Author

Dr. AnnRené Joseph: Chief Executive Officer (CEO) at More Arts! LLC, Educational and Research Consultant, Author: Retired Program Supervisor for the Arts for Teaching, Learning, and Assessment, Office of Superintendent of Public Instruction (OSPI), Washington State (USA); e-mail: more-artsannrene@gmail.com or josepha@spu.edu

i The article report, qualitative survey, figures, appendices, and quoted survey responses are information gathered from responses to a qualitative survey created to examine the question, "What is the future of arts education?" during the midst of the COVID-19 epidemic and pandemic of 2020, and conducted to present at the 14th Annual Symposium: Educational Innovations around the World in the Wake of COVID-19 Epidemic of 2020, Seattle Pacific University, Seattle, WA. Refer to Appendix A.

ii The Office of Superintendent of Public Instruction (OSPI) created and produced Arts Performance Assessments (formerly Arts Classroom Based Performance Assessments [CBPAs]) beginning in 2003, to measure student achievement in Washington State, USA, in the arts (dance, music, theatre, and visual arts) via the artistic processes of creating, performing, presenting, and responding and in alignment with State arts learning standards for all learners, per state law. The summative performance assessments became formative performance assessments – with a design model that ensured success for all learners. They are on-line resources, free, and timeless. They remain in use today and are adaptable to all types of learning situations to measure individual student learning in and through the arts. A visual arts performance assessment example created during the pandemic is presented in this article in Appendix B1.



*Tomm Stewart & Hillamaria Seauve-Rantajääskö
(Russia & Finland)*

The Increasing Importance of How We Think of the “Others” During a Time of Uncertainty

Abstract: This article presents one of the current and evolving societal challenges during the time of Covid-19 crisis and uncertainty: equity in education. Equal opportunities and how we think of the “other” play a vital role on maintaining a stable society. Transformative learning opportunities develop intercultural competencies and cultural proficiency. Finally, a process model for the Development of Intercultural Competencies is presented, accompanied by a table of functional factors completing the model.

Keywords: transformative learning; equity in education, intercultural competencies, equal opportunities, socialization, cultural proficiency, transformative process

摘要 (汤姆·斯图尔特 & Hillamaria Seauve Rantajääskö: 在不确定时期, 我们对“其他人”的思考方式的重要性越来越显著): 本文介绍了新型冠状病毒危机及不确定时期当前的和正在不断发展的社会挑战之一: 教育公平。机会均等以及我们如何看待“他人”对维持社会稳定起着至关重要的作用。变革性的学习机会发展了跨文化的能力及文化水平。最后, 提出了跨文化能力发展的一个过程模型, 并附有完成该模型的功能因素表。

关键词: 变革性学习 教育公平, 跨文化能力, 机会均等, 社会化, 文化水平, 变革过程

摘要 (湯姆·斯圖爾特 & Hillamaria Seauve Rantajääskö: 在不確定時期, 我們對“其他人”的思考方式的重要性越來越顯著): 本文介紹了新冠病毒危機及不確定時期當前的和正在不斷發展的社會挑戰之一: 教育公平。機會均等以及我們如何看待“他人”對維持社會穩定起著至關重要的作用。變革性的學習機會發展了跨文化的能力及文化水平。最後, 提出了跨文化能力發展的一個過程模型, 並附有完成該模型的功能因素表。

關鍵詞: 變革性學習 教育公平, 跨文化能力, 機會均等, 社會化, 文化水平, 變革過程

Zusammenfassung (Tomm Stewart & Hillamaria Seauve-Rantajääskö): Dieser Artikel stellt eine der aktuellen und sich entwickelnden gesellschaftlichen Herausforderungen während der Zeit der Covid-19-Krise und der Ungewissheit vor: Gerechtigkeit in der Bildung. Chancengleichheit und die Art und Weise, wie wir über den “Anderen” denken, spielen eine entscheidende Rolle für die Aufrechterhaltung einer stabilen Gesellschaft. Transformative Lernangebote entwickeln interkulturelle Kompetenzen und kulturelle Fertigkeiten. Schließlich wird ein Prozessmodell für die Entwicklung interkultureller Kompetenzen vorgestellt, das von einer Tabelle mit funktionalen Faktoren begleitet wird, die das Modell vervollständigen.

Schlüsselwörter: transformatives Lernen; Chancengleichheit in der Bildung, interkulturelle Kompetenzen, Chancengleichheit, Sozialisation, kulturelle Kompetenz, transformativer Prozess

Резюме (Том Стюарт, Хилламариа Сеув-Рантайеске: К вопросу о возрастающей роли паттерна «думать о других» в период кризиса и неопределенности): В данной статье представлен один из наиболее актуальных и востребованных в период неопределенности (связанной с распространением коронавирусной инфекции) вызовов – справедливость, рассматриваемая через призму образовательного дискурса. Отмечается, что определяющую роль для сохранения стабильного общества играют равенство шансов и алгоритм, через который мы думаем о других. Трансформативные образовательные модели способствуют развитию межкультурных компетенций и культурных навыков. В заключительной части работы представлена процессуальная модель, сопровождаемая и одновременно дополняемая таблицей с перечислением функциональных факторов.

Ключевые слова: преобразующее обучение, равенство шансов в образовании, интеркультурные компетенции, социализация, культурная компетенция, трансформативный процесс

At this time, we face perplexing situations; the present threats of the COVID-19 pandemic and civil unrest. Can the importance of the impacts of transformative learning and the development of intercultural competencies influence policy makers, educators, parents, and students to be sure that the education systems will provide equitable educational experiences for all learners and adequately prepare students of all races and ethnicities for success in a rapidly changing and complex world? Initially, consider the economic landscape. There is, without doubt, an existential divide between rich and poor, as well as, an apparently shrinking middle class. A stable democratic society is sustainable only with an educated populace. Poverty often leads to educational inequity. Widely recognized international education expert and innovator, Pasi Salberg stated, “As the financial stakes grow, it becomes increasingly challenging to maintain focus on the real learning” (Salberg, Hasak, & Rodriguez, 2017). The impact of the socioeconomic differences among students can no longer be ignored. Therefore, equal opportunities for education must be attainable at all levels of society; hence, equity in education. Schooling systems need to be adaptable to offer equal opportunities for students despite socioeconomic status or race.

Divergent systems have developed worldwide, and no society has the *one best system*. But, some are probably better equipped to address the present and coming challenges. Some countries, for example the Nordic areas, Canada, and Australia have stronger publicly financed structures supporting education, as well as innovative and successful programs. The USA and, quite frankly, many 3rd world countries, are tending towards a more heavily market-based economic approach to funding education, or simply poor funding. Given the uncertainty looming ahead because of the current crises, to what extent is it possible to provide an equitable education for all? Therefore, close attention should be paid to equitable allocation of resources to prevent an even greater divide that may escalate to further tension.

Dewey (1916) argues, “Education, in its broadest sense, is the means of this social continuity of life.” What shall we expect to see in terms of social and health norms? Equity is not only an economic and educational consideration, but perhaps most critically a societal issue. Steps must be taken to provide students with socialization opportunities for shared experiences with “others” (defined as members of any social, cultural, ethnic or racial population, as indicated by race, creed, color, or self-identification). Growing uncertainty and ignorance shifts the blame easily to “the other”. We live in a pluralistic society. Perceived and/or real cultural differences and resultant attitudes are potentially sensitive issues. Significantly, the presence, identification, and stereotyping of intercultural and multicultural differences may increase divisiveness, tension, and conflict presenting a challenge to educators, students, policy makers, government agencies, and the general public in all walks of life. Lindsey, Robins, & Terrell (2009) argue that entitlement gives the dominant group the power to establish, define, and differentiate others as outsiders. The value of the socialization aspects of schooling, including time for play, are vital. With the challenges of social distancing, the traditional role of schools as places of socialization will present challenges. In other words, students need to become more culturally literate and through transformative learning opportunities, develop intercultural competencies. Ultimately, increasing opportunities for intercultural interactions and acquiring tools for cultural proficiency appear relevant to transformative learning and development of intercultural competencies. These are manifest in interpersonal, community, national, and international educational efforts to transform internal frames of reference and affect external behaviors to promote understanding (Deardorff, 2006). Lindsey, Robins, & Terrell (2009) describe cultural proficiency as a mindset and worldview influencing the way an individual or an organization makes assumptions for the effective description, response, and plans to deal with issues that arise in diverse environments. Their recommendation is that focused efforts directed at the development of intercultural growth may lead to transformative learning in the form of meaning-making shifts. The intended results evolve from looking at cultural differences as a problem to being part of a solution where learning culturally proficiency leads to learning effective interaction with other cultures.

The Process Model for Development of Intercultural Competencies

Figure 1 illustrates our proposed model of how this transformative process may occur. This model connects operationalization of those concepts to functional factors and positive attitudes toward others that represent actual active participation, behaviors, and experiential learning. These concepts fit within a

spiraling framework that highlights a sequential progression in the development of intercultural competencies, transformations, and positive attitudes toward others. The inner circle and its operationalization represents a cyclical attainment of those outcomes. In this way one has achieved, demonstrates, and retains the competencies to positively and constructively interact with the other and successfully navigate within other cultures.

Below is the process model for the Development of Intercultural Competencies accompanied by a table of functional factors which complete model.

The diagram or chart of Functional Factors for the Development of Intercultural Competencies (Table 1) describes the corresponding factors, behaviors, and actions that relate to and complement the Process Model for the Development of Intercultural Competencies (Stewart, & Seauve-Rantajääskö, 2020). The factors are interventive steps of interactive learning experiences designed to help students along the growth continuum in developing intercultural competencies and transformations. The sequence, significance, and number of each of these factors may vary depending on the actual context. However the factors, being evermore interwoven into the overall process model, contribute as a whole to reach the desired outcome: changing attitudes and desired outcome of functioning within *the cycle of accepting diversity*. Not only does this transformative learning process results in a better understanding of “the other” but also better discovery of oneself. “Who are you?” and “Who am I?”

Process Model for the Development of Intercultural Competences. Stewart, Seauve-Rantajääskö (2020)



Figure 1. The Process Model for the Development of Intercultural Competencies (Stewart, Seauve-Rantajääskö, 2020).

	Starting Point Phases 1-2	Second Stage Phases 3-5	Third Stage Phase 6	Desired Outcome Phases 7-10
Conceptual	Communication, Reserved judgment	Tolerance, Curiosity, Discovery	Openness & Adaptability	The cycle of accepting diversity
Functional Factors				
Stage-specific emphasis	Heterogenous Groups, Defining Community Values	Activities which promote curiosity and lead to discovery	Experiencing a safe, non-judgmental environment, Willing Self-disclosure (taking off our “masks”)	New Competencies, Transformations, Perceptions, and possibly Attitudes
Breakdown of activities in the context of a language and culture learning seminars and camps	Dining together (Sharing everyday life activities together)			
	Music & Songs (Uniting through the universal language)			
	Art & Workshops, outdoor activities, sports, walks and talks			
	Field Trips Together (Unique shared experiences)			
	Shared Poems & Stories (Activities that purposefully create discussion)			
	Games & Skits (Activities for fun and laughter)			
	Cultural Sharing in Evening Programs			
	Student-generated Shared Experiences			

Table 1. Functional Factors for the Development of Intercultural Competencies

The relationships and patterns of informant responses led from the indicated categories to the more general conceptual domains of the Intercultural Growth Continuum: Functional Factors for Development of Intercultural Competencies and in Model 6.1, The Process Model for the Development of Intercultural Competencies. The four domains, or phases along the continuum are, 1) nature of communications and reserving judgments; 2) tolerance, curiosity, and discovery; 3) openness and adaptability; 4) the cycle of accepting diversity. These domains of the continuum, a level subordinated by the themes or categories and supported by the functional factors correlate with the activities described below. The examples of activities from the language and culture seminars and camps concur with and show connectedness to the attributes of developing intercultural competencies described by Deardorff (2004).

These attributes germinate through the shared experiences by inclusive and invitational activities that draw informants together. The importance of individual development regarding knowledge arising from awareness of one’s own cultural norms and by being sensitive to the norms of different cultures should not be understated. Processing the knowledge involves cognitive skills such as compare and contrast, critical thinking, analytical and evaluative abilities, and a flexibility in cognition. Utilization of the skills allows the participant to observe, listen, interpret, and relate while developing and experiencing an informed shift in their personal frame of reference and in meaning-making. This, in turn, provides a scaffolding for building increasingly greater intercultural competencies and the capacity for transformative thinking.

Learning from experience is more than just “being there.” As Bennett and Salonen (2007) argue, learning occurs within our capacity to construe those events and situations in which we are engaged and then to reconstruct them in transformative ways. For example, after several days at one of our international language and culture seminars in Finland, in an informal after dinner conversation with several faculty and students, one of the students, a woman from Morocco, suddenly began to cry. We asked her what was the matter. She said, “back at home they told me that all Americans would hate me because I’m Muslim; but I see you don’t hate me, it feels like you love me.” We affirmed this to be so. She sobbed a few more times just slowly shaking her head and saying, “they told me you would hate me.” After composing herself, she told us, “I love being here with you, wish I could stay here forever, and I love you all.” There is a significant and effective role in the evolution of individuals and cultures in a constructive and desirable direction through shared experiences. And in doing so, it may create a more aware, kinder, gentler, and increasingly tolerant society.

Generations of young people await and deserve opportunities to develop and grow skill sets and mind sets to become positive and culturally competent global citizens. Ultimately, we find more questions than answers. Predominating may be this: in the face of diverse and continually evolving world conditions, what are the most effective, efficient, and purposeful ways to develop and institute programs and practices to encourage pluralism, shared experiences, appreciation of others, and acceptance of differences to support the growth of intercultural competencies and transformations?

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About the Authors

Tomm Stewart: MA in Ed. Leadership, Seattle Pacific University (USA); PhD candidate, University of Lapland, Rovaniemi (Finland). Visiting faculty Shuya Pedagogical University (Russia). Director: Intercultural Competencies Institute, a grant funded NGO; e-mail: tomm418@outlook.com

Hillamaria Rantajääskö-Seauve: MA in Educational Sciences, University of Oulu (Finland). Capacity Building and Training Project Support Officer at an International Organisation in the Law-Enforcement Domain; e-mail: hilla.rantajaasko@gmail.com



John B. Bond (USA)

Social-Emotional Learning in a Time of Chaos

Abstract: Over the last generation public schools in the United States have strongly emphasized student achievement as measured by standardized tests. In this paper the role Social-Emotional Learning (SEL) can play in improving student success is emphasized. Research on SEL has shown that student achievement is positively affected by SEL programming. Yet, an argument continues over how the limited time in the classroom is used. As the world faces a pandemic during which students are often not attending school in person, their social-emotional health is of increased concern.

Keywords: Social-Emotional Learning (SEL); academic achievement; COVID pandemic; mindfulness

摘要 (約翰·邦德：混亂時期的社會情感學習)：在上一代的美國公立學校中，強烈強調通過標準化的考試來衡量學生的成績。本文強調了社交情感學習 (SEL) 在提高學生成功率方面所能起到的作用。關於 SEL 的研究表明，學生的學習成績受到 SEL 進程的積極影響。然而，關於如何利用課堂上有限時間的一項爭論仍在繼續。由於世界正面臨一種大流行病，在這期間學生常常不能親自上學，因此他們的社交情感健康問題日益受到關注。

關鍵字：社交情感學習 (SEL)，學術成績，新冠病毒大流行，正念

摘要 (約翰·邦德：混亂時期的社會情感學習) 上一代的美國公立學校中，強烈強調通過標準化的考試來衡量學生的成績。本文強調了社交情感學習 (SEL) 在提高學生成功率方面所能起到的作用。關於 SEL 的研究表明，學生的學習成績受到 SEL 進程的積極影響。然而，關於如何利用課堂上有限時間的一項爭論仍在繼續。由於世界正面臨一種大流行病，在這期間學生常常不能親自上學，因此他們的社交情感健康問題日益受到關注。

關鍵字：社交情感學習 (SEL)，學術成績，新冠病毒大流行，正念

Zusammenfassung (John B. Bond: Sozial-emotionales Lernen in einer Zeit des Chaos): In der letzten Generation haben öffentliche Schulen in den Vereinigten Staaten den Schwerpunkt stark auf die Leistung der Schülerinnen und Schüler gelegt, die durch standardisierte Tests gemessen wird. In diesem Beitrag wird die Rolle betont, die das sozial-emotionale Lernen (SEL) bei der Verbesserung des Schülererfolgs spielen kann. Forschungen über SEL haben gezeigt, dass die Leistung der Schüler durch die SEL-Programmierung positiv beeinflusst wird. Dennoch wird weiterhin darüber diskutiert, wie die begrenzte Zeit im Klassenzimmer genutzt wird. Da die Welt vor einer Pandemie steht, bei der die Schüler oft nicht persönlich zur Schule gehen, ist ihre sozial-emotionale Gesundheit von zunehmender Besorgnis.

Schlüsselwörter: Sozial-emotionales Lernen (SEL); schulischer Erfolg; COVID-Pandemie; Achtsamkeit

Резюме (Джон Б. Бонд: Социально-эмоциональное обучение в период хаоса): На современном этапе общественные школы в США особенно отчетливо сместили акцент в сторону усиленного контроля за успеваемостью школьников, которая измеряется с помощью стандартизированных тестов. В данной статье подчеркивается роль социально-эмоционального обучения в улучшении учебных показателей школьников. Исследования в данной области показали, что применение данной технологии обучения положительно влияет на успеваемость учеников. Тем не менее продолжают дискуссии относительно того, как максимально эффективно использовать то ограниченное время, которым располагает учитель на уроке. Поскольку сейчас из-за пандемии дети не могут посещать школу, как раньше, серьезную тревогу вызывает их социально-эмоциональное состояние.

Ключевые слова: социально-эмоциональное обучение, учебный успех, пандемия COVID-19, предосторожность

Social-Emotional Learning in a Time of Chaos

As we are amid a global health crisis it is timely to reflect on how education is being impacted and what the future may bring. This situation has been further complicated by the nation-wide protests regarding how people of color are treated. Two major problems have become intertwined in the daily news,

conversations, and individual reflections. Over the last few months, they have become focal points in the discussion in university classes, as well as throughout the K-12 school systems.

School leaders across the world are currently faced with unexpected challenges not faced in the past. Care of those that they serve is the underlying priority, which is something about which we all should be proud. Few, if any, are currently speaking out about failing schools as measured by test scores. Rather, the attention of educators and parents is focused on the safety and social-emotional support of students. Hopefully, when we are beyond this time of crisis we will be able look back with pride on how priorities were re-set to match emergent needs. It is a moment in time when Social-Emotion Learning (SEL) needs to be a priority.

Social-Emotional Learning: What is it?

While SEL is increasingly prominent today, it is not an innovation. SEL has deep roots going back decades (Deluna, 2017; Osborne, 2017). It has been defined as an approach that enhances students' intrapersonal, interpersonal, and cognitive competence (Weissberg, Duriak, Domitrovich, & Gullatta (2015). SEL is seen as an influence on the quality of the learning environment, as well as its impact on individual students (Denham & Brown, 2010). SEL includes competencies that "involve skills that enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community" (Payton, Weissberg, Durlack, et al., 2008).

Relevance of SEL

Over the last decade there has been a large increase in publications related to Social-Emotional Learning. The interaction between social-emotional health and student learning is a common focus of research, teacher professional development, and application in the classroom. It has become an approach to enhance the success of students often academically challenged due to non-academic issues. The focus on SEL appears to be driven by dual goals, one of serving the personal needs of student and the other of increasing their academic success (Lawlor, 2016). Both are certainly priorities and it is arguable which is of most importance.

Today, as the world faces a pandemic, the concept of social-emotional learning of high importance. With schools operating remotely, students are experiencing a dramatic change in their social interactions. If we accept, as research proposes (Lawlor, 2016), that student learning is enhanced by SEL, it behooves educators to place strong emphasis on it at this time.

How this can be done, obviously, is a challenge. It should be expected that students who benefit most by SEL will be most vulnerable during the current circumstances.

In June of 2020 as the world was in the midst of a pandemic, Amy Bintliff published an article that focused on the importance of helping students help themselves (Bintliff, 2020). Bintliff emphasized how teachers should be thoughtful about their language during this time of uncertainty. Rather than just asking students how they are feeling "as a way to gauge well-being, opportunities are missed to teach students that well-being is a multidimensional concept that encompasses more than just happiness" (Bintliff, 2020). Bintliff further defined well-being as having two definitions that students need help in understanding, both of which are consistent with SEL. The first is in the hedonistic tradition having to do with satisfaction with life, pleasures of life, and happiness. The other is the eudaimonic tradition that focuses on personal strengths, areas of growth, and how one can contribute to the greater good. Bintliff emphasized that teachers should help students grasp these concepts to help them deal with the trauma and uncertainty of the current situation in the world. Bintliff stated in her timely article that responding to the social and emotional needs of students is essential as educators navigate the current chaos of their work.

Literature Review

While Social-Emotional Learning is prominent in the literature today, it has grown over time from a base of long-standing scholarly work (Deluna, 2017; Osborne, 2017). This includes the whole child movement of the 1970s and 1980s and long before that to the influence of John Dewey and others (Deluna, 2017). Concern about students' personal needs long preceded the major shift to student outcomes that were sparked by publication of *A Nation at Risk* (1983) and the ensuing emphasis on standardized testing. In the last decade, though, renewed efforts have been made to support students beyond instruction targeting academic performance. Interestingly, this growing attention to the social and emotional learning of students has also led to increased academic performance (Humphrey, Landrum, & Wigelsworth, 2020). In addition to improved social-emotional behavior, student achievement is being shown as a positive outcome of SEL (Denham, Bassett, Mincic, Kalb, & Way, 2014; Zins, Payton, Weisberg, & O'Brien, 2007).

SEL History

Over the last decade SEL has become increasingly relevant as educators focus on the well-being of students. However, it is a movement that has deep roots going back to such giants of education as Horace Mann and John Dewey (Deluna, 2017). In her article on the history of social emotional learning, Melissa Deluna presented a timeline of SEL practice beginning in 1830 with Mann's Common Schools that were open to all children, regardless of socioeconomic background. The timeline progresses through the foundation of the first Montessori School in 1911, John Dewey's concept of social responsibility in 1916, and Vygotsky's social cultural theory in 1962. Emphasis was placed on the work of James Comer in the 1960s that included a focus on student behavior issues and eliminating school procedures that aggravated such problems (Deluna, 2017; Osborne, 2017). Deluna also described the contributions to social emotional learning to current SEL models. This includes summaries of the work of such theorists as Claude Steiner, Stephen Covey, and Daniel Goleman. Deluna concluded that "curriculum trends have evolved to meet the student's needs as educators and researchers continue to develop tools to meet the development through life stages (2017)."

SEL and Student Learning

An ongoing debate among educators is how an emphasis on SEL impacts learning. While increasingly SEL is seen as enhancing student learning, it is not a universal opinion among educators. Some are concerned that allocating time for SEL negatively impacts student learning due to the loss of instructional time (Humphrey et al., 2020). This argument gets to the heart of the challenge when implementing SEL. Educators are now several decades into emphases on student learning as measured by standardized tests. It is understandable that teachers would be cautious about giving up academic time when they are often evaluated on measures of student achievement.

While the body of research on SEL and student learning seems to be in its early years, there have been hundreds of scholarly articles published over the last decade. Consistently, research offers hope for the future of SEL programming (Payton et al., 2008). Payton and colleagues (2008) reported in three meta-analyses patterns of significant academic growth when comparing students with and without SEL interventions. Similarly, a meta-analysis conducted by Taylor, Oberle and colleagues (2017) found SEL interventions were associated with positive student academic performance. A link between academic and social learning stands out in this body of research. The impetus for embracing SEL is much more than an instructional fad, but rather, is supported by scholarly research.

SEL is increasingly seen as a conceptual framework that guides a mission for an entire school (Lawlor, 2016). Such terms as mindfulness, the whole child, and social-emotional learning are often used to describe efforts to promote both cognitive and non-cognitive skills (Lawlor, 2016). Over the last two decades SEL has been embraced by many as an approach and strategy to improve student learning (Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Zins, Payton, Weissberg, & O'Brien, 2007).

Educational Equity and Excellence

An important emphasis in SEL programs is on issues related to race, ethnicity, and poverty. Jagers, Rivas-Drake, and Williams (2019) described this approach as transformative SEL which is intended to promote equity and excellence for a broad range of learners. Payton and colleagues (2008) reported a finding in that “the effects of SEL programs are achieved among student populations that are ethnically and socio-economically diverse and for students both without presenting behavioral or emotional problems and those exhibiting early difficulties.” Similar to the argument related to student achievement, the benefits to diverse populations of students justify adoption of SEL approaches.

A related issue to that of equity is how SEL is supported by school policy. In an era when academic programs and curricula have been the primary emphases, approaches that focus on supporting students socially and emotionally have been of lower priority. This issue was identified over a decade ago by Denham and Brown (2010). The authors argued for inclusion of SEL skills as an approved part of school curriculum. Denham and Brown stated that school policies must include programming that is aimed at positively improving the learning environment. It is a debate that continues today.

Discussion

A large body of research exists regarding the social aspects of learning. While it was not the purpose of this paper to complete an exhaustive study of related research, it is important to acknowledge that SEL is a huge and rapidly growing construct. For example, a Google Scholar search for the abbreviated term *SEL and academic achievement* resulted in over 3 million hits. While a rough measure, it does indicate the size of the construct. SEL is not a new theory or practice, but one that has grown out of decades of scholarly endeavor. The links between SEL and student learning offer a strong rationale for purposefully including SEL as part of the school policy, curriculum, and practice.

The history of SEL as reviewed by Deluna (2017) and Osborne (2017) is both broad and deep. It is not a new construct, but one with roots in the work of prominent theorists such as Horace Mann, John Dewey, Lev Vygotsky, and James Comer (Deluna, 2017). At a time in education when the term SEL is increasingly included in discussions regarding curriculum and pedagogy, it is important to remember that it is not a new concept. While practices and terminology have evolved, the central emphases on supporting students have remained consistent.

As a pandemic has impacted schools and student learning, emphasizing SEL is of high importance. Students, teachers, and parents are all most concerned with the safety and mental health of students. And, such an emphasis will prepare and sustain students as learners during a time of anxiety and uncertainty. The well-being of students must be of high priority at this time (Bintiff, 2020), which is at the core of SEL. The motivation for emphasizing SEL at this time may be driven by a desire to support students during a time of high stress and worry. Yet, ironically, such an emphasis also has a positive affect on student learning (Payton et al., 2008; Taylor, Oberle et al., 2017; Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Zins, Payton, Weissberg, & O'Brien, 2007).

Conclusion

While we hope that we will never again be faced with a challenge like the current COVID crisis, it is possible that the experience will have lasting change on teaching, schools, and leadership. After a sudden and chaotic immersion into full online schooling, educators have quickly adapted to change. Even though there has been a gradual increase in online programming over the last decade, the current pandemic has forced a sudden pivot from traditional to distant learning. Those who resisted online platforms are now engaged and learning new technical skills and instructional pedagogy. This is a change that will likely impact the future of instruction and learning at all levels. Hopefully, it will be a positive outcome of an overwhelmingly negative experience. However, there is also the potential for a more significant change

than just how instruction is delivered. Perhaps, we will re-evaluate our core values and mission as educators.

Reflecting on Our Purpose. Over recent decades since the time of *A Nation at Risk* (1983) there has been a focus on student achievement as the most important aspect of schooling. Major change has resulted as we have emphasized test scores, monitored school performance, and focused on instructional practice and evaluation of teachers. However, during this time of emergency the emphases are elsewhere. Educators, school systems, and politicians are currently placing the strongest importance on caring for the physical and social-emotional aspects of those they serve. Such issues as access to technology, nutrition, day care, and even housing far outweigh worries about improving test scores. It raises an important question regarding how we have been addressing these fundamental issues, and obviously, how we will do so in the future.

As we continue through this time of stress, anxiety, and the unknown, perhaps we are on a path toward significant and sustained change. Maybe a renewed vision of school will emerge with the highest priorities focused on equity, caring, and engagement. If so, student achievement might become a by-product of how the whole person is nurtured, rather a narrow measure of success or failure. As a positive outcome to this crisis we may step back and reflect on our priorities as educators. The measures of success may be extended beyond student achievement and include the social and emotional growth of students. If so, some good may come out of the terrible circumstances with which we are now coping. And, who knows, as a result maybe test scores will go up.

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About the Author

Prof. Dr. John B. Bond: Chair, Educational Leadership, Seattle Pacific University (USA); e-mail: bondj@spu.edu



Munyi Shea & Alexis N. Awdziejczyk (USA)

Make Healing, not Performance, the Goal for K-12 Schools Amid this Global Pandemic

Abstract: The novel coronavirus (COVID-19) has had far reaching implications on every aspect of human life – from where we work, to where we feel safe to grocery shop, to how we greet friends. At the same time, the pandemic has exposed long-standing issues of structural racism, xenophobia, social and economic inequities, precipitating multiple large-scale social justice movements and demonstrations in the United States, culminating in “dual public health emergencies.” As Kindergarten through Grade 12 (K-12) students slowly return to school, educators are grappling with how to support their students amid these overlapping crises. In this paper, we discuss the relevance of trauma-informed pedagogy, with a specific focus on 3Rs – relational connectedness, restored trust, and contextualized resilience. We urge educators to keep the whole child at the center of their curriculum, and to make healing – not performance – the priority for K-12 schools amid and following the global pandemic.

Keywords: K-12 schools, pandemic, trauma, resilience, connectedness, social justice

摘要 (Munyi Shea & Alexis N. Awdziejczyk: 对于幼儿园到 12 年级的学生的目标, 治愈而非成绩): 新型冠状病毒 (COVID-19) 已对人类生活的各个方面产生了深远的影响-从我们的工作场所到我们在杂货店感觉安全的地方, 再到与朋友打招呼的方式。同时, 该大流行暴露了长期存在的结构性种族主义, 仇外心理, 社会和经济不平等, 在美国引发了多次大规模的社会正义运动和示威游行, 最终导致“双重公共健康紧急事件。”随着幼儿园到 12 年级 (K-12) 的学生逐渐重返学校, 教育工作者们正在努力应对如何在这些重叠的危机中为学生们提供支持。本文讨论了创伤知情教育学的相关性, 特别关注 3 个“R”: 关系联结, 恢复的信任和情境化韧性。我们敦促教育工作者将完整的孩子放在他们课程的中心, 并在全球性大流行其间和大流行之后, 将康复 (而非展现) 作为 K-12 学校的优先事项。

关键字: K-12 学校, 大流行, 创伤, 韧性, 联结性, 社会正义

摘要 (Munyi Shea & Alexis N. Awdziejczyk: 對於幼兒園到 12 年級的學生的目標, 治愈而非成績) 新冠病毒 (COVID-19) 已對人類生活的各個方面產生了深遠的影響-從我們的工作場所到我們在雜貨店感覺安全的地方, 再到與朋友打招呼的方式。同時, 該大流行暴露了長期存在的結構性種族主義, 仇外心理, 社會和經濟不平等, 在美國引發了多次大規模的社會正義運動和示威遊行, 最終導致“雙重公共健康緊急事件。”隨著幼兒園到 12 年級 (K-12) 的學生逐漸重返學校, 教育工作者們正在努力應對如何在這些重疊的危機中為學生們提供支持。本文討論了創傷知情教育學的相關性, 特別關注 3 個“R”: 關係聯結, 恢復的信任和情境化韌性。我們敦促教育工作者將完整的孩子放在他們課程的中心, 並在全球性大流行期間及大流行之後, 將康復 (而非展現) 作為 K-12 學校的優先事項。

關鍵字: K-12 學校, 大流行, 創傷, 韌性, 聯結性, 社會正義

Zusammenfassung (Munyi Shea & Alexis N. Awdziejczyk: Heilung, nicht Leistung: das Ziel für Schülerinnen und Schüler vom Kindergarten bis zur 12. Klasse): Das neuartige Coronavirus (COVID-19) hat weitreichende Auswirkungen auf jeden Aspekt des menschlichen Lebens - von der Arbeit, wo wir arbeiten, wo wir uns sicher fühlen, über den Lebensmitteleinkauf bis hin zur Begrüßung von Freunden. Gleichzeitig hat die Pandemie die seit langem bestehenden Probleme des strukturellen Rassismus, der Fremdenfeindlichkeit sowie der sozialen und wirtschaftlichen Ungleichheiten offengelegt und in den Vereinigten Staaten zahlreiche groß angelegte Bewegungen und Demonstrationen für soziale Gerechtigkeit ausgelöst, die in "doppelten Notsituationen im Bereich der öffentlichen Gesundheit" gipfelten. Während die Schülerinnen und Schüler vom Kindergarten bis zur 12. Klasse (K-12) langsam in die Schule zurückkehren, ringen die Erzieherinnen und Erzieher damit, wie sie ihre Schülerinnen und Schüler inmitten dieser sich überschneidenden Krisen unterstützen können. In diesem Beitrag erörtern wir die Relevanz einer traumainformierten Pädagogik mit besonderem Schwerpunkt auf 3R - relationale Verbundenheit, wiederhergestelltes Vertrauen und kontextualisierte Widerstandsfähigkeit. Wir fordern Pädagogen nachdrücklich auf, das ganze Kind im Mittelpunkt ihres Lehrplans zu halten und inmitten und nach der globalen Pandemie Heilung - und nicht Leistung - zur Priorität für K-12-Schulen zu machen.

Schlüsselwörter: K-12-Schulen, Pandemie, Trauma, Resilienz, Verbundenheit, soziale Gerechtigkeit

Резюме (Муний Шеа & Алексис Н. Авджейчик: На первом месте оздоровление, а не учеба: такой должна быть цель для детей, начиная с детского сада и вплоть до 12 класса) Коронавирус нового типа COVID-19 серьезнейшим образом повлиял на каждый аспект жизни человека: это влияние ощущается в нашей профессиональной деятельности, в областях, где мы до этого ощущали себя комфортно и безопасно; это влияние сказалось на нашем потребительском поведении, даже на том, как мы теперь здороваемся и общаемся с друзьями. Одновременно с этим пандемия обнажила давние проблемы структурного расизма, ксенофобии, социального и экономического неравенства. Это, в свою очередь, спровоцировало в США массовые акции и демонстрации с требованием соблюдения социальной справедливости. Наивысшей точки в условиях чрезвычайной ситуации данная проблема достигла в области общественного здоровья. В то время как школьники, начиная с младших классов и заканчивая старшей ступенью, постепенно возвращаются в свои классы, педагоги, воспитатели ломают голову над тем, как поддержать своих учеников в этот сложный период, когда кризисы накладываются буквально один на другой. В данной статье мы определяем значимость травмапедагогике с акцентированием внимания на трех составляющих – реляционное единство, восстановленное доверие, контекстуализированная резильентность. Мы настойчиво призываем педагогов удерживать фокус внимания именно на ребенке и считать приоритетной задачей сохранение его здоровья, а не погоню за результатом – как в период пандемии, так и после нее.

Ключевые слова: кей 12 (система образования в США от детского сада до 12 класса), пандемия, травма, резильентность (психологическая устойчивость), взаимосвязь, социальная справедливость

We are at war. Not a war between countries, but one against a deadly respiratory virus that has ravaged the world. As of late summer 2020, the coronavirus (COVID-19) pandemic has sickened over 20 million people worldwide. In the United States alone, more than 6 million people have been infected and over 180,000 have died. At the same time, the pandemic has laid bare the government's ineptitude in handling a public health emergency and exposed long-standing issues of structural racism, xenophobia, social and economic inequities, precipitating multiple large-scale social justice movements and demonstrations including Black Lives Matter. Adults and children took to the streets to express their mistrust in the current leadership, anger at the senseless murder and police brutality against Black people, and desire to combat systemic injustice.

With weeks away from the new academic year, the following questions are at the forefront of K-12 educators' minds: *Is it safe for students to return to school? What do we expect to see in our classrooms? What stance should we take to approach our teaching? How do we cultivate a school culture that facilitates respect, understanding, safety, restoration and healing?*

Much has been written on the severe reactions to stress children experience following major calamities such as war and natural disasters. Traumatic events affect children in all the ways they affect adults. They lead to elevated clinical needs and mental health issues including anxiety, depression, posttraumatic stress disorder (PTSD), functional impairments (e.g., memory loss, inability to solve problems), as well as fear and grief. Many symptoms persist over a long period of time, leading to chronic health effects such as cardiovascular disease, substance dependence and abuse, and premature death.

While we cannot ascertain *how* students' needs will manifest come this school year, we do know *what* challenges they will face. Even prior to the pandemic, 60-70% of all students would have experienced at least one traumatic event in their lifetime by the age of 16 (Copeland et al., 2007). It may not be an overstatement to say that all our students will begin the school year with some degree of psychological vulnerability or trauma; the impact of the global pandemic on children is multifaceted and far-reaching. Here are a few examples:

- **Disruption of schooling.** Due to school closures, many children have been receiving no, or minimal instruction. The impact has been especially egregious for children in school districts under-prepared for emergency remote learning and in homes with limited Internet and technology access.
- **Social and cultural losses.** Physical distancing and home confinement disrupt children's social and cultural support networks (e.g., school, community, church) and interfere with their sense of structure and normalcy, leading to strong feelings of fear, worry, sadness, anger, and loneliness.

- **Illnesses and deaths.** Although children are less vulnerable to contracting COVID-19 and developing severe symptoms compared to adults, they can still become hospitalized and become fatally ill. Furthermore, children may witness adults in their lives succumb to the deadly disease.
- **Economic and familial stress.** The pandemic has dealt a severe blow to the local and global economy. Parents and caregivers might struggle to keep their jobs and provide for their children. Being cooped up at home could intensify existing behavioral and mental health issues, family strife and intensions, and increase exposure to abuse and domestic violence.
- **Moral suffering.** Mass information and grim news of illnesses, deaths, police brutality and systemic injustice, as well as personal experience of race-based discrimination, harassment or assaults (e.g., anti-Asian hate incidents) could lead to children's question whether their community is a safe and caring place.

This is a watershed moment for an educational reframe. Whether we will return to school or more likely, continue remote learning this coming year, the only certainty is that students and families will turn to their teachers, school administrators, and counselors for far more than content learning. We propose that educators should make *healing*, not performance, the priority for K-12 schools during this unprecedented time. Healing cannot begin to take place until we have established a sense of emotional safety and trust. In the following, we outline the 3 Rs – *relational connectedness*, *restored trust*, *contextualized resilience* – as critical elements to the process of healing in the school context.

Relational Connectedness

Relational connectedness, also known as social connectedness, refers to a sense of closeness and belonging to a social network (Lee & Robbins, 1995). Positive social interactions boost oxytocin, a neurochemical that promotes trust in others and activates learning centers of the brain. Educators could weave in activities and assignments in their curriculum to foster connectedness in their classrooms, and tangibly show care for their students. For example, teachers could invite students to tell a story about themselves and their families during the COVID-19 lockdown. Such an activity would not only allow students to share their individual perspectives and articulate their feelings, but also highlight their shared experiences of fear, loneliness, frustration, perseverance and hope during a very uncertain time. Teachers could do home visits to increase connection with students and families. During the lockdown, teachers from my (Munyi Shea) children's school made surprise visits to our house, dropping off learning materials and personalized cards while keeping safe distance. Through authentic relationship building, educators can better understand the needs of their students and acknowledge the myriad factors, including trauma, that shape their students' psychological landscape. Rather than asking students who are not doing well to start identifying with school, trauma-informed educators would reflect on their own practice and ask how they could identify with these students. Supportive and trusting relationships are critical to bolstering student resiliency and foundational to creating a community that values all its members.

Restored Trust

Healing requires more than putting a bandage on the wound; it calls for an examination of the causes of injury and an actionable plan to stop the re-wounding and suffering. Educators committed to the well-being of marginalized groups of students, including those identifying as black, indigenous, and people of color (BIPOC), must go beyond individual-level student care and advocate for structural changes. For both white and non-white educators, this would mean taking responsibility for our biases, power, privilege, and internalized oppression beyond self-reflection and intellectual dialogue. This would mean critically examining how our assumptions and worldviews inform our notion of education. For instance, are we creating a curriculum that reflects the history and realities of BIPOC and gender diverse students? Are the instructional methods and assessments – whether in-person or online – designed with our most economically disadvantaged students in mind? How does remote learning help certain groups of students thrive (e.g., reduced social distractions and increased physical safety), but widen the learning gaps for others? Do school principals and district administrators share an antiracist vision and demonstrate

concrete support by investing resources in related professional development? Only by actively identifying and eliminating systemic racism, xenophobia, and other forms of prejudice, discrimination and structural inequalities, can educators disrupt the perpetuation of injustice and power imbalances and show our students that we deeply care about them and the world that surrounds them.

Contextualized Resilience

Resilience is an important concept in children's social emotional learning. Instead of focusing on adversity and psychopathology, resilience emphasizes strength, adaptivity and an ability to navigate through and bounce back from difficult experiences (American Psychological Association, 2011). However, resilience – like many other mental health concepts – originate from Western culture and is rooted in the biomedical model that asserts that mental disorders are biologically-based brain diseases and tends to minimize the relevance of psychosocial or behavioral contributions (Deacon, 2013). The assumption that mental and behavioral problems are located within an individual person often calls for individualist, person-centered coping responses such as self-awareness and self-management. A contextualized understanding of resilience, on the other hand, encourages educators to acknowledge the varied and indigenous ways of responding to and coping with life challenges amongst our students. During the pandemic lockdown, some school bands and choirs came together online to rehearse for and perform a virtual concert, demonstrating a communal practice to cope with the collective trauma. A contextualized understanding of vulnerability and resilience also frame our understanding of the limitation on students' access to resources that shape their lifestyles and health behaviors. For some students, having a set routine in their households or taking a leisure walk in their neighborhoods is not an option. When students show up to class with symptoms resembling anxiety, attention deficits/hyperactivity disorder (ADHD), or major depression, educators could move from a deficits-focused mindset toward a more compassionate approach in providing flexible accommodations.

The elimination of coronavirus and school re-opening may still be in the distant horizon. As educators, we must also tend to our own healing and restoration to avoid compassion fatigue. Honor our limits and acknowledge that this is the "new normal." As we push onward with our students, it will likely not be the lessons we teach that carry them through hard days and despairing moments; it will be how we teach and show up for our students: with courage, dignity, hope, and perseverance.

Practical Resources for Educators

In the following we provide some resources for educators to consider and implement the 3Rs strategies (also included under references). For relational connectedness, we recommend *Teaching Tolerance* (Coombs, 2016); *Multicultural counseling: Understanding bias and practicing humility* (Francis, 2020); *Classroom mental health strategies for students and teachers* (McClintock et al., 2019); and *Training teachers in relationship building* (Pianta, & Allen, 2018). For restoring trust and engaging in social justice-oriented education, we point our readers to the websites of American Civil Liberties Union (n.d.), National Education Association (n.d.), Teaching Tolerance (n.d.), and the Center for Teaching and Learning of the University of Washington (n.d.). For contextualized resilience, readers may want to consult the works by Collins (2020), Minahan (2019), Strauss (2020) on social emotional learning and trauma-informed teaching, as well as to visit the websites of National Equity Project (n.d.), and SAMHSA (Substance Abuse and Mental Health Services Administration (n.d.). Finally, we recommend Neff (2019) and Nelson et al.'s work (2017) on the importance of and tools for cultivating self-compassion.

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About the Authors

Dr. Munyi Shea: Associate Professor of Counselor Education, Director of Doctoral Programs, School of Education, Seattle Pacific University (USA); e-mail: mshea@spu.edu;

Alexis N. Awdziejczyk: Master's student in the Department of School Counseling, School of Education, Seattle Pacific University (USA); e-mail: awdziejzyka@spu.edu



Jing Xiang & Ying Yan (China)

Challenge, Change and Response: Research into Education in a Globalized Perspective

Abstract: Economic globalization not only brings opportunities to all countries in the world, but also brings crises and challenges. The solutions to crises and challenges also entrust education different missions. To this end, there is an urgent need to re-examine the purpose of education, to update the means of education and to change the role of education in order to respond to the logic of history, cultural orientation and the demands of the times, in accordance with the concept of equitable, viable and sustainable human and social development. Mainly from the 1970s, the education concept changes from lifelong education to the learning society. In the 1980s, the educational means from information technology into the virtual class, and then in the 1990s, the educational role with the economic globalization to the trade of educational service. Entering the 21st Century, the mode of educational development was from the Millennium goals to the sustainable development. The goal of sustainable development of human society depends on the sustainable development of education. The sustainable development of future education rests on the implementation of comprehensive, inclusive, just and quality education to ensure that all people have the opportunity to learn for life.

Keywords: Education, Sustainable development, Common interests of human beings

摘要 (Jing Xiang & Ying Yan: 挑战·变革和应对: 全球化视角下的教育研究): 经济全球化不仅给世界上所有国家带来机遇, 并且也带来危机与挑战。危机和挑战的解决方案也赋予教育不同的使命。为此目标迫切需要重新审核教育的目的, 更新教育的手段并改变教育的角色, 根据公平的、可行的和可持续的人类与社会发展的概念, 以回应历史的逻辑、文化的取向和时代的要求。主要从1970年代开始, 教育理念从终身教育转变为学习型社会。在1980年代, 教育手段从信息技术进入虚拟课堂, 之后在1990年代, 教育角色随着经济全球化而走向教育服务贸易。进入21世纪, 教育发展的模式从千年目标到可持续发展。人类社会可持续发展的目标取决于教育的可持续发展。未来教育的可持续发展取决于全面的、包容的、公正的和优质教育的实施, 以确保所有人都有终身学习的机会。

关键词: 教育, 可持续发展, 人类共同利益

摘要 (Jing Xiang & Ying Yan: 挑战, 变革和应对: 全球化视角下的教育研究): 经济全球化不仅给世界上所有国家带来机遇, 并且也带来危机与挑战。危机和挑战的解决方案也赋予教育不同的使命。为此目标迫切需要重新审核教育的目的, 更新教育的手段并改变教育的角色, 根据公平的、可行的和可持续的人类与社会发展的概念, 以回应历史的逻辑、文化的取向和时代的要求。主要从1970年代开始, 教育理念从终身教育转变为学习型社会。在1980年代, 教育手段从信息技术进入虚拟课堂, 之后在1990年代, 教育角色随着经济全球化而走向教育服务贸易。进入21世纪, 教育发展的模式从千年目标到可持续发展。人类社会可持续发展的目标取决于教育的可持续发展。未来教育的可持续发展取决于全面的、包容的、公正的和优质教育的实施, 以确保所有人都有终身学习的机会。

关键词: 教育, 可持续发展, 人类共同利益

Zusammenfassung (Jing Xiang & Ying Yan: Herausforderung, Veränderung und Reaktion: Bildungsforschung in einer globalisierten Perspektive): Die wirtschaftliche Globalisierung bringt nicht nur Chancen für alle Länder der Welt, sondern auch Krisen und Herausforderungen mit sich. Die Lösungen für Krisen und Herausforderungen betrauen auch die Bildung mit verschiedenen Aufgaben. Zu diesem Zweck ist es dringend notwendig, den Zweck der Bildung zu überprüfen, die Mittel der Bildung zu aktualisieren und die Rolle der Bildung zu verändern, um der Logik der Geschichte, der kulturellen Orientierung und den Erfordernissen der Zeit im Einklang mit dem Konzept einer gerechten, lebensfähigen und nachhaltigen menschlichen und sozialen Entwicklung gerecht zu werden. Vor allem seit den 1970er Jahren wandelt sich das Bildungskonzept von der lebenslangen Bildung zur lernenden Gesellschaft. In den 1980er Jahren wanderten die Bildungsmittel von der Informationstechnologie in die virtuelle Klasse. In den 1990er Jahren wurde die Bildungsrolle mit der wirtschaftlichen Globalisierung und dem Handel von Bildungsdienstleistungen verbunden. Mit dem Eintritt in das 21. Jahrhundert ging der Modus der Bildungsentwicklung von den Millenniumszielen zur nachhaltigen Entwicklung über. Das Ziel der nachhaltigen Entwicklung der menschlichen

Gesellschaft hängt von der nachhaltigen Entwicklung der Bildung ab. Die nachhaltige Entwicklung der zukünftigen Bildung beruht auf der Umsetzung einer umfassenden, integrativen, gerechten und qualitativ hochwertigen Bildung, um sicherzustellen, dass alle Menschen die Möglichkeit haben, ein Leben lang zu lernen.

Schlüsselwörter: Bildung, nachhaltige Entwicklung, gemeinsame Interessen der Menschen

Резюме (Джинг Ксианг & Йнг Йан: Вызовы, трансформации и реакции: исследование образования в глобальной перспективе): Экономическая глобализация ассоциируется не только с определенными шансами для всех стран мира. Есть и обратная сторона этого процесса, которая провоцирует кризисы и вызовы. В задачи образования также входит поиск путей решения таких кризисных ситуаций и вызовов времени. Чтобы образование начало решать эти задачи, необходимо еще раз посмотреть, что является целью образования, актуализировать средства образования и изменить роль образования. В этом случае удастся гармонизировать логику истории, культурной ориентации и требований времени, с одной стороны, и концепцию справедливого, жизнеспособного, устойчивого социального развития, с другой. Начиная с семидесятых годов прошлого столетия образовательная концепция трансформируется от модели «обучения в течение всей жизни» до представлений об «обучающемся обществе». В восьмидесятых годах двадцатого века меняются средства образования – на смену информационным технологиям приходят виртуальные классы. В 90-е годы роль образования связана с экономической глобализацией и предоставлением образовательных услуг. С наступлением двадцатого века целевым модусом становится стремление к устойчивому развитию. Цели устойчивого развития человеческого общества завязаны от устойчивого развития в сфере образования. Устойчивое развитие будущего образования базируется на имплементации глобальной, интегративной, справедливой и качественной модели образования, чтобы дать возможность людям обучаться в течение всей жизни.

Ключевые слова: образование, устойчивое развитие, общие интересы людей

Globalization poses a severe challenge to education

The world today is in the midst of rapid change, which is reflected in the rapid development of the internet, mobile technology and other digital media, as well as in the growing recognition of cultural diversity, which is leading to political, economic and cultural globalization, which is inevitably leading to the formation of new centers of power and interest groups. Such changes, in turn, have led to changes in local and global governance, such as the "demand for a voice in public affairs" and the "opening up of public educational opportunities and multiple forms of private provision", as well as to new knowledge horizons that cannot be ignored, all of which have altered political, economic and educational participation patterns to varying degrees. At the same time, irreversible ecological damage, climate change and economic globalization have exacerbated the fragility and inequality of the industrial situation between and within countries. Education, on the one hand, records contributions such as the increase in the global literacy rate of young people aged 15-24 from 83% to 91% and the narrowing of the female-to-male gap between 1990 and 2015, the increase in net primary school enrolment from 84% in 1999 to 93% in 2015, and the rise in learning assessments from 12 indicators based on national standards in 1990 to 101 (UNESCO, 2015, p. 3-8) in 2013. On the other hand, there are still 836 million people living in extreme poverty globally as of 2015, resulting in an estimated 57 million (UN, 2015) school-age children out of school, around 100 million children not completing primary education and millions of children leaving school without basic life skills due to the poor quality of primary education. The so-called upheavals illustrate the growing ties between different nations and regions, the persistence of intolerance and conflict, the upsurge in cultural and religious chauvinism and identity-based political agitation and violence, and the prevalence of terrorism, drug-related violence, war, civil unrest and even domestic violence, as well as violence in schools, all of which raise questions about the value of education and attitudes in fostering coexistence (UNESCO, 2017, p. 8). Moreover, as a result of armed conflict and violence, nearly 30 million children (UNESCO, 2017, p. 8) are deprived of their right to education, which will result in generations of uneducated adults being neglected in development policies. These issues pose a serious challenge to the growing aspirations for human rights and dignity in an environment based on justice, social equality, sustainable development of individuals and societies and, consequently, mutual human understanding and integration of the global community.

The major problems that trouble people around the world have the characteristics of integrity and global. It is precisely because of such characteristics that all countries and stakeholders in the world must treat the world as a community with a shared future to deal with and solve problems, and in the process trying to find ways for education to create value in an unforeseen future. Since the space of human life has been expanded to the global scope, education can only commitment to cultivate the values in a global perspective and spare no effort, in thought and action, to reduce poverty, exclusion, incomprehension, oppression, war, etc. Only on the basis of humanism education and development, we call for respecting individual life and human dignity, advocating equal rights and social justice, and respecting cultural diversity. In the process of uniting international forces and sharing responsibilities and obligations, human-oriented dialogue can cultivate children who actively participate in the common life of their countries, regions, cities, villages and neighbors, and move towards the common life of "global village" in the process of living together with their natural communities. Education could enable the realization of each person's creative talents and potential through social, humanistic and natural science issues, thus creating the self, and also help them to acquire the ability to interpret major events of importance to the fate of individuals and society. Education promotes the active and responsible behavior of individuals and societies to achieve sustainable human and environmental development. We should be committed to transforming the normative principles of education, such as "the right to education" and "education for the public interest", into "education and knowledge", so as to become the global common interest. Such an education can participate in the acquisition, authentication, use and creation of human knowledge as a common heritage of humanity and as a common good that accompanies every human being throughout his or her life. Advocating for changes in new forms of education and updating its content to develop the capacity of individuals and societies to adapt and respond to change. Only by doing so can we ensure a sustainable future and a life of dignity for all people everywhere.

In an ever-changing and complex world, education is based on responding to the fundamental questions of what knowledge should be imparted in different times and contexts, why it should be imparted and when and how the information, understanding, skills, values and attitudes acquired will be used, and how it will be used, for the development of individuals and societies.

Globalization has led to many changes in education

Human beings have enjoyed the productivity and standard of living gains of the technological changes introduced by cultural evolution, while resisting the social changes caused by technological change, which requires them to evaluate and adjust themselves accordingly. The imbalance between the two is enough to explain why human beings, with their increasing knowledge, are able to adapt their environment to their will but are increasingly unable to make their environment more habitable (Stavrianos, 2006, p.7). Education helps to bridge the wisdom between the increasing amount of knowledge that human beings possess and how to use it, and to mitigate the imbalance between technological change and the social change that makes it inevitable. This imbalance has been recurring since the 1960s and 1970s, forcing education to respond and react to the sustainable development of individuals and societies and of the world as a community.

(1) A conceptual breakthrough in education in 1970s: from lifelong education to a learning society

After the Second World War, the marked decline in neonatal mortality, the dramatic increase in the number of multiple births and the birth rate, which led to a dramatic increase in the population of the developing countries, and the marked increase in the proportion of the population of the third world have all contributed to the trend towards a highly uneven growth of the world's population and a significant increase in the total number of persons. From 1960 to 1968, the first United Nations Development Decade, the world's population grew from just under 3 billion to almost 3.5 billion people, a 17% (UNESCO, 1996, p. 52) jump in eight years, and from 3.684 billion in 1970 to almost 4.5 billion (Rasekh, & Vedinu, 1996, p. 13) in 1980, a decade in which population growth was matched by rapidly changing societies have led to dramatic changes in the physical, spiritual, and moral worlds facing humanity. In addition, medical advances and the dramatic increase in the level of medical

care, which has increased life expectancy, have forced the need to develop the quantity of education; while at the same time the education system and the school system must also respond and adjust. The dramatic changes in the social, economic and technological structure of the world have led to a crisis in the patterns of life, ideology and relations among people and countries are trying to renew their mindsets and ethics through education and to create citizens who are properly trained to assume responsibilities and tasks. The rapid development of the mass media has connected everyone in the world to every major event in the world through the press, radio and television, and only through careful and continuous training can the individual constructively understand, interpret, assimilate and use the information and data received and thus develop a critical and selective faculty. Advances in scientific knowledge and technology require individuals to continually update their knowledge and skills, necessitating that education focus on teaching students to learn. While the modern form, scope and content of leisure is a product of industrial society and has a decisive influence on the living conditions of people in all countries of the world, education, by providing people with the means to understand, think and express their thoughts and emotions, can make full use of the positive effects of leisure time, thereby improving the state of individual life and enhancing people's quality of life. Realities and challenges such as these make continuous education and learning both a must and a necessity.

In response to the international context and characteristics of the 1950s and 1960s, Paul Lengrand, a French adult education scholar and Director of UNESCO's Division of Adult Education Programme, presented a proposal on "Lifelong Education" (Lengrand, 1965) at the Second Committee for the Promotion of Adult Education, convened by UNESCO in 1965. The proposal states that in order for society to provide individuals with opportunities for education and learning from birth to death, governments should support and coordinate the integration of the educational functions of primary, secondary, and university schools, as well as regional social schools and regional cultural centers. It also aims to promote the improvement of systems and initiatives in each country and region, such as workday adjustment, educational leave, and cultural leave, and to fundamentally change people's attitudes towards education, so that education exists in the school system as well as in all aspects of personal life related to work and leisure, and that the concept of lifelong education permeates all human activities. Lifelong education goes beyond schooling and extends the functions of education to all aspects of society as a whole, that is to say, education is no longer confined within the walls of the school, but all existing institutions (whether established for teaching or not) and all forms of socio-economic activity must be used to serve the purposes of education (UNESCO, 1996, p. 224-225) towards a learning society. Lifelong education can be seen as the basis for the creation of a learning society. The educational functions of non-educational sectors such as industry, commerce, agriculture, etc. should be vigorously utilized in order to achieve the social goal of individual self-actualization and the perfection of humanity. Since education is of such importance and high value to any human being and any society, the society should be called a "Learning society". (UNESCO, 1996, p. 203)

The learning society aims at the full development of all people and the realization of their potential, and is centered on the establishment of all social systems and social development plans as a guarantee to lead and promote the development of society as a whole. A learning society is a new type of society that is broader and more advanced than lifelong education and lifelong learning. Lifelong education, as the guiding principle of educational reform at all levels, is the foundation for the creation of a learning society. By encouraging learners from all walks of life, such as industry, commerce and agriculture, to participate in non-education sector activities, they can give full play to their responsibilities and roles in all fields to build a learning society, and lifelong learning is the path to building a learning society. In short, the terms lifelong education and lifelong learning aim at both rebuilding the existing education system and giving full play to the motivation and initiative of each individual, so as to fully explore individual potential and build a learning society throughout one's life.

(2) Updating the means of education in the 1980s: from information technology to the virtual classroom.

The history of human science has witnessed the first scientific revolution from 1543 to 1687 marked by Copernicus's Theory of the Operation of the Heavenly Bodies (Copernicus, 1543) and Newton's Mathematical Principles of Natural Philosophy (Newton, 1687); the second scientific revolution from 1803 to 1864 marked by Dalton's Atomic Theory (Dalton, 1808), Darwin's Theory of Evolution (Darwin, 1858), and Maxwell's Theory of Electromagnetism (Maxwell, 1873); and the third scientific revolution from 1895 to 1928 marked by the Theory of Relativity (Einstein, 1905) and Quantum Mechanics. (Xingmin Li, 1986, pp. 33-40) From the first scientific revolution, which lasted 144 years, to the second, which lasted 61 years, to the third, which lasted 33 years, it can be seen that modern knowledge is being transformed into productivity at an ever-increasing rate. As a result of the unprecedented speed of computer retrieval, storage and dissemination of information, a huge computer industry was formed rapidly, leading to global technological progress, which led to a profound social change; such as the advent of artificial intelligence in 1956, with knowledge representation, knowledge acquisition, knowledge utilization as the knowledge processing system, and in 1953, Watson of the United States and Crick of the United Kingdom published in the British Journal Nature "DNA double helix structure of the molecular model" research results also marked the birth of molecular biology. Today scientists are able to read the genetic code, modify it, and create new genetic codes. Genetic engineering has created insulin, growth hormone and several new vaccines, which have been applied in various industries, such as agriculture, chemical engineering, health care and biomedical engineering. These are sufficient evidence of the advent of the fourth scientific and technological revolution led by the information revolution, characterized by the widespread application of such civilian technologies as electronic computers, bioengineering, optical fibre, quantum information technology and new energy sources.

If it is said that the fourth technological revolution originated from the birth of the electronic computer, then with the computer information media, computing speed, the scale of networking and the degree of extension of the information highway, the application of information technology affects every aspect of our lives and forces education to change. The combination of computer multimedia technology and network communication technology connects schools, research institutions, libraries and homes around the world, allowing learning to take place anywhere in the world, beyond the time and space constraints of traditional classroom teaching. At the same time, students and teachers located in different parts of the world can also sit in the "virtual classroom" for learning and discussion, making it possible for individuals to choose education autonomously and freely in the information society. The changes in learning resources, learning channels and learning styles will inevitably lead to changes in teaching contents, teaching means, teaching methods and teaching modes, which will ultimately be reflected in the changes in educational thinking, educational concepts and teaching and learning concepts.

A multimedia networked environment is sufficient to provide the educational content for the basic learning needs of every person, whether child, youth or adult, including the basic learning tools of reading, writing, oral expression, arithmetic and problem solving, as well as the basic learning content of knowledge, skills, values and attitudes. Education should also be constantly enriched and modified in the light of research advances in new disciplines such as cognitive science, learning science, artificial intelligence, robotics, virtual reality, biotechnology and information processing technology. We should "adopt a comprehensive, multidisciplinary or interdisciplinary pedagogical approach in a context of increasingly widespread, dispersed and constantly increasing knowledge", "characterized by respect for the complexity and richness of reality, so that everyone "learns the laws of probability and relativity instead of absolute methods" (Rasekhp, & Vedinu, 1996, p. 86), and "uses training in materials and the organization of educational credits to equip the recipient with the ability to "learning to know" in order to achieve the goal of lifelong education". Thanks to information technology, knowledge can be presented in multimedia such as text, images, animation, sound, video and graphics. The richness and variety of the real world can be simulated or virtualized, which is conducive to individualized teaching, group collaboration, remote real-time interaction, online learning, online

discussion and other teaching methods, as well as changing the teacher from a lecturer and transmitter of knowledge to a helper and guide in the construction of meaning for the learner.

The mastery of educational content and methods underpins continuous learning and work, laying the foundation for each person to develop their full capacity to participate in and make informed decisions to improve their quality of life and move towards a life of dignity. Education also has a mission to promote a rational approach to knowledge, empowering basic learning needs to enable anyone in any society to look critically at the vast expanse of information and the complexity of the world, to have the capacity and responsibility to respect and rely on their common linguistic, spiritual and cultural heritage, to promote and advance the cause of social justice, to protect the natural environment on which it depends, to defend for "Humanitarian values and human rights universally accepted by the peoples of the world, thus building international peace and solidarity in an interdependent world." (Zhao Zhongjian, 1996, p. 16)

In the face of the rapidly digitizing, colorful multimedia world, will the text's place in information dissemination and education gradually recede from its central historical position like the old-fashioned phonograph? And will the long-winded text be replaced by complementary digital multimedia tools? In spite of the rapid development of information technology, "writing" and the written word are still the main and irreplaceable means and tools for mastering, organizing and expressing complex issues and preserving ideas. Science itself is not only externalized in the form of artifacts such as techniques, processes, technologies and products, but also in the form of knowledge such as concepts, laws and theories; it is also embedded in the spiritual form of its unique ideas, concepts and methods (Newton, 2006, Preface 6), which enables children to understand the logic of history, grasp the spirit of the times and absorb the power of scientific and humanistic thinking.

(3) The changing role of education in the 1990s: from economic globalization to trade in educational services

Since the twentieth century, the opening of economic and financial borders promoted by the theory of free trade has led to the rapid development of transnational corporations, reinforced by the collapse of the Soviet Union and fuelled by information technology, which has led to economic globalization becoming an irreversible trend in the development of the world economy. China's formal accession to the World Trade Organization in 2001 as the 143rd member country means that, except for educational institutions (such as military colleges and universities) that are fully funded by national governments, all educational activities of a commercial nature that charge tuition fees fall within the scope of education trade services, especially higher education, adult education and vocational and technical training, indicating that all WTO member countries have the right to participate in competition in education services, and that economic globalization has led to the formation of a large international market for trade in education services.

Economic globalization has brought opportunities to all countries but also crises and challenges to almost all of them, and the solutions to these crises and challenges have given education a different historical mission. Since the ripple effect of public decisions and actions in any country or region worldwide is first and foremost economic and technological. But the tensions between the "local" and the "global", created by the vast political, economic, technological and cultural differences between countries, have led to a confluence of sensitivities and the free circulation of images and expressions that not only changes the relationship between nations but also changes the way people identify with the world. The growing interdependence of States is beginning to reveal imbalances, such as the growing imbalance between rich and poor countries, between the rich and the excluded within States, unrecognized ethnic and cultural diversity, which are rapidly becoming known to the disadvantaged sectors and inexorably breeding feelings of resentment, frustration, antipathy and even hostility. At the same time, there is also extreme nationalism for political separatism and social disintegration, as well as genocidal massacres and hate motivated ethnic cleansing campaigns (Delors, 1996, p. 225), and even the common destiny of the future of mankind is still threatened by the stockpiling of weapons by States, including the development of nuclear weapons for an "arms race" (Delors, 1996, p. 32) with the most advanced weapons. This imbalance is further exacerbated by the fact that the powerful countries or private groups that have access to information systems have real

cultural and political influence and are thus able to promote certain obscure values in order to erode other cultural identities. Today, scientific and technological inventions have achieved significant results and the cold war pattern has come to an end. In the 1990s, marked by the increasing interdependence of peoples and the globalization of problems, education is also facing a shift from the concept of development as "all about economic growth" to a new vision of sustainable development, in which the sustainable development of each individual depends on education providing not only a complex and dynamic map of the world, but also a navigational compass so that individuals can seize and take advantage of opportunities throughout their lives to continually update, deepen, and enrich the knowledge they initially acquire in order to adapt to an ever-changing world. In other words, education has moved from the concept of "lifelong education" to a "learning society" and then to "lifelong learning", a comprehensive educational concept in which learning to know, learning to do, learning to be and learning to live together are the four pillars that support lifelong learning.

"Learning to know" is reflected in the use of attention, memory and thinking ability to learn the three major categories of knowledge in the natural sciences, social sciences and humanities, through games, text reading, scientific experiments and other activities to cultivate children's attention to focus on one thing for a long time, through boring, tedious memory training to avoid the individual affected by the immediate information of the media, in order to develop children's associative memory, according to the characteristics of the subject combined with the use of deductive and inductive methods, from the concrete to the abstract and then from the abstract to the concrete repeated training of children's thinking, through this process in order to achieve learning to know; "Learning to do" is the ability to teach a student to practice what he or she has learned so that it can be translated into new careers and new employment opportunities in a future that cannot be fully anticipated. This ability is a combination of "rigorous qualification, social behavior, collaboration, initiative and risk-taking (Delors, 1996, p. 80), acquired through technical and vocational training"; "Learning to be" means that individuals can, through quality education, achieve the freedom of thought, judgment, feeling and imagination necessary for any person in any society to fully develop their talents and take control of their future destiny, thereby assuming responsibility as individuals, members of a family and society, a human community, on the basis of increasing autonomy, judgment and responsibility; "Learning to live together" is reflected in an education that sows the seeds of concern for others from the earliest years of every person's life, teaching through innovation and dialogue, listening to the voices of the oppressed and those in distress, promoting universal values and fostering a sense of concern and compassion for others, so that children can grow into world citizens who share a sense of common values and a common destiny and who are consciously concerned with the survival and well-being of humankind.

(4) Patterns of educational development in 2000-2010: from the Millennium Goals to sustainable development

The Heads of State or Government of the States Members of the United Nations, meeting at Headquarters in New York from 6 to 8 September 2000, in keeping with their universal desire and purpose to achieve peace, cooperation and development for all, voted to adopt the Millennium Declaration in eight areas, such as values and principles; peace, security and disarmament; development and poverty eradication; protection of our common environment; human rights, democracy and good governance; protection of the vulnerable; and meeting the special needs of Africa (UN, 2000). In December, the United Nations General Assembly adopted a follow-up resolution to guide Member States in the implementation of the Millennium Declaration, and these measures are gradually forming a global blueprint for development. The blueprint, which began at the Millennium Summit of the United Nations and will be completed by the end of 2015, is a global blueprint for development with the participation of heads of State, academics, United Nations agencies, international financial institutions, non-governmental organizations, donor agencies and the private sector, setting out the direction and specific tasks for humanity as it enters the twenty-first century. In 2001, the United Nations General Assembly further developed eight more actionable and measurable UN Millennium Development Goals (MDGs, 2011) to "eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat AIDS, malaria and other diseases, ensure environmental sustainability, and develop a

global partnership for development" (UN, 2015). The Millennium Goals reaffirm that, in addition to their respective social responsibilities, the heads of State and Government of the United Nations have a collective responsibility to uphold the principles of dignity, equality and equity for all peoples and nations throughout the world, with a particular responsibility to the vulnerable and to the children of the world who have a future.

The United Nations Millennium Development Goals (MDGs) for the period 2000-2015 have documented the many efforts made to achieve the Millennium Declaration, highlighting tangible global achievements in various areas, but also recognizing that gaps remain and that lessons need to be learned and used as a basis for further action. Reflecting on the root causes of problems at the technical level and ignoring the value level will inevitably lead to a limited analysis of the causes and fail to reveal the power relations behind policies and practices, as well as the deep structure and influence mechanisms behind power. In an international development framework where power is entrenched, an analysis of phenomena only at the technical level can only cater to the short-term planning of the Millennium Development Goals and pay insufficient attention to the concept of sustainable development.

In order to transform the world to better meet the economic and living needs of human beings, there is an urgent need to protect the environment, maintain peace and effectively realize human rights, so that individuals with rights can have a sustainable future and, through their sustainable development, achieve sustainable development for all human beings. The UN Development Summit in September 2015 unanimously adopted "Changing our World: the 2030 Agenda for Sustainable Development," submitted by the 69th session of the UN General Assembly. This means that, as of January 2016, the Sustainable Development Goals of the United Nations 2030 Agenda have replaced the Millennium Development Goals of the early 21st century as "a social contract between world leaders and peoples". They are both a list of actions for the benefit of people and the planet," (Xinhua, 2016) and a blueprint for humanity's quest for a sustainable future. Changing Our World: The 2030 Agenda for Sustainable Development aims to develop an action plan of 17 sustainable development goals and 169 targets for the sustainable development and prosperity of people and the planet, which are holistic and indivisible goals that will bring together all countries and stakeholders for cooperative action in areas of critical importance to people and the planet, taking into account the economic, social and environmental dimensions of sustainable development. To take the much-needed transformative steps to eradicate all forms of poverty and deprivation and to make every effort to heal the wounds of the planet and provide continued protection to restore a world that is sustainable and has the potential for recovery. The reaffirmation of gender equality and the empowerment of all women and girls for the realization of human rights for all is undoubtedly a necessity for the sustainable development of each individual and a demand for world peace and sustainable development. In particular, it was emphasized that access to quality education is fundamental to improving people's lives and achieving sustainable development, which entails ensuring inclusive and equitable quality education for all, as well as lifelong learning opportunities for all to cope with the rapid changes in science and technology and an uncertain future.

Education's response to the spatial configuration of globalization

The global sustainable development goals emphasize and reaffirm comprehensive, inclusive, equitable, quality education with lifelong learning opportunities for all as a plan and aspiration for education to achieve sustainable development. Comprehensive education demonstrates the concern of education for the all-round development of each person's personality, and the talents cultivated should possess such core characters and key abilities as humanistic literacy, scientific spirit, learning to learn, healthy living, responsibility and practical innovation, so as to meet the needs of lifelong learning and social development; inclusive education embodies the accessibility and inclusiveness of education. Because education is a basic human right that everyone in the world can exercise. Every country must ensure that all children have access to at least one year of free pre-school education and 12 years of government funded compulsory primary and secondary education, and that all young people and adults have access to learning opportunities for functional literacy and numeracy; equitable education is based on an understanding of and respect for the diversity of human beings in terms of ethnicity, race, beliefs and the elimination of any form of discrimination, exclusion,

marginalization, injustice and other inequalities in access, participation, retention, completion and assessment of learning. Equitable education pays particular attention to gender equality and the role of women's empowerment in sustainable development and lasting peace for humanity. Establish and improve educational facilities that integrate children, disability and gender to provide a safe, non violent, inclusive and effective learning environment for all, and significantly increase the amount of educational assistance to developing countries, especially the least developed countries, small island developing States and African countries on a global scale; the connotation of quality education is to ensure that all learners can master the knowledge and skills needed for sustainable development, carry forward the culture of peace and non violence, enhance the awareness of global citizens, (UN, 2001) and affirm the contribution of cultural diversity and culture to sustainable development so as to implement education for world citizenship by carrying out education on sustainable development, sustainable lifestyle, human rights and gender equality people education.

Whether quality education can be achieved is also reflected in the quantity and quality of teachers. We should strengthen cooperation between developed countries and developing countries, especially the least developed countries, and regularly carry out measures such as teacher training, long-term and short-term learning systems, and international assistance to increase the number of teachers in these countries and effectively improve the quality of teachers. Policy and legal measures can also be adopted to improve the working and social welfare conditions of teachers and other educational personnel in order to attract the best and most motivated teacher candidates and place them where they are most needed. Critically review, analyses and progressively improve the quality of pre-service and in-service training for teachers so that they can integrate brain research, cognitive science and cutting-edge technology to improve the teaching ecosystem and customize learning programmers' to suit the different learning styles and needs of students and to accommodate creative learning with a critical and questioning spirit. The virtual classroom built by the Internet and information technology will enable children to learn in both the real and virtual worlds simultaneously, will enable university teachers around the world to teach all of the students simultaneously through internet and 3D technology, will enable the sharing of quality teacher resources through automatic real-time translation of the language of instruction, and will lead to new models of collective assessment and quality certification.

Developing and implementing effective feedback systems to support good teaching and ensure teacher motivation, establishing and reinforcing relationships between teachers and the community, which ensure the full participation of teachers in the formulation, implementation, monitoring and evaluation of education policies. (In *Xu Li, Wang Mo, & Cheng Huangdi, 2015, pp. 16-25*)

The sustainable development of education also requires the concept of a "community with a shared future" (Song Qiang, 2018) to prepare the world citizens we need. The "community with a shared future" is a comprehensive and variable vision which covering economy, politics, society, humanity, ecology and culture. Due to the economic globalization, the material basis for human survival and development, as well as the science and technology based on the material basis have become the common interests of mankind. The globalization of the world has gradually weakened the ideology, conflicts between different civilizations and cultures implied in the process of capital circulation, which shows that only mutual understanding of the political ecological environment can help the realization of the community with a shared future. The virtuous functioning of various social forms, stages of development and different social systems is positively correlated with the survival and development of any individual member, so individuals, collectives and even the society share weal and woe. We should pay attention to the issues of morality, ethics, equity and justice, the humanistic environment based on "respect for life and human dignity, equality of rights, social justice, cultural diversity, international solidarity and common responsibility for creating a sustainable future" advocated by the humanistic education concept, as well as the public resources such as the ocean, air and ozone layer, and pay attention to the War, national interest disputes, population expansion and other reasons lead to irreversible destruction, consumption and urgent need to save the ecosystem. Compared with the conflicts in politics and economy, culture is deeply rooted because of its spiritual values. On the cultural level, recognition and persuasion are equal to cultural identity. An important factor in cultural development and economic prosperity throughout the world lies in mutual

understanding between East and West, and only by understanding the logic of Western ways of doing things, critical thinking, curiosity about the unknown, and experimental approach to discovering the truth are the only way to truly understand Western culture. On the basis of understanding, we should form a common value consensus and cultivate the awareness of caring and sympathizing with others, so as to grow into a world citizen who pays attention to the common destiny and well-being of mankind.

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About the Authors

Prof. Dr. Jing Xiang: Associate Professor, Jiangxi Normal University (CHN); Head of the general pedagogic subject "A Scientific Approach to the Living Space of Children in the City", sponsored by the National Social Science Fund in 2017 (Grant No. BHA170155); e-mail: xiangjing2016@126.com

Ying Yan: Postgraduate of Elementary Education school Jiangxi Normal University (CHN); e-mail: yanying160809@126.com



William J. Rowley (USA)

Higher Education in the Midst of a Pandemic: A Dean's Perspective

Abstract: This paper suggests changes that are likely to occur in higher education resulting from the coronavirus pandemic from a retired dean's perspective. Global events like the Great Depression and World War II led to significant societal and cultural changes. This global pandemic will have the same impact. Higher education will not be the same in the future. What makes it difficult to predict its future is the fact that colleges and universities have no predetermined guidelines for how to offer an entire academic program during a worldwide health crisis. Administrators are having to figure out how to respond on the fly. This isn't to say there is no future for higher education. However, no colleges or universities will be able to conduct business as usual. For those who survive this changed environment, a significant re-assessment of every aspect of its enterprise will be required. This will include financial viability, mission, academic programs, program delivery, technology, library and student services.

Keywords: higher education, financial viability, program delivery, technology, in-person instruction, virtual instruction, student services, library services

摘要 (威廉·罗利：大流行中的高等教育：一位院长的观点)：本文从一位退休院长的角度提出了由新型冠状病毒大流行引起的高等教育中可能发生的变化。大萧条和第二次世界大战等全球性事件导致了重大的社会和文化变革。这种全球大流行将产生同样的影响。未来的高等教育将不再同日而语。很难预测其未来的事实是高等院校没有针对如何在全球性健康危机期间提供一个完整的学术计划的预定指南。管理人员必须弄清楚如何即时做出响应。这并不是说高等教育没有未来。但是，任何学院或是大学都无法照常开展业务。对于那些在这种变化的环境中幸存的人，将需要对其企业的各个方面进行重大的重新评估。这包括财务可行性，使命，学术计划，计划交付，技术，图书馆和学生服务。

关键字：高等教育，财务可行性，计划交付，技术，亲自指导，虚拟指导，学生服务，图书馆服务

摘要 (威廉·羅利：大流行中的高等教育：一位院長的觀點)：本文從一位退休院長的角提出了由新冠狀病毒大流行引起的高等教育中可能發生的變化。大蕭條和第二次世界大戰等全球性事件導致了重大的社會和文化變革。這種全球大流行將產生同樣的影響。未來的高等教育將不再同日而語。很難預測其未來的事實是高等院校沒有針對如何在全球性健康危機期間提供一個完整的學術計劃的預定指南。管理人員必須弄清楚如何即時做出響應。這並不是說高等教育沒有未來。但是，任何學院或是大學都無法照常開展業務。對於那些在這種變化的環境中倖存的人，將需要對其企業的各個方面進行重大的重新評估。這包括財務可行性，使命，學術計劃，計劃交付，技術，圖書館和學生服務。

關鍵字：高等教育，財務可行性，計劃交付，技術，親自指導，虛擬指導，學生服務，圖書館服務

Zusammenfassung (William J. Rowley: Hochschulbildung inmitten einer Pandemie: Die Perspektive eines Dekans): In diesem Papier werden aus der Perspektive eines pensionierten Dekans Veränderungen vorgeschlagen, die im Hochschulwesen infolge der Coronavirus-Pandemie wahrscheinlich auftreten werden. Globale Ereignisse wie die Weltwirtschaftskrise und der Zweite Weltkrieg führten zu bedeutenden gesellschaftlichen und kulturellen Veränderungen. Diese globale Pandemie wird die gleichen Auswirkungen haben. Die Hochschulbildung wird in Zukunft nicht mehr dieselbe sein. Was es schwierig macht, ihre Zukunft vorherzusagen, ist die Tatsache, dass es an den Hochschulen und Universitäten keine vorgegebenen Richtlinien gibt, wie ein ganzes akademisches Programm während einer weltweiten Gesundheitskrise angeboten werden kann. Die Administratoren müssen herausfinden, wie sie auf die Krise reagieren müssen. Das heißt nicht, dass es keine Zukunft für die Hochschulbildung gibt. Allerdings werden keine Colleges oder Universitäten in der Lage sein, Business as usual zu betreiben. Für diejenigen, die dieses veränderte Umfeld überleben, wird eine bedeutende Neubewertung jedes Aspekts ihres Unternehmens erforderlich sein. Dazu gehören die finanzielle Tragfähigkeit, der Auftrag, die akademischen Programme, die Bereitstellung von Programmen, die Technologie, die Bibliothek und die Dienstleistungen für Studenten.

Schlüsselwörter: Hochschulbildung, finanzielle Tragfähigkeit, Programmdurchführung, Technologie, persönlicher Unterricht, virtueller Unterricht, Dienste für Studierende, Bibliotheksdienste

Резюме (Вильям Й. Роули: Высшее образование на фоне пандемии. Взгляд декана): В данной статье автор, занимавший до выхода на пенсию пост декана, размышляет об изменениях, которые по всей вероятности произойдут в системе высшего образования в связи с пандемией коронавируса. Глобальные события, среди которых – мировой экономический кризис и Вторая мировая война – привели к значительным общественным и культурным изменениям. Последствия глобальной пандемии будут такими же. Высшее образование уже не будет прежним. Что препятствует пониманию того, каким оно будет в будущем? Прежде всего тот факт, что ни у вузов, ни у университетов нет четких ориентиров относительно того, как должны работать академические программы в период глобального кризиса, вызванного пандемией коронавируса. Руководители должны разработать стратегии, с помощью которых они будут реагировать на кризисные ситуации. Но это не означает, что у высшего образования нет будущего. Понятно, что ни колледжи, ни университеты не смогут вести дела, как раньше, до кризиса. Тех, кто сможет выжить и пройти через эти трансформации, ждет переоценка и переосмысление практически каждого аспекта их деятельности. К этим аспектам относятся способность нести финансовую нагрузку, госзаказ, академические программы, разработка новых программ, технологии, библиотека, услуги, предоставляемые студентам.

Ключевые слова: высшее образование, финансовая нагрузка, исполнение программ, технологии, занятия в режиме офлайн, онлайн-занятия, услуги, предоставляемые студентам, услуги библиотеки

College Closures

There will be fewer small, private, liberal arts colleges left standing. Many colleges and universities were facing a merger or closure before Covid-19. Those with traditionally low enrollment and inadequate endowments have not survived simply by raising tuition dollars (Van Rooijen, 2015). This will not only reduce the opportunity for students looking for a small, intimate college setting, but these closures negatively impact the financial and social life of entire communities of which they are a part.

In a survey covering 17 years of financial data, Edmit, a Boston-based college advising company, reported more than one-third of private, four-year colleges in the United States are on shaky financial ground (Thys, 2020). Although elite colleges and universities with a great deal of resources will survive this pandemic, the future of small, private liberal arts colleges and universities with traditionally small enrollments and limited endowment is tenuous.

Financial Viability

The top priority for college administrators will be to keep an institution's doors open. This coronavirus pandemic has caused a financial earthquake in the higher education world. An institution's financial soundness will be key to its survival. Using historical enrollment trends to carefully do financial planning have been upended. With the onset of this pandemic, institutions across the country have closed their campuses to protect the health of students, faculty and staff. Although colleges and universities are an educational enterprise, they are also a business. For this reason, in spite of uncertainty, a majority of colleges and universities last spring were planning to open their campuses to faculty and students this fall.

There are factors that will make a return of students to campus untenable (Hayes, 2020). It could be anything from a serious outbreak of coronavirus to a governor forbidding an opening to faculty members refusing to teach. Budgets have been already been decimated due to the closing of college and university campuses, and an extended closure would only make matters worse. According to Edmit, institutions are already on track of losing 10% of tuition revenue in the upcoming year and 20% the following year if fewer students return.

A concerning factor is the uncertainty about how many students will return to campus in the fall. Enrollment is the life blood of most schools. Due to financial constraints, many young adults may delay college for a year or more or decide to stay closer to home. For those students who do return to school, how many will choose to live in dormitories that are not designed for social distancing or take their meals in

the Commons? According to a College Board report titled Trends in College Pricing 2019 (Ma, Baum, Pender, & Libassi, 2019), tuition and fees account for 39% of the budget for resident students living on campus. Campuses with fewer students on campus may not be able to maintain their financial viability. To make matters more challenging, according to the Institute of International Education's (IIE, 2019) Open Doors Report on International Education Exchange, over a million international students accounted for 44.7 billion dollars to the U.S. economy in 2018. For some colleges and universities, this is a significant revenue source. According to a New York Times survey of all public, 4-year colleges, private colleges competing in Division 1 athletic programs, and elite colleges with research programs (Weiyi, Ivory, Smith, Lemonides, & Higgins, 2020), some 6300 coronavirus cases from 270 colleges were reported. It is impossible to determine how many international students will return to campuses across the country due to health concerns.

In this new environment, much beyond a college's control, administrators must be aggressive in maintaining the institution bottom line. For example, it may be necessary to place a freeze on hiring additional faculty and leaving staff positions open due to resignations and retirements. Some institutions will be forced to lower salaries and reduce benefit packages. Hiring adjunct professors may be temporarily on hold.

All academic programs will be evaluated to determine the degree to which they contribute to the institution's fiscal viability. Proposed programs will not be approved unless they can be shown as self-sustaining. The same standard will hold for current programs. Those not self-sustaining or sustainable over the long haul will be considered for termination as long as they don't diminish the university's educational mission. This process will be a painful, but college administrators will not hesitate to terminate a program in order for the college or university to survive another day.

Enrollment Decline

Enrollment in American colleges and universities will continue to decline. Institutions have been struggling to reach enrollment goals for quite some time. According to the National Students Clearinghouse Research Center (Fain, 2019), enrollment in the U.S. has declined for eight consecutive years. This is the result of competition, the high cost of a college education, and fewer high school graduates in the upcoming generations of students. Given this pandemic, a decline in enrollment will continue as potential students decide to complete their college education closer to home, take a gap year, or forego college altogether.

At the very least, in order to stabilize enrollment, institutions will need to effectively answer the question, "Why should I attend your school?" The Chronicle of Higher Education (Wyllie, 2018) reported data from a survey administered to 100,000 high school students throughout the nation by Eduventures, a consulting company, to learn what students considered when choosing a college. Students wanted to know what it would cost, if a program they were interested in was offered, the schools reputation, and what career and job opportunities would be available. Further, they wanted to know the degree to which the value of a college education is worth its cost, the degree to which a school was a good fit for them, and how close the institution is to their home. Savvy recruitment officers will need to have adequate responses to these areas of concern.

Institutions must be able to distinguish themselves from other similar institutions. A small, Christian, liberal arts university in the northwest is a case in point. The vast majority of similar colleges and universities are located in small communities or rural areas. This university distinguishes itself from these other institutions by marketing its location in a vibrant, urban setting, where dozens of corporate headquarters offer internships prior to graduation.

What notable programs do they have that others do not? Are there keystone programs for which they are known? Are there professors who are known nationally for contributions to their field of study? How long after graduation does it take for students to be accepted into graduate school or gain employment?

An aggressive recruitment plan must be in place to capture those high school graduates who are thinking about staying closer to home for their college career. According to Inside Higher Ed (Jaschik, (2020), if

high school seniors can't visit a campus because of the pandemic, an attractive virtual tour of the campus can be a good substitute. At the same time, some institutions are extending the deadline to reply to offers of admission.

Program Delivery

Virtual instruction is here to stay. This pandemic has demonstrated that technology can be used far more effectively and extensively than most schools imagined. According to a report by the Chronicle of Higher Education less than a month prior to the opening of the fall term (Here's our new list of college opening plans, 2020), there are multiple plans for delivering instruction, including in-person, online, and hybrid instruction. Notably, 27 percent of colleges and universities as of July 30, 2020 were waiting before making a decision on how they will offer instruction to students. In-person instruction on campus will be desired by both students and faculty, but virtual instruction will be in the mix.

Given the unknown trend and course of this and future viruses, schools will need to be nimble and flexible. Decisions will need to be made quickly if their academic program is to be delivered by in-person learning on campus, online instruction, or a combination of both. Programs may be offered on one platform but quickly change to another depending on the latest health directive. This will be a challenge. There will be times when in-person learning is desired on campus, but instruction will be delivered virtually because it is safer to do so.

Some colleges will schedule longer days while shortening academic terms in order to create a less dense environment on campus (Burke, 2020). At the same time and for the same reason, other colleges are planning to expand terms over a twelve-month year.

It should be noted that the increased use of virtual instruction will result in fewer students on campus. This will negatively impact the budget of colleges and universities who depend heavily on the fees generated by students living in dormitories and eating in the Commons.

Nevertheless, more colleges and universities will be forced to deliver academic programs online in order to attract busy graduate students and "catch" students who want to stay home. For Some graduate-level programs will be wholly and permanently offered online.

Although this new world is not what students, faculty, or institutions chose, it will be to everyone's benefit to learn the degree to which virtual instruction advances the learning of students. Unfortunately, most of the studies on the effectiveness of online learning were done prior to the coronavirus pandemic. Although there were positive results if only that online learning is as effective as traditional teaching, the results across all of these studies were not conclusive (Nguyen, 2015).

This question must be answered if faculty, other educators, and the general public are going to give credibility to online learning. At this point, significant stakeholders hold it as inferior to in-person instruction (Fain, 2020). Critical to this question is whether or not this teaching/learning strategy can be an effective for disadvantaged students.

Technology

The use of technology will have an increased role in the teaching/learning process. Although online programs offered by colleges and universities are not new and have increased in number in recent years, nothing could have prepared higher education for the complete closure of campuses and the need to instruct students in a way other than in-person instruction. Institutions have learned they can use technology far more effectively and extensively than they had previously envisioned.

Although students are usually well-versed in the use of technology aids to learning, many faculty members were unfamiliar with putting their courses and teaching online. Given the unpreparedness of IT departments to this sudden and unexpected crisis, it is remarkable how quickly colleges and universities were able to move teaching, research, and services online (O'Brien, 2020). Problems occurred as was to

be expected, but most faculty members acknowledged the help technology staffs have rendered. Without their expertise, high education would have come to a complete stop.

Given the coronavirus continues out-of-control, the use of technology begun last spring will continue unabated. IT experts will now be at the forefront of assisting institutions to offer their academic programs with the use of technology. However, placing courses online is only the beginning. The use of virtual reality (VR) to instruct students will increase (Miller, 2019).

This sophisticated technology has been around for some time, but as a result of the pandemic, its use in colleges and universities will increase, with the potential for transforming how professors teach and students learn. Beyond listening to a faculty member's lecture and responding to it, virtual reality will enable students to explore things typically viewed in a science lab and view art in world-famous art museums around the world without ever leaving home.

Larger and well-resourced institutions will turn to using the 5g network. Schools will need the expertise of the IT staff to implement it. This advanced network will provide multiple advantages to higher education (Top 7 benefits 5G will bring to higher education, 2020). For example, students and faculty can more quickly connect with each other as the system can support a million devices without any delays. This network is noted for its lower latency, which lessens the time between a request for data and the time it is received. Everything is faster, from providing lessons in virtual reality, providing feedback to students, and downloading videos. The 5G wireless network fosters experimentation and innovation, which will be important as technology is used more and more for teaching and learning.

Library Services

The demands on library services by students and faculty will expand. An educational role for college libraries is nothing new. As a standard principle of the profession, it was reaffirmed in the latest revision of the Standards for Libraries in Higher Education (Association of College and Research Librarians, 2018). According to the Standards, "Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning." Additionally, "Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective curricular and co-curricular experiences for students."

In spite of these lofty principles, library services were not prepared to deal with the closure of colleges and universities requiring entire academic programs to be placed online overnight. Even more challenging, libraries may not return to the old normal when the pandemic is under control (Cox, 2020).

With in-person classes uncertain and social distancing required, the demand for a library's print collection, one-on-one assistance from the staff, and research in the building itself are likely to be severely curtailed. With the overwhelming increase of students and faculty demanding access to a library's resources online, increased efforts to digitize everything will become paramount.

Particularly challenging will be determining how to serve students and faculty when face-to-face interactions are impossible. For example, a pilot study at a university in Canada was conducted

to determine the effectiveness of a librarian providing research and reference help through virtual office hours (Remple, 2019). The availability for virtual help was initially met with excitement, but fewer students used the service the longer the study was in progress.

Placing courses online will necessitate an increased involvement of library staff in the teaching/learning process. It will mean helping professors incorporate library resources into their curriculum and assisting students to access and use this information to reach learning goals.

Graduate students and faculty will need to continue their research with minimal face-to-face help from the library staff. Without access to research laboratories or the means to travel to primary research locations, library staffs must be alert to and instruct researchers in the latest technologies. Instead of hard copies stored in an office, researchers will need to keep their research data online and determine ways to disseminate it since in-person presentations will be restricted.

Budgetary implications will take center stage. Additional and significant investments will be necessary to keep pace with technological advances related to the teaching and learning process.

Often placed in the center of campus, college libraries have always been the hub of the academic mission of the institution. They will now take center stage.

Health services will have an enlarged role on campus. According to a American College Health Association survey (The covid-19 pandemic's effect on campus health services: A snapshot of operating status and response, 2020), most colleges have included health services staff members to their pandemic response teams, allowing them the opportunity to provide professional expertise in planning an institution's response to the pandemic. They will continue to keep institutions apprised of the latest health directives.

Notably, college health officials responding to this survey indicated they were prepared to develop plans that address future contingencies. Not surprisingly, the association's recommendations include placing fewer students in dormitories and practicing social distancing. Most schools responding to the association's survey reported delivering a majority of health services and mental health counseling through telemedicine and tele-counseling, respectively. Face-to-face opportunities will be limited.

The survey further indicated that some schools do Covid-19 testing in their health centers, while some conduct testing outside their buildings. More urban area schools are likely to conduct coronavirus tests on campus than those located in less crowded locations. Fortunately, more than half of the respondents indicated they were notified of testing members of the college community at off-campus locations.

Significant challenges indicated by college health officials include transitioning to meeting with students through virtual means, effectively communicating with students, having access to adequate testing supplies, and isolating sick students on campus.

The Centers for Disease Control and Prevention (Considerations for institutions of higher education, 2020) have made specific recommendations that impact student services in order to keep students safe upon their return to campus. They include opening residence halls but with a lower capacity, practicing social distancing, and purchasing grab-and-go meals from the Commons.

The College Experience

The college experience will be unlike any other in the past. College is a unique experience for most students, especially new freshmen. It provides new experiences and significant challenges. For most students, it all adds up to a positive and life-changing experience. It may be the first time away from home for an extended period of time. Students meet new friends, adapt to new roommates, have coffee with one of their professors, eat in the Commons, participate in clubs and organizations, attend athletic events. However, until the coronavirus is under control, none of this will be the same.

Staggering the return of students to campus, placing fewer students in dormitories, practicing social distancing from faculty and other students, scheduling smaller classes, washing hands, and wearing masks as recommended by The Centers of Disease Control and Prevention (Considerations for institutions of higher education, 2020) is nothing anyone expected. Neither is the recommendation that participating in large gatherings including athletic events should be organized in such a manner as to guard students and others attending them from the spread of the coronavirus. Athletic conferences and athletic directors are trying to decide if college sports should be curtailed or temporarily put on hold.

Will these changes attract potential students who expect the college experience to be what it has always been? Will continuing students want to return? Will normal ever return to normal? Only time will tell. College administrators will have to be creative in balancing safety measures with providing a positive experience for students.

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About the Author

Dr. William J. Rowley: Emeriti Professor of Counselor Education, Seattle Pacific University (USA); e-mail: wjrcar@comcast.net



Philipp Pohlenz (Germany)

Higher Education Management in the Time of Corona: Reconsidering the Predominant Paradigm in the Light of the Crisis

Abstract: The pandemic has been (and continues to be) a challenge to public services globally. It revealed that public services that are managed under a neoliberal agenda and thus are evaluated against their cost-effectiveness, are threatened to fail delivering appropriate services to those in most desperate need. This can also be transferred from health care systems to other segments of public services, like education. The paper discusses the features and potential shortcomings of current management paradigms and emerging trends that could help aligning public service management better with the demands of their clients and with changing environments.

Keywords: New Public Management, cooperation, market-competition, trust, agility

摘要 (菲利普·波伦兹：新冠状病毒时期的大学管理：根据危机重新考虑流行的范例)：大流行已经（并将继续）对全球公共服务形成挑战。它表明在新自由主义议程下管理的公共服务因此受到了成本效益的评估，并受到威胁而无法向最迫切需要的人提供适当的服务。这也可以从卫生保健系统转移到其他公共服务部门，例如教育。本文讨论了当前管理范式的特征和潜在缺陷以及正在出现的趋势，它们可能会有助于使公共服务管理更好地与其客户的需求和不断变化的环境保持一致。

关键字：新公共管理，合作，市场竞争，信任，灵活性

摘要 (菲利普·波伦兹：新冠状病毒时期的大学管理：根据危机重新考虑流行的范例)：大流行已经（并将继续）对全球公共服务形成挑战。它表明在新自由主义议程下管理的公共服务因此受到了成本效益的评估，并受到威胁而无法向最迫切需要的人提供适当的服务。这也可以从卫生保健系统转移到其他公共服务部门，例如教育。本文讨论了当前管理范式的特征和潜在缺陷以及正在出现的趋势，它们可能会有助于使公共服务管理更好地与其客户的需求和不断变化的环境保持一致。

关键字：新公共管理，合作，市场竞争，信任，灵活性

Zusammenfassung (Philipp Pohlenz: Hochschulmanagement in Coronazeiten: Das vorherrschende Paradigma im Lichte der Krise überdenken): Die Pandemie war (und ist auch weiterhin) eine Herausforderung für die öffentlichen Dienste weltweit. Sie hat gezeigt, dass öffentliche Dienste, die im Rahmen einer neoliberalen Agenda verwaltet und daher nach ihrer Kostenwirksamkeit bewertet werden, Gefahr laufen, denjenigen, die sie am dringendsten benötigen, keine angemessenen Leistungen zu erbringen. Dies kann auch vom Gesundheitssystem auf andere Segmente der öffentlichen Dienste, wie das Bildungswesen, übertragen werden. Das Papier erörtert die Merkmale und potenziellen Mängel der derzeitigen Managementparadigmen und die sich abzeichnenden Trends, die dazu beitragen könnten, das Management des öffentlichen Dienstes besser auf die Anforderungen ihrer Kunden und auf sich verändernde Umfelder auszurichten.

Schlüsselwörter: New Public Management, Kooperation, Markt-Wettbewerb, Vertrauen, Agilität

Резюме (Филипп Поленц: Менеджмент высшей школы в период пандемии: К вопросу о необходимости переосмысления существующей парадигмы в условиях кризиса): Пандемия стал (и продолжает оставаться) вызовом для многих общественных структур во всем мире. Она показала, что те структуры, которые управляются в рамках неолиберальной повести дня и соответственно оцениваются по показателям эффективности затрат, рискуют не оказать необходимых услуг тем, в ком они особенно остро нуждаются. Эту мысль можно экстраполировать с системы здравоохранения на другие сегменты общественной жизни, в частности, образование. В статье рассматриваются признаки и потенциальные «погрешности» современных парадигм управления, обозначаются тенденции, которые могут повлиять на оптимизацию менеджмента общественных структур под нужды клиентов и трансформационные процессы, происходящие в тех или иных значимых общественных секторах.

Ключевые слова: модель реформирования общественного управления NPM, кооперация, рыночная конкуренция, доверительная база, динамичность

1. Introduction

The corona pandemic had (and continues to have) a huge impact on education in all its forms in most countries of the world. The lockdown of societies in early 2020 also revealed that management models for public services hit the limits of their effectiveness. This was particularly true for health care systems, but also for educational services. In a situation that required coordinated action and cooperation, public services that were managed under a neoliberal and thus exclusively competition-oriented and cost-effectiveness driven management paradigm, were highly challenged to deliver the needed services to their target audiences and the clients in need.

The consequences of the gap between provision and demand were not as life-threatening in the case of the education sector as they were in the case of health systems around the globe. However, in the sense that the pandemic is a learning experience for a range of societal actors, it could also be used as an opportunity to reconsider the modes in which education services are delivered in contemporary societies.

The present paper uses the case of higher education as an example because here the contrasts between the market-driven and competition oriented New Public Management paradigm on the one hand and a traditional self-conception of the academia as a self-responsible “professional bureaucracy” (Mintzberg, 1979) become most obvious. The present paper thus explores the debate on New Public Management in higher education and its meaning for contemporary higher education systems and for science systems in their entirety. It uses the pandemic as a reference point to identify what the limits to current management paradigms are and how these could further develop in the light of changing demands and societal expectations towards higher education and science as societal sub-systems.

2. University Management in the Time of Corona

What will be imprinted in the memories of societies when the story of the early 2020 corona virus pandemic is to be told? It was a time, when societies rediscovered the need to act jointly and coordinated in order to fight back a common enemy. In many countries a range of measures was enacted with the aim to protect the most vulnerable: orders to make people wear face masks, to keep social distance, and the like were issued for the sake of stopping the virus spreading. Differing from country to country, these measures were to be taken at a voluntary basis or more or less obligatory. However, their comprehensive execution – and thus their effectiveness - required the cooperation and participation of almost everybody. Most people – at least across Europe - accepted these measures for the sake of their own safety and the one of their fellow citizens, regardless of individual costs and disadvantages that needed to be accepted. Notwithstanding the fact, that this high level of acceptance for the lockdown measures apparently changed in the course of 2020 (resulting in an immediate return of the virus...), during the peak of the pandemic in Europe, there seemed to be a sensitivity to act coordinated and with some sensitivity for the needs of others.

Nonetheless, this almost romantic description of the state of mind that many societies were in during the peaking pandemic, is contrasted by observations that could be made concurrently: people were hoarding disinfectants regardless of their limited availability for those in highest need, and some were having “corona parties” in restricted public areas, not taking care of the risk to create super-spreading events.

This pendulum movement between solidarity and egoism lends itself to be applied to the debate on how higher education and science are managed and on the changes that university management has experienced in the last almost 40 years under the New Public Management paradigm. This neoliberal reform agenda had replaced different forms of collegial self-management since the 1980s. It would of course be a superficial analysis, if one would state that New Public Management oriented forms of university governance stand for egoism and the traditional forms of academic self-management for solidarity instead. For instance, the concept of competition has not been introduced as lately as 40 years ago into university life and into what drives scientists and their pursuit of new knowledge. However, what was indeed new to university management was the concept of *market*-competition, in which cost-effectiveness had been introduced as a major criterion for the assessment of universities' accomplishments.

The debate on New Public Management and its potential harm to academic principles of collegial self-management and the nature of the university as such, has been a permanent companion of the respective reforms, and it is still pending (Abraham, 2017). Considering the existence of a huge body of literature on the topic, the present paper is not going deeply into the details of public management thought. It rather provides a short overview of the discourse and considers university management strategies in the light of the current global “game changing” situation.

2.1 The Essence of New Public Management and Criticism of the Concept

Originating from “Thatcherism”, British Prime Minister Margret Thatcher’s neoliberal reform agenda in the 1980’s, the concept of New Public Management has found its way into the thought on management reform in public services globally. A precise definition of what New Public Management is, is still lacking, thus it is described as “disperse set of ideas on how to modernize the public sector, increase its efficiency and in general improve its performance” (Hood, 1991). However, the essence of the concept can be condensed to the following aspects (Pausits et al., 2014):

(i) The state is withdrawing from detailed management (in the present context: from the detailed management of higher education institutions, e.g. with regard to their decision to provide specific study programmes and on respective internal regulations);

(ii) Autonomy and self-responsibility is granted to the individual institution, combined with a strengthening of the central management’s (Rector’s, President’s) decision power and a weakening of collegial bodies of traditional university self-management (Senates, Faculty Boards);

(iii) Autonomy is also combined with accountability of the institutions for their outcomes and achievements and with the need to justify these outcomes to a sceptical public audience which demands more transparency with regard to public expenditures. Proponents of management reforms drew the picture of an “arrogant bureaucracy, poor performance and lack of accountability in public organizations, wide spread corruption” (Minogue et al, 1998) in order to push forward the neoliberal agenda;

(iv) Outcomes and achievements are measured against quantifying indicators (e.g. numbers of graduates per year; numbers of journal articles, published in high ranking journals; etc.) in order to make the achievements of different institutions comparable, for instance with the help of rankings;

(v) Universities are thus transformed in to “market-players” which are competing for the brightest students, the most talented researchers that help them lifting their ranking position, etc.

(vi) As market participants, universities are deciding by themselves which academic mission to pursue, which research questions to address, which departments to suspend, etc. However, the decision power tends to be shifted away from lower (operational) levels (i.e. departments) to central management levels (i.e. Rectorates).

Ferlie et al. (2008, p. 335 cited in Andresani, & Ferlie 2006) summarise New Public Management’s (NPM) central features as follows: “NPM relies on (1) markets (or quasi markets) rather than planning, (2) strong performance measurement, monitoring and management systems, with a growth of audit systems rather than tacit or self-regulation and (3) empowered and entrepreneurial management rather than collegial public sector professionals and administrators.”

* * *

All of these features have evoked criticism and strong opposition against the concept in its entirety (Abraham, 2017) and have drawn the attention to particular aspects of risk, for instance the non-intended consequences of the quantifying reward logic based on performance based indicators (e.g. Cuganesan et al., 2014). The most prominent respective positions and counter-arguments refer to

(i) unintended consequences of a (mostly quantifying) assessment logic and respective rewarding schemes: opportunism (e.g. grading leniency; Greenwald, & Gillmore, 1997) and the pursuit of predictably rewarding academic activities are stimulated at the expense of academic diversity and the willingness and motivation to pursue ‘risky’ research projects of uncertain outcome;

(ii) the pre-assumed ‘linear causality’ of the input of resources and expected outcomes as a basis for the assessment of a university’s cost-effectiveness does not take sufficiently account of the complexity that can be found in a professional organisation like a university, where in contrast a high degree of ambiguity and unpredictability of any activities’ results needs to be processed;

(iii) in the sense of a 'principal-agent problem' (e.g. Grosmann, & Hart, 1983) the main promise that had been made by New Public Management, namely to unleash universities from their bureaucratic boundaries, was not kept: indicator-based control regimes are becoming more and more small-scaled instead of getting more and more relaxed. Since the self-governing universities (agents) try to maintain the informational asymmetry between the principal and the agent to their advantage, they tend to undermine the legitimate monitoring role of the State or of any other governing body in charge (principal). By doing so they evoke an increasingly small-scaled monitoring system;

(iv) the competition-oriented mode of assessing academic achievements stand in contrast of the Mertonian notion, in which science is a shared endeavour and thus does not allow to attribute scientific progress immediately to the individual excellency of a person or institution (Merton 1973). In contrast, according to the Mertonian notion, every new cohort of scientists relies on the works and accomplishments of their predecessors or "sits on the shoulders of giants" (Merton, 1965).

Why are these considerations regarding a particular management paradigm's suitability relevant for the discourse on the impact of the Covid 19 pandemic on how (higher) education systems are (or should be) developing? The answer is that the pandemic showcases that New Public Management trains actors (individual and corporative) to perceive each other as competitors only and thus in a mode of distrust, it may be not a good advisor in order to respond in situation were cooperation, coordination and mutual trust are vital features of social acting.

New Public Management could be interpreted as a legacy of the industrial age, in which cost-efficiency, productivity ratios, linear relationships between input and outputs/outcomes as well as the competitiveness of products and industries were major determinants for economic success of enterprises and were thus determinants for the viability of modern, functionally differentiated societies. The notion of the transition to a post-industrial economy and society in contrast, is of course nothing new (e.g. Esping-Anderssen, 1999; Nisnevich, & Ryabov, 2018). The increasing importance of knowledge as a source of value production and the emergence of knowledge societies have long been debated (Boehm, & Lang, 2009; Stehr, & Meja, 2020), and so has been the role of human capital for an economy that is becoming more and more dependent rather on creativity than on the classical production factors (labour, machines, etc.). As a result of such transition, the traditional values of industrialism, such as cost-effectiveness, productivity, etc. are challenged in an age of knowledge and information. If these assumptions hold true, also new management paradigms are needed, not only for the economy, but also for public services. These would have to take account of the more tacit assets and success factors of employees and production processes, namely communicative competencies, trustworthiness, etc.

In the sense that not only economies but also societies have left the industrial age behind and transform into knowledge based societies (Stehr, & Meja, 2020), it becomes obvious that coordination and cooperation are more promising responses also to societal challenges, than competitive struggle. Coordination and cooperation are needed in order to unfold the full potential of knowledge and they do better acknowledge the nature of knowledge as a resource that continuously develops, based on shared efforts and mutual communication of producers.

The corona pandemic is emblematic for this societal change and the needed reconsideration of management principles which is emerging: While in an industrial age it was possible to set 'a-priori criteria' to assess the effectiveness of a process, in a situation of constantly and dynamically changing circumstances and requirements, also the criteria against which accomplishments can be evaluated need to be kept flexible: In the time of the corona virus recommendations for individual behaviours in public are permanently changing, travel bans need to be released and can be lifted the next day or even be aggravated the day after. The respective decisions at local and national levels require proper evidence and sound knowledge, but at the same time error tolerance and a sensitivity for the provisional nature of findings and communicational skills of researchers that explain the processes and results of knowledge production under uncertain conditions. Particularly the latter would not be acknowledged in a quantifying reward logic of the current management schemes.

What's thus needed in order to respond properly as a society but also as a science system to global challenges like the pandemic is flexibility, adaptability, and a mutual exchange of knowledge to enable joint efforts to handle social threats appropriately.

If these assumptions hold true and an unprecedented degree of ambiguity and uncertainty is the main feature of the "new normal", science as such needs to be reconsidered or to be 're-transformed'

to pursue its original mission, namely as a space where the unthinkable can be thought without cost-benefit considerations and for the long-term benefit of societies. Such self-conception contrasts the current control regimes in which evaluations, audits, rankings, accreditations, etc. are in the worst case hampering innovation by predefining indicators for desired outcomes of research and teaching activities. These contradictions between the self-conception of science as a specific social sub-system and the reality of the approaches to its management in most modern societies, makes the resistance of large parts of the academia against current market-driven management paradigms easily understandable. However, that also means to address the question, what management paradigm would be more suitable to science and higher education in a post-industrial world.

3. What Type of Science and Science Management do we need instead?

The above-mentioned small-scale control regime with its tendency to standardise processes and products for the sake of their comparability can be regarded as a distrust in the professionalism of the professionals under the respective control instruments (Bringselius, 2017). Particularly, in the case of professional organisations such as the sciences system, trust in the actors' professionalism and their capability to act and to decide properly in situations of complexity and ambiguity, led by expertise and evidences, is of significance.

Future debate on a suitable management design for public services in general and professional organisations like universities thus needs to operationalise trust and how it can be made a feature of management practices. The concept of trust-based management has gained some prominence in the public management literature. Trust-based management is discussed as a potential alternative to New Public Management (Bringselius, 2017). A tentative definition of what trust-based management could be and what it could look like is presented *ibid.*:

“Trust-Based Public Management is governance and management control models focused on the needs of the service user, where each level of the policy process actively promotes delegation and coordination and attempts to secure its trustworthiness based on ability, integrity and benevolence” (Bringselius, 2017, p. 3).

In detail this means that (i) management responsibility for processes of the service provision is shifted back from the central management level back to the more local ones, in order to closer align them with the immediate ‘needs of the service user’ and to secure needs-based flexibility and innovativeness. Moreover, it is emphasised that (ii) in trust-based management paradigms, margins of discretion are assigned to the operational level of the service provision (‘delegation’) and that network-like coordination (‘coordination’) in the sense of a holistic inclusion of different types of expertise and knowledge bases, contributes to taking a problem-solving perspective. Finally, the characteristics are elaborated which are the basis for the trustworthiness which is expected to be placed in the professionals (‘trustworthiness based on ability, integrity and benevolence’). Their abilities are found in their problem-solving capacities and expertise but also in their operational scope for action. ‘Integrity’ means the congruence between announced principles and actually performed actions and benevolence is the extent to which professionals show empathy for the needs of their clients.

Unlike the contemporary more control-oriented and summative indicator-based evaluation schemes, the trust-based approach places more emphasis on processes. In this sense it is comparable to management principles that introduce agility. Originating from software engineering as a concept, agile development or management means that processes of producing goods and services are adaptive to changing needs of the clients and target audiences (Serrador, & Pinto, 2015; Moniruzzaman, & Hossain, 2013). Consequently, the goal of a production (or design) process is continuously adjusted to volatile circumstances in the course of production, problems are solved as they occur, and the unexpected is appreciated and included in the design and production process. Such approach is clearly in contrast to existing management approaches that predefine the outcomes of a process and values any deviation from the respective time-, resource- and work planning as failure and misfortunes. However, when thinking of the requirements that the current pandemic situation imposes on public service providers and given the respective volatility and uncertainty, it seems to be reasonable to further discuss the transfer potentials of the comparatively new management paradigm of agility from software engineering and management in the private sector to public services in a range of

fields. This could allow not only health services but also educational services to respond more appropriately to challenges as they occur.

4. Discussion

The fact that modern societies that have left the industrial age in their self-conception and consider themselves to be knowledge societies, but still apply management paradigms that originate from the industrial era, shows the need for a catch-up development and an alignment of management approaches with new demands and realities. Trust-based management and agile management principles may not be fully transferable to university governance or may be producing new conflicts and shortcomings. However, they could serve as a starting point for the task to develop management paradigms beyond New Public Management.

The pandemic has created a new reality and does reveal the need to develop management approaches to a 'post-market competition era'. Many segments of business and economy have already successfully introduced new approaches to management which are better in line with the demands of a new era. Unsurprisingly, the university governance sector is not a forerunner in this regard. Nonetheless, it would be worth considering to take first steps and to put theoretical thought in the field of public management into its practice. In the sense that universities as – mostly - publicly operated organisations and as places of systematised reflection should use the freedom they enjoy to at least experiment with new forms of performance measurement, e.g. by introducing assessment schemes that require more qualitative judgements and by using indicators that take more account of the 'what?' instead of the 'how much?'

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About the Author

Prof. Dr. Philipp Pohlenz: Research into Higher Education and Academic Development, Otto-von-Guericke-University Magdeburg (Germany); e-mail: philipp.pohlenz@ovgu.de

