The Impact of COVID-19 on Higher Education and Educational Technology – Part 3.
Remote Teaching During the Pandemic: Reflections on the Challenges and Successes of Urgent Adjustments by University Teachers

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Barely a year after Health Canada identified its first case of COVID-19 in a man returning from Wuhan, China, we present the third thematic issue on university teaching, digital literacy, and the pandemic. The first issue (Karsenti et al., 2020) reported on the frantic race to switch to remote learning modes, along with the inherent challenges. The second issue (Roy et al., 2020) focused on the students and how they were coping with the unprecedented conditions. This third issue turns the spotlight onto university teachers. The studies and essays that are gathered here bring to light their challenges and successes as they scurried to adjust to a new and chaotic reality. We have included empirical research and pedagogical reflections to give some idea of how teachers have survived and thrived. Authors from around the world (e.g., Brazil, Switzerland, Cameroon, Morocco, Belgium) share a diversity of experiences. The subjects taught range from physical education to music to medical practice management, but there is one common concern: to ensure continuity of learning. The fervent hope is that this unparalleled upheaval will not cause lasting harm to the quality of education.

The following are some of the timely articles featured in this issue. Codoi and team interview six Brazilian physical education teachers who, despite the many challenges imposed by the pandemic, demonstrated their agility by finding innovative technology solutions to convey their specialized objectives. At the Université de Montréal, Canada, Michelot and colleagues evaluate assessment tools by gathering the reactions of teachers and educators who used different methods to monitor their distance courses. Ndibnu-Messina Ethé and Kouankem reflect on student monitoring in distance courses and the prospects for relevant university policies for hybrid teaching in Cameroon. Based on an analysis of course content and pandemic-related learning scenarios, Papadopoulou introduces an indicator grid that identifies how research professors re-engineered their distance courses. More pedagogical reconceiving is showcased by

Munoz and collaborators, thanks to the participation of a network of engineering schools that embraces collaborative work and peer learning. In Côte d'Ivoire, Djede and Adon draw attention to the strengths and weaknesses of recent digital policies for higher education pursuant to the COVID-19 crisis. Similar challenges provide food for thought to Yerly and Issaieva, who investigate assessment practices in a time of quarantine and confinement. Caron considers the characteristics and specificities of remote teaching, and more particularly, the development of tools and systems to ease the forced transition to remote learning. St-Jean and Dupuis-Brouillette examine the impact of active learning strategies designed to keep students engaged in remote learning. In Morocco, Bouhafs offers a critical review of the changes in student and teacher roles when remote courses are delivered via a Moodle platform. The survey results by Terrien and Güsewell reveal both the difficulties and advantages of teaching music at a distance, keeping in mind the need to preserve some measure of continuity despite the immense challenges of the pandemic. Lemieux presents a broader reflection on the digital divides that have only widened since the pandemic, the unfortunate consequences of these disparities, and the necessary conditions to remedy them. Using a teacher survey, Martin and collaborators identify digital use profiles and determine the impact of teachers' digital uses pre-confinement. In the medical field, Defaveux and a large group of educators and practitioners in Belgium recount how their department adjusted rapidly to remote work exigencies while maintaining consistency across methods and tools. Finally, Miras and Burrows provide compelling evidence for a link between the urgent need for language learning tools during the COVID crisis and the outlook for digital practices in the longer term.

In sum, this third special thematic issue underscores the multiplicity of perspectives and practices that have emerged in order to preserve continuity of learning and student commitment. A medley of contexts are presented, and some preliminary suggestions are proposed for the way forward in terms of teachers' professional development. In addition to providing inspiration to teachers, practitioners, and professional development instructors who are thinking about trying out hybrid forms of course delivery, this issue will provide fuel for post-pandemic reflections and actions.

References

Karsenti, T., Poellhuber, B., Roy, N., & Parent, S. (2020). The impact of COVID-19 on higher education and educational technology – Part 1 [Special issue]. *International Journal of Technologies in Higher Education, 17*(2). **http://ritpu.ca/...**

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