

Special Issue

Emergency Remote Teaching during COVID-19 Lockdown and Its Implications for Higher Education Institutions: An International Perspective

Message from the Guest Editors

In spring 2020, the COVID-19 virus and subsequent lockdown demanded that university institutions across the globe undertake an emergency migration to online teaching. To secure the continuation of university teaching, Emergency Remote Teaching (Bozkurt and Ramesh, 2020)—prompt rethinking and adjustment among university teachers—had to be managed. On the one hand, this abrupt change is associated with a certain digital and pedagogical potential for change due to the necessary adaptation efforts. On the other hand, it also poses an extraordinary organisational and pedagogical challenge. The aim of this Special Issue is to provide unique insights into organisational, pedagogical, and psychological challenges related to digital transition in Higher Education institutions in different countries resulting from university lockdowns during the COVID-19 pandemic. It also discusses digital and pedagogical potentials evolving through the adaptation efforts related to the situation of Emergency Remote Teaching at universities.

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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