



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

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### Message from the Guest Editors

Dear Colleagues,

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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## Message from the Editor-in-Chief

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