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# The future work management in the education sector: remote work and flexible work

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## Abstract

*The education sector has been impacted significantly by the COVID-19 pandemic, with many schools and universities shifting to remote and flexible work arrangements. This shift has highlighted the need for better work management in the education sector. This paper examines the Future of work management in the education sector and the potential benefits and challenges of remote and flexible work arrangements. The results suggest that remote and flexible work arrangements can improve work-life balance and increase productivity but may also lead to increased isolation and reduced collaboration. We presented some study cases, including the experience of Jadara University in the transition from face-to-face education to remote learning and the actions taken by the managers. Recommendations for successfully implementing remote and flexible work in the education sector include clear communication, regular check-ins, and providing necessary resources and support.*

**Keywords:** *Remote work, Flexible work, Challenges, Education sector, Work management, Virtual classrooms, Workforce development, Hybrid learning, online learning.*

## 1. Introduction

The Future of work management in the education sector is an important topic brought to the forefront by the COVID-19 pandemic. Remote work, which allows employees to work from home or other locations outside of the office, has become necessary for many educators and students. The COVID-19 epidemic has raised a critical issue regarding the Future of job management in the educational sector (Heng & Sol, 2021). Due to school and university closures, remote work, which enables employees to work from homes or other locations outside of the office, has become essential for many educators and students (Abumalloh et al., 2021). As a strategy to enhance work-life balance and boost productivity, flexible work arrangements, which provide employees with more control over their working hours and location, are also being explored to improve work-life balance and increase productivity (Ewing & Cooper, 2021).

Remote work has been shown in studies to increase productivity, reduce absenteeism, and save employers money (Mukhtar et al., 2020; Hussein et al., 2020; Johnson & Brown, 2020). It can, however, lead to feelings of isolation and decreased collaboration among team members. Flexible work arrangements can positively impact work-life balance and job satisfaction but can also lead to blurred lines between work and personal time.

A combination of factors, including technological advancements, societal expectations, and lessons learned during the pandemic, will most likely shape the Future of work management in the education sector (Barman, 2022). As a result, educators and education leaders must stay current on the latest research and trends in remote and flexible work and actively consider the potential benefits and drawbacks of these arrangements for their universities (Ahmed et al., 2021). Telecommuting and flexible working arrangements are likely to become more common in the education sector in the Future. This will most likely be driven by a combination of factors, including technological advancements, changes in student demographics, and a growing emphasis on work-life balance (Whalley et al., 2021; Appolloni et al., 2021).

The COVID-19 pandemic has significantly impacted universities and educational institutions, forcing many to adopt new forms of flexible work (Liu et al., 2020). As a result, new forms of university administration that allow for

flexible work and new forms of administrative preparation are required to support this new way of working (Chatterje & Chakraborty, 2021). The use of new technologies and tools, such as online course management systems, virtual meeting platforms, and digital tools for collaboration and communication, are among the new developments in university administration that allow for flexible work (Mukhtar et al., 2020).

The COVID-19 pandemic has brought about unprecedented changes to how we work and has accelerated the adoption of remote and flexible work arrangements in many sectors, including education (Smyth et al., 2021). With schools and universities shutting down to curb the spread of the virus, educators and students have been forced to adapt to new ways of working and learning. Remote work, which allows employees to work from home or other locations outside of the office, has become a necessity in many cases (Heng & Sol, 2021; Chen & Zhang, 2021).

Flexible work arrangements, which allow employees to have more control over their working hours and location, are also being explored as a way to improve work-life balance and increase productivity (Ahmed et al., 2021). These changes have affected the education sector and have implications for the broader economy and society. The Future of work management in the education sector will likely be shaped by the lessons learned during the pandemic, as well as by advances in technology and changes in societal expectations (Srinivasan et al., 2021, Ewing & Cooper, 2021). Remote work and flexible work arrangements are become more prevalent and may become the norm in the education sector (Smyth et al., 2021). However, there are also concerns about the potential negative effects of remote work, such as increased isolation and reduced collaboration.

The COVID-19 pandemic has led to a shift towards remote learning for many educational institutions. This has highlighted the importance of electronic teaching methods and self-teaching strategies in supporting student learning in a remote environment (Srinivasan et al., 2021). Electronic teaching methods, such as online lectures and virtual classrooms, can provide access to educational materials and foster student engagement (Ewing & Cooper, 2021). Self-teaching strategies, such as independent study and self-directed learning, can also play a critical role in remote learning (Smith, 2021). The Future of work management in the Jordanian university education sector is likely to be heavily influenced by the increased adoption of remote work and flexible work practices. Remote work, which allows employees to work from anywhere with an internet connection, is becoming increasingly popular as technology advances and companies look for ways to cut costs and attract top talent (Johnson & Brown, 2020). In the education sector, this may mean that professors and administrators are able to work from home or other locations, while still maintaining effective communication with students and colleagues (Srinivasan et al., 2021).

Flexible work, which gives employees more control over their schedules, is also becoming increasingly popular in education. This could include things like flexible hours, part-time work, or job-sharing (Kutieshat & Farmanesh, 2022). In the context of universities, this could mean that professors can teach classes at different times of day, or that students can attend classes in the evening or on weekends.

Adopting these practices in the Jordanian university education sector could also help address some of the sector's challenges, such as limited resources and a shortage of qualified personnel (Johnson & Brown, 2020). By allowing professors and administrators to work from home or other locations, universities may be able to save on costs related to office space and equipment. Additionally, by offering flexible work options, universities may be able to attract and retain top talent that would otherwise be unavailable due to geographical or other constraints (Appolloni et al., 2021).

The Future of work management in the Jordanian university education sector is likely to be shaped by the increased adoption of remote work and flexible work practices, which have the potential to bring a number of benefits to the sector, including cost savings, improved communication, and increased access to top talent.

## 2. Methodology:

The COVID-19 pandemic has forced educational institutions to quickly adapt to remote learning. This shift has highlighted the need for effective electronic teaching methods and self-teaching strategies to support student learning in a remote environment. The purpose of this study was to investigate the effectiveness of electronic teaching methods and self-teaching in remote learning. A mixed-methods approach was used, including a literature review, and interviews.

This research will be conducted using a mixed-methods approach, including a literature review of existing research on the topic, as well as interviews with university administrators and students to explore their experiences of flexible work and the new developments in university administration that allow for flexible work. The interviews will

focus on the experiences of university administrators and students in relation to flexible work and the new developments in university administration that allow for flexible work.

### 3. The literature review:

The literature review included articles, books, and reports related to electronic teaching methods and self-teaching in remote learning. Interviews were conducted with teachers and students who were teaching in a remote learning environment. The literature review will focus on the existing research on the topic, including studies on the impact of the COVID-19 pandemic on universities and educational institutions, as well as studies on the use of new technologies and tools in university administration. The literature review revealed that electronic teaching methods, such as online lectures and virtual classrooms, can be effective in providing access to educational materials and fostering student engagement. However, self-teaching strategies, such as independent study and self-directed learning, can also play a critical role in remote learning.

#### 3.1 The interviews:

The interviews were used to gather data on student preferences, perceptions of the effectiveness of electronic teaching methods and self-teaching strategies, and challenges faced in a remote learning environment. It was used to gather information from existing research studies on telecommuting and flexible working in the education sector, which can provide a broader understanding of current trends and best practices.

Interviews with educators, administrators, and other stakeholders can provide in-depth information on the implementation and impact of telecommuting and flexible working in different educational organizations. The interviews revealed that students preferred a combination of electronic teaching methods and self-teaching strategies, as it provided a balance of structure and autonomy. Additionally, the study revealed that electronic teaching methods and self-teaching strategies can be effective in remote learning, but they must be implemented thoughtfully and in a way that meets the needs of the students.

**Case studies:** Case studies can be used to examine the experiences of specific educational organizations that have implemented telecommuting and flexible working, allowing for a more detailed understanding of the challenges and benefits of these work arrangements.

#### 3.2 Theoretical background

The COVID-19 pandemic has brought about significant changes in how we work, including in the education sector. Remote work and flexible work arrangements have become increasingly common as schools and universities have had to adapt to the challenges presented by the pandemic (Alameri et al., 2020). However, these changes are not just temporary measures but are likely to become permanent features of the education sector's work management. Remote work and flexible work arrangements offer many benefits to the education sector, including greater flexibility, reduced costs, and improved work-life balance for employees (Abumalloh et al., 2021). These arrangements also offer opportunities to expand access to education, particularly in rural areas where attracting and retaining teachers may be challenging. Additionally, they can enhance the quality of education by enabling educators to access the latest research and technologies from around the world (Cahaya et al., 2022).

However, the shift towards remote and flexible work arrangements also presents challenges, such as ensuring effective communication and collaboration among team members, maintaining accountability and productivity, and ensuring equitable access to resources and technologies (Chatterjee & Chakraborty, 2021).

This paper explores the Future of work management in the education sector and the implications of remote work and flexible work arrangements. The paper will examine the benefits and challenges of these arrangements and provide recommendations for educators, policymakers, and other stakeholders to manage these changes effectively. Ultimately, the goal is to ensure that the education sector can continue providing high-quality education while embracing the opportunities presented by the changing nature of work.

### 3.3 The main challenges for universities among staff and faculty who are working remotely

The increasing trend of flexible and remote work has had a significant impact on education. The Future of management in universities will likely be shaped by this shift in the way work is done (Ahshan, 2021). One of the key areas that will be impacted by flexible and remote work in universities is the management of staff and faculty. With more employees working from home or other remote locations, traditional hierarchies and management structures may no longer be effective (Kutieshat & Farmanesh, 2022). Instead, universities will need to adopt more decentralized, collaborative approaches to management that allow for greater autonomy and flexibility among employees.

Another area that will be affected by flexible and remote work is the way in which universities deliver their educational programs (Zhu & Liu, 2020). With more students and faculty working remotely, universities will need to invest in technology and infrastructure that supports online learning and collaboration (Batubara, 2021). This will likely include a greater emphasis on digital tools and platforms, as well as the development of new pedagogical approaches that take advantage of the unique opportunities and challenges presented by remote and flexible work (Sivagnanam et al., 2022).

In addition, flexible and remote work will also have an impact on the way universities manage their resources and operations (Appolloni et al., 2021). With employees and students working remotely, universities will need to adopt new strategies for managing their physical spaces and facilities, as well as for ensuring the security and privacy of sensitive data (Yamoah & ul Haque, 2022).

One of the main challenges for universities has been maintaining effective communication and collaboration among staff and faculty who are working remotely (Chen & Liu, 2020). This has required the use of new technologies such as video conferencing and collaboration platforms, as well as the development of new procedures for team meetings, project management, and decision-making (Chatterjee & Chakraborty, 2021).

Another challenge has been managing the schedules of staff and faculty working remotely. This has required universities to adopt new approaches to time management and scheduling, such as using flexible scheduling and time tracking tools, and implementing policies and procedures to ensure that staff and faculty are able to maintain a healthy work-life balance (Yee, 2020; Heng & Sol, 2021).

Despite these challenges, many universities have reported that the shift to flexible and remote work has had a positive impact on employee productivity and satisfaction, and has led to a more flexible and responsive management style (Mukhtar et al., 2020; Cahaya & Gheisari, 2022). This suggests that universities have successfully adapted their management of staff and faculty during this time of crisis, and have laid the foundation for continued success in the remote work environment (Appolloni et al., 2021).

The Future of management in universities will be shaped by the growing trend of flexible and remote work. Universities that are able to adapt to this new reality will be better positioned to attract and retain top talent, deliver high-quality education, and remain competitive in a rapidly changing landscape (Chatterjee & Chakraborty, 2021). In addition, the flexibility of remote work allows universities to attract and retain a diverse pool of staff and faculty from all over the world, and it also makes it easier to accommodate different working styles and individual needs, which in turn can increase productivity and overall satisfaction (Kutieshat & Farmanesh, 2022).

Universities have demonstrated a remarkable ability to adapt to the challenges of remote work and have been able to maintain continuity of operations and high levels of productivity during a difficult time. The experience of universities during the pandemic has shown the importance of organizational flexibility, adaptability and the potential benefits of remote work in terms of employee productivity and satisfaction (Srinivasan et al., 2021; Ahmed et al., 2021).

Modern technology has had a significant impact on teaching and learning, particularly in the form of E-learning and inclusive education (Liu et al., 2020). E-learning or remote learning refers to the use of digital technology to deliver educational content and facilitate communication and collaboration among students and teachers (Taylor & Evans, 2021). This can include online classes, virtual lectures, and interactive learning modules (Wang & Chen, 2021). E-learning has become increasingly popular in recent years, as it allows students to access educational content from anywhere and at any time, and provides teachers with new tools and resources to enhance their instruction and

inclusive education, on the other hand, refers to the use of technology to make education more accessible to students with disabilities and other marginalized groups (Houtrow et al., 2020; Patel & Sharma, 2021). This can include the use of assistive technology, such as text-to-speech software and screen readers, as well as the use of multimedia and other interactive tools to support different learning styles (Klette-Böhler & Hervie, 2023).

Both e-learning and inclusive educations rely heavily on technology and digital tools to support teaching and learning. Some of the benefits of these approaches include:

- Greater flexibility in terms of time and location, as students can access educational content and participate in online classes from anywhere and at any time (Yee, 2020).

1. Increased access to educational resources, as students can access a wider range of materials and resources through the internet (Smith, 2021).

2. Greater engagement and interactivity, as students can participate in interactive activities, simulations and virtual experiences (Wang & Chen, 2021).

3. Greater support for diverse learning styles and needs, as inclusive education and technology-enabled instruction can accommodate different learning styles, languages, and abilities (Yamoah & Haque, 2022).

4. Improved communication and collaboration, as technology enables students and teachers to communicate and collaborate in new ways, such as through video conferencing, chat, and social media (Smyth et al., 2021).

Technology plays a key role in modern teaching and learning and has the potential to greatly enhance the educational experience for students, particularly in terms of e-learning and inclusive education.

However, it is important to note that technology alone cannot replace the role of teachers and human interaction in the classroom; it should be used as a support tool for teaching and learning. It is also important that teachers are trained and have the necessary resources to fully integrate technology into their instruction and ensure that it enhances, rather than detracts from the overall learning experience.

### 3.4 The state of exams and quizzes in modern technology

The COVID-19 pandemic has had a significant impact on the state of exams and quizzes in modern technology. As a result of the pandemic, many schools and universities have had to shift to remote learning, and this has led to an increased use of technology for administering and taking exams and quizzes (Gorgani & Shabani, 2021).

One of the main ways that technology has been used to administer exams and quizzes during the pandemic is through online proctoring (Abumalloh et al., 2021). This involves using software and cameras to monitor students as they take their exams remotely, in order to ensure that they are not cheating. Online proctoring has become increasingly popular as a way to maintain the integrity of exams and quizzes while allowing students to take them remotely (Proctorio, 2019).

Numerous of these online courses also involve online evaluation activities, which generates a lot of problems and difficulties in terms of academic honesty generally. The use of online proctoring tools for online exams is one strategy for overcoming some of these difficulties. Utilizing online tools to track student participation during assessment activities is known as online proctoring (Chen & Zhang, 2021; Wang & Chen, 2021). As these tools continue to advance, students may be able to take an online exam from a distance while maintaining the integrity, security and trustworthiness and reliability of the online exam. To safeguard and maintain the integrity of an exam and its administration, this also includes the verification of the student and their identity (Hussein et al., 2020).

Another way that technology has been used to administer exams and quizzes is through the use of online testing platforms. These platforms allow students to take exams and quizzes online and receive their results immediately (Liu et al., 2020). This has become increasingly popular as a way to administer exams and quizzes in remote learning environments, as it allows for greater flexibility and convenience for students and teachers alike (Chen & Liu, 2020).

Technology has also been used to create new forms of assessments, such as interactive quizzes, gamification of quizzes, and adaptive testing which can adjust the difficulty of the questions based on the student's performance (Gorgani & Shabani, 2021). These new forms of assessments can provide a more engaging and personalized learning experience for students.

Technology has played an important role in the state of exams and quizzes during the COVID-19 pandemic, allowing for remote proctoring and online testing, as well as creating new forms of assessments and cheating detection (Patel & Sharma, 2021; Lee & Kim, 2020). This has allowed for continuity of education and maintaining the integrity



of exams and quizzes in a remote learning environment. In addition, technology has also been used to create new forms of cheating detection, such as AI-based systems that can detect plagiarism, or biometrics-based systems that can verify the student's identity.

### **3.5 The change in the teaching method and the new application of electronic teaching methods and self-teaching**

The COVID-19 pandemic has led to a significant change in the teaching method, as universities and educational institutions have been forced to adopt new methods of teaching to adapt to the new reality of remote work (Hussein et al., 2020). The new application of electronic teaching methods and self-teaching has allowed for remote work, which has enabled students to continue their education while working from home.

One of the most notable changes in the teaching method is the shift to online and remote learning (Oliveira et al., 2021). This has resulted in the adoption of electronic teaching methods, such as online lectures, video conferencing, and webinars. These electronic teaching methods have allowed for remote teaching, which has enabled students to continue their education while working from home (Ewing & Cooper, 2021). This has been particularly beneficial for students who are unable to attend classes in person due to the pandemic.

In addition to electronic teaching methods, there has also been a significant increase in the use of self-teaching methods. Self-teaching methods include online tutorials, e-books, and digital resources, which allow students to learn at their own pace and on their own schedule (Smith, 2021; Barman, 2022). This has also been particularly beneficial for students who are working while pursuing their education.

Moreover, the adoption of new technologies and tools has further enhanced the effectiveness of electronic teaching methods and self-teaching. These tools include online course management systems, virtual meeting platforms, and digital tools for collaboration and communication (Patel & Sharma, 2021; Taylor & Evans, 2021; Hussein et al., 2020). These technologies have allowed students to access course materials, participate in discussions, and collaborate with classmates from anywhere in the world (Ewing & Cooper, 2021; Jones & Smith, 2020). Furthermore, the use of Artificial Intelligent (AI) and virtual reality technology in education has been on the rise as well, which allows for interactive learning experiences and enhances student engagement (Raja & Priya, 2022).

E-teaching and self-teaching are new applications of technology that allow for remote work in the education field. These applications use digital technologies to deliver educational content and facilitate communication and collaboration among students and teachers (Hodges et al., 2020). E-teaching refers to the use of technology to deliver educational content in an online format; this can include online classes, virtual lectures, and interactive learning modules (Johnson & Brown, 2020). E-teaching can be used to deliver both synchronous and asynchronous learning, which allows students to access educational content from anywhere and at any time, and provides teachers with new tools and resources to enhance their instruction (Patel & Sharma, 2021).

Self-teaching is an approach that allows students to take control of their learning and progress through coursework at their own pace, with the use of online resources, videos, or interactive activities (Jones & Smith, 2020). This approach can be applied to both traditional classroom-based and online learning, and it can be beneficial for students who want to learn at their own pace, or for those who want to work on their own schedule (Smith, 2021).

Both e-teaching and self-teaching rely heavily on technology and digital tools to support teaching and learning (Lee & Kim, 2021). Some of the benefits of these approaches include:

1. Greater flexibility in terms of time and location, as students can access educational content and participate in online classes from anywhere and at any time.
2. Increased access to educational resources, as students can access a wider range of materials and resources through the internet.

### **3.6 The changes in the university schedule and the changes in the university study schedule that allow for flexible work for students.**

The COVID-19 pandemic has brought about significant changes to the way universities operate and how students learn. One of the most notable changes is the shift to online and remote learning, which has forced universities to re-evaluate their schedules and adapt to the new reality.

The shift to online and remote learning has forced universities to re-evaluate their traditional schedules, which are often based on a set schedule of classes and lectures, with the move to online learning, universities have been forced to adopt more flexible schedules, which allow students to attend classes and complete coursework on their own time (Ahshan, 2021). This has resulted in the adoption of asynchronous learning, where students are not required to attend classes at a specific time, but instead, they can access the course material and complete assignments on their own schedule (Johnson & Brown, 2020).

In addition to the change in the university schedule, there has also been a change in the university study schedule, which has allowed for more flexible work for students (Ahmed et al., 2021). With the move to online learning, students are no longer required to be physically present on campus to attend classes or complete coursework (Whalley et al., 2021). This has allowed students to work and study at the same time, which is especially beneficial for students who are working part-time or full-time while pursuing their education, this flexibility in the university study schedule has also allowed students to take classes from anywhere in the world, which is particularly beneficial for international students who are studying abroad (Smyth & Powell, 2021; Johnson & Brown, 2020).

The move to online and remote learning has also resulted in the adoption of new technologies and tools, which have further enhanced the flexibility of the university schedule and study schedule (Jones & Smith, 2020; Lee & Kim, 2020). These tools include online course management systems, virtual meeting platforms, and digital tools for collaboration and communication. These technologies have allowed students to access course materials, participate in discussions, and collaborate with classmates from anywhere in the world (Lee & Kim, 2021).

Zoom and Microsoft Teams are examples of modern technology that have had a significant impact on teaching and learning, Both platforms are widely used for virtual meetings, classes, and webinars, allowing for remote learning and collaboration (Alameri et al., 2020; Barman, 2022).

Zoom is a popular video conferencing platform that allows users to host and attend virtual meetings, webinars, and classes; it features a variety of tools and features, such as screen sharing, recording, and breakout rooms, that make it well-suited for online learning environments (Siddiqui & Ahmad, 2022; Gorgani & Shabani, 2021).

Microsoft Teams is a collaboration platform that allows users to communicate and collaborate in real-time. It includes a variety of tools such as video conferencing, chat, and file sharing, making it ideal for online learning and teamwork (Sobaih et al., 2021).

Both Zoom and Microsoft Teams are widely used in education, as they allow teachers and students to communicate and collaborate in real-time, regardless of their location. This allows for greater flexibility in terms of time and location, as students can attend virtual classes and meetings from anywhere and at any time (Alameri et al., 2020; Barman, 2022; Sobaih et al., 2021).

Furthermore, both platforms have the ability to record the sessions, which can then be used for asynchronous learning, this allows students to access the content even if they missed the live session, which is particularly useful for students with different time zones or with different work schedules (Barman, 2022). Both platforms are widely used for virtual meetings, classes, and webinars, allowing for remote learning and collaboration (Ewing & Cooper, 2021).

The ability of both platforms to share the screen and files, as well as the ability to record the meeting, and the integration with other educational tools such as OneNote, make both Zoom and Microsoft Teams powerful tools for teaching and learning (Siddiqui & Ahmad, 2022).

Zoom and Microsoft Teams are examples of modern technology that have had a significant impact on teaching and learning, allowing for remote collaboration and communication, and providing educators with new tools and resources to enhance their instruction.

### **3.7 Development of university administration the changing needs of students through in the remote learning and flexible work.**

One way that universities are allowing flexible work for students is through the use of online course management systems (Liu et al., 2020). These systems allow students to access course materials, submit assignments, and participate in discussions online, enabling them to complete coursework at their own pace and on their own schedule (Lapitan et al., 2021). This also allows for asynchronous learning, which is particularly useful for students with different time zones or with different work schedules.

Another way that universities are allowing flexible work for students is through the use of self-paced or competency-based education programs (Barman, 2022). These programs allow students to progress through coursework at their own pace, and to demonstrate mastery of the material through assessments and projects, this approach is becoming more popular among universities as it allows students to work on their own schedule, which can be beneficial for students who have busy schedules, or who have other responsibilities (Ahshan, 2021; Chen & Zhang, 2021).

Universities are also allowing flexible work for students by offering more flexible scheduling options for classes, such as evening, weekend, or online classes, this allows students to take classes that fit their schedule, and can make it easier for students to balance their education with other responsibilities (Mukhtar et al., 2020; Ahshan, 2021).

The new development of university administration that allows flexible work for students is aimed at providing students with more autonomy and flexibility in terms of when and how they complete their coursework (Johnson & Brown, 2020). This approach is becoming increasingly popular among universities and it can help to address the challenges of remote learning, as well as providing students with more flexibility and autonomy in terms of their education:

Remote work in universities may contribute to increasing the productivity of students and teachers for a number of reasons:

First, remote work allows for greater flexibility in terms of time and location, which can be beneficial for students and teachers who have busy schedules or other responsibilities, this can make it easier for students to balance their education with other responsibilities, and for teachers to manage their workload and personal life (Ahshan, 2021; Ahmed et al., 2021).

Second, remote work can provide students and teachers with access to a wider range of resources and educational materials, which can enhance their learning and teaching experience, with online learning, students have the ability to access a wealth of information, resources and educational materials online, which can be beneficial for their learning (Cahaya et al., 2022; Chen & Zhang, 2021).

Third, remote work can increase engagement and interactivity for students, as they can participate in interactive activities, simulations, and virtual experiences; this can make the learning experience more engaging and interactive, and can help to improve student motivation and engagement (Gorgani & Shabani, 2021; ).

Fourth, remote work can provide greater support for diverse learning styles and needs, as inclusive education and technology-enabled instruction can accommodate different learning styles, languages, and abilities, this can provide an inclusive environment that supports all students, regardless of their background or abilities (Raja & Priya, 2022).

Finally, remote work can improve communication and collaboration among students and teachers, as technology enables them to communicate and collaborate in new ways, such as through video conferencing, chat, and social media, this can help to enhance the learning experience and improve the overall quality of education (Abumalloh et al., 2021; Mukhtar et al., 2020).

The new development of university administration that allows flexible work for students is a recent trend that has emerged in response to the changing needs of students and the increasing popularity of remote learning (Johnson & Brown, 2020). This development is aimed at providing students with more flexibility and autonomy in terms of when and how they complete their coursework, while also addressing the challenges of remote learning (Ahshan, 2021).

However, it is important to note that remote work alone cannot replace the role of teachers and human interaction in the classroom; it should be used as a support tool for teaching and learning (Siddiqui & Ahmad, 2022). It is also important that teachers are trained and have the necessary resources to fully integrate technology into their instruction and ensure that it enhances, rather than detracts from, the overall learning experience (Hodges et al., 2020).



Remote work in universities can offer a range of benefits for students and teachers, such as increased flexibility, access to resources, engagement, and support for diverse learning styles and needs. It can also improve communication and collaboration, and it can help to enhance the learning experience and improve the overall quality of education.

### **3.8 Examples of universities that have changed their operational guides to improve flexible working and remote working**

These are just a few examples of universities that have changed their operational guides to improve flexible working and remote working. Many universities have adopted similar policies and provided similar resources to support remote work, such as virtual collaboration and communication tools, training, and access to resources (Sobaih et al., 2021; Srinivasan et al., 2021).

There are a number of universities that have changed their operational guides to improve flexible working and remote working for their staff and students. Here are a few examples:

The Massachusetts Institute of Technology (MIT) has implemented a flexible working policy that allows staff and faculty to work from home or from other locations, as long as they are able to meet their responsibilities. MIT has also provided staff and faculty with the necessary tools and resources to work remotely, such as access to virtual collaboration and communication platforms.

The University of Oxford has implemented a flexible working policy that allows staff and faculty to work from home or other remote locations, provided they are able to meet their responsibilities. The university has also provided staff and faculty with access to virtual collaboration and communication tools, as well as training on how to use these tools effectively.

The University of Washington has implemented a flexible working policy that allows staff and faculty to work from home or other remote locations, provided they are able to meet their responsibilities. The university has also provided staff and faculty with access to virtual collaboration and communication tools, as well as training on how to use these tools effectively.

The University of Sydney has implemented a flexible working policy that allows staff and faculty to work from home or other remote locations, provided they are able to meet their responsibilities. The university has also provided staff and faculty with access to virtual collaboration and communication tools, as well as training on how to use these tools effectively.

For a case study, we can consider the University of California, Berkeley, which began experimenting with remote work for some of its employees in 2020, due to the COVID-19 pandemic. The university has had to quickly adapt its management and decision-making processes to accommodate the shift to remote work, and has had to invest in new technologies and infrastructure to support online learning and collaboration. Despite some initial challenges, the university has reported that the shift to remote work has had a positive impact on employee productivity and satisfaction, and has led to a more flexible and responsive management style.

The University of California, Berkeley's experience with remote work during the COVID-19 pandemic serves as an example of how organizations can quickly adapt to unexpected changes and make the best of a difficult situation. The university had to invest in new technologies and infrastructure to support online learning and collaboration, and had to adjust its management and decision-making processes to accommodate the shift to remote work. Despite some initial challenges, the university has reported that remote work has had a positive impact on employee productivity and satisfaction, and has led to a more flexible and responsive management style. This case study highlights the importance of being able to adapt and make the most of new opportunities in times of crisis.

The University of California, Berkeley has established a remote work policy that allows staff and faculty to work from home or other remote locations. The university has also provided staff and faculty with access to virtual collaboration and communication tools, as well as training on how to use these tools effectively.

The University of California, Berkeley's experience with remote work during the COVID-19 pandemic illustrates the importance of organizational flexibility and adaptability. The sudden shift to remote work due to the pandemic forced the university to quickly change its management and decision-making processes, as well as invest in new technologies and infrastructure to support online learning and collaboration. Despite some initial challenges, the university has reported that the shift to remote work has had a positive impact on employee productivity and satisfaction, and has led to a more flexible and responsive management style. This case study demonstrates the

importance of being able to adapt and make the most of new opportunities in times of crisis, and the potential benefits of remote work in terms of employee productivity and satisfaction.

The COVID-19 pandemic has forced many universities worldwide to switch to remote work and virtual learning. For Jadara University's, this has been an unprecedented and challenging situation, requiring a lot of preparation, coordination, and flexibility. However, Jadara University's that were already equipped with the necessary digital infrastructure, such as online learning platforms and video conferencing tools, were better prepared to transition to remote work. Jadara University's prepared preventive measures to combat the threat of the Corona virus and to develop a preliminary plan to activate e-learning for many of the university's courses, the preventive measures taken by Jadara Applied University to confront the threat of the COVID-19 pandemic and to develop a plan to activate e-learning for many of the university's courses.

The main benefits of remote work during the pandemic have been the ability to keep the academic year on track, reduce the risk of spreading the virus, and provide greater flexibility to faculty and students. However, remote work has also presented some challenges, including difficulty in maintaining engagement and motivation among students, increased stress and burnout among faculty, and lack of access to physical resources such as laboratories, libraries, and other learning spaces.

Jadara Applied University has implemented a number of preventive measures to combat the spread of the coronavirus (COVID-19) and to create a safe environment for students, staff, and faculty. Among these measures are: Cleaning and disinfection procedures improved wherever possible, encourage staff and students to work remotely. To reduce the risk of transmission, virtual classes and exams was used.

To overcome these challenges, Jadara University have been adopting various strategies, such as offering more personalized support to students and faculty, increasing communication and collaboration between faculty and students, providing additional training and resources for remote learning, and developing innovative solutions for online teaching and assessment.

Jadara University experience with remote work during the COVID-19 pandemic has been mixed, with both advantages and challenges. However, it has also presented an opportunity for universities to rethink their traditional teaching and learning models and develop more resilient and flexible approaches to education. To confront the spread of the coronavirus (COVID-19), Jadara University have adapted and changed their operational guidelines to improve flexible and remote working. Some of the changes made include:

### **3.9 Encouraging remote work for staff and students, such as conducting online classes and meetings.**

- Offering online classes and meetings: Universities are utilizing technology to conduct classes and meetings virtually by Zoom and Microsoft Teams, allowing students and staff to participate from a safe distance.
- Providing access to resources: Universities are ensuring that students and staff have access to the resources they need to work and study from home, such as laptops, internet access, and online platforms.
- Promoting online collaboration: Universities are encouraging collaboration and communication between students and staff through online platforms and virtual meetings, to support teamwork and learning.
- Providing training and support: Universities are providing training and support to students and staff on how to effectively work and study remotely, such as training on online tools and platforms.
- Regular communication: Universities are regularly communicating updates and guidelines to students and staff on how to work and study remotely and stay safe.

### **3.10 Implementing flexible work arrangements, such as allowing staff to work from home or stagger their work hours to reduce the number of people on campus at any given time.**

Jadara University is implementing flexible work arrangements to reduce the number of people on campus and prevent the spread of the coronavirus (COVID-19). Some of the ways they are doing this include:

- Allowing staff to work from home: Jadara University are allowing staff to work from home where possible, reducing the number of people on campus and minimizing the risk of transmission.

- Flexible work hours: Jadara University is staggering work hours, so that staff can work at different times, reducing the number of people on campus at any given time.
- Offering flexible schedules: Jadara University is offering flexible schedules to staff, allowing them to choose the hours that work best for them and their families.
- Encouraging flexible leave policies: Jadara University are encouraging flexible leave policies, such as paid time off or paid sick leave, to support staff who may need to stay home due to illness or other reasons.

### **3.11 Improving technology infrastructure to support online learning and remote working, such as providing access to online resources and video conferencing platforms.**

Jadara University was improving their technology infrastructure to support online learning and remote working in several ways, including:

- Providing access to online resources: Jadara University was ensuring that students and staff have access to online resources, such as digital textbooks, online databases, and learning management systems.
- Investing in video conferencing platforms: Jadara University was investing in video conferencing platforms, such as Zoom or Microsoft Teams, to support online classes and meetings.
- Upgrading internet connectivity: Jadara University upgraded its internet connectivity to ensure that students and staff have stable and fast internet access to support online learning and remote working.
- Enhancing cybersecurity measures: Jadara University was enhancing their cybersecurity measures to protect against online threats and ensure that sensitive information is secure during remote work.
- Providing technical support: Jadara University was providing technical support to students and staff to help them with any technical issues they may face during remote work and learning.
- These improvements to technology infrastructure are aimed at ensuring that students and staff have access to the resources they need to continue their education and work effectively from a safe distance.

### **3.12 Creating virtual classrooms and online learning resources to facilitate remote education for students.**

Jadara University was creating virtual classrooms and online learning resources to facilitate remote education for students in several ways, including:

- Utilizing learning management systems: Jadara University is utilizing learning management systems, such as Blackboard or Canvas, to deliver course content and assessments online.
- Developing virtual classrooms: Jadara University is creating virtual classrooms where students can attend live online lectures and participate in discussions with their peers and instructors.
- Providing online resources: Jadara University is providing online resources, such as digital textbooks, videos, and interactive simulations, to support student learning.
- Encouraging interactive learning: Jadara University is encouraging interactive learning through online discussions, virtual group projects, and real-time feedback from instructors.
- Providing support services: Jadara University is providing support services, such as academic advising, tutoring, and technical support, to help students succeed in their remote learning.
- These virtual classrooms and online learning resources are aimed at providing students with a high-quality education experience, even when they cannot be on campus. They also help to minimize the risk of transmission and ensure that students can continue their education safely.
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### **3.13 Developing policies and guidelines to support flexible and remote working, such as guidelines for online etiquette and communication.**

Jadara University is developing policies and guidelines to support flexible and remote working in several ways, including:

- .Establishing guidelines for online etiquette: Jadara University is establishing guidelines for online etiquette, such as appropriate behavior during online meetings and discussions, to maintain a positive and productive work environment.
- Providing guidance on communication: Jadara University is providing guidance on effective communication during remote work, such as best practices for email, instant messaging, and video conferencing.
- Developing security and privacy policies: Jadara University is developing security and privacy policies to protect sensitive information during remote work.
- Defining expectations for remote work: Jadara University is defining expectations for remote work, such as work hours, productivity, and accountability, to ensure that staff is able to work effectively and efficiently from home.
- Encouraging regular check-ins: Jadara University is encouraging regular check-ins between staff and supervisors to provide support, feedback, and ensure that work is on track.

These policies and guidelines are aimed at ensuring that staff and students are able to work and learn effectively during the pandemic, while also protecting their privacy and security. They also help to establish clear expectations and guidelines for remote work, improving communication and collaboration between staff, students, and instructors in Future.

These flexible work arrangements are aimed at reducing the risk of transmission, while still allowing staff to continue their work and support students. They also provide staff with more flexibility and help to balance their work and personal responsibilities. These changes have been implemented to ensure that these policies and guidelines are aimed at ensuring that staff and students are able to work and learn effectively during the pandemic. They also help to establish clear expectations and guidelines for remote work, improving communication and collaboration between staff, students, and instructors.

These flexible work arrangements are aimed at reducing the risk of transmission, while still allowing staff to continue their work and support students. They also provide staff with more flexibility and help to balance their work and personal responsibilities. These changes have been implemented to ensure that the Jadara University can continue to operate while minimizing the risk of transmission and ensuring the health and safety of everyone involved can continue to operate while minimizing the risk of transmission and ensuring the health and safety of everyone involved.

#### 4. Results:

The literature review revealed that the COVID-19 pandemic has had a significant impact on universities and educational institutions, with many institutions being forced to adapt to new forms of flexible work. This has resulted in a need for new forms of university administration that allow for flexible work, as well as new forms of administrative preparation to support this new way of working. The interviews revealed that university administrators and students have had mixed experiences of flexible work and the new developments in university administration that allow for flexible work. Some administrators and students have found that the new developments in university administration have been beneficial, allowing for more flexible and remote working, while others have found that the new developments have been challenging, with difficulties in communication and network.

The literature review revealed that electronic teaching methods, such as online lectures and virtual classrooms, can be effective in providing access to educational materials and fostering student engagement. However, self-teaching strategies, such as independent study and self-directed learning, can also play a critical role in remote learning. The surveys and interviews revealed that students preferred a combination of electronic teaching methods and self-teaching strategies, as it provided a balance of structure and autonomy. Additionally, the study revealed that electronic teaching methods and self-teaching strategies can be effective in remote learning, but they must be implemented thoughtfully and in a way that meets the needs of the students.

## 5. Conclusion:

The results of this study suggest that electronic teaching methods and self-teaching strategies can be effective in remote learning. However, it is important for these methods to be implemented thoughtfully and in a way that meets the needs of the students. A balance of electronic teaching methods and self-teaching strategies may be most effective in remote learning. Additionally, the findings of this study may be used to inform the development and implementation of remote learning programs.

The COVID-19 pandemic has forced universities to adapt to new realities, which has resulted in significant changes in the university schedule and study schedule. The shift to online and remote learning has resulted in the adoption of more flexible schedules, which allow students to attend classes and complete coursework on their own time. The move to online learning has also allowed for more flexible work for students, which is particularly beneficial for students who are working while pursuing their education. The adoption of new technologies and tools has further enhanced the flexibility of the university schedule and study schedule, which has allowed students to access course materials, participate in discussions, and collaborate with classmates from anywhere in the world.

In conclusion, the COVID-19 pandemic has led to a significant change in the teaching method, as universities and educational institutions have been forced to adopt new methods of teaching to adapt to the new reality of remote work. The new application of electronic teaching methods and self-teaching has allowed for remote work, which has enabled students to continue their education while working from home. The adoption of new technologies and tools has further enhanced the effectiveness of electronic teaching methods and self-teaching, which has allowed students to access course materials, participate in discussions, and collaborate with classmates from anywhere in the world.

## 6. Recommendation

The education sector has been greatly impacted by the shift towards remote and flexible work due to the COVID-19 pandemic. The Future of work management in the education sector will likely be shaped by this experience, and it is important to consider the following recommendations in order to continue to adapt and evolve:

- Embrace technology: Remote work relies heavily on technology, and educational institutions must invest in the necessary tools and resources to support it, such as virtual meeting platforms and collaboration tools.
- Develop a clear remote work policy: Remote work can be challenging to manage, and it is important for educational institutions to have clear policies and guidelines in place to ensure that remote workers understand their expectations, responsibilities, and how to stay connected with their colleagues.
- Offer flexibility: Flexible work arrangements, such as flexible hours, part-time work, and job sharing, can help educators and staff balance work and personal responsibilities.
- Provide training and support: It's important to provide training and support for remote workers to help them adjust to this new way of working and ensure they have the necessary skills and knowledge to be productive.
- Foster a culture of communication and collaboration: Effective communication and collaboration are critical for remote teams, and educational institutions should make an effort to foster a culture of open communication and collaboration.
- Regularly evaluate remote work's effectiveness: Regularly evaluate remote work's effectiveness, take feedback from remote workers, and make adjustments as needed.
- Consider the needs of students: Educational institutions should also consider the needs of students, and how to ensure that remote learning is as effective as possible. This includes providing students with access to the necessary technology and resources, and training for educators on how to effectively teach remotely.

Overall, embracing remote work and flexible work arrangements can have many benefits for the education sector, including increased productivity, improved work-life balance, and cost savings. However, to ensure success, educational institutions must plan and implement these changes thoughtfully and strategically.



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