Special Issue Reprint

Embracing Online Pedagogy: The New Normal for Higher Education

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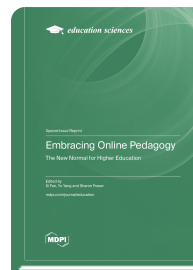Sharon Fraser

This Special Issue was developed to provide a platform for lectures in higher education to showcase innovative pedagogical approaches that emerged during the COVID-19 pandemic. The outbreak of the COVID-19 pandemic thrust learning and teaching into the online space. These challenges, however, have also stimulated creative solutions. Innovative pedagogical approaches were used to minimize disruptions in the absence of face-to-face contact. Courses were delivered via online and alternative means, even in universities operating with the most traditional mode of delivery. Many Western countries, including Australia, have further developed their courses through existing learning management systems. In some Asian countries, we saw the adoption of diverse online delivery tools, such as Zoom and Tencent Classroom, and other alternative solutions in rural and regional areas that require fewer technological or financial resources. Online learning and teaching have become the "new normal", and there has been a continuation of online and blended courses, even post-COVID-19. In a sense, the pandemic has set a milestone in the evolution of higher education. This Special Issue was developed to capture this changing moment. It is hoped that the papers in this Special Issue can be used to inform course developers and higher education institutions in future decision and policy making, and ultimately lead to better student support, experiences, and outcomes in future online and blended courses.

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