Emergency remote teaching: The case at Becamex Business School

Bui Duc Duy[1*], Ninh Tran Thuy Duong[1], Le Vinh Quang[1], Ngo Minh Duc[1], Nguyen Truong Son[1]

[1]Eastern International University, Binh Duong Province, Vietnam
[*]Corresponding author: duy.bui@eiu.edu.vn

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ABSTRACT

The coronavirus (Covid-19) in 2019 has significantly impacted society and threatened education globally. This crisis forced governments around the world to temporarily close educational institutions to reduce the spread of Covid-19. The educational institution is forced to implement Emergency Remote Teaching (ERT) in virtual learning to continue operations. During the pandemic, this topic received much attention from the research community. Consequently, this study reviews ERT literature and conducts qualitative research (Becamex Business School case) to investigate the challenges of implementing ERT in developing countries to provide some insights for better preparation. The results show that most of the problems identified in previous studies correspond to the BBS case, in which themes such as infrastructure, materials, and training appear to be global issues. Meanwhile, several distinct ideas are generated from the BBS case, such as the age of lecturers can affect their acceptance and excitement towards ERT, or parents and friends can influence learner behaviors during the ERT period.

1. Introduction

The Covid-19 pandemic has disrupted education on a global scale. With the unmeasurable impact of the virus and its mutations, many universities had to change their learning and teaching model where online tools and applications have been applied for teaching and collaboration between educators and students to continue the education. During the Covid-19 pandemic, most remote teachings were done online (Moser, Wei, & Brenner, 2021). This is the reason why over two years, the researchers have become increasingly interested in teaching strategy, which goes by many names such as mandated online schooling, emergency e-learning, emergency online learning, emergency remote teaching, emergency remote online teaching (Marchlik, Wichrowska, & Zubala, 2021).

Given the condition of urgent and emergency where there was no preparation, Bozkurt and Sharma (2020) have introduced the term "Emergency remote teaching" - ERT, which was used in many recent publications.

Although the current review articles contribute significantly to ERT, there is still much work to be done to update and identify emerging topics in ERT. Furthermore, there is a need to

investigate the ERT's challenges in developing countries, particularly Vietnam. This study fills this gap by reviewing the available topics covered in ERT literature and investigating the challenges that a young university in a developing country faced after adopting ERT through case study research at Becamex Business School (BBS), Eastern International University (EIU).

Our research has investigated the literature around emergency remote learning in the past two years, from 2020 to 2021, and tried to find out the cover topics the researcher around the globe has raised. A considerable amount of research has focused on various topics such as teaching strategy, where Mukhtar, Javed, Arooj, and Sethi (2020), Sumardi and Nugrahani (2021), and Izagirre-Olaizola and Morandeira-Arca (2020) had been all discussed the flipped classroom, which is a good combination between synchronous and asynchronous.

This paper seeks to address the following research questions:

- What are the current researches that have already been explored in ERT?
- What are the significance and challenges of adopting ERT during the Covid-19 pandemic?
- How does ERT impact a young university in a developing country?

As in teaching, design raises the need to craft the program as Karakaya (2021) humanizes pedagogy and pedagogy of care. Other research relates to the training where Trust and Whalen (2020) stated the need for training the faculty about the online tools used. Some research has the common theme of ERT impact on various parties, including organization scale, faculties, and students. The paper also collected the literature about challenges and opportunities to look for ways and methods to implement the teaching during Covid-19. Based on the challenges and opportunities, this paper also conducted small quantitative research via focus groups at BBS to compare the results in the literature and the current situation of a university in Vietnam.

The remainder of this research is organized as follows. The methodology section details the procedure for conducting the review. The result section contains information that has been classified as a result of the case. Finally, the conclusion and discussion sections summarized the evidence and included study analyses, observations, and future studies recommendations.

2. Materials and methodology

2.1. Literature review methodology

This paper used the combination of secondary sources and focused groups for research on ERT during the Covid-19 pandemic. The research is based on the study of Jnr and Noel (2021) as a guideline for the systemic review protocol. The execution steps of the systemic review protocol start with research questions. After that, a strategy for searching relevant literature should be deployed; then, there should be a step of filtering the source by having criteria. Lastly, the result should be a set of quality papers from selected sources.

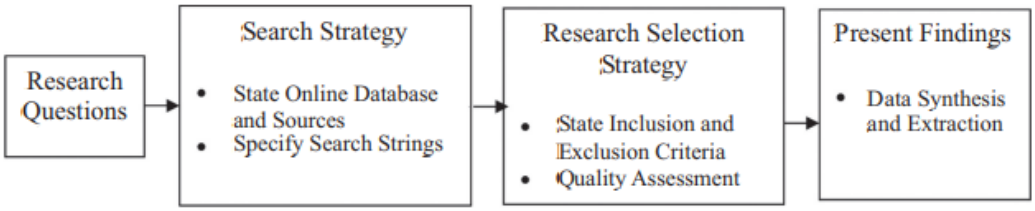

Figure 1. Systemic review protocol

Source: Jnr and Noel (2021)

Below is the search process strategy for this paper.

2.1.1. Data sources

Websites and digital libraries were applied to search for related papers. Most of the related research comes from a varieties database sources such as Proquest, Springer, ScienceDirect, PubMed, Google Scholar, Wiley, IEEEXplore, Emerald, Sage, Taylor & Francis. The reason for choosing these sources is because their search engines can provide a diversified review from information systems to educational studies and even medical sciences. The search term will be based on the research questions to serve as a supporting guide.

2.1.2. Search strings

To improve the quality of search results, the boolean operators (AND, OR) were used for the search strings when searching online databases. The search strings were based on the paper's title, abstract, and keyword. The core term that was applied for the search had to the term ERT OR virtual learning OR digital learning OR remote learning AND (coronavirus 2019 OR pandemic), Covid-19 OR pandemic AND (crises OR disaster).

2.1.3. Research selection strategy

This step aims to filter the previous step's results to qualify and help answer the question from the research questions. Inclusion, exclusion criteria, and quality assessment criteria serve as a filter.

2.1.4. Inclusion, exclusion, and quality assessment

The criteria for inclusion and exclusion were formed based on the research question. The title and abstract of the collected article were examined from the beginning. Papers with keyword Covid-19 pandemic, ERT, online learning, and virtual learning were included. The qualified article must be published between 2020 and 2021. Not to mention all the articles must be in the English language. Some cross-reference was applied during the research process to make the studies are carefully cited.

2.1.5. Data extraction and synthesis

The final stage of the process is where empirical evidence was extracted from the included sources. This stage is where the secondary data is extracted to answer the research question.

2.2. Qualitative exploratory research methodology

Besides the systemic review protocol, the paper also integrated the qualitative research methodology to answer the question.

The focus group case study was conducted in November 2021 at EIU. The Focus group was chosen mainly because of its ability to generate a large amount of information in a short period of time (Smithson, 2000). Additionally, the information about the key obstacles while studying online in an emergent situation is quite likely to be too complex for a questionnaire to reveal (Smithson, 2000). According to Krueger and Casey (as cited in Rabiee, 2004), the suggested number for a focus group should range between six and ten participants, which is large enough to generate various perspectives.

Therefore, six faculty members, nine students from EIU, and one from the Board of President (BoPs) were selected and divided into three groups - faculty, student, and management.

These stakeholders have been faced some of their difficulties as they have to adopt ERT during the third wave of the Covid-19 hit in Vietnam. Moreover, this university recently has adopted Moodle as their learning management system and Google Meet to sustain education online. The participants experienced changes in online learning and teaching during the Covid-19 pandemic.

The interview guide was developed for understanding stakeholders' perceptions (student, faculty, management) about ERT, its challenges, and its opportunities. One interview (n = 1) and two focus groups were conducted, a focus group interview with faculty members (n = 6), and one focus group with students (n = 9). All interviews were recorded through Google Meet.

3. Result

3.1. Literature review

3.1.1. Definitions

During the Covid-19 pandemic, remote teachings were done online, and several terms were used for describing online learning (Marchlik et al., 2021; Moser et al., 2021). According to Bozkurt and Sharma (2020), "emergency remote teaching" - ERT has become popular in many publications. The paper defines ERT as an instantaneous and temporary transfer of instruction from physical to virtual classes. This approach was developed as an alternative and temporary solution to ensure access to education for emergency times (Erarslan, 2021).

Because instruction is done in a hurry with limited resources and time (Hodges, Moore, Lockee, Trust, & Bond, 2020), Whittle, Tiwari, Yan, and Williams (2020) explain remote teaching means without pre-planned resources and infrastructure. Therefore, the popular definition of ERT is "ERT is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated." (Hodges et al., 2020, p. 6).

3.1.2. Concepts, frameworks, practices of ERT

3.1.2.1. Teaching strategy

Huang et al. (2020) suggest using Open Educational Resources (OER) and Open Educational Practices (OEP) can be an effective educational solution. Based on the research of Simonson (as cited in Quezada, Talbot, & Quezada-Parker, 2020), student feedback help change the online course structure. Wilcox and Vignal (2020) and Sumardi and Nugrahani (2021) said that ERT lectures could be applied both synchronously and asynchronously or separated.

While Petillion and McNeil (2020) and Peters et al. (2020) find ambiguity on the effectiveness of online synchronous lecture alone. Wang and Chen (2009) claim that synchronous help with interactions while asynchronous help with engagements. A multi-level interactions platform is needed for the mentioned method to work (Sun, 2011). Thus, the flipped classroom is recommended.

Students learn critical concepts before class, and online courses are used for instructional activities like assignments and discussions (Turan & Akdag-Cimen, 2020). Murillo-Zamorano, Sánchez, and Godoy-Caballero (2019) said that the benefits of the flipped classroom include time efficiency, interesting class time, student independence, and the lesson's effectiveness. In addition, as assessment drives learning, formative online evaluations can be conducted through Socrative

and Kahoot, etc. (Izagirre-Olaizola & Morandeira-Arca, 2020).

According to Hodges et al. (2020), ERT gives the lecturer teach flexible. ERT is effective with two conditions. First, the lecturer's teaching skills and manage the virtual classroom. Second, the instructor needs to be present to help the student (Sumardi & Nugrahani, 2021).

3.1.2.2. Teaching design

Instructional designers is the ones whose work and responsibility need to be completed urgently to support the faculty during the ERT period (Xie, Gulinna, & Rice, 2021). The designer's job is also to provide training for lecturers with the technology in the form of workshops or online courses. Moreover, to deliver model practices, the instructional designers want faculties to use (Miller & Stein, 2016), training may focus on technologies that successfully integrate pedagogies rather than simply showing how a tool works (Georgina & Olson, 2008).

There are factors such as course elements, skills for online learning, specifically self-directed learning, motivation for learning, computer and Internet self-efficacy, online communication self-efficacy, and learner control (Hung, Chou, Chen, & Own, 2010). The 3P model (presage-process-product) of Biggs (1993) and the Approaches to Teaching framework of Prosser and Trigwell (1997) can help design the interaction with the students.

Karakaya (2021) suggests using the humanizing pedagogy and pedagogy of care. University instructors could implement practices such as "flexibility with course requirements, promptness, clarity of communication, multiple points of contact, personal connections, reciprocity of caring, and students centered design and teaching practices" (Bozkurt et al., 2020, p. 4).

3.1.2.3. Training

The researchers point out the need for professional development among the teacher to optimize technology innovation due to the complexity of the setting (Connolly & Hall, 2021). Green et al. (as cited in Stewart, 2021), faculty should work in a team to better adapt ERT. The solution for this issue would be training programs such as mentoring or establishing a forum (Trust & Whalen, 2020).

3.1.3. Impacts of ERT

3.1.3.1. Faculties

University faculty members were expected to conduct online teaching and continue teaching activities (Amemado, 2020). The rapid transition to online instruction did not allow faculty members to train, plan, and reflect on the teaching for online education (Chierichetti & Backer, 2021). This left faculty members were perplexed and unsure of how to handle the situation (Valsaraj, More, Biju, Payini, & Pallath, 2021).

According to Osman (2020), the lecturers had to redesign online courses and related materials. Significantly, the online assessment method is complicated for the lecturers to assess students' skills and development (Guangul, Suhail, Khalit, & Khidhir, 2020). One of the most common assessment methods are proctored exams - exams supervision with learning software or webcams to ensure academic honesty from the students (Guangul et al., 2020). However, proctored exams have several drawbacks, such as the failure of technology facilities and increased stress levels for students (Guangul et al., 2020).

Furthermore, proctored exams also require well-prepared facilities from the university to conduct the exams successfully (Guangul et al., 2020). Osman (2020) agrees that diversifying assessment methods would ease this challenge and even help achieve the module outcomes. Several strategies may be applied, such as different question papers for each student, online presentations, discussion, or open-book assignments (Guangul et al., 2020).

Chierichetti and Backer (2021) also investigated the impact of Covid-19 on faculty teaching methods, assessment methods, and personal well-being. The result revealed that engineering faculty members could transition their classes smoothly under stress. While in the United Kingdom, teaching professionals in computer science demonstrated a more positive opinion toward online learning, teaching, and evaluation (Tuaycharoen, 2021). In addition, the Faculty of Education at Usak University faculty members confronted pedagogical, technological, and social-emotional challenges that far outweighed the potential, such as educational sustainability and flexible assessment methodologies (Özüdoğru, 2021).

Researches have looked into the harmful effects of ERT on faculty health during the epidemic. Colclasure, Marlier, Durham, Brooks, and Kerr (2021) identified a lack of communication from management, little connection with students, uncertainty caused by the epidemic, and reduced physical activity while working from home increased in-person stress and anxiety levels. The Covid-19 pandemic has significantly influenced lecturers' well-being and mental health worldwide, including an increase in the risk of burnout. Faculties have been expected to perform various roles such as "important motivator, academic guide, and spiritual advisor" to direct students through this challenging time (dos Santos, da Silva, & Belmonte, 2021, p. 241). University lecturers are among the most vulnerable professionals due to their high responsibility, stress, depression, and anxiety (Silva & Oliveira, 2019).

A significant amount of research is concerned with the faculty-student relationship due to the move online. It is more difficult for instructors to feel connected to students, jeopardizing teaching and learning (Miguel, Castro, dos Santos, Serrão, & Duarte, 2021; Ramlo, 2021b). Loss of face-to-face reduces motivation, engagement, and performance for most students, particularly those already failing in face-to-face settings (Colclasure et al., 2021). Instructors reported having less access to learners' data than face-to-face (Usher, Hershkovitz, & Forkosh-Baruch, 2021). While they recognized challenges such as engaging students, catering to their needs, and providing opportunities for holistic learning, they also recognized opportunities such as flexibility that allows for independent education, opportunities to reflect on and improve practice, and lowering barriers to student-teacher interaction (Müller, Goh, Lim, & Gao, 2021).

Educators perceive the lack of digital skills training as a significant hurdle, as well as negative feelings. Lack of technological ability, making them vulnerable to remote training (Portillo, Garay, Tejada, & Bilbao, 2020). However, the more teachers use the tool, the more they can be confident and proficient (Beardsley, Albó, Aragón, & Hernández-Leo, 2021). Therefore, the teachers have the motivation to improve their digital skills in terms of professional development and create their digital content.

Choosing an online platform, educational resources, and teaching methodologies all pose pedagogical challenges. Additionally, meeting faculty's professional learning needs in the most specific and immediate ways may also increase teaching faculty's interest in technology tools and resources while addressing feelings of vulnerability when teaching online (Cutri & Mena, 2020). Thus, the ERT scenario may help teachers improve their digital literacy and pedagogical skills

(Ferri, Grifoni, & Guzzo, 2020). Overall, the teachers saw the ERT as a temporary condition that would soon end, and they would return to face-to-face classes, as specified in the definition of ERT (Erdem-Aydin, 2021).

Findings from Schuck and Lambert (2020) also highlight the value of parent-teacher collaboration and communication. While general education teachers benefit from family engagement, a plan ahead of time will likely reduce anxiety and worry among parents and students.

3.1.3.2. Students

According to the findings of Parpala, Katajavuori, Haarala-Muhonen, and Asikainen (2021), online education during the Covid-19 epidemic harmed how students schedule their studies and their contacts with teachers and other students. Students' reactions to the move to ERT were primarily negative. Their interest dropped, and their lack of interaction and communication with teachers and other students was a cause of frustration and reduced learning (Petillion & McNeil, 2020).

However, in terms of performance, students are improved. In the case of Telecommunication Engineering at the Technical University of Madrid, findings support the hypothesis that organizational considerations may contribute to the successful deployment of ERT; the analysis finds no variations among courses with varying class sizes or delivery mechanisms (Iglesias-Pradas, Hernández-García, Chaparro-Peláez, & Prieto, 2021). The same result comes from students in Thailand and Sweden. Furthermore, students who preferred the virtual classroom have higher satisfaction than students who liked a traditional classroom arrangement. Additionally, first-year students are less satisfied with ERT than their older classmates (Fuchs, 2021).

South Korean college students mentioned certain advantages of ERT, such as comfortable, educational environments, seamless interactions, and effective time management (Toti & Alipour, 2021). Oyedotun (2020) reveals that at the University of Guyana, ERT has strengthened students' technological skills as they have to attend online classes, access learning materials online, and search for information through the Internet. Moreover, students can go back at their own time to watch the recording videos again is a plus point of online learning (Dvořáková, Emmer, Janktová, & Klementová, 2021). Thus, lifelong learning can be created through self-directed via an online environment (Mukhtar et al., 2020).

In addition, Toti and Alipour (2021) investigated how computer science students perceive the move to remote teaching. Despite the advantage of having better computer literacy, the results suggest that students found the shift difficult in some tasks, such as asking questions during video lectures or engaging with instructors. Students in lower-level courses appear to have been more affected by the move. There were other differences based on race and residency status (but not gender). The course's initial format was also important: students scored better if they depended on online tools before the transfer. Students' concerns were caused by network instability, unilateral interactions, and decreased focus (Shim & Lee, 2020).

On the other hand, the excellent student-instructor relationships on the small liberal arts and sciences campus contributed to the unusually high student participation (Gares, Kariuki, & Rempel, 2020).

Furthermore, the findings of Shin and Hickey (2021) revealed that participants experienced learning loss and a lack of motivation and that pre-existing educational and social disparities

appeared to be accentuated and intensified throughout ERT and Covid-19 crisis. Accessibility, digital divide, unfairness, and mental/emotional/physical health issues that participants, primarily females, encountered during emergency remote learning were particularly alarming. The usage of test-proctoring software has been substantially linked to increased student anxiety and poor academic performance (Petillion & McNeil, 2020).

Meanwhile, the reasons students do not want to switch on their cameras are worried, shyness, fear of exposure, and the seclusion of the room in which they are. In addition, students' attention and degrees of involvement in class (camera switched off, they can do anything they want), respect for the person with the teacher, and the online code of etiquette have all been disputed (Gherheș, Șimon, & Para, 2021).

In conclusion, unlike the instructors, students still prefer and want to go back to face-to-face education (Dvořáková et al., 2021; Rizun & Strzelecki, 2020).

3.1.3.3. Imbalance

Learning loss and motivation were reported by participants. Pre-existing educational and social inequalities also appeared to be accentuated and intensified throughout ERT and the Covid-19 crisis (Shin & Hickey, 2021). The epidemic has also exposed an inequality in Internet accessibility and facilities availability (e.g., computers, laptops and/or tablets) for students and faculty members (Manca & Delfino, 2021; Oyedotun, 2020).

Inequalities are compounded even more in smaller, disadvantaged groups, such as first- and second-generation immigrant families. Aguliera and Nightengale-Lee (2020) emphasize the importance of educational decision-making that centers on the perspectives of families in local communities. They develop pedagogical and structural approaches to address educational inequities and approach ERT purposefully to disrupt such inequality and move toward a vision of educational justice. Cameroon must increase access to critical socio-educational services and embrace distance-learning technologies to maintain educational normalcy in similar situations (Béché, 2020).

3.1.4. Challenges and opportunities

This session examines existing research on the problems and prospects of ERT during the Covid-19 epidemic.

3.1.4.1. Challenges

3.1.4.1.1. Technological challenge

Technical obstacles are caused by a lack of Internet access and smart gadgets (Biesta, 2010; Ferri et al., 2020; Pischetola, de Miranda, & Albuquerque, 2021). Specifically, the lack of Internet access can be due to financial issues (Beaunoyer, Dupéré, & Guitton, 2020; Williamson, Eynon, & Potter, 2020). This issue may exacerbate disparities by limiting students' and instructors' access to technology. Thus, online learning's reliance on technological equipment and equipment availability posed a significant challenge for institutions, professors, and students.

Digital competence is digital skills, knowledge, and attitudes required to perform tasks such as problem-solving, information management, and collaboration while maintaining effectiveness, efficiency, and ethics (Ferrari, 2012). Unfortunately, not all digital natives currently have digital competence, which is not limited to schooling but encompasses all aspects of life

(Bennett, Maton, & Kervin, 2008). Hence, students and teachers who lack basic digital skills are likely to fall behind in online learning.

Due to the digital transformation of instructional activities during this pandemic, libraries must follow suit to provide adequate services to faculties, students, and other stakeholders via a digital library. Students and faculties with low digital competence may struggle to make optimal use of the digital library. Omotayo and Haliru (2020) identified digital competence as a character with a positive association and significant impacts on higher education students' use of digital libraries.

3.1.4.1.2. Pedagogical challenge

Institutions' faculty members were urged to perform online teaching and continue teaching activities to react to the emergency scenario (Amemado, 2020). They were bewildered and unclear how to handle the quick shift from traditional education to teaching on virtual platforms.

Backer, Chierichetti, and Rosenfeld (2021) studied the impact of Covid-19 on faculty teaching methods, assessment methods, and personal well-being. They discovered that faculty members, particularly tenure-track faculty members, were stressed during the transition to online teaching but could transition their classes smoothly. However, during the epidemic, teaching professionals in computer science in the United Kingdom had a more favourable attitude regarding online learning, teaching, and evaluation (Tuaycharoen, 2021). Preservice instructors faced technological hurdles that exceeded the benefits, such as educational sustainability and a flexible evaluation strategy.

The most significant challenges educators have observed include gaps in their digital skills training, which has caused them to sense a more considerable burden during the lockdown and destructive emotions. Additionally, utilizing an appropriate online platform, instructional resources, and teaching methods are all pedagogical issues. The ERT scenario may aid teachers' professional progress in enhancing digital literacy abilities and academic skills (Ferri et al., 2020).

3.1.4.1.3. Economic and social challenge

One of the significant drawbacks is the lack of personal connection between professors and students and between students themselves. In addition, because of the distance between instructors and students in the online setting, it was frequently more challenging to feel connected to each other (Ramlo, 2021a).

Due to socio-economic disparities, some children rely on the computer and free Internet at school (Demirbilek, 2014). Due to school closures, the migration process for this group of students is projected to be lengthy. Students from low socio-economic backgrounds would find it challenging to relocate as soon as possible since they cannot attend school due to the epidemic. The research findings of Fishbane and Tomer (2020) on what students with no Internet access should do during the Covid-19 pandemic show that as the level of poverty in the community rises, the rate of Internet accessibilities declines rapidly.

Another vexing problem is the disruption, described as the unexpected presence or interruption of family members, friends, or pets during the online teaching and learning process, which may disrupt or divert the focus of online learning participants (Manfuso, 2020).

3.1.4.2. Opportunities

3.1.4.2.1. Opportunity for education

Online learning is becoming increasingly crucial for education during this time of global health crises. It allows students to stay in touch with classmates and professors while still following classes from a distance.

Ministry of Education in about 165 countries has suggested or mandated the implementation of online learning at all levels of education to ensure education access for more than 1.5 billion students (Osman, 2020). UNESCO (2020) has also backed this decision, stating that online learning can help prevent the transmission of the virus by eliminating direct encounters between individuals. UNESCO (2020) has also published a list of free educational platforms and resources that may be utilized for online learning, social care, and engagement during school closures, based on the needs of each educational institution. Despite the Covid-19 situation, many individuals have continued teaching and studying without interruption, thanks to online learning.

Even after Covid-19, the whole educational system must be familiar with the "new normal" situation and be prepared for blended learning. Several benefits of ERT have been highlighted, including the ability to study from anywhere, at any time, avoid commuting on crowded buses or local trains, the flexibility to choose, or the ability to save time (Oyedotun, 2020). ERT also opens new opportunities for educational access. Under personal reasons or financial difficulties that prevent them from attending face-to-face classes, learners can have one more option: distance learning (Murphy, 2020).

3.1.4.2.2. Innovations in research

Given the state of emergency proclaimed by WHO due to the lethal virus's quick spread and intensity across the globe, this pandemic is undeniably a threat to humanity (Poon & Peiris, 2020). While researchers work to find short- and long-term solutions to the virus, instructional technologists, particularly those working in distance education, must consider the sudden increase in online learning participants as opportunities for research advancement to provide novel solutions to meet the latest challenges of online learning.

The research advancements can cover the need for models to accommodate recent changes in online learning; a review of the process of digital transformation of institutions; the design of more scalable and personalized online learning models; the design of an online learning model that will reduce the workload on instructors; and the redesign of the learning process.

3.2. Case study of Becamex Business School (Eastern International University)

The literature mentioned above revealed some obstacles as well as opportunities in ERT management. However, most research was carried out in Western countries where conditions are vastly different from Vietnam. As a result, a preliminary study is needed to determine the impact of ERT in Vietnam, and the results will disclose new problems and potentials.

Qualitative research (focus groups) was carried out with students and lecturers from BBS further to investigate the use of ERT in the Vietnamese environment. In addition, an in-depth interview was conducted with BoPs to learn more about the potential and problems associated with dealing with ERT. This part summarizes the key results of the case study.

3.2.1. Interview with a representative of EIU's BoPs

When asking the question **"What are the key challenges/obstacles when the university must shift to online during the pandemic?"**, the responses received are as follow.

"EIU turned to online instruction during the pandemic. Managers indicated that due to the abrupt and unprepared transfer, the school was passive and confronted several challenges in online teaching, including inadequate technological infrastructure, teaching and assessment techniques, lecturer teaching capabilities, and online classroom management.

While students cannot utilize the school library and practical laboratories due to the disruption, the organization attempts to find solutions to help students access learning materials and practical training. On the other hand, the managers see promise in online education and seize this opportunity to improve future online teaching platforms".

3.2.2. Focus group with faculties

When asking faculty members, the question **"What are the key challenges/obstacles while teaching online in an emergent situation?"** some of the responses are as below:

"I think the biggest challenge when I teach online is that I feel really frustrated when students come in and out the class all the time; when asking them questions or doing discussion, they just keep silent, say nothing. And then, they said they had Internet problems, or the laptop did not work. I don't really know how to say in these situations. In my large class (over 60 students), I cannot control and well engage students, do the group discussion, it's so noisy and like a mess." - a finance lecture shared her problems.

This is because online teaching platform such as Google Meet does not fully support the interactions with the students, especially with the old lecturers - who are not good at dealing with technology.

In terms of teaching materials and methodologies, an experienced lecturer said that he does not have enough time to change and adapt the materials used from offline to the online teaching environment. Thus, he feels it's not compatible, such as the type of assessments from the closed book exam (e.g., multiple-choice questions) to the open-book format requested by the university. Therefore, the lecturers don't know how to control the assessments and ensure that students cannot cheat by using Google search or copying answers from their friends.

Another significant issue is dealt with by lecturers who have families and small kids.

"My kids are so noisy, they play around the house, and sometimes they scream at my laptop while I am teaching, and students sometimes hear the sound very clearly. One time my little son screamed out when he was in the toilet, and my students loudly laughed. I totally lose my face!"

Another bad situation happened when one female lecturer experienced her family issue, which is she just lost her ant due to Covid-19. During that period (in three weeks), she was unfortunate and could not focus on her teaching.

"I had no choice, and I had to teach with a sorrowful feeling due to the death of my ant. That's a really awful experience I have ever faced".

Although there are challenges from online teaching, lecturers agree that the unprecedented experience when teaching online brings them great opportunities. A young lecturer said:

"I really enjoy teaching online. I even love it more than teaching offline since when teaching in the real offline class, I don't feel comfortable due to my lack of teaching experience. However, when using digital devices and dealing with technology, I feel like a duck to water, and I am confident in teaching the students. I think this will definitely bring me more valuable experience when coming back to the real class, and then I will teach better".

Another positive sharing is that the pressure from teaching online (e.g., students can record the video lectures and show them to their parents), or colleagues can see the online courses; this motivates them to prepare carefully before class. By doing so, they can feel more confident, and the quality of teaching can be much enhanced.

"I am always aware that students' parents can observe my lectures, which makes me have a good pressure to prepare well. I do care more about what I should say during the class because I don't want to lose my face".

All faculties agree that after Covid-19, they will continue to engage with online teaching and believe that blended teaching will be the trend.

"I think the online teaching experience will bring me more confidence. When coming back to normal teaching mode, I will apply online stuff such as tutorials, blogs, forums, etc., to support my students".

3.2.3. Focus group with students

When asking the business students the question **"What are the key challenges/obstacles while studying online in an emergent situation?"** numerous responses came out.

"I think the biggest challenge is the lack of interaction from the lecturers, especially courses like Statistics or Mathematics. And that really challenges me to understand the lessons" - a female student responded.

This can be explained that the nature of those courses mentioned above request the lecturers to clarify in writing words, equations, or examples on the board. While teaching online via Google Meet or Zoom, lecturers face difficulties.

Another frustration is the assessments students are facing. Students need to do the exams and online tests, and they think it is hard to maintain academic integrity as some students easily cheat by copying from friends or looking for the answer on the Internet.

"I don't think doing online exams can guarantee fairness since I can guess some of my classmates do cheating, searching the answers from Google, or even they copy the answers from each other, and the examiners/lecturers could not easily detect it" - a response from a male student.

The other obstacle students are encountering in dealing with technical issues. Unfortunately, the same problems told few students that they often have Internet problems and cannot join the lessons, which happens many times.

"The weak Internet signal at my home really makes me stressed, and I don't think I can solve this problem. Also, sometimes my laptop freezes for no reason, and I cannot do anything, just waiting and waiting. And when I come back to the lecture, I have no ideas what's going on". Two students have the same problems said.

The student had a positive feeling about the webcam opening during the class time since they believed it helped boost their motivation and focus as they felt that their friend was looking and interacting with them. However, if only a small number of students open the webcam, then the story would be different as one of the students state their thought:

> *"It would be embarrassing to me when only me and some of my classmates open the webcam since my friend would screenshot some pictures of me and make fun of it. But if the whole class opens the webcam, then it would be normal for me to open the webcam since it helps me feel belonging and much more concentration"*.

In terms of the learning environment, students said they feel very comfortable when studying online at home. *"I don't need to wear proper clothing"* said a male student. However, the noisy environment makes them distracted, and sometimes they feel sleepy when studying due to the lack of peers' presence or no eyes watching on them.

One of the interesting findings is that students do not have a good feeling when studying online at home because their parents often complain that they are so free and do not really care about their studies.

> *"My parents always scold me and think that I am playing games on my laptop or doing something else (chit chat) rather than studying. But actually, I do study and engage with my group discussion. They don't understand my study at all, which makes me crazy and angry. I guess sooner or later, I will suffer some sort of mental health issues"*.

Students also reported that they lack motivation when studying online since sharing their opinions in crowded classes is challenging. However, students said they could reasonably manage their time and re-watch the recorded video lectures when they learn online, apart from the abovementioned challenges.

4. Discussion and conclusions

Conclusions are drawn directly from the results of the study. The suggesting and proposing solutions are based on the results of the study.

4.1. Discussion

The results from the in-sight interview with three groups of stakeholders are consistent with the reviewed literature. Regarding the management from the university, due to the social distancing, the university is unable to send the appropriate level of support to lecturers and students, such as technical training, digital devices usage, or online assessment organization. A holistic review of all aspects of ERT and link to the practical situation in Vietnam through the case study. The majority agree that online learning will be applied widely in the future, even when Covid-19 is under control (Murphy, 2020). Educational institutions in developing countries need to adequately equip various things to take advantage of online education.

Additionally, both students and faculty were experiencing negative feelings with ERT, including a sudden change in the learning and teaching process, lack of interaction during online learning, and technological issues. In terms of students, they expressed their concerns towards interactions, fairness in assessment, or qualified technical facilities at home. Significantly, under the Vietnamese context, students still live with their parents. Sometimes, the parents do not empathize with the students' stress during social distancing. They simply think that their children make excuses and play games on the computers instead of studying. This has aggravated the

difficulty of learning online for students.

In terms of instructors, they found it hard to control the class online and challenging to engage students in the lectures. Specifically, for some faculties, due to lack of training on digital skills, the teaching process did not run well compared with the traditional way. Additionally, when teaching at home, there are some personal disruptions such as the lecturers' kids or pet invasion, which could embarrass and make them feel uncomfortable in front of the students. Because of the lack of real interactions, the engagement and concentration of students are over the faculties' control, such as the students keeping silent, keep logging in and out of the class, or refusing to turn on the camera. Moreover, some faculties may experience miserable feelings due to the death of loved ones during the pandemic, affecting their ability to conduct a proper lecture.

However, both students and lecturers admitted that online learning had helped the teaching and learning process during Covid-19. Some benefits are also recognized, such as time management, IT skills, or a better preparation for the class due to filming.

From the interview, some interesting points about online learning are also recognized. From the perspective of young lecturers, they would love to teach online. As they can learn fast, they could improve technological skills at home and exploit the advantages of learning digital platforms and applications to make students exciting when studying online. Regarding the psychology of students, they might feel insecure when their faces and private areas are shown in front of other students; thus, they refuse to turn the camera on. However, fairness can help in this situation. If most of the students turned it on, the rest would follow. Therefore, lecturers can encourage active students to turn their cameras on first; then, the other students copycat that action.

When it goes to the assessment method during the online time, the performance of students in the literature review and the case was reported to be relatively high. The reason could be that the exam organization is not severe compared with the traditional way, or students spend more time learning. In terms of parents, attention should be highlighted to enhance the empathy level of parents to the students when they study online. The university staff could help to release students' stress by contacting the parents.

4.2. Suggestions for implementation

Through the literature review and the interview insight of stakeholders of BBS, there might be some critical information that could be applied for the universities to solve some issues related to ERT.

First, both students and lecturers are fatigued from long hours of synchronous learning. The universities could be flexible by allowing the lecturer to break the section into smaller chunks with more break sections. Additionally, the teaching strategy could change from synchronous to hybrid with both synchronous and asynchronous. Hence, students can study fundamental knowledge and use their online time to interact with the lecturer and peers, rather than listen to the lecturer nonstop for long hours. This helps both student and lecturer increase their interaction.

Second, technical issues could be limited with online training classes for the lecturer and students. Suppose the university is limited in the training. In that case, the technical department can search for some instruction from the software developer or some Youtube videos for students and lecturers to overview the current tools. Universities with more resources can use free remote-control software such as Ultraview or Anydesk to help old lecturers with problems with the online

platform.

Third, regarding the assessment method, the universities might consider changing the summative form to plenty of formative forms. Therefore, the student learning process could be observed with the combination from the filliped classroom teaching strategy for more fairness among the students.

4.3. Conclusion

This study reviewed various aspects of ERT literature and conducted qualitative exploratory research to understand better the ERT phenomenon at EIU, a newly established university in Vietnam. Findings from the case at BBS are consistent with the literature review. In addition, universities in developing countries like Vietnam face several challenges such as infrastructure and materials or proper training to take advantage of online education fully. The discussion demonstrates that both findings are intriguing, and the following critical points can be considered for future research.

The great majority of earlier studies focused on general lectures. As a result, there has been little research on how young academics experienced online teaching during emergency times. However, the BBS case study revealed that young lecturers' attitudes about online education are engaging. Hence, future research should focus on youthful lecturers.

According to the literature review, students are cautious about switching on their webcams during online classes. Students at BBS are no exceptions, and the reason for this is that they act in unison. As a result of their cultural practices, Asian learners tend to follow the crowd and fear standing alone. Therefore, researchers should consider cultural aspects while examining student conduct on online platforms involving face display.

Engaging parents to help students learn more effectively is a critical issue. Parents do not have a direct role in the ERT, but their involvement can significantly impact students' perceptions during this difficult time. As a result, there is a demand for a research model reflecting the relationship among key stakeholders, such as lecturers, parents, students, and support staff, to improve the teaching and learning experience.

4.4. Further research recommendation and limitations

Based on both the literature review and the interview from some parties that affect the transition of ERT, this paper suggests some areas worth having a further investigation. First, most of the studies were based on the general demographic, where there is a wide range of ages in terms of faculty which they were cited that old lecturers have disadvantages in their performance (Amemado, 2020). Most research has not yet focused on the younger lecturers having a better adoption rate on technology and more positive experiences with the ERT. Research on younger faculty's attitude would be a potential topic as their attitude would be more open, and they might see more opportunities in terms of teaching during the ERT time.

Second, cultural factor seems to be neglected as in the research of ERT in our literature review. In most Asia areas, students tend to behave following the crowds. The research result shows that students are willing to show their webcam as their peers all open the webcam. Therefore, cultural elements can be considered to an add-in.

Third, parents might also be a factor that could affect the students' learning environment. Their unawareness of what their children are doing might interrupt their children's learning section

or, even worse, in the exam time.

In general, due to word limitations and a massive number of studies related to ERT, this paper only picked out the most highlighted studies in the time frame from 2020 to 2021 and focused mainly on the higher education level. With this constraint, the research might not cover all topics related to ERT. Therefore, future research should apply a more rigorous method for a more holistic literature review.

Additionally, the scope of this study is confined to a small sample of Vietnamese educational institutions applying ERT at BBS in Binh Duong Province. As a result, the findings of this study cannot speak for the whole of Vietnam. Moreover, the current study was conducted during the pandemic; thus, gathering information from a large number of individuals was almost impossible. By addressing these limitations, this research hopes that other future research can find some valuable information and use it as a stepping stone for future research.

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