



University of  
South Australia

# Emergency remote education during the COVID-19 pandemic

*Developing rapid reviews to synthesise teaching and learning experiences*

Dr Melissa Bond

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@misc\_nerd



David R Horton (creator), © AIATSIS, 1996.

# Acknowledgement of Country

I would like to acknowledge the Traditional Custodians of the land on which I am presenting, and pay my respects to Elders past, present and emerging.

I respectfully acknowledge the Kaurna, Boandik and Barngarla First Nations Peoples and their Elders past and present, who are the First Nations' Traditional Owners of the lands that are now home to the University of South Australia's campuses in Adelaide, Mount Gambier and Whyalla. I am honoured to recognise our connection to the Kaurna, the Boandik and the Barngarla lands, and their history, culture and spirituality through these locations. I also acknowledge the other First Nations of lands across Australia, their Elders, ancestors, cultures and heritage.

# Agenda

1. Presenter background
2. What are systematic reviews? What are rapid reviews?
3. Emergency remote education in schools: a rapid review
4. ERE: A focus on secondary schools
5. ERE in higher education
6. Lessons learned
7. Further resources
8. Q&A

# Dr Melissa Bond



- Former high school teacher in South Australia (10 years)
  - Masters dissertation: '*Student perceptions towards studying German in South Australia at two crucial transition points in secondary schooling*'
- Research Associate (3 years, CvO Universität Oldenburg)
  - PhD, 2020: '*Facilitating student engagement through educational technology: Current research, practices and perspectives*'
- EPPI-Reviewer Support Officer (Feb 2020 onwards)
- Lecturer (Digital Technology Education), University of South Australia (Nov 2021 onwards)
- Systematic & mapping reviews

# Evidence synthesis

## Published reviews

- [Student engagement and educational technology in higher education](#)
- [Student engagement and the flipped learning approach \(K-12\)](#)
- [Artificial Intelligence in Higher Education](#)
- [Systematic Reviews in Educational Research \(co editor\)](#)
- [COVID-19 studies on teaching and learning in K-12 \(rapid review\)](#)
- [COVID-19 studies on teaching and learning in higher education](#)
- [Teaching and learning in secondary schools during COVID-19](#)

The image shows the front cover of a book titled "Systematic Reviews in Educational Research". The cover is yellow and black. At the top, it says "RESEARCH". Below that, the title "Systematic Reviews in Educational Research" is written in large, bold, black letters. Underneath the title, it says "Methodology, Perspectives and Application". In the bottom right corner, there is a "Springer VS" logo. The left side of the cover features a photograph of two people, a woman and a child, sitting at a desk and looking at a laptop together.

**\*IPPO** The International Public Policy Observatory

Global emergency remote education in secondary schools during the COVID-19 pandemic

A SYSTEMATIC REVIEW

Melissa Bond, Nina Bergdahl, Rosa Mendiola-Esp. Dylan Kneale, Faye Bolan, Poppy Hull, Pjota Ramad October 2021

Olaf Zawacki-Richter · Michael Kerres · Svenja Bedenlier · Melissa Bond · Katja Buntins *Eds.*

Systematic Reviews in Educational Research

Methodology, Perspectives and Application

OPEN

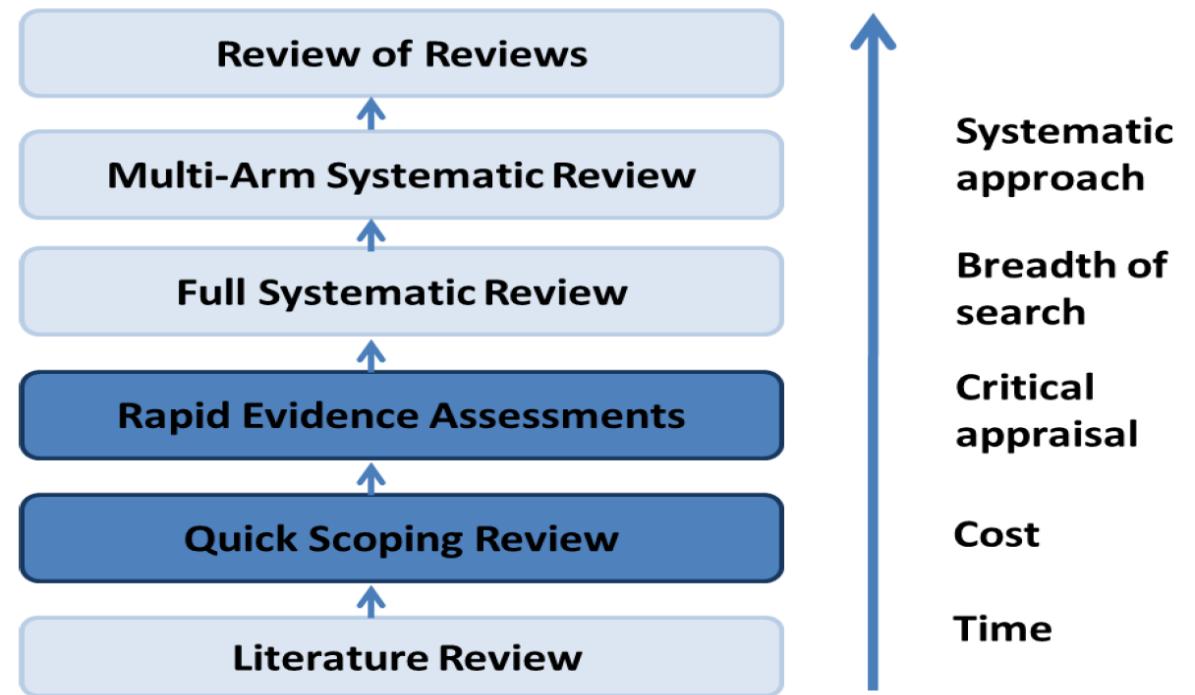
Springer VS

## Current reviews

- Language bias in educational technology research synthesis
- Learning analytics and student engagement
- Doctoral education and motherhood
- International research collaboration in educational research

# Systematic Review Methodology

- “Rather than looking at any study in isolation, we need to look at the body of evidence”<sup>1</sup>
- “a review of research literature using systematic and explicit, accountable methods”<sup>2</sup>
  - Transparent and explicit
  - Replicable and updatable
  - Identify gaps, contradictions or (in)consistencies



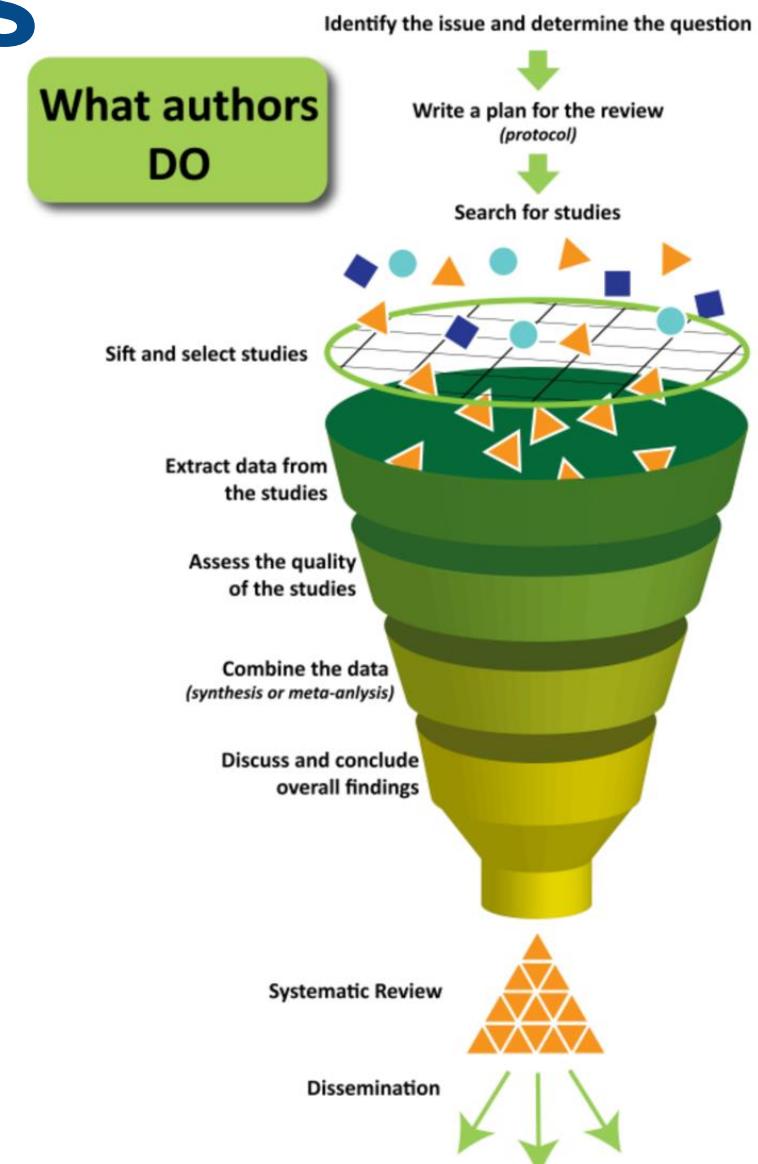
Collins, Coughlin, Miller, & Kirk (2015, p. 1)

1. Nordenbo (2009, p. 22)

2. Gough, Oliver, & Thomas (2012, p. 2)

# Systematic Review Process

- Review question and conceptual framework
- Search strategy: search string and selection criteria
- Study screening
  - Title & Abstract
- Study retrieval
- Screen on full text
- Data Extraction
- Quality assessment
- Synthesis
- Report



# Systematic Review Methodology

## Benefits

Search and retrieval skills

Exposure to many research  
& writing styles

Broad understanding of a  
topic

Identification of research  
gaps

## Challenges

Understanding of method

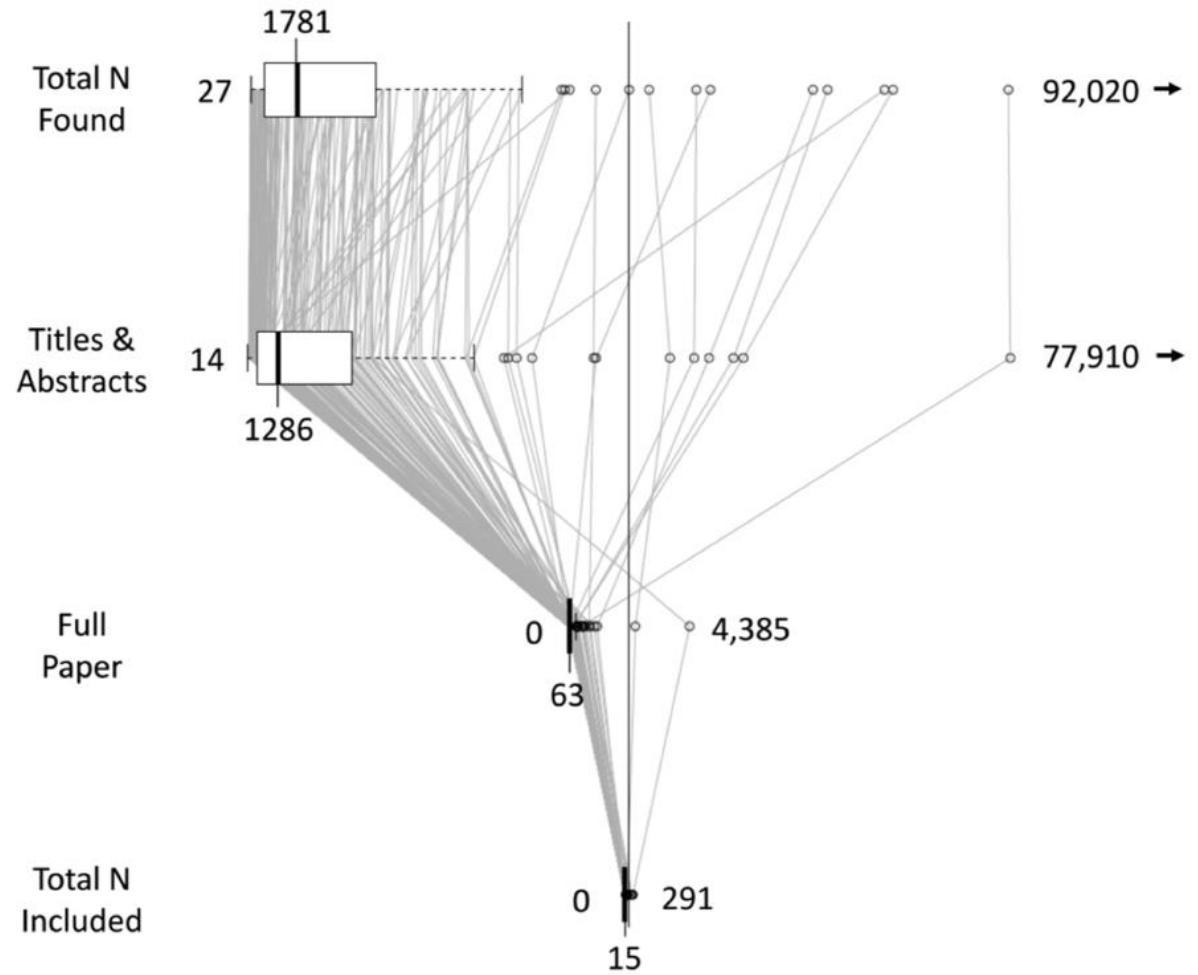
Software

Scope and retrieval

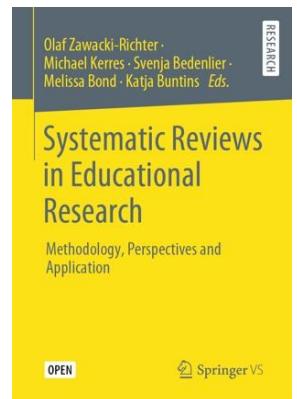
Resources (time and people)

# Systematic Review Methodology

- average of 67 (SD = 31) weeks to conduct and publish a review
- reviews that reported funding took longer (42 vs 26 weeks) and involved more team members (6.8 vs 4.8 people) than reviews that reported no funding
- final average yield rate below 3%



	Tai et al.	Bedenlier et al.	Lo et al.	Goagoses & Koglin	Zawacki-Richter et al.
Topic	conceptualization and measurement of student engagement	student engagement and educational technology in higher education	flipped and video-based learning in various subject areas in higher education	social goals and academic success	AI in higher education
Duration	18 months	24 months	1 – 4 months	11 months	9 months
No of team members	4 authors, 1 research assistant	5 authors, 2 research assistants	1 – 3 authors	2 authors	3 authors, 1 research assistant
Initial references	4,192	77,508	936 – 4,053	2,270	2,656
Final references	186	243	5 – 61	26	146
Yield rate	4.44 %	0.31 %	0.05 – 1.51 %	1.14 %	5.50 %
Databases searched	PsycINFO, ERIC, Education Source, and Academic Search Complete were accessed via Ebscohost, Scopus, Web of Science	ERIC, Web of Science, PsychINFO, and SCOPUS	Academic Search Complete, TOC Premier, and ERIC, PubMed, PsycINFO, CINAHL Plus, and British Nursing Index	Web of Science Core Collection, Scopus, and PsychINFO	EBSCO Education Source, Web of Science, and Scopus



Zawacki-Richter et al. (2020)

# Emergency remote education during the COVID-19 pandemic

- Abrupt switch to emergency remote teaching.
- Research gaps, especially within vulnerable populations and the role of parents.
- Many teachers and educators were looking to explore how other countries had reacted.
  - However, lack of time plus added stress.
- Early attempts to collate information.
- Evidence synthesis needed for policy and practice.

The collage consists of three BBC news article snippets and a photograph. The top snippet is titled 'Covid: Teaching in Wales 'must reinvent itself in a day again'' by Jordan Davies, BBC News, dated 11 December 2020. The middle snippet is titled 'Covid: 'Xbox and PlayStation home-learning' for some pupils' by Jordan Davies, BBC News, dated 7 December 2020. The bottom snippet is titled 'Covid: Laptop allocation for deprived pupils cut at some schools' by Jordan Davies, BBC News, dated 24 October 2020. To the right of the snippets is a vertical photograph showing a person's hands typing on a laptop keyboard, with the text 'GETTY IMAGES' and 'PA MEDIA' visible at the bottom right. The entire collage is framed by a blue border.

Covid: Teaching in Wales 'must reinvent itself in a day again'  
By Jordan Davies  
BBC News  
11 December 2020 | [Comments](#)

Covid: 'Xbox and PlayStation home-learning' for some pupils  
By Jordan Davies  
BBC News  
7 December 2020

Covid: Laptop allocation for deprived pupils cut at some schools  
By Jordan Davies  
BBC News  
24 October 2020



GETTY IMAGES  
PA MEDIA

# Rapid Review Methodology

“A rapid review is a form of knowledge synthesis that **accelerates** the process of conducting a traditional systematic review through **streamlining or omitting** specific methods to produce evidence for stakeholders in a **resource-efficient** manner.”<sup>1</sup>

- Limiting search to published literature
- Only searching one database
- Using automation (machine learning)
- Limiting inclusion criteria by date or language
- Only one person conducting the review
- Conducting multiple steps simultaneously
- Not conducting quality appraisal<sup>2</sup>

1. Garrity et al., 2020, p. 1  
2. Tricco et al., 2015; Tricco et al., 2020

# Schools and ERE during the COVID-19 pandemic<sup>1</sup>

## Research questions

1. Where, when and by whom has K-12 research on teaching and learning during the COVID-19 pandemic been published?
2. What are the characteristics of, methods used, and topics studied in research on teaching and learning in K-12 during the COVID-19 pandemic?
3. What technology has been used during emergency remote teaching and what are stakeholder perceptions?
4. Which influential factors on student engagement within the microsystem were the most discussed?
5. What recommendations have been provided in the included studies for emergency remote teaching and learning going forward?

# (Living) rapid review

- Limit the number of databases
- Conduct the review alone
- Limit to English-only
- Draw on previous reviews

## Search

- Use of previous reviews to construct search string
- WoS, EBSCOHost, Scopus, Microsoft Academic Graph, ResearchGate, Twitter

---

"emergency remote teaching" OR "student-centred remote teaching" OR "emergency remote education" OR "student-centered remote teaching" OR "COVID-19" OR "COVID19" OR pandemic OR "Corona virus" OR "online pivot"

AND

"K-12" OR kindergarten OR kindy OR "primary school" OR "middle school" OR "secondary school" OR school OR "high school" OR "reception" OR "R-12" OR "junior primary" OR "elementary school" OR "middle primary" OR "upper primary" OR "senior school"

NOT

"public health" OR nonpharmaceutical OR energy OR pharmaceutical OR pharmacy OR clinic\* OR pathology OR telemedicine OR inflammation OR patient\* OR neurolog\* OR telehealth OR surgery OR universit\* OR "higher education" OR postgrad\* OR undergrad\* OR "tertiary education" OR college

---

**Figure 3.** Search string

# (Living) rapid review

## Screening

- EPPI-Reviewer
- 777 screened on title and abstract, 156 on full text

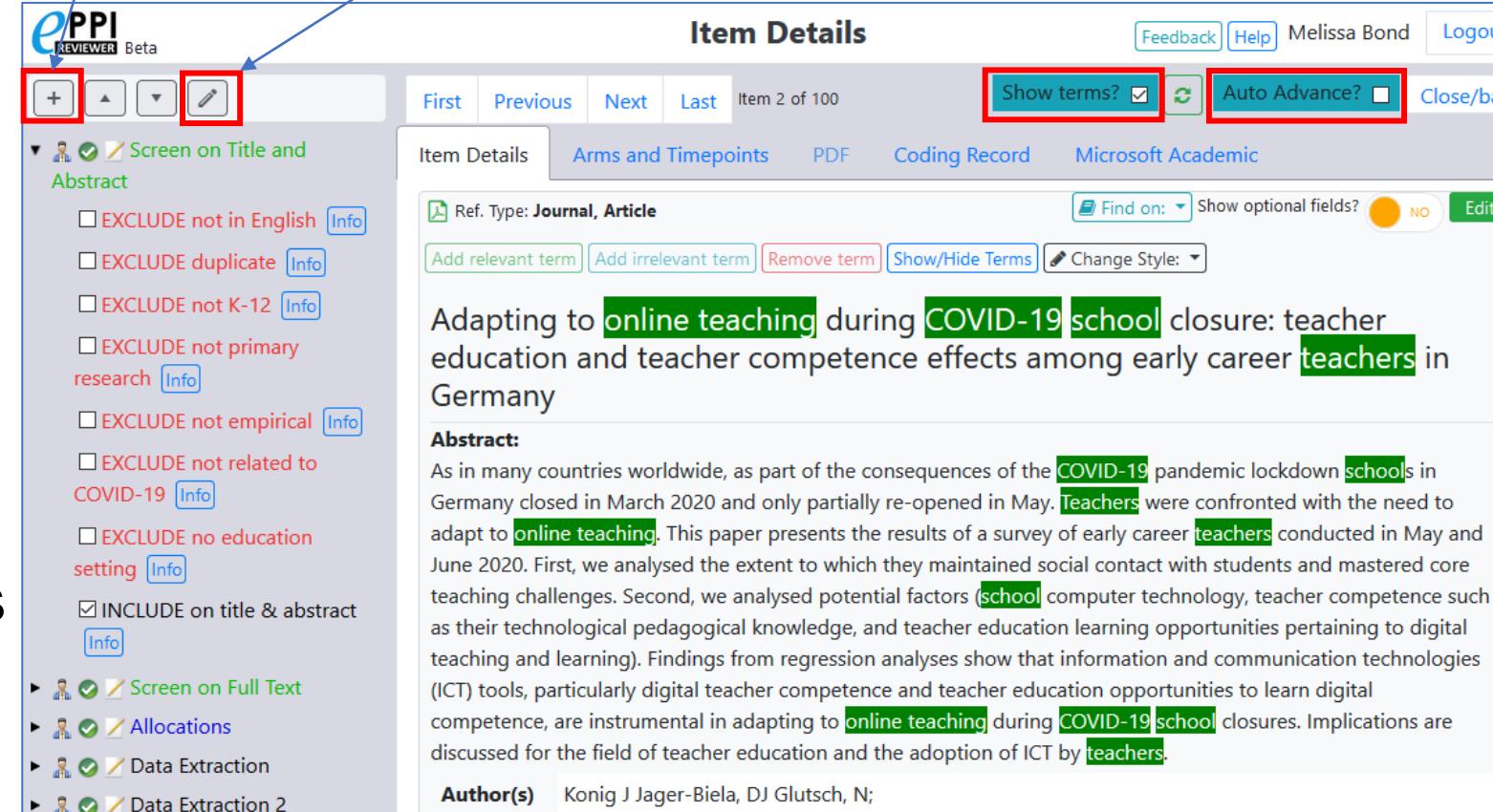
Inclusion Criteria	Exclusion Criteria
K-12	Higher education, further education
Teaching and learning setting (students, teachers, school leaders, administrative support structures)	No teaching and learning setting
English language	Not in English
Empirical study	Not empirical or primary research
Studies undertaken during the COVID-19 pandemic	Studies undertaken before the outbreak of COVID-19

# EPPI-Reviewer

## *Screening*

- Enable **auto advance**
- **Show terms** function highlights key phrases
- Use touch device
- Easy to edit and add codes or extra information

Add new codes      Edit codes



**Item Details**

First Previous Next Last Item 2 of 100

Show terms?  Auto Advance?

Item Details Arms and Timepoints PDF Coding Record Microsoft Academic

Ref. Type: Journal, Article

Add relevant term Add irrelevant term Remove term Show/Hide Terms Change Style:

Adapting to **online teaching** during **COVID-19** school closure: teacher education and teacher competence effects among early career **teachers** in Germany

**Abstract:**

As in many countries worldwide, as part of the consequences of the **COVID-19** pandemic lockdown **schools** in Germany closed in March 2020 and only partially re-opened in May. **Teachers** were confronted with the need to adapt to **online teaching**. This paper presents the results of a survey of early career **teachers** conducted in May and June 2020. First, we analysed the extent to which they maintained social contact with students and mastered core teaching challenges. Second, we analysed potential factors (**school** computer technology, teacher competence such as their technological pedagogical knowledge, and teacher education learning opportunities pertaining to digital teaching and learning). Findings from regression analyses show that information and communication technologies (ICT) tools, particularly digital teacher competence and teacher education opportunities to learn digital competence, are instrumental in adapting to **online teaching** during **COVID-19** **school** closures. Implications are discussed for the field of teacher education and the adoption of ICT by **teachers**.

**Author(s)** Konig J Jager-Biel, DJ Glutsch, N;

# (Living) rapid review

## *Using Open Alex in EPPI-Reviewer*

- Bring up-to-date or keep up-to-date
- Allows easy citation checking.
- Import items directly into your review.
- Create auto-updates for included items in your review.

**ePPI REVIEWER Beta**      **Update review**      Feedback Help Melissa Bond Logout

OpenAlex Dataset: 2022-03-11 Matched items: 5060      Close/back

Keep review up-to-date (subscribe review to auto-updates) [more details](#)

Create new auto-update subscription

**Auto update tasks (they run when new data arrive)** [edit](#)

Description	All included?	Only with this code?
Auto update based on first review items	false	Living review as of 7 Jan 2021 <a href="#">remove</a>

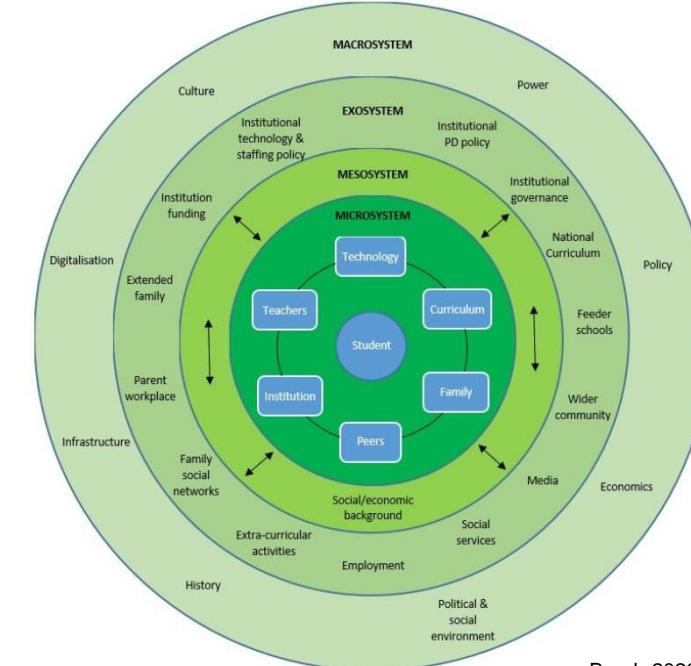
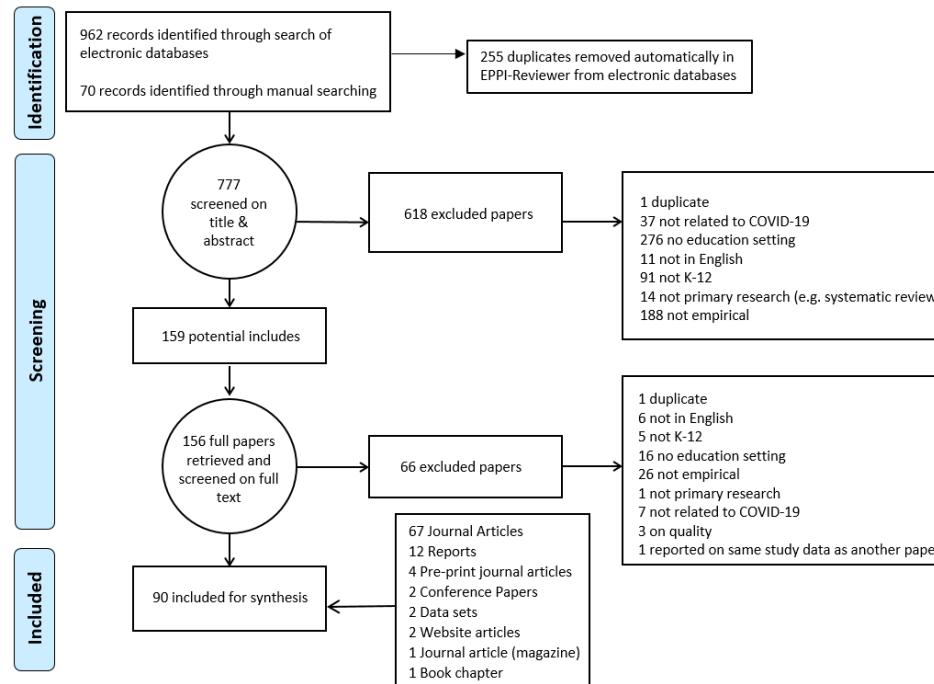
**Items found at each task execution**

Description	All included?	With this code	"Study Type" classifier	User Classifier	Version	Date	Refine/Import	7920	remove
Auto update based on first review items	false	Living review as of 7 Jan 2021			2022-03-11	19 Apr 2022	<a href="#">Refine/Import</a>	7920	<a href="#">remove</a>
Auto update based on first review items	false	Living review as of 7 Jan 2021			2022-03-11	19 Apr 2022	<a href="#">Refine/Import</a>	7920	<a href="#">remove</a>

# (Living) rapid review

## Data extraction

- 89 studies included for data extraction
- Use of previous reviews to construct data extraction tool



# EPPI-Reviewer

## Data extraction

- View PDFs within item records
- Highlight text and assign to codes
- Highlighted quotes appear in reports
- Produce reports with quotes for just one code

**ePPI REVIEWER Beta**

**Item Details**      First Previous Next Last Item 1 of 100      Feedback Help Melissa Bond

Show terms?   Auto Advance?

Item Details Arms and Timepoints PDF Coding Record Microsoft Academic

Currently selected code: Professional/personal development

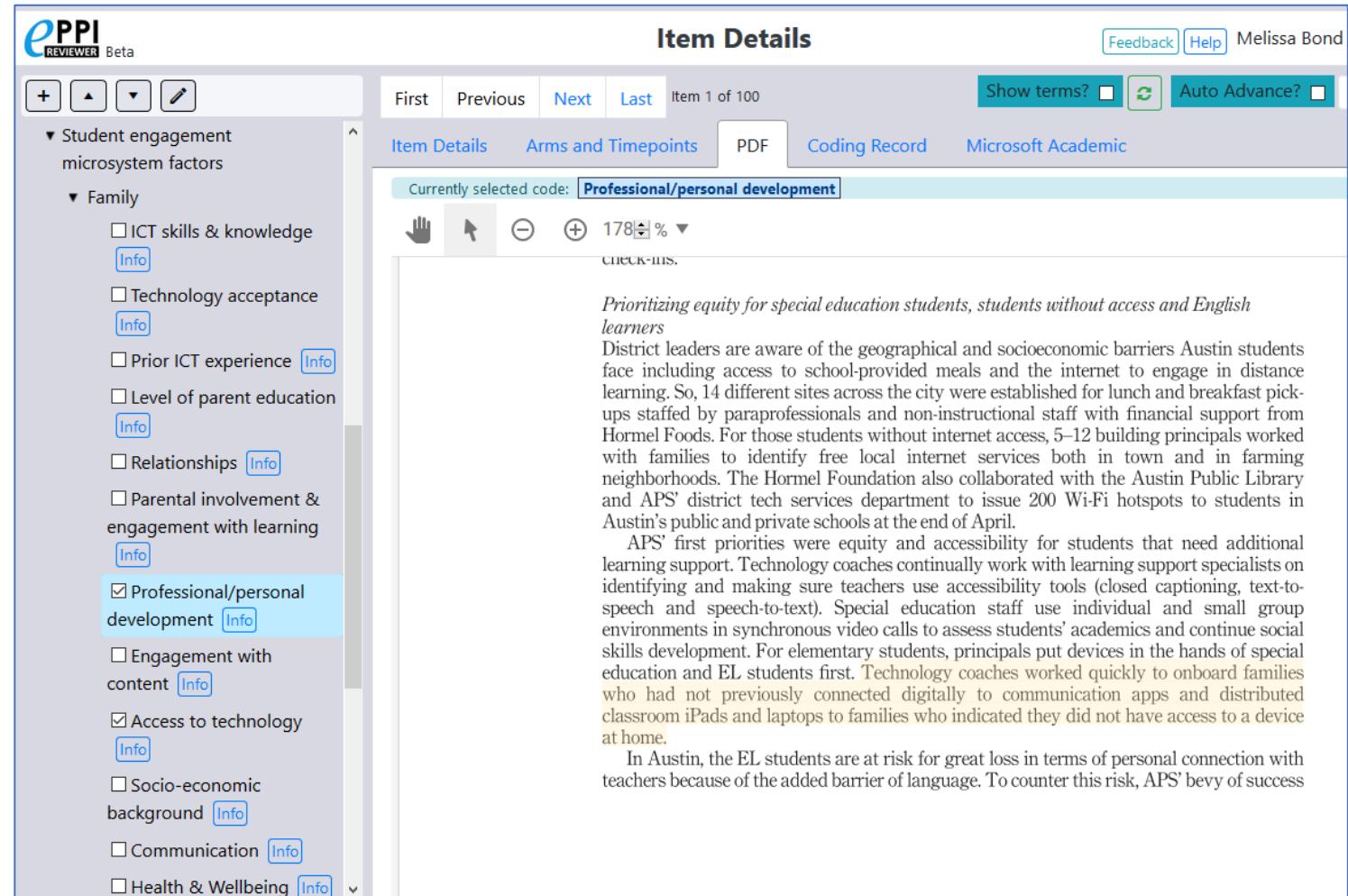
178%      

Prioritizing equity for special education students, students without access and English learners

District leaders are aware of the geographical and socioeconomic barriers Austin students face including access to school-provided meals and the internet to engage in distance learning. So, 14 different sites across the city were established for lunch and breakfast pickups staffed by paraprofessionals and non-instructional staff with financial support from Hormel Foods. For those students without internet access, 5–12 building principals worked with families to identify free local internet services both in town and in farming neighborhoods. The Hormel Foundation also collaborated with the Austin Public Library and APS' district tech services department to issue 200 Wi-Fi hotspots to students in Austin's public and private schools at the end of April.

APS' first priorities were equity and accessibility for students that need additional learning support. Technology coaches continually work with learning support specialists on identifying and making sure teachers use accessibility tools (closed captioning, text-to-speech and speech-to-text). Special education staff use individual and small group environments in synchronous video calls to assess students' academics and continue social skills development. For elementary students, principals put devices in the hands of special education and EL students first. Technology coaches worked quickly to onboard families who had not previously connected digitally to communication apps and distributed classroom iPads and laptops to families who indicated they did not have access to a device at home.

In Austin, the EL students are at risk for great loss in terms of personal connection with teachers because of the added barrier of language. To counter this risk, APS' bevy of success



# (Living) rapid review

## Data synthesis

- Narrative synthesis
- Tabulation and interactive evidence gap maps, computer-assisted content analysis

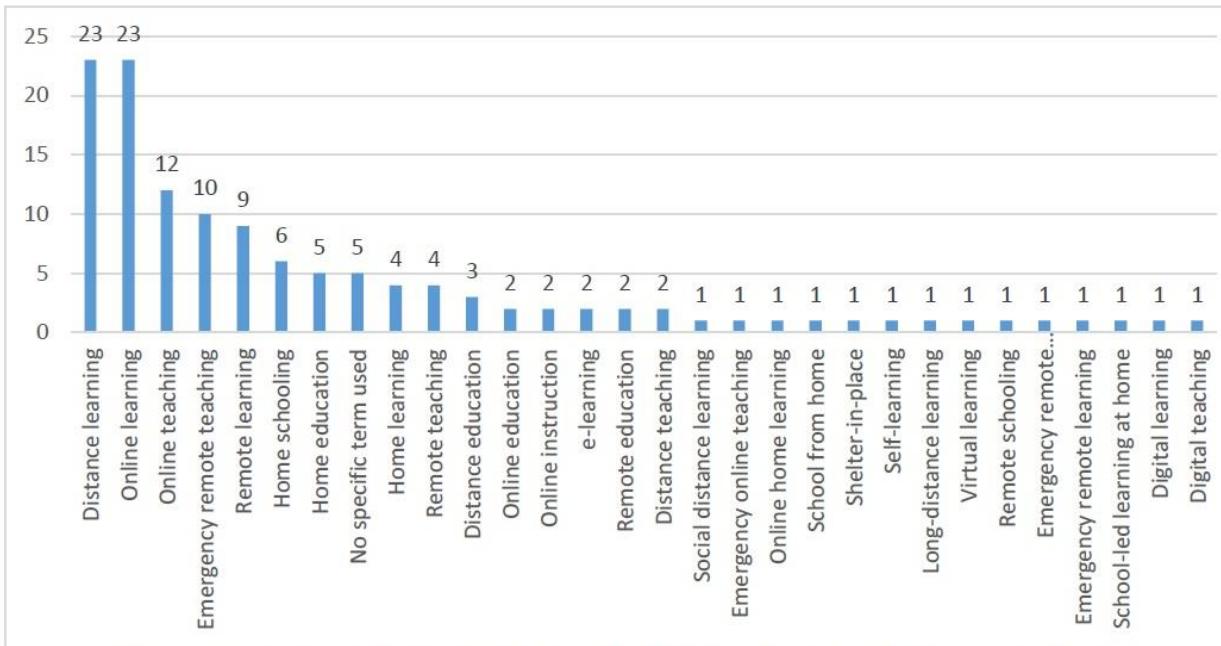


Figure 7. Terminology used to describe teaching and learning during the pandemic

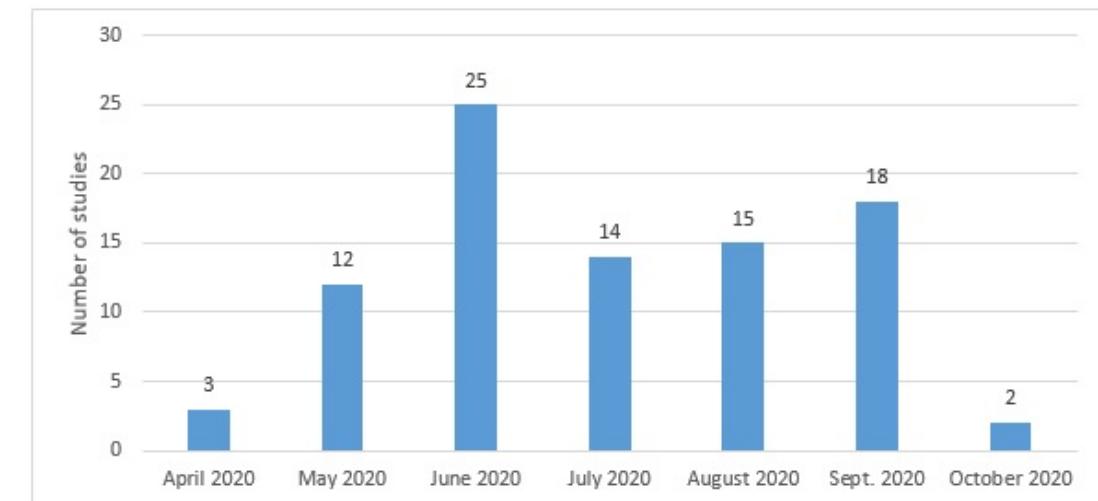
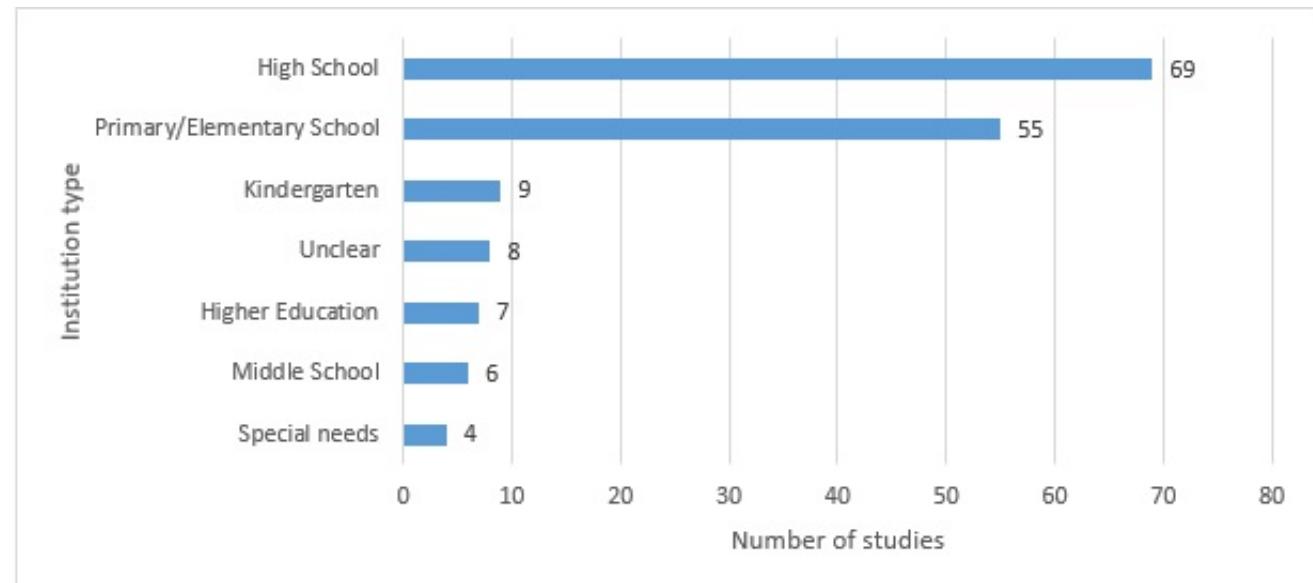
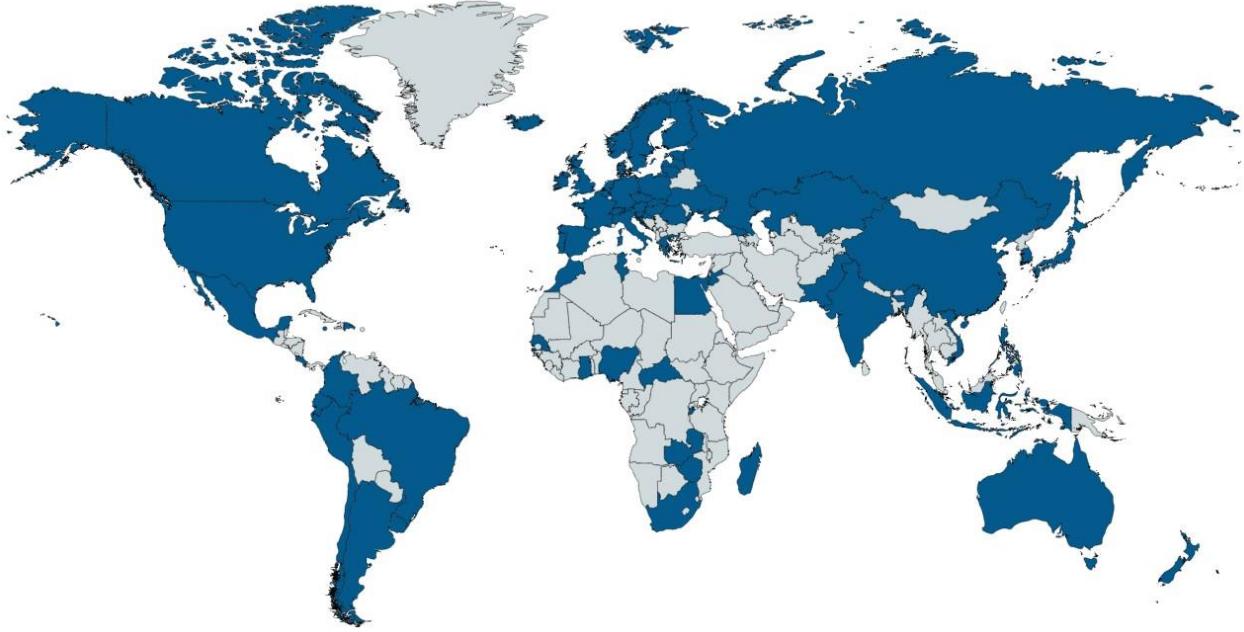


Figure 6. Timeline of study publication

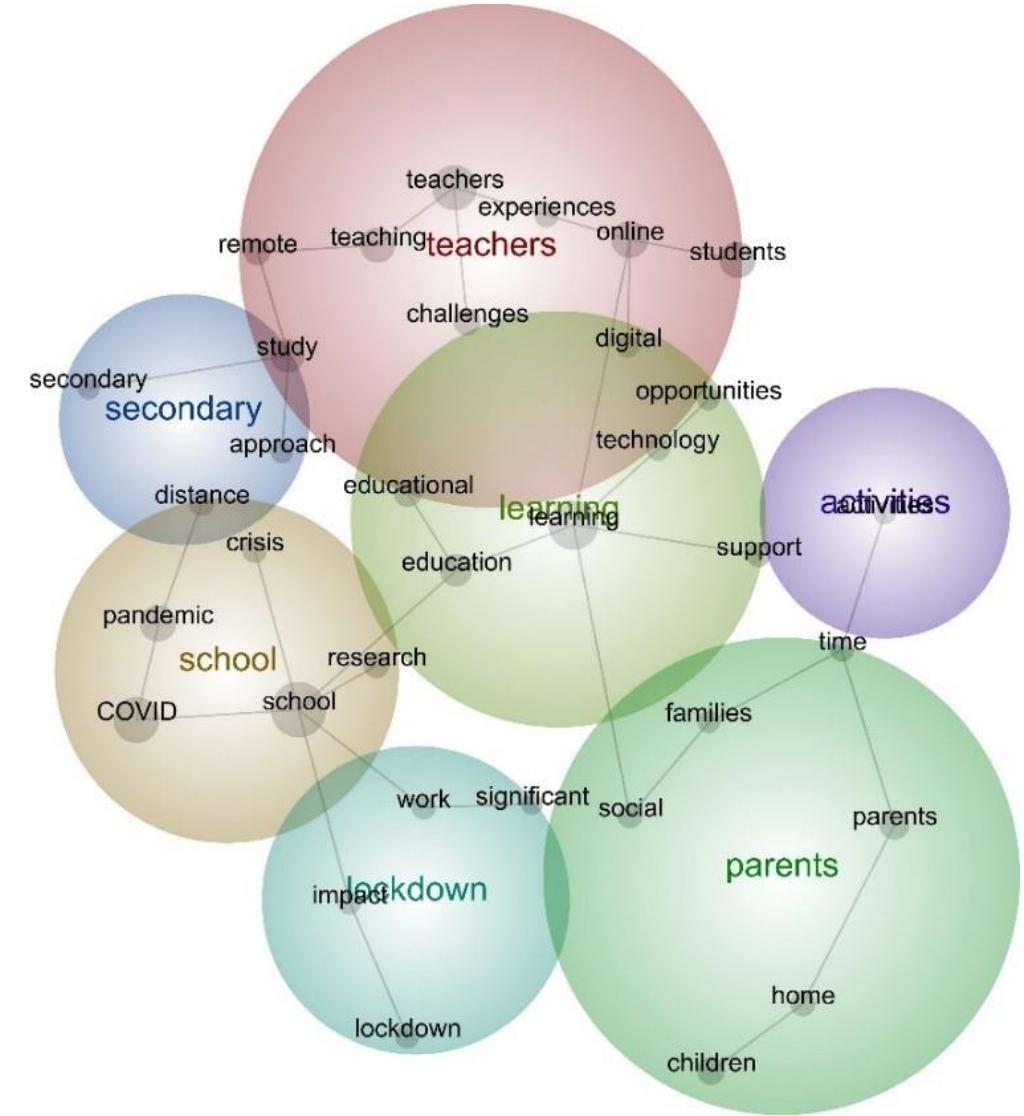
# Selected key findings

- 88% of studies are available open access.
- Most research participants were from Europe (44%), Asia (27%) and North America (22%).
- The majority of studies were focused on experiences at secondary school level (78%), and focused on teachers and school leaders (71%).



# Selected key findings

- 52% qualitative, 44% quantitative, 4% mixed methods.
  - Online surveys most prevalent (67%) and fit for purpose.
  - The majority of studies were focused on general challenges in teaching and learning (63%), followed by teacher digital competence (33%), digital infrastructure (33%), student learning habits (32%), and school/home connection (31%).



# Selected key findings

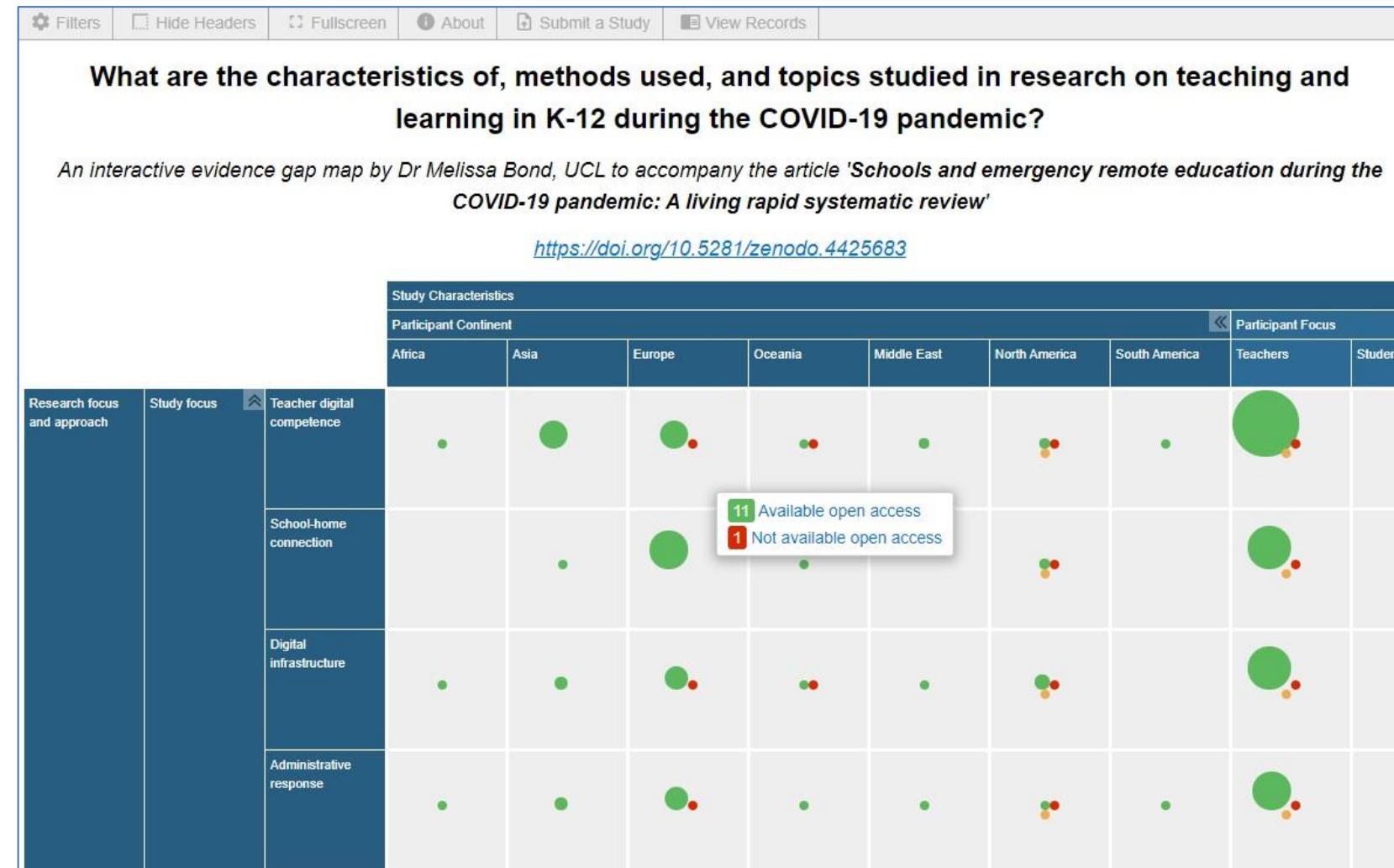
- Over 80 individual tools used.
- *Synchronous collaboration tools (47%), knowledge organisation and sharing tools (43%), and text-based tools (38%).*
- Most frequently mentioned tools Zoom, Google Classroom, LMS, videos made by teachers, and video conferencing software.

Technology	n	Technology	n	Technology	n
Zoom	26	Discussion forums	2	URPlay	1
Google Classroom	19	Google Drive	2	Sli	1
Other unnamed LMS	17	Class Dojo	2	SLearning platform	1
Videos (teacher made)	14	Showbie	2	Screencastify	1
Video conferencing (unknown)	12	BBC Bitesize	2	Flipgrid	1
Email	11	Oak Academzy	2	Blackboard	1
Facebook	9	DingTalk	2	Explain Everything	1
WhatsApp	9	WeChat	2	Codecombat	1
Chat/messaging (unknown)	9	Moodle	1	Blogs	1
YouTube	7	Edpuzzle	1	International Children's digital library	1
PowerPoint	6	Podcasts	1		
Google Meet	6	Twitter / Snapchat	1	Radio	1
Videos (made by others)	5	Learning games	1	PowToon	1
Google Forms	5	Autodesk SketchBook	1	Alcody	1
Google Docs	5	FastStone Capture	1	Formative	1
Schoology	5	TEDEd	1	WebASSign	1
Seesaw	4	Sumdog	1	Google Slide Deck	1
Teams	4	Paragraph Punch	1	Twinkl	1
TV lessons	4	Spelling City	1	Padlet	1
Videos (uncertain origin)	3	The OT Toolbox	1	Jitsi	1
Self-assessment quizzes	3	Google Hangout	1	MeisterTask	1
Webex	3	Gleerups	1	MOOCs	1
Kahoot	3	Bingel	1	Chaoxing	1
Tencent Meeting	3	GSuite	1	CCTalk	1
Edmodo	2	Compass	1	Daymap	1
Microsoft 365	2	Education Perfect	1	Skype	1

# Interactive evidence gap maps

- Created for each research question
  - Freely available open access
  - Filterable, searchable
  - Can download references
  - Direct links to studies
  - Can assist synthesis

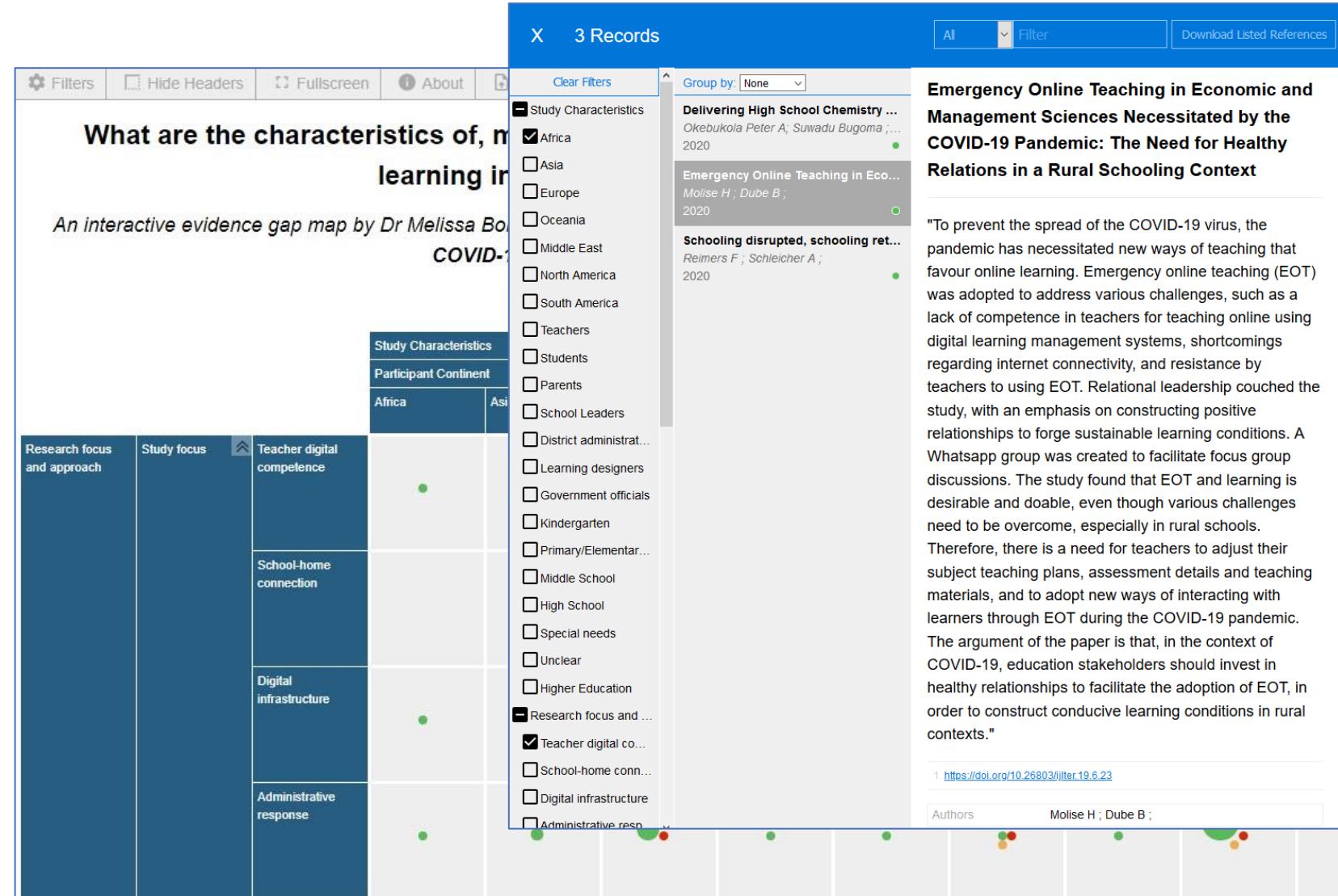
<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3794>



# Interactive evidence gap maps

- Created for each research question
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- Filterable, searchable
- Can download references
- Direct links to studies
- Can assist synthesis

<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3794>



# Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.



# Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.
- More research needed on the experiences and preferences of students, especially in regards to vulnerable populations.



# Identified research gaps

- Lack of research from Africa, Oceania, the Middle East and South America.
- Experiences and preferences of students, especially in regards to vulnerable populations.
- Multimodal production tools, social networking tools and assessment tools.



# Identified research gaps

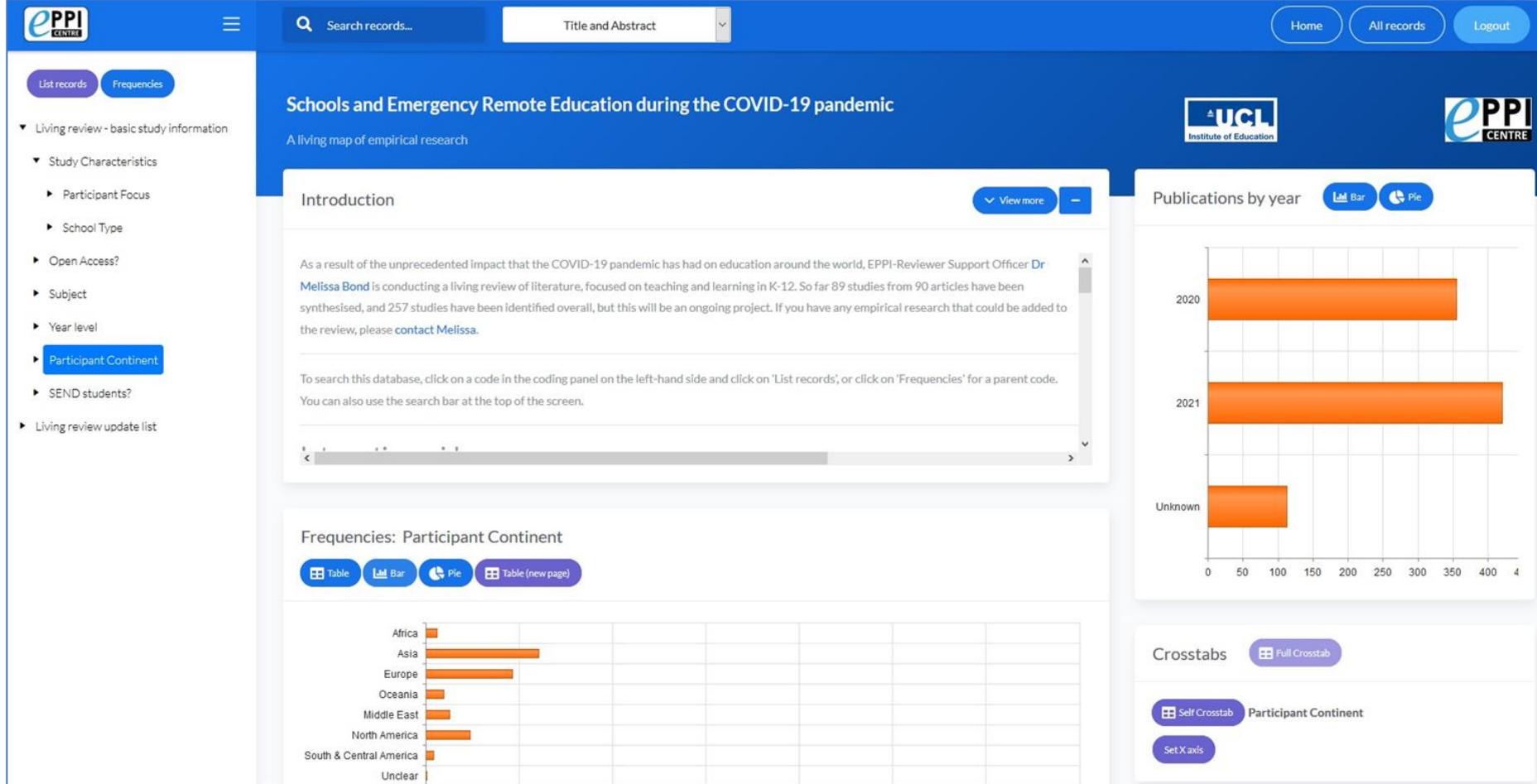
- Lack of research from Africa, Oceania, the Middle East and South America.
  - Experiences and preferences of students, especially in regards to vulnerable populations.
  - Multimodal production tools, social networking tools and assessment tools.
  - Google Classroom, Edmodo, Moodle and videos.



# (Living) review

## Using EPPI-Visualiser within EPPI-Reviewer

<https://eppi.ioe.ac.uk/eppi-vis/login/open?webdbid=5>



**Schools and Emergency Remote Education during the COVID-19 pandemic**  
A living map of empirical research

**Introduction**

As a result of the unprecedented impact that the COVID-19 pandemic has had on education around the world, EPPI-Reviewer Support Officer Dr Melissa Bond is conducting a living review of literature, focused on teaching and learning in K-12. So far 89 studies from 90 articles have been synthesised, and 257 studies have been identified overall, but this will be an ongoing project. If you have any empirical research that could be added to the review, please [contact Melissa](#).

To search this database, click on a code in the coding panel on the left-hand side and click on 'List records', or click on 'Frequencies' for a parent code. You can also use the search bar at the top of the screen.

**Frequencies: Participant Continent**

Continent	Frequency
Africa	5
Asia	180
Europe	120
Oceania	10
Middle East	20
North America	40
South & Central America	10
Unclear	10

**Publications by year**

Year	Count
2020	350
2021	400
Unknown	100

**Crosstabs**

Full Crosstab  
Self Crosstab  
Participant Continent  
Set X axis

# Online and blended learning in secondary schools during the COVID-19 pandemic<sup>1</sup>

## Research questions

1. In what ways did emergency remote education affect motivation and engagement in secondary students?
2. How did research report on emerging online assessment practices in secondary schooling during the pandemic?
3. Are new approaches to peer collaboration emerging and what does this suggest?
4. How did online learning in secondary schools affect parent engagement?
5. What emerging uses of online and blended learning approaches in secondary schools could continue to be implemented going forward?



CENTRE FOR CHANGE AND  
COMPLEXITY IN LEARNING

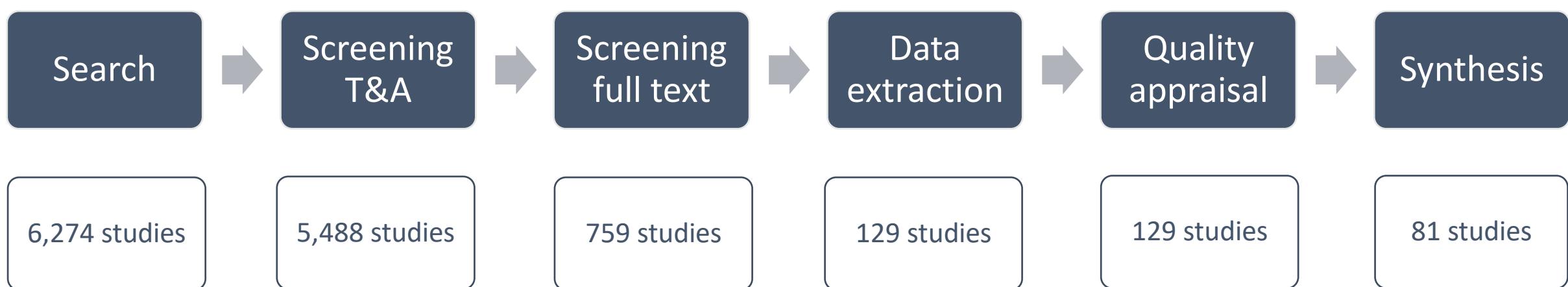
# METHOD

## Systematic review

This is a systematic review of research, using rigorous methods for identifying evidence, conducting quality appraisal and synthesis: 81 studies met our criteria and were included in the review.

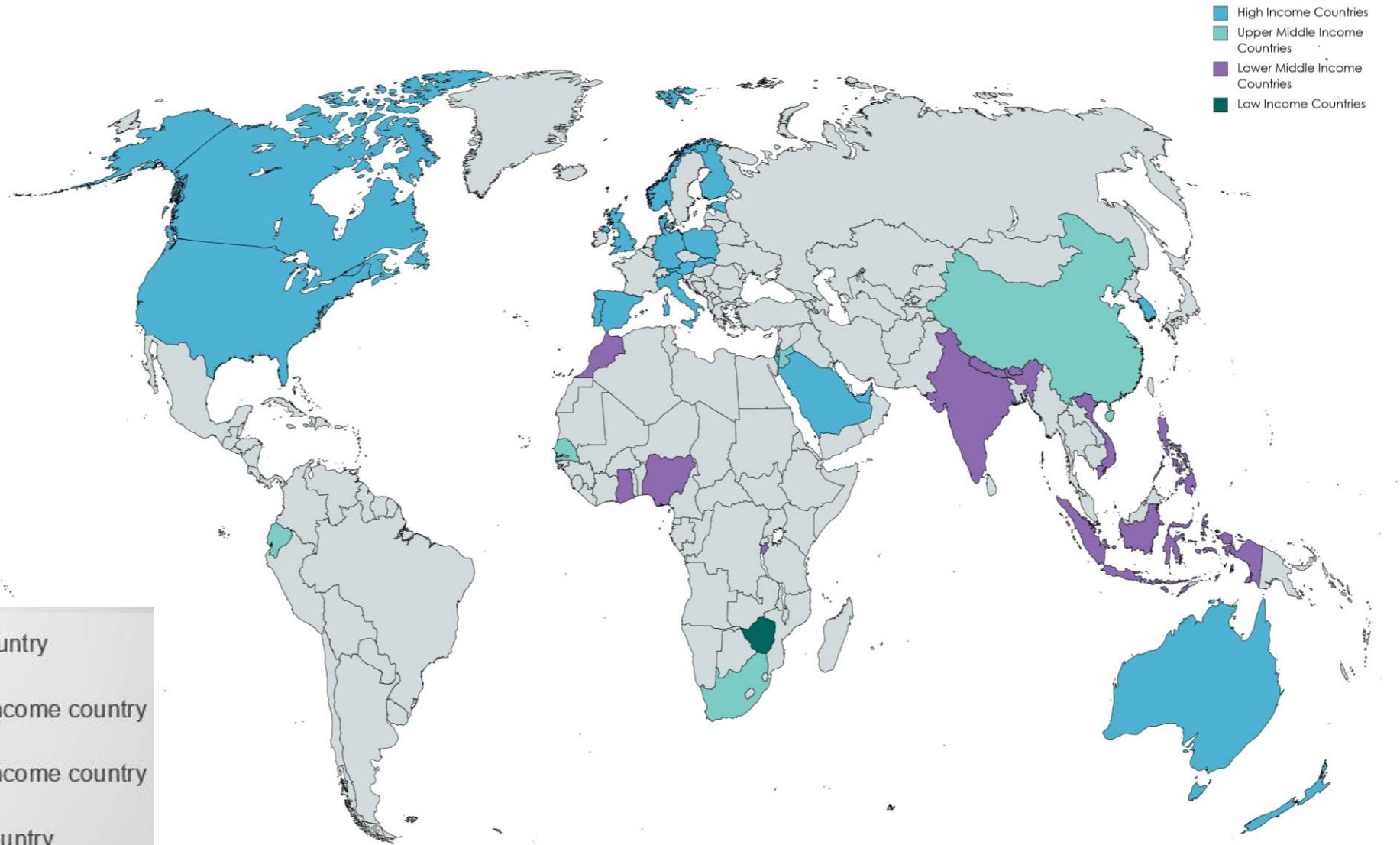
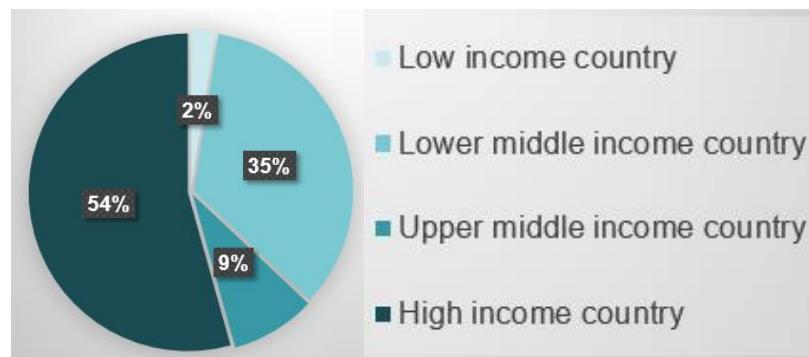
### Inclusion criteria

- Secondary school only
- English
- Teaching and learning
- Online or blended learning
- Primary, empirical research
- Undertaken during the pandemic



# State of research

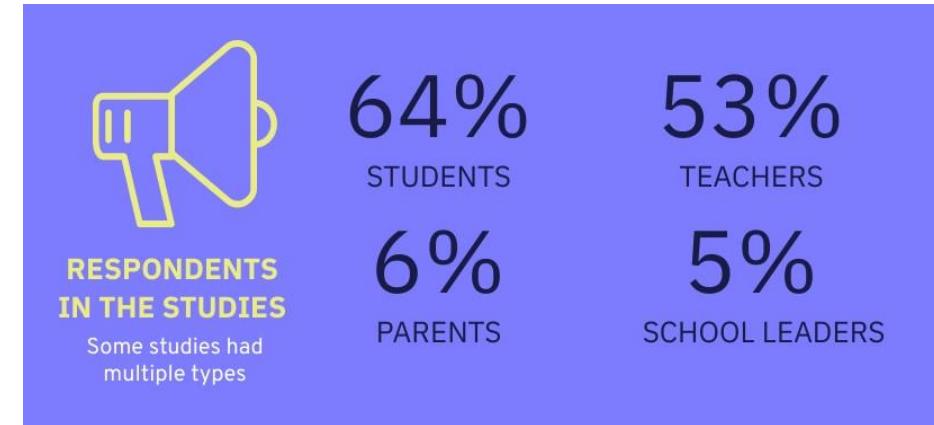
Continent	N	%
Asia	34	42%
Europe	21	26%
North America	12	15%
Africa	5	6%
Middle East	5	6%
Oceania	3	4%
South America	1	1%



# State of research

- **Characteristics**

- “emergency remote research”
- Largely focused on student and teacher data
  - Minimal focus on SEND students
  - Whose voices are being heard, and in which ways?
- STEM subjects still the most researched, even in pandemic times
- Years 10 and 11 more prevalent



# Key findings

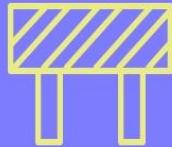
- Some students were more motivated to learn and complete school work.
  - Increased ability to study.
  - Heightened sense of responsibility.
- Some reserved students were found to interact and participate more.

Top 5 Engagement Indicators		
1	Heightened self-regulation	26%
2	Understanding of topics/tasks	19%
3	Enjoyment	17%
4	Positive study habits	17%
5	Sense of wellbeing	16%



# Key findings

- Emotional and physical distance.
- More instances of behavioural disengagement in studies from high income countries (59%) as opposed to lower middle income countries (29%).
- Having to learn to use new tools, as well as learning online, was quite overwhelming, alongside life load.



Safeguarding concerns, internet connectivity, and technological skills were barriers



Some countries halted assessment or banned certain types

Top 5 Engagement Indicators		
1	Heightened self-regulation	26%
2	Understanding of topics/tasks	19%
3	Enjoyment	17%
4	Positive study habits	17%
5	Sense of wellbeing	16%

Top 5 Disengagement Indicators		
1	Feeling isolated socially	27%
2	Absence from live lessons	19%
3	Confusion	19%
4	Feeling overwhelmed	14%
5	Dislike	12%

**ePPI CENTRE**

Contact Us Search 09 May 2022

ABOUT PROJECTS PUBLICATIONS RESEARCH USE COURSES & SEMINARS RESOURCES DATABASES BLOG

▶ Publications ▶ Systematic reviews ▶ Global emergency remote education in secondary schools during the COVID-19 pandemic

**Download report (PDF)**

**Global emergency remote education in secondary schools during the COVID-19 pandemic**

**What do we want to know?**

The worldwide shift to emergency remote education in 2020 as a result of the COVID-19 pandemic impacted billions of students and teachers. A range of teaching by schools as a result, despite confusing and sometimes contradictory guidance, with systemic issues such as equity and access impacting heavily on

In order to gain insight into how emergency remote education was experienced by secondary school students, parents and educators, a systematic review was conducted. The research questions were:

1. In what ways did emergency remote education affect motivation and engagement of students?
2. How did research report on emerging online assessment practices during the COVID-19 pandemic?
3. Are new approaches to peer collaboration emerging and what are they?
4. How did online learning in secondary schools affect parent engagement?
5. What emerging uses of online and blended learning approaches continue to be implemented in future?

**Who wants to know?**

The ESRC-funded [International Public Policy Observatory \(IPPO\)](#) response to roundtable meetings discussing the current situation. This systematic review should be useful to a range of communities including policy makers, practitioners, students and their families.

**What did we find?**

Findings reveal that self-regulation and understanding were the key factors influencing student engagement, with online assessment tools, learning management systems, video conferencing tools, live synchronous lessons with peer and teacher interaction, and teacher-made videos considered particularly engaging. Social isolation was the most frequently reported indicator of disengagement, characterised by poor attendance in live lessons, a lack of opportunities to seek help with challenges and difficulties facilitating peer collaboration.

This report is a product of the IPPO project – please see the [project page for more](#)

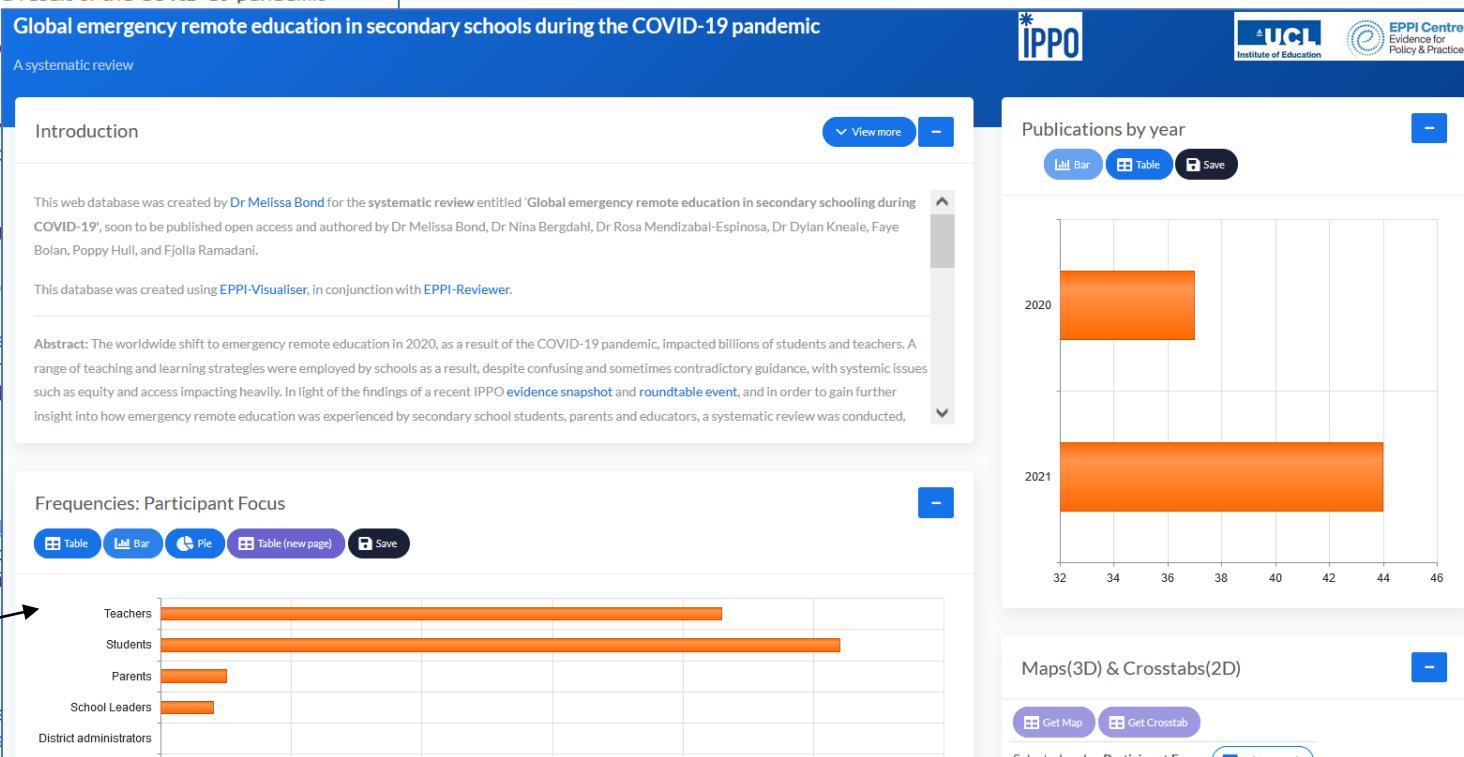
**Interactive evidence gap map**

**Database of included studies**

<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3847>

# Web Database

## Openly accessible



# **Emergency remote teaching in higher education: Mapping the first global online semester<sup>1</sup>**

## **Research questions**

1. Where, when and by whom has research on teaching and learning in higher education during the COVID-19 pandemic been published?
2. What are the characteristics of, methods used, and topics studied in teaching and learning research in higher education during the COVID-19 pandemic?
3. What technology has been used during emergency remote teaching in higher education?



# Mapping review

## Search

- Use of previous reviews to construct search string
- WoS, EBSCOHost, Scopus, Microsoft Academic Graph, PsycINFO, ProQuest, Dialnet, Latindex, Redalyc, ResearchGate, CHELD V1 database, COVID-19 living systematic map, Twitter

## Screening

- EPPI-Reviewer
- 9,946 screened on title and abstract, 661 on full text
- Higher ed, teaching and learning setting, empirical, English/Spanish/German language, during pandemic

## Data extraction

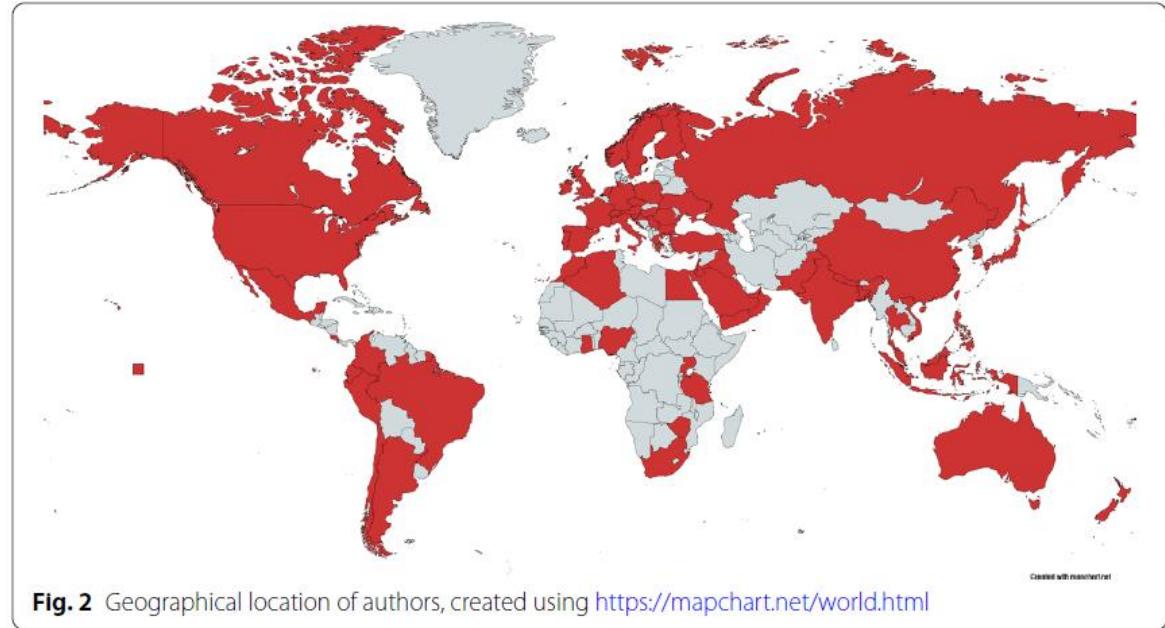
- 282 studies included for data extraction
- Use of previous reviews to construct data extraction tool

## Data synthesis

- Narrative synthesis
- Computer-assisted content analysis
- Tabulation, interactive evidence gap maps and web database

# Sample focus

Continent	N	%
Asia	78	27.7%
Europe	77	27.3%
North America	64	22.7%
Middle East	40	14.2%
South & Central America	18	6.4%
Africa	17	6.0%
Oceania	6	2.1%



- Predominantly focused on undergraduates (46.1%)
- Health & Welfare (27.3%)
- Natural Science, Maths & Stats (24.1%)
- Education (16%)

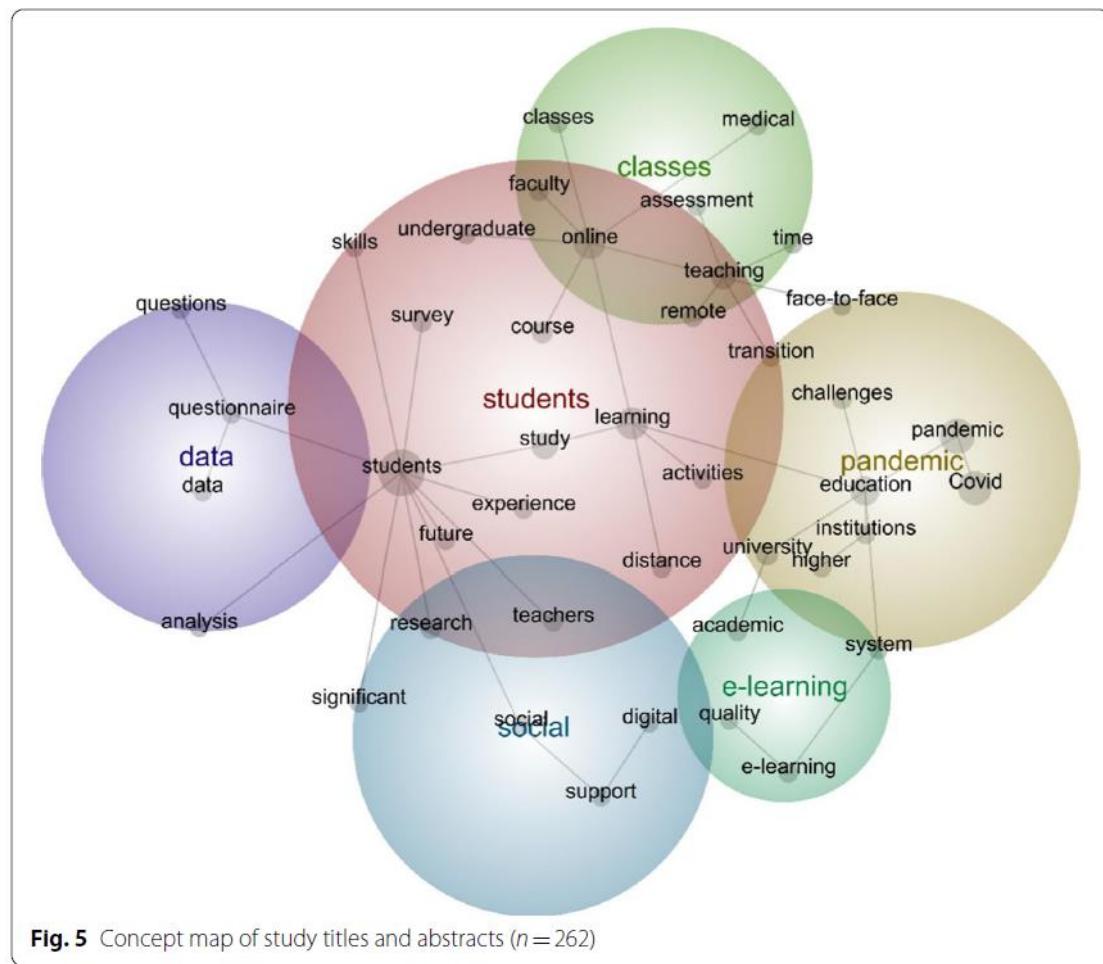
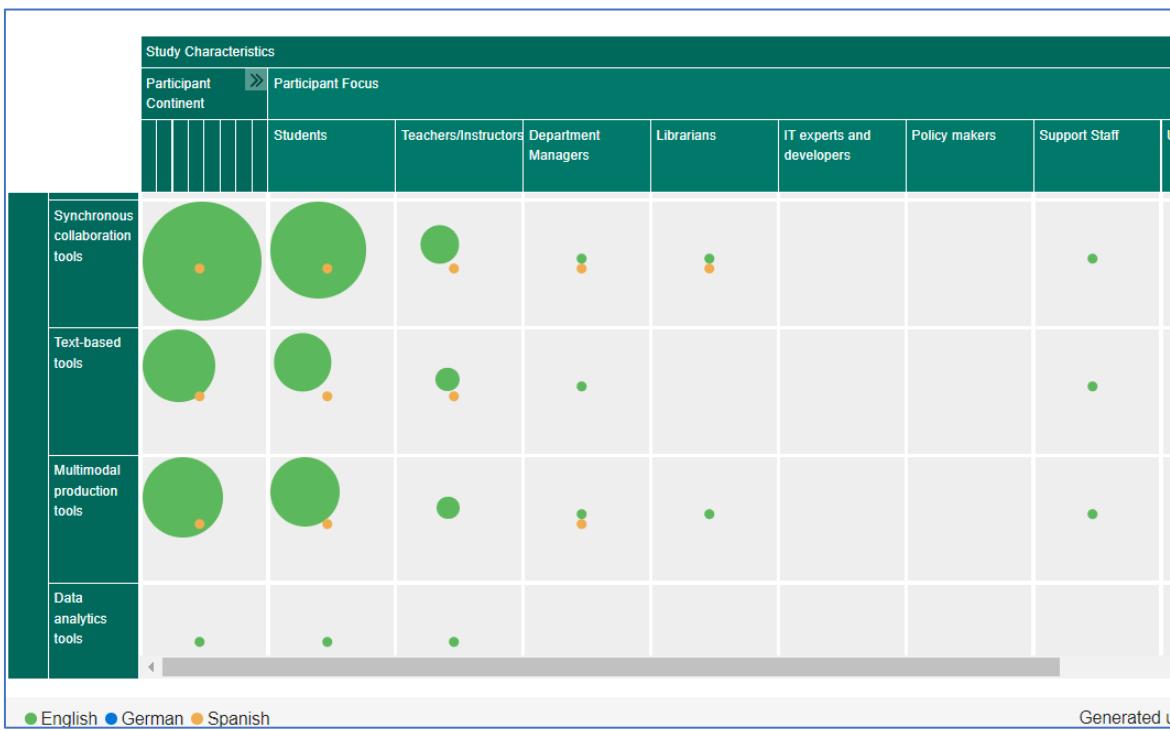
## Appendix D. Scope of participant focus

Participant Focus	N Studies	N Studies [%]
Students	233	82.6
Teachers/Instructors	81	28.7
Department Managers	10	3.5
Support Staff	8	2.8
Librarians	2	0.7
IT experts and developers	1	0.4
Policy makers	1	0.4

# Key findings

**Table 7** Top five topic focus of studies ( $n = 282$ )

<b>Area of focus</b>	<i>N</i> studies	<i>N</i> studies [%]
Student perceptions of online learning	171	60.6
Impact of shift to online learning	84	29.8
Teacher perceptions of online learning	54	19.1
Students' technical equipment	38	13.5
Course redesign	31	11.0



**Fig. 5** Concept map of study titles and abstracts ( $n=262$ )

# Web Database

## Openly accessible

**EPPI-Centre** **EPPI-Reviewer** **LOGIN**

HOME HELP EPPI-MAPPER RIS EXPORT ABOUT ACCOUNT MANAGER

30 May 2022 Search...

EPPI-Mapper COVID HE Review

**Mapping the emerging field of research on "emergency remote teaching" in higher education due to COVID-19: Implications for education research and practice**

Dr Melissa Bond (UCL), Dr Svenja Bedenlier (FAU), Dr Marion Händel (FAU) and Dr Victoria Marin (University of Valencia)

As a result of the unprecedented impact that the COVID-19 pandemic has had on education, the EPPI-Reviewer Support Officer Dr Melissa Bond, Dr Svenja Bedenlier, Dr Marion Händel and Dr Victoria Marin have conducted a living systematic review of literature, focused on teaching and learning in higher education. Some initial findings have been synthesised, but this will be an ongoing project. A pre-print of the first article is available here and the published version in the International Journal of Educational Technology in Higher Education is available here. If you would like to contribute to the review or add new research that could be added to the review, please contact [Melissa](#).

Click [here](#) to be taken to an open access database of the coding in the review.

Interactive evidence gap maps

Search records... Title and Abstract

Home All records Logout

**Emergency Remote Teaching in higher education during the COVID-19 pandemic**

A living map of empirical research

**FAU** FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG **Universitat de Lleida** Grup de Recerca en Educació i Recerca en Educació i Societat en Educació (COMPETICS)

**UCL** Institute of Education **ePPI CENTRE**

**Introduction**

This open access database was created by Dr Melissa Bond for the living systematic review article entitled 'Emergency remote teaching in higher education: Mapping the first global online semester', which was published on 31st August 2021 in the *International Journal of Educational Technology in Higher Education*, and authored by Dr Melissa Bond, Dr Svenja Bedenlier, Dr Victoria Marin, and Dr Marion Haendel. A pre-print of the article can be found [here](#) and the published version can be found open access [here](#).

This database was created using the EPPI-Visualiser tool within EPPI-Reviewer. As it is connected to the underlying review data, it will be updated live with any new studies added or data extracted. The review will be updated again in early September 2021, with many new studies flagged for inclusion.

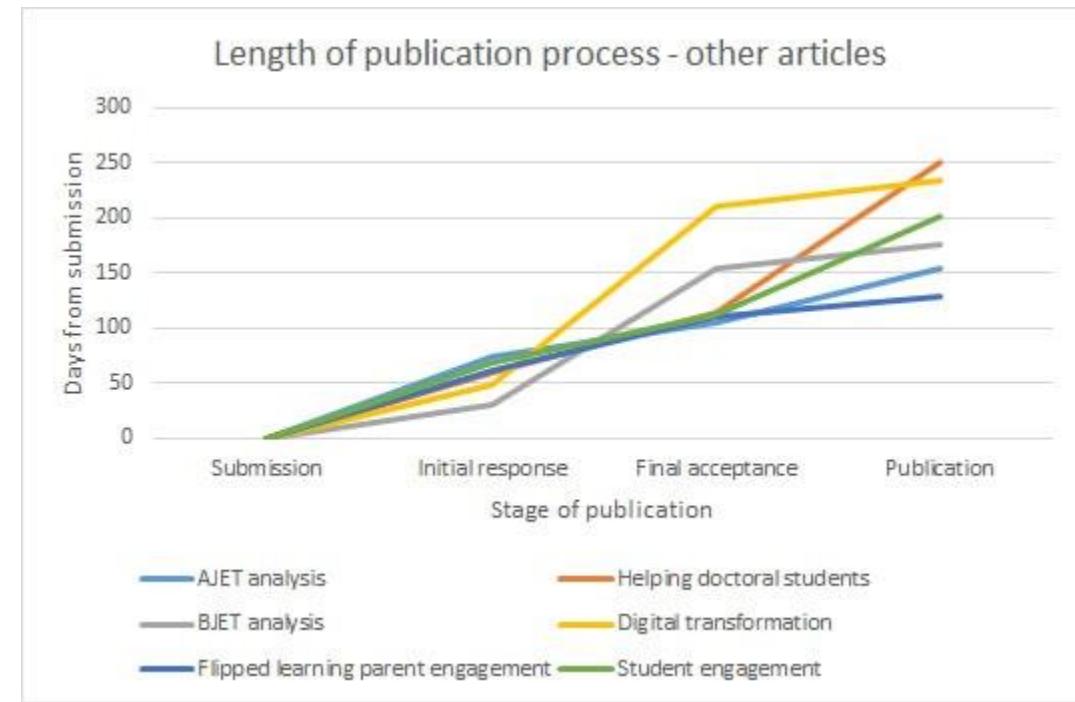
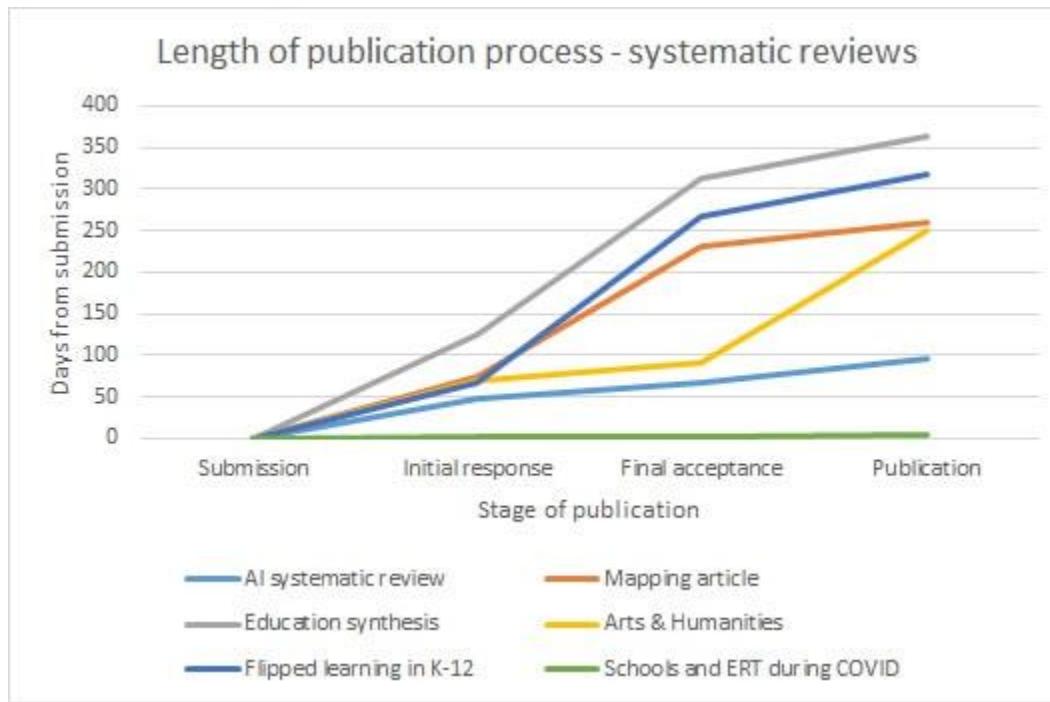
**Further information:** [ResearchGate project](#)

**Publications by year**

Bar Table Save

<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3802>

# Are systematic reviews ‘harder’ to get published?



	Submission to initial response	Initial response to final acceptance	Final acceptance to publication	Entire process
<b>Minimum</b>	3 days (outlier)	1 day	1 day	4 days
<b>Maximum</b>	124 days	201 days	159 days	363 days
<b>Average</b>	64 days (76 removing outlier)	99 days (118 removing outlier)	52 days (63 removing outlier)	215 days (257 removing outlier)

	Submission to initial response	Initial response to final acceptance	Final acceptance to publication	Entire process
<b>Minimum</b>	30 days	31 days	17 days	128 days
<b>Maximum</b>	75 days	163 days	136 days	251 days
<b>Average</b>	57 days	78 days	56 days	191 days

On average, 19 days longer to receive an initial response to a systematic review article, and 40 days longer to final acceptance, with the overall process taking 66 days longer on average for the entire publication process.

# Lessons learned and suggestions

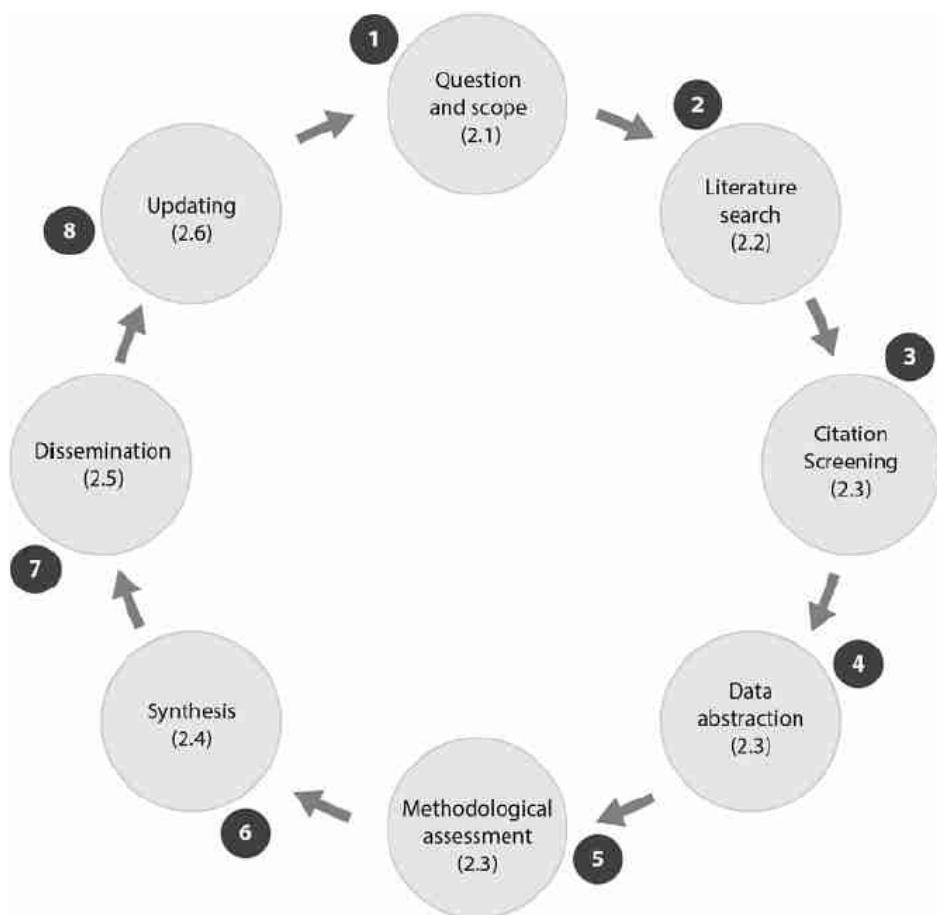


Fig. 1. This figure provides specific steps related to the rapid review process.

Tricco et al., 2020, p. 178

See also Bond (2021); Bedenlier et al. (2020)

# Further Resources

- Blog post - [The classroom of the future: how has COVID-19 changed the ways children learn and teachers teach?](#)
- Blog post - [Lockdown schooling: research from across the world shows reasons to be hopeful](#)
- [Schools and emergency remote education during the COVID-19 pandemic](#) – information and interactive evidence gap maps.
- [Further information](#) about secondary education teaching and learning during the COVID-19 pandemic.
- Interactive [web database](#) of included studies in the IPPO project.
- [EPPI-Reviewer homepage](#) – sign up to a free one month trial.
- Reach out for hands-on workshops, research collaboration or assistance with conducting reviews - <http://drmelissabond.weebly.com/>

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