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Internationalisation of education in the age of global pandemic: Challenges and prospects

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Abstract. The outbreak of corona virus has created all sorts of ramifications for higher education in South Africa and the world at large. In this case not only the faculty of humanities was affected but all the faculties were affected as the disease has made the plight of students to be a serious concern. Students the world over have been left in a sticky situation amid the corona virus outbreak as government policies and social distancing measures lead to campuses closing. This has resulted in both local and international students leaving for their home. The situation remains uncertain on how the government is going to treat the migrant students and staff who come from all over the world. This chapter highlights some of the challenges that comes with internationalisation of education like varying cultures, xenophobia, untrained teaching staff; students' assessment and compatibility with Online Distance Learning (ODL). These are challenges which are going to be faced with different universities in South Africa and across the globe. Hence, we advocate for different universities to take pandemic pedagogy as an opportunity to offer and adjust their programmes to online teaching. In this chapter we advance the adoption of ADDIE model as an instrument to use in designing effective online curriculum. These are a snippet view of how institutions can overcome the lockdown and carter as well for their international students in the days of uncertainty regarding mobility in the future. However, with good strategies stated above the future of education is certain. The pandemic is both a curse and an opportunity for universities to adjust to ODL and enhance their preparedness.

Keywords. Education, Internationalisation, Global Pandemic, Coronavirus, Online Distance Learning

1. Introduction

The outbreak of corona virus has created all sorts of ramifications for higher education in South Africa and the world at large. In this case not only the faculty of humanities was affected but all the faculties were affected as the disease has made the plight of students to be a serious concern. World Health Organisation (WHO 2020) declared covid 19 a pandemic after noting that over 118 000 cases of infections were reported in over 110 countries with many others also having the risk of contracting the disease as well. This situation resulted in countries responding with proactive actions, UNESCO (2020) notes that as of March 13, about 61 countries in Asia, Africa, Europe, the Middle, North America and South America announced closures of their countries and many other countries also locked their nations to migrants and instituted a policy of social distancing. This posed a serious impact on the education system, with institutions

responding by closing their doors. This meant that international students had to return to their home countries and the local students went home. They are challenges that are posed by the pandemic on internationalisation of education (IAU 2020). As the global pandemic leads to changes in policies with no one knowing when the universities are going to open their doors; Secondly, it is also not known when the borders are going to be opened. The corona virus uses a human host and can be contracted when one comes into contact with the affected person. There is likely going to be a sweeping immigration rules which may restrict movements of people and awarding of travel visas. The international staff and students are not an exception with most countries exhibiting signs for leaning towards nationalism before outbreak of the pandemic.

In these uncertain times when nations will be trying to protect their citizens from the virus coming from other nations, most institutions of the society are affected, and higher education institutions are not an exception. South Africa remains the highest recipient of international students in the region. This is due to its best institutions which are competitively ranked high across the world and in Africa. The South African Universities are faced with a dilemma on how to keep their international students and staff whilst also obliging by the rules to keep the citizens safe from the virus. Further, international students and staff contributes towards the quality of the education system in South Africa. This paper explores the issue of internationalisation of education from a humanities perspective.

This chapter highlights some of the challenges that comes with internationalisation of education like varying cultures, xenophobia, adapting to online teaching, Untrained teaching staff; students' assessment and compatibility with Online Distance Learning (ODL). These are challenges which are going to be faced with different universities in South Africa. Hence, we advocate for different universities to take this pandemic as an opportunity to offer and adjust their programmes to online teaching. In this chapter, we advance the adoption of ADDIE model as an instrument to use in designing effective online curriculum.

2. **Negatives to internationalisation of education in the age of the pandemic**

In this section, we discuss problems faced by higher education during the pandemic which poses as a threat to internationalisation of education. The covid 19 global pandemic only revealed a challenge that were pending however, the pandemic acted as the trigger to reveal how different countries and institutions were not prepared to the closure of their daily functions. Some of the challenges are long term (futuristic) whereas others pose immediate challenge to the adoption of online education by higher education institutions. We begin by discussing macrolevel challenges¹ and then lastly, we interrogate the micro-level challenges²

2.1 Internationalisation of education, xenophobia, and rise of nation state

In this section, we will begin with discussing xenophobia, and rise of nation state as anti-thesis to internationalisation of education in South Africa and across the globe. The recent history has revealed the rise of nation state in South Africa, United Kingdom and the United States of America as testament that Higher education remains vulnerable to international politics and domestic politics in general. Prior to the pandemic South Africa has suffered waves of xenophobic attacks in 2015 and 2017 (Tirivangasi, 2017). Xenophobia can be defined as the fear of something that is foreign (Tirivangasi & Rankoana, 2015). The instigators of xenophobic

¹ Challenges which threaten the society's fabric and does not pose a direct effect to the operations of the Higher Educational institutions

² Challenges that affect operations of Higher Education Institutions during and after covid 19 pandemic

attacks targeted the poor immigrants from Africa. Recent research has revealed that countries that are vulnerable to the civil unrest are those which have experienced unrest in the past. Most of the international students may not have suffered physically from xenophobic attacks in the past but psychologically they were affected.

Xenophobia can be seen as an element of nationalism, whereby citizens develop a tendency of keeping their country from the foreigners. The nationalistic trend has risen recently in the USA and Britain after exiting European block through Brexit. Gould (2017) notes that in both countries, death threats and hate crime increased rapidly particularly in schools while hostility towards minorities was higher than anything seen in the past 30 years. The existence of these factors, xenophobia and nationalism in South Africa and beyond makes efforts to internationalise higher education to be hindered. The coming of the virus, covid 19 has worsened the situation as virus spread through human conduct. Research done in the past reveal that in the past pandemics, it is the minority who suffer the consequences. In the current phase, countries are under lockdown, but expectations are higher that sweeping migration laws will follow. However, loss of international students and staff has a great impact on Higher Educational institutions and local economy. Research by Gould (2017) however, can reveal that universities reveal that internationalisation of education has been the top priority of universities across the globe and South Africa is not an exception. International students are said to be bringing more income than home students, and university profit margins increase in proportion to their ratio. The reflection here indicates that Higher Educational institutions need a new solution in terms of delivering their services.

2.2 Internationalisation of education vis-à-vis covid 19 global pandemic

Internationalisation of education has come under microscopic view in the advent of covid 19 global pandemic as we ponder what could be its immediate effects on Higher Education. The occurrence of covid 19 pandemic has just become an enlightenment of issues that were not on discussion on the public domain despite their existence. The closure of borders by most countries across the world is threatening international mobility. Internationalisation of higher education has been regarded as synonymous with global mobility (De Wit 2016). Much emphasis has been placed on mobility rather than teaching, research or learning process. Some critics of internationalisation had argued that it benefits the elite students only. The closure of borders has opened new insights of how to approach internationalisation as in institutions across the world fear to lose income they earn from international students, and loss of diversity in the classroom. The hindrance to international mobility will/or is making the universities to model their curriculum to the one that engages all students. Humanities curriculum cares about the context and how students engage themselves in the classroom, this include improving the intercultural experiences. The disruption to universities operations is seen as an opportunity to re-examine the purpose and intended impact of internationalisation on teaching and learning. In the later, parts of this chapter we discuss, a turn to online learning posing as imminent opportunity to foster new curriculum that enhances internationalisation.

2.3 Internationalisation and culture amid covid 19

International students before the pandemic had occurred were faced with problems such as social isolation and cultural adjustments. The universities had to face and prepare students to adjust to the new environment (Wu, Garza & Guzman 2015). Those challenges are likely to escalate as the pandemic was not short of the blame game. Others labelled it the Chinese virus; Historically, the minorities have always been blamed for the deadly pandemics. In this case putting culture into perspective, it involves food one eats and how we dress etc. With the coming

of the pandemic originating from Asia, lives of the Asian students will likely to be hard as the two variables we mentioned above will be reinforced. Social isolation is like to increase as locals already seen Chinese as the scapegoat for the occurrence of the virus. The virus put into perspective what they eat and how they search their food. In order to make international students survive this period, a shift into the online curriculum has just become a necessity.

3. Protecting internationalisation of Higher Education through online learning

The online learning emerges as a possible solution to serve internationalisation of Higher education given the closure of borders and a host possible challenges mentioned above which will significantly affect the international student's enrolment. However, the Online Distance Learning (ODL) has proved to be the alternative during the pandemic. In advancing this discussion we discuss ODL and how it has been impacted by covid. Further, we also dwell on two specific issues i.e. Untrained online teaching staff and the assessment of students. Experts with pandemics reveal that such strategies change how things work permanently.

3.1 Online Distance Learning (ODL) and covid 19 impact

The Online Distance Learning (ODL) has been growing in the last decade with the number students choosing this alternative form of learning increasing. According to Carlsen et al. (2016), ODL has resolved education access problem. ODL has been designed with more less similar goals to what we are advocating for in this paper. It carted for students who could not follow the traditional form of learning contact; for professionals who are pursuing their careers but still want to earn higher degrees. ODL offers flexibility for students to access course curriculum and it has been made easy by the advancement of technology. According to Nair (2019) ODL was designed to serve students who are located in geographically remote areas or those who don't wish to join a college or school; ODL eliminates travelling cost and makes students to be able to save money for other purposes. ODL was enhanced by the expanded utilisation of the web. The web makes online classes to be easily available, virtual classrooms and video conferencing with subject tutors or lecturers to be easy. With the recent developments brought by covid 19, ODL emerges as the best alternative form of learning in higher institutions in South Africa and abroad. ODL makes internationalisation possible considering a host of problems that has been discussed above. ODL serves as the best possible solution to present problems (closure of borders and university doors), and the post pandemic challenges such as racism and xenophobia in public spaces both informal and formal settings. Underneath we are going to discuss challenges faced in implementing the curriculum online.

i) Untrained online teaching staff

The online pedagogy has not always been the preferred method for educators hence the pandemic caught most of the universities not aware. The literature on the subject can review that face to face teaching is different to online teaching in several ways as reflected by figure 1, the roles of the educator changes. Cappola, Hiltz and Rotter (2002) notes that the educators should have depth knowledge than the face to face teaching. This can be reflected by the Figure 1 which can show that as the pedagogical role, the educator is responsible for facilitating the content, assessing the students; and providing the resources to the students. This could more like the face to face curriculum, however they are further role, for instance the educator must show affection to the students, meaning to be more involved, relationship between the two parties must increase. Goold et al (2010) note that an educator must play as social role performing the advisor/counsellor, metacognition facilitator and process facilitator. The last additional role is the organisational role, in this case the educator must be knowledgeable in

terms of technology, perform various technical duties. In a nutshell as can be shown in Figure1, online curriculum is more demanding to educators than face to face teaching. However, its complex nature is what makes it relevant as educators can be trained to adapt to the online curriculum.

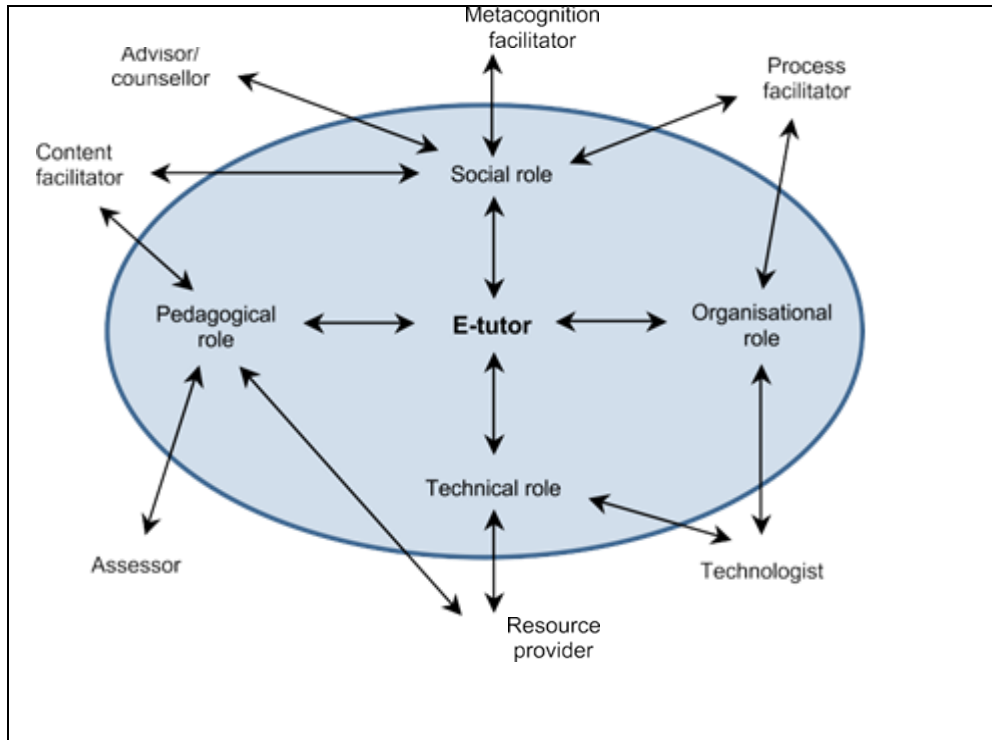


Fig 1. E-Tutor Roles. Source: (Goold et al., 2010, p. 707).

As reflected by figure 1 we can note the online educator has to develop some competencies that allows them to perform roles that meet the needs of the students. In this case as we aim to utilise online curriculum for effective learning. Essentially, table I illustrate:

Table 1. Online Educator Roles and Competencies

Role	Competences
Managerial	Manage time and course; demonstrate leadership qualities, establish rules and regulations; follow efficient management and administrative procedures; maintain contact with the rest of the teaching and administrative team
Pedagogical	Use appropriate pedagogical approach to match the technology; organize and promote different tutorial modalities; organize and facilitate student participation; link the subject with scientific, social and cultural phenomena; validation of student knowledge acquired; use a virtual classroom to facilitate learning; apply aspects of collaborative, active, constructive, reflective and authentic learning.
Social	Maintain a cordial learning environment; resolve conflict in an amicable manner; refrain from undesirable behaviours; act as an information facilitator; improve the learning environments; send messages to support students; give feedback and encouragement to student interactions and communications; keep the classroom/ course/ university degree coordinator informed about the progress and the possible problems that may arise.

Technical	Ability in technical procedures to develop multimedia content and to adapt them to e-learning environments and to use features of the main platforms, resources and virtual tools; support students with technology.
Assessor	Assess students' work according to established criteria; monitor individual and group progress; assess individual and group performance.
Facilitator	Personalize the learning for individual learners; encourage creativity; respect different learner types and adapt to the learner
Content expert	Keep current in the content area to facilitate learning; selection and use of appropriate resources to match content and learning outcomes.
Instructional designer	Draft and develop digital materials, learning and assessment activities and course contents. Have associated technical skills.
Researcher	Conduct research on classroom teaching; interpret and integrate research findings in teaching.
Evaluator	Evaluate the course/programme.

Source: (Ní Shé et al., 2019:32)

The roles and competences of an educator online are different from face to face teaching hence the need for proper training. However, the importance of online learning can be reflected clearly that it can be beneficial in the implementation of the online curriculum.

ii) **Students' assessment and the online education**

The learning outcomes of educational programs is achieved through assessments. The challenge posed to policy makers and decision makers is how to achieve and manage remote assessments. The online assessment has been pointed by other scholars as a challenge to both lecturers and students. A study by Deming (2020) reveals that students pass rates declined sharply in the United States, weeks after the closure of universities and the commencement of online education. However, one scholar Davidson argues that too much emphasis has been placed on assessment rather attention must be given to the learning process. It is difficult to make a transition from in class assessment to online assessments. This remains a challenge as both educators and students are experiencing the transition for the first time in some context as can be shown by our study needs assessment will need to be conducted for both educators and students.

4. **Rethinking the classroom experience: face to face vis-à-vis online Learning**

The transition from classroom to online has created its own challenges however, pandemic pedagogy in this era has served as enlightenment of the often-ignored challenges of the present curriculum. The most important area, we are going to shed light on is the classroom experience and how it can be translated to the online teaching. We begin by demystifying that learning is limited to the classroom experience, where traditionally students listen and take notes however, one has to note that learning process extends beyond classroom to home, community and different experiences one learns from moving across the world or in different context they are exposed to. The curriculum must be defined in such a way that students are not consumers of knowledge but procreators of knowledge. Lecturers need to rethink their relationship with students, content and form of learning (Lanier 1997). Smith and Hornsby (2020) explain this process as part of understanding classroom power relations in the educational process. The two scholars borrow the perspective of Robert Cox (1988:207) when he argues that theory is made for someone and serves a purpose, Smith and Hornsby (2020:1) uses the same maxim of Cox by arguing that "Teaching is always for someone and for some purpose". The two scholars argue that classrooms are sites of power and politics, in terms of relations "teaching is never neutral". The designs of the curriculum can be sites of inclusion or marginalisation. One can

decide whether to see students as empty vessels waiting to be filled with specific information or knowledge; on the other hand, lecturers can choose to include students in designing course outlines or modules. The learning course outline or curriculum should be something fixed that can not be changed to suit the needs of the students.

Hooks (1994:40) asks pertinent questions “who speaks, who listens? and why?” Those are important questions to help us shift our thinking when we design online curriculum which is beneficial to students we teach. Online education is equally beneficial when students are involved in knowledge creation; using participatory learning in virtual classrooms becomes interesting and educative. Smith and Hornsby (2020) note that how we approach face to face has a huge impact on how we approach online teaching.

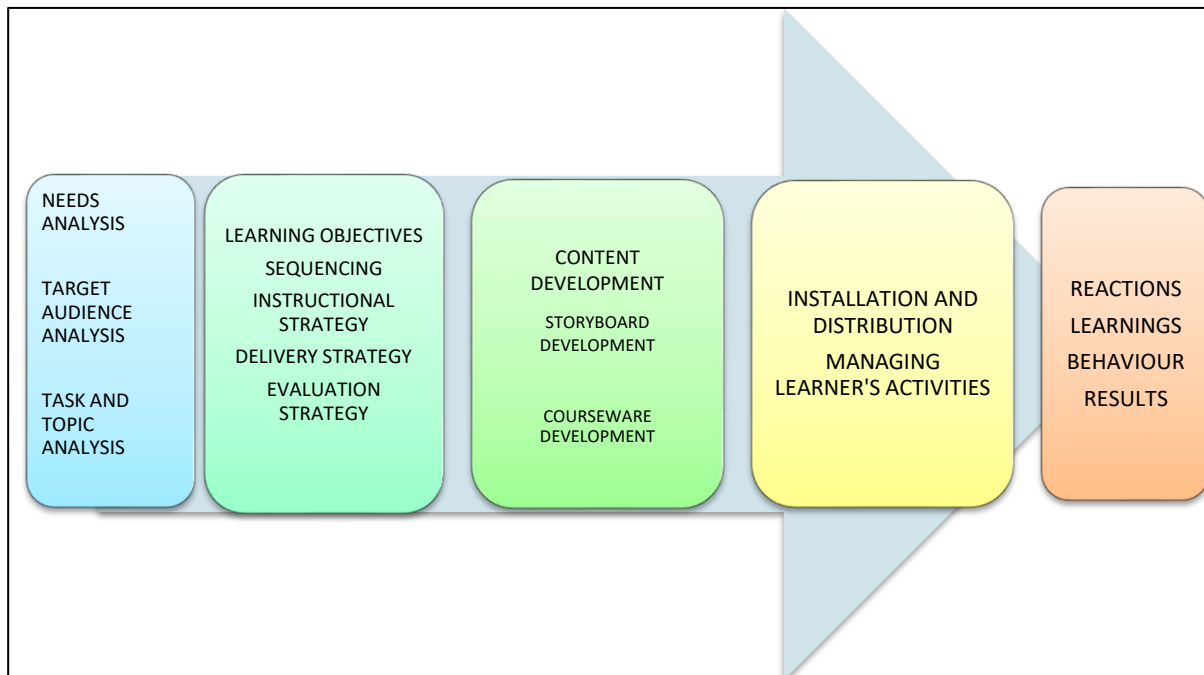
5. **Humanities turn to online education curriculum**

The turn to online education has come as a solution to the challenges that were already in existence and it is a convenient solution in the times of global pandemic. In order to implement the Humanities curriculum online during these precarious moments, we argue that universities should embrace the online learning curriculum. In most universities across the world online learning had not been considered as the priority form of delivering education. In South Africa, the Online Distance Learning had been effectively implemented by University of South Africa (UNISA) as well as other advantaged institutions; however historically disadvantaged institutions continue to face challenges. Despite the need of online education given the avalanche of problems faced by the universities globally due to covid 19 pandemic, most universities have been caught without being prepared. A host of challenges have been discussed above, however, we argue that online learning can still work as the alternative solution to internationalisation of education i.e. international and local students can still learn in the comforts of their homes when a proper curriculum has been implemented; and also universities will still be able to attract international students, without compromising their lives to xenophobia, racism or threatening the life of the citizens to proliferation of diseases. It is difficult to predict the post pandemic pedagogy for instance knowing whether things will go back to normal (Weeden & Cornwell 2020). It is expected that some countries will enforce travel bans and visa restrictions which was already a tiresome procedure for many international travellers.

In this section, we argue that a proper implementation of online education will allow universities to continue with their operations without losing their staff or international students population during and post pandemic. The online education when properly implemented will also cater for the domestic students to pursue higher education in the comforts of their home. In this section we advocate for ways in which institutions can adjust their curriculum to online learning without compromising the quality of the Humanities educational objectives.

5.1 Adjusting Humanities curriculum to online learning

As the universities are adjusting to the online education, in this section we suggest the use of ADDIE model for e-learning in designing the online curriculum. We have noted that being guided by this model may prove to be effective. Not only is it important to consider designing the online with due diligence to achieve specific learning goals. ADDIE stands for Analyse, Design, Develop, Implement and Evaluate. It is our understanding that implementation of the pandemic pedagogy can as a response to the covid 19 virus hence as a reactive solution most institutions were not prepared in South Africa and across the world. Consequentially, utilising the available models to guide the implementation of online education become a priority. In this case we chose to advance the ADDIE model to guide this process.



Source: Ghirardini 2011:23)

Fig1. ADDIE model for teaching online

a) **First stage: Analyse**

In fig 1, we begin by discussing Analysis as the first phase of ADDIE model. This phase comprises of analysis, objectives and audience. In this phase, the lecturer takes time to examine the course objectives, the audience and the gaps in the content that need to be addressed. Shelton and Saltsman (2007) and VanSickle (2003) collaborates that the lecturer should be able to understand that students' expectations as there is change from traditional way of learning to online system. This is very important especially when you are dealing with diverse population like South Africa. Lansdell (2001) states some of the expectations of the students would include increased levels of feedback, increased attention, and additional resources that help the students adjust. In the South African context, not all students have access to gadgets or devices like laptop and phones to access online education. In terms of resources, the university may need to provide internet data bundles to the students. The idea is to determine the learning environment before choosing to move the curriculum to the online system. In humanities, contextual factors are important for instance, students who attend historically disadvantaged institutions in South Africa attract students from poor backgrounds, hence, it is important to conduct a student's resources assessment survey to identify if they are ready for online curriculum.

The research by White and Weight (2000) also revealed that constant interaction between the student and lecturer is required in order to make the online student comply with learning. At this phase, student feedback and needs should be incorporated. In this case where the transition to online education is forced by the pandemic, it is important to receive feedback from the students. This can be done by sending an online survey with questions to students and receive immediate response. Communication between the students and the lecturer will set an environment that is conducive for both the staff and the students.

The financial cost of covid 19 pandemic has affected all sectors of the economy and the educational sector is not immune both the higher education institutions are not immune. The resources available at the institution should be enough to enable educators to implement the

online programme. The educators require training to fill a gap in professional knowledge and skills as elaborated by the roles and competences highlighted in table 1.

b) Second stage: Design

The second letter D- stands for Design, this stage, the lecturer has to identify the learning objectives for the course and how the material will be designed and created, in this case describing the areas to be covered by the course, from text, audio and video illustrations. Further, during this planning the lecturer will decide the platforms where knowledge will be disseminated for instance LMS, video or social media. The outcome of the design phase illustrates the curriculum structure for instance the courses, units, lessons and activities. The learning objectives of each unit need to be associated with each unit.

c) Third stage: Develop

In this case the lecturer will be engaged in content development. The content can be developed using various options for instance one can create their own inhouse content or they can out source the information to disseminate to the students; in the case where you outsource information, you will need to acquire clearance to use such material. The content creation may include recording videos or audio, loading of content into a web site or LMS. Some of the digital learning management systems compiled by UNESCO are shown in Table 2.

Table 2: Digital learning management systems

<p>Moodle - is a free open source software designed to help educators create effective online courses</p> <p>Google Classroom - helps students and teachers organise assignments, boost collaboration, and foster better communication</p> <p>Docebo - is a service offering a learning management system focusing on professional development</p> <p>Blackboard - offers solutions, resources and tools to help deliver quality online teaching</p> <p>Edmodo- is a tool for educators to send messages, share class materials, and make learning accessible for students anywhere</p> <p>Skooler - is a system exclusively and fully integrated with Microsoft Office 365</p> <p>Ekstep - offers a collection of literacy and numeracy learning resources and the chance to create new ones</p> <p>Cell-Ed- is designed to meet the needs of adult learners</p> <p>LabXchange- is an online community for learning, sharing, and collaboration</p> <p>Quizlet - is a mobile and web-based study application that allows learning and teaching through tools and games</p>

Source: (UNESCO, 2020:1)

d) Fourth stage: Implementation

The I- stands for implementation of the content i.e., the delivery of the course; in this instance, lecturers can be trained, briefing of student assistants or support staff on student assessment procedures.

e) Fifth Stage: Evaluation

The last letter E- stands for Evaluation, this is where feedback and data are collected in order identify areas that require improvement. This is an important stage as it defines whether students are involved in the shaping of the curriculum or not. Since the implantation of the online content is new to everyone involved, feedback on the efficiency of the delivery is required. On content creation and delivery of material to students online, Shelton and Saltsman (2007) in their work

entitled “Using the ADDIE Model for Teaching Online” reveal clearly that online education has evolved from being just an experiment to an alternative way of learning. In Actual fact few universities in South Africa had invested in preparing their lecturers for online education. Shelton and Saltsman (2007) refer to those lectures who used the online curriculum as brave as most of the teaching staff felt intimidated by online education. In most cases, the idea of delivering classes online made most lecturers to feel less prepared or inadequacy. Hence, it is important for educators to receive feedback on the content and delivery. However, Murgatroyd (2020) points out that feedback to students is important to make it regularly.

6. **Towards full scale online education**

The proposition to utilise online education is not far fetched idea in South Africa. According to Professor Kupe (the vice chancellor of Pretoria University) universities in South Africa had already started preparing to offer classes online since the #Feesmustfall and #Rhodesmustfall protest movements (Bothwell 2020). The universities in South Africa were forced to close and there was interruption of in classes due to protest. Online education allows classes to continue and serves as a contingency plan for universities during crisis. Sener (2019) in his book entitled “Why online education will attain full scale” defined online education as “the use of online technologies for teaching and learning” p.4. The full-scale delivery of online education includes delivery of courses, programs and use of online technology for teaching and learning. According to Sener (2019) a full scale online education will include the following characteristics: making use of online technologies as a normal routine in all universities; every university student should experience online education at one point; at least one or more modules should be offered online; and lastly a sufficient number of credits should be assigned to online education. As per our observations, following the introduction of pandemic pedagogy will open space for blended learning where educators will combine online and in-class learning. When using blended learning about 20-79 percentage of instruction should be delivered online (Allen & Seaman 2010). Research in the past has found out that online education makes higher education to grow and more accessible to more students who could not enrol for classroom curriculum.

7. **Conclusion**

This study has revealed discussed the challenges that may affect internationalisation of Higher Education due to the immediate and post-pandemic effects of covid 19. It also posed online education as the possible solution to serve universities from losing international students hence, preserving internationalisation. As noted, online education is beneficial to both local and international students as it helps university activities continuing. The proposal of online education should not be viewed as dismantling the face to face learning, but it should be an opportunity to support educators and students and their institutions to survive the effects of the pandemic. The pandemic pedagogy should be an opportunity to change the way institutions approach teaching and learning. The adoption of online education will lead universities towards blended learning whereby students are exposed to both face to face learning and online education. This research proves that being an educator online is more demanding than face to face as the educators play social role of providing moral support to the students such counselling services. This will help students survive through the time of stress and anxiety.

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