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Managerial Perspective on Emergency Remote Teaching and Learning in South Africa

Naven Chetty*, Oluwabamise Adeleye and Bobby Varghese

College of Agriculture, Engineering and Science, Teaching and Learning, University of KwaZulu-Natal,
South Africa

Abstract

The COVID-19 pandemic necessitated a rapid shift to emergency remote teaching, learning, and assessment (ERTLA) in higher education institutions (HEIs) worldwide. This paper presents the managerial initiatives aimed at "saving lives" and "saving the academic year" by a higher education institution (HEI) within the framework of the lockdown restrictions promulgated by the South African government. Additionally, we report the impact on the success of the Remote Teaching approach and student's pedagogy experience. The study discusses the related adjustments, technological and mental health challenges, the strategies implemented to address these challenges, and the outcomes of these efforts. The findings indicate the significant effect appropriate management practices had on the transition and emphasize the need for a unified institutional response and collaborative problem-solving in managing educational continuity during unexpected and post-pandemic periods.

Keywords: COVID-19, Emergency remote teaching, Higher education, Lockdown, Management practice