

Editorial: Education and the Quest for Educating in the Current and the Post-COVID-19 Era

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Abstract

This special issue contains quality, well-researched, and well-argued articles towards inter/multi-disciplinary understanding of the current and future state, manner, and disposition of social, educational, environmental, humanitarian, and technological perspectives of COVID-19 pandemic. Readers, academics, practitioners and students are provided with robust knowledge on the state and status of the COVID-19 pandemic in the world from its advent in 2020, its present state and future projections. We thank all colleagues involved in the editorial and publishing process for their supports, assistance and exceptional guidance. We are bold to say that the quality involved in the publication process of RESSAT Journal is second to none. To all our authors, your quality products remain part of the historical contribution to knowledge on the COVID-19 pandemic.

Keywords: Covid-19; post-Covid-19; education; teacher struggle.

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Coronavirus disease (COVID-19) has been described as an emergency of the unknown (Omodan, 2020), which has interrupted activities worldwide, including education sectors (Tarman, 2020). COVID-19, identified as a respiratory syndrome, was declared a pandemic on March 12, 2020, by the World Health Organization (WHO, 2020). United Nations Educational, Scientific and Cultural Organization confirmed that schools were closed down/lockdown in over 107 countries to contain the outbreak which affected more than 862 young people, half of which is the student population” (Viner et al., 2020). Countries shut down various organizations and agencies, including primary, secondary and tertiary institutions; however, education and educating must continue. In this light, numerous strategies were designed by countries, universities, education departments/agencies and different governing bodies to immunize the system against the danger of COVID-19 on institutional productivity. Among these mitigating remedies are remote learning, virtual management, online engagement, and technology to enhance educational operations beyond the schools (Murphy et al., 2020; Greenhalgh et al., 2021). Even social activities were/are driven by technology cum “internet of things” (Singh et al., 2020; Mohammed & Isa, 2021).

It was observed globally that educational institutions had commenced operations, either in full flesh or partially, while the majority are still working and educating from home. Therefore, this special issue contains quality, well-researched, and well-argued articles towards inter/multi-disciplinary understanding of the current and future state, manner, and disposition of social, educational, environmental, humanitarian, and technological perspectives of COVID-19 pandemic. Readers, academics, practitioners and students are provided with robust knowledge on the state and status of the COVID-19 pandemic in the world from its advent in 2020, its present state and future projections.

In conclusion, we thank all colleagues involved in the editorial and publishing process for their supports, assistance and exceptional guidance. We also thank all academics who participated in the review process. Your time, selfless and profound academic prowess towards quality production is appreciated. Our special appreciation is extended to the Editor-in-Chief, Prof. Bulent Tarman for your exceptional editorial and administrative endeavors towards actualization of the special issue. We are bold to say that the quality involved in the publication process of RESSAT Journal is second to none. To all our authors, your quality products remain part of the historical contribution to knowledge on the COVID-19 pandemic.

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