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Emergency remote teaching as an influencer: A post-ERT reflection framework

Carrie Cargile*, Vanderbilt University

Stephanie Gollobin*, Vanderbilt University

*Both authors contributed equally to this work.

ABSTRACT

After a rapid shift in instructional delivery during times of conflict, natural disasters, health crises, and other unprecedented circumstances, educators are often challenged to expeditiously shift from emergency remote teaching (ERT) back to in-person instruction when the instructional disruption abates. However, there is a dearth of support for practitioners about how to maximise ERT practices for post-ERT instruction. This paper proposes a Post-ERT Reflection Framework to guide practitioners in enriching their in-person courses based on ERT practices. The 4-step framework guides practitioners in examining their ERT practices to determine how they may be eliminated, adopted, or adapted for in-person instruction as part of the return-to-the-classroom process. The proposed framework embraces blended learning (BL), an approach that combines online and face-to-face learning, for enhancing post-ERT instruction and supports the development of instructional preparedness competencies. By emphasising core teaching principles and individual experiences, this framework invites practitioners to reimagine their ERT practices while foregrounding the principles of accessibility, engagement, authenticity, and other influential principles through BL. Here, the authors describe their development of the Post-ERT Reflection Framework, the framework steps, and its implementation when reimagining an English for legal purposes course in a post-ERT context. The framework offers a practical and sustainable process for reimagining in-person instruction after ERT.

Keywords: higher education, educational technology, blended learning, COVID-19, emergency remote teaching

Introduction

As everyday life grinds to a halt in times of conflict, natural disasters, and health crises, educators work feverishly to maintain instructional continuity, being challenged to rapidly build and facilitate effective learning experiences during often unprecedented disruptions. In doing so, educators may shift to emergency remote teaching (ERT), a crisis-driven, temporary modification to instructional delivery with the intention to return to the original delivery method when the crisis abates (Hodges et al., 2020).

Even though the recent COVID-19 health crisis is now in an endemic phase, the inevitability of future rapid ERT transitions is a persistent reality. Practitioners are challenged with the questions: *How can lessons learned from ERT enrich future in-person courses? How can practitioners transition from ERT back to in-person instruction with increased dexterity?* Research has acknowledged that COVID-era ERT could change teaching if practitioners draw on their related experiences as part of their return to in-person classrooms (Fayed & Cummings, 2022; Kohnke & Zou, 2021; Schrenk et al., 2021; Singh et al., 2021). This call to identify and maintain COVID-era ERT 'best practices' post-pandemic implicitly lends support to blended learning (BL), a curricular design that combines remote and in-person teaching practices at varying

degrees. Yet this 'best of' approach neglects the individualised nature and intricacies of the post-ERT classroom reflection and planning process.

This paper proposes a Post-ERT Reflection Framework that guides practitioners when reflecting on their individual ERT experiences as they return to in-person instruction. The framework's goal is to maximise the time and effort practitioners spend during ERT by adopting and adapting online lessons, tools, and materials for subsequent in-person instruction. Considering the potential for future pandemics, continuous presence of protracted conflicts, and omnipresent threat of natural disasters, educators' ability to shift into and out of ERT is now an important 'preparedness competency' in the field (Cahapay, 2020). In fact, we predict such preparedness skills will be prioritised in teacher training and selection moving forward given the increased attention on the skills during the recent pandemic, particularly when a lack of such skills impeded instruction (Pozas & Letzel, 2023). Our framework supports this new prioritisation by fostering a way to achieve instructional dexterity while maximising efforts and potentially improving instructional practices post-ERT.

This paper begins with an overview of our Post-ERT Reflection Framework development process, including the theoretical and practical influences that helped guide our post-ERT reflection process and the resulting framework. Next, the framework is introduced, followed by a demonstration of its use in reconceptualising a post-ERT English course for international students at a U.S.-based law school.

The Post-ERT Reflection Framework development process

The Post-ERT Reflection Framework development process was guided by Farrell's Reflective Framework (2015), which includes five separate yet interconnected stages of reflection (Figure 1). Throughout our transition from ERT back to in-person instruction, Farrell's (2022) process offered a constructivist, descriptive approach that incorporates the affect and identity of the practitioner in the reflection practice. The first three stages represent invisible aspects of teaching: reflection on what shaped the practitioner's identity and relationship with teaching (philosophy), their attitudes and beliefs about learning (principles), and their chosen approaches and methods (theory) (Farrell, 2015). Visible teaching actions are examined in Stages 4-5: reflecting on lessons, materials, and delivery (practices) and on influential "moral, political, emotional, ethical, and community/social issues" (beyond practice) (Farrell, 2022, p. 22), also called critical reflection (Farrell, 2017).
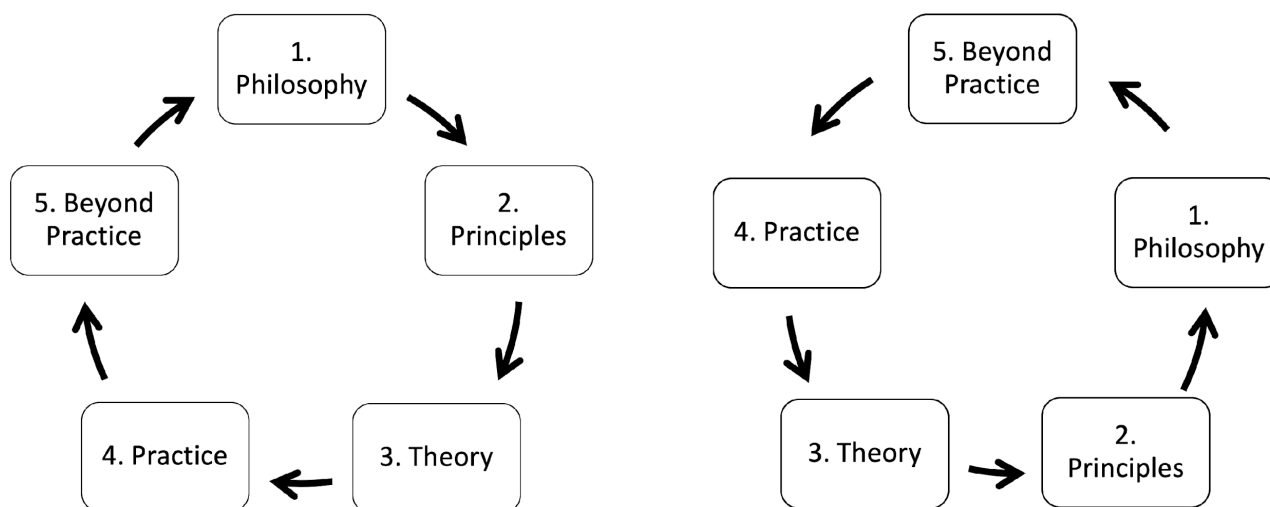
Figure 1 Farrell's (2015) Reflective Framework: Inductive (left) and Deductive (right) Processes

However, as Farrell (2015) recommends for experienced practitioners, we followed a deductive reflective approach (from Stage 5 to Stage 1) with the notion that our teaching practices are more likely to already reflect our teaching philosophy (Figure 1). To begin with the Practice and Beyond Practice stages as we planned for a return to in-person instruction for Fall 2021, we used lesson plans and instructional notes to guide deductive reflection discussions about our recent ERT experiences. These discussions also included developing an inventory of our ERT instructional practices and evaluating them based on our observations, student engagement and assessments, and course survey results.

During these discussions, we noted our success with several recent ERT practices, such as a flipped classroom design. A flipped classroom is a BL design that inverts conventional teaching approaches. By assigning class preparation tasks that introduce students to new content, such as viewing a pre-recorded lecture, the in-class instruction can focus on learner-centred activities that allow students to explore the new content more deeply (Agirman & Ercoskun, 2022, p. 72). Our ERT use of the flipped classroom design required significant preparation of instructional materials, such as videos, that students viewed before class, but we observed immediate benefits. Most notably, providing students with class preparation materials during ERT enhanced the quality of our synchronous online class time (facilitated on Zoom). After reviewing related literature, we determined that in an in-person course, a flipped classroom design supports a form of BL which encouraged us to further examine BL as a possible course model.

More generally, our research on BL supported its ability to further student-centred and student-driven learning (Boettcher & Conrad, 2016) and foster crucial skills development (Adekola et al., 2017a; Dakhi et al., 2020). Its benefits have also been documented with English language learners and in English for academic purposes and English for specific purposes settings (Tarnopolsky, 2013), with more recent research noting BL's ability to provide flexible and individualised learning and multimodal language interfaces (Khonke et al., 2021), all supporting second language acquisition.

Research has also discussed challenges surrounding BL, particularly a lack of instructor experience, infrastructure, and time (Ashraf et al., 2021; Keengwe & Kidd, 2010). However, recent research posits that COVID-19-era ERT experiences have addressed many BL implementation challenges (Singh et al., 2021) or have at least drawn increased attention to them (Singh et al., 2021; Zhao & Watterston, 2021), especially the lack of infrastructure and instructional provisions within low-resourced instructional environments (Cahapay, 2020; Rehman et al., 2021; Zhao & Watterston, 2021). With that acknowledgment, related research supports that the global gains made as part of COVID-era ERT increase the possibilities for BL moving forward (Kourbout, 2022; Zhao & Watterston, 2021), including in higher education (Kohnke & Zou, 2021; Rehman et al., 2021; Singh et al., 2021) and English for academic purposes settings (Kohnke & Zou, 2021).

As our research began solidifying our plan to use BL as a course design moving forward, our discussions focused on how we selected, incorporated, and rejected instructional technology during ERT. This heightened focus moved our discussions to Farrell's principles and philosophy stages, and, through related reflection discussions on our individual teaching philosophies and recent ERT experiences, three marked themes, or principles, emerged: accessibility, engagement, and authenticity. More specifically, these discussions revealed that our recent ERT experiences and subsequent research on BL expanded our consciousness of accessibility, engagement, and authenticity as they relate to English language instruction in higher education. This revelation encouraged us to consider how we could use ERT practices to help ensure these principles remained at the forefront of our teaching as we returned to in-person instruction.

After identifying and defining these three key principles during our initial post-ERT reflection, we discovered that we had potentially formed a framework to support other instructors transitioning from ERT to in-person teaching. To test this notion, in Fall 2021, we implemented a reimagined, in-person English for specific purposes course which our Post-ERT Reflection Framework helped produce. While teaching the reimagined course, we continued to engage in weekly reflection meetings to discuss the post-ERT lessons, student responses, and formative assessment results. In a series of course debriefs, we also used the Post-ERT Reflection Framework to discuss the strengths and weaknesses of our reimagined course, focusing on our adapted ERT practices and, in turn, applying this experience to strengthen our framework.

We will briefly define our use of the principles of accessibility, engagement, and authenticity and their relevance within the context of our post-ERT reflection process and resulting framework.

Accessibility

Our interpretation of 'accessibility' expands on its everyday use as ensuring spaces can be used by individuals regardless of physical ability, with broader accommodation considerations specific to our student population, such as limited English proficiency and cultural differences. Under this expanded definition, BL can foster accessibility as it helps scaffold language and skills development (Adekola et al., 2017b; Tarnopolsky, 2013; Thompson & Ku, 2005; Turner 2015). For example, in Turner's (2015) study on replacing traditional in-class lectures with pre-class podcasts, international post-graduate business students noted enhanced "flexibility, language accessibility, support for revision, and note-taking" (p. 168).

Additionally, BL can allow for flexible, self-regulated learning opportunities where students can access course materials synchronously and asynchronously in myriad modalities (Dakhi et al., 2020). When selecting such modalities, practitioners can consider accessibility challenges their students face regarding "Wi-Fi connectivity… working schedules, geographic locations/time zones, language, culture, learning disabilities, and even family responsibilities" (Drinkwater, 2022, p. 87) and how their selections can help mitigate such challenges. Not surprisingly, during recent studies of ERT, remote practices that allow students to access course materials in multiple modalities were shown to promote increased flexibility, self-regulation, and personalised learning (Ashraf et al., 2021; Bozkurt & Sharma, 2020; Nomnian, 2022). Conversely, when selecting online tools, practitioners should weigh the benefits of incorporating such tools to avoid overwhelming students, hindering accessibility (Bruff, 2019). When practitioners reimagine ERT curricula for in-person instruction, focusing on the principle of accessibility can support learners across paradigms: scaffolded language and skill development and flexible, self-regulated learning opportunities.

Engagement

Here, we also embrace a multidimensional interpretation of 'engagement' which factors in the behavioural, cognitive, and emotional participation of students in the learning process (Axelson & Flick, 2010), as well as the more recently added social participation dimension (Bowden et al., 2021). Research has shown increased levels of student engagement in BL environments (Ashraf et al., 2021), particularly within cognitive, social, and behavioural dimensions (Geng et al., 2019).

Considering engagement through the lens of international students in higher education, multiple studies have found that such students may be less comfortable participating in traditional classes, as expectations for participation are influenced by domestic socio-cultural norms (Gu et al, 2010; Turner, 2015). This analysis advances findings that some international student populations are more likely to feel at ease

(Thompson & Ku, 2005) and demonstrate superior reasoning skills (Garrison & Kanuka, 2004) when expressing themselves virtually. For example, during COVID-era ERT, Kohnke and Zou (2021) noted increased student participation in an English for Academic Purposes (EAP) class, as students took more language risks and demonstrated increased motivation and engagement when using online tools. Consequently, the researchers noted several ERT practices they planned to maintain when in-person instruction resumed, including using online student response systems and a flipped classroom design (Kohnke & Zou, 2021), popular BL practices.

We acknowledge the unsubtle argument that without legitimate access to course content, students cannot fully engage. However, COVID-era studies continue to show a deep connection between accessibility and engagement, arguing that incorporating instructional technology can also lead to more creative, diverse, and culturally inclusive content delivery (Drinkwater, 2022). This connection between accessibility and critical approaches further utilises technology's ability to decolonise traditional classrooms as they offer "greater connections to students' lived experiences and ways of knowing, being, and engaging" (Drinkwater, 2022, p. 88). Allowing students to engage in course content across multiple modalities acknowledges, encourages, and values multiple forms of self-expression, which further supports students' cultural adjustment, language proficiencies, and skills development.
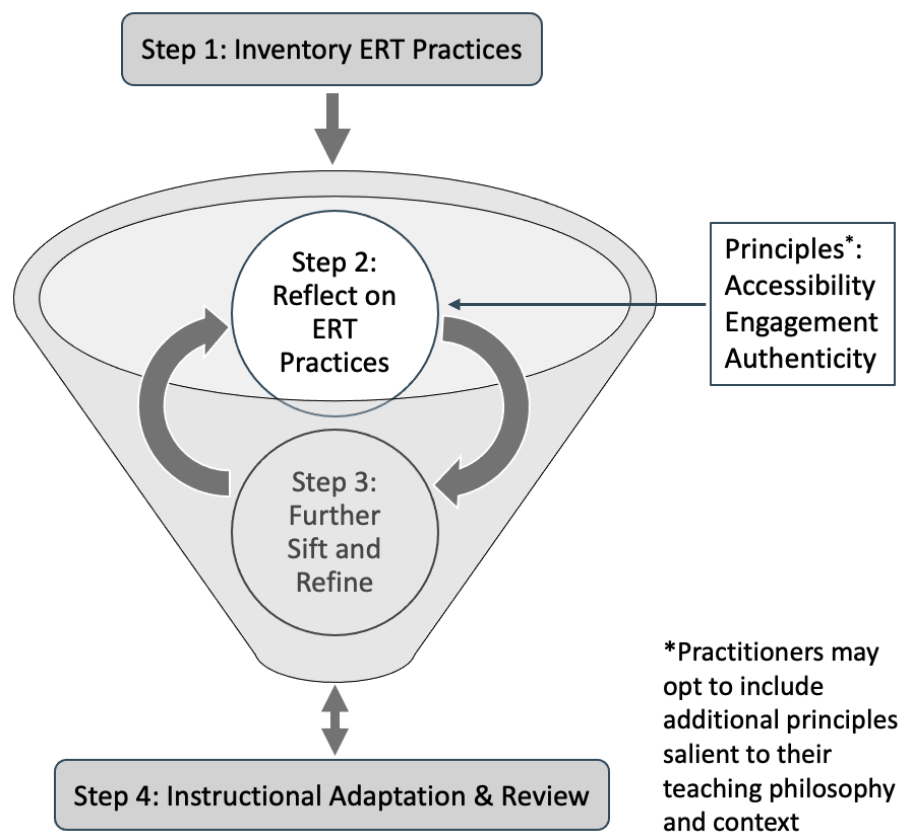
Authenticity

Lastly, our use of 'authenticity', or authentic learning, signifies an instructional approach that produces meaningful, application-based, and real-world learning experiences (Kreber et al., 2007). Research affirms that BL can incorporate varied instructional delivery techniques that foster authentic learning experiences (Afshari, 2022; Singh, 2003; Van Laer & Elen, 2017), including enhancing digital skills development (Adekola et al., 2017a; Siemens, 2005); providing a diverse range of authentic materials and communication (Tarnopolsky, 2013); and maximising in-person instruction by saving the most meaningful parts of the curriculum for in-person class time (Stein & Graham, 2014). Recent research has also echoed the notion that BL can foster authenticity, even establishing this connection as a central argument for BL's continued use in post-ERT instruction (Afshari, 2022). For instance, Zhao and Watterson (2021) argue that when returning to in-person instruction, technology can continue offering students interaction with experts from around the world, re-making the traditionally narrowed classroom into a global space. Similarly, Kohnke and Zou (2021)'s COVID-19-era ERT study noted the enhanced presence of authentic interactions provided through BL activities. As diversified online resources proliferate, technology can offer increased opportunities for student interaction with a broader range of voices, writing, and scholarship.

Ultimately, practitioners cannot anticipate every instructional challenge, but ERT practices can enhance accessibility, engagement, and authenticity and mitigate related challenges when adapted for in-person instruction. However, perhaps the most prominent thread binding authenticity, accessibility, and engagement within BL practices is technology's ability to alter classroom space and time. As such, an adaptation of ERT practices for in-person instruction can allow for individualised student-learning schedules and expand the classroom beyond a single confined space, making traditionally solitary homework assignments collaborative and exposing students to a wider, more diverse range of international experts.

The Post-ERT Reflection Framework

Our Post-ERT Reflection Framework (Appendix A) is intentionally adaptable and non-prescriptive so practitioners' post-ERT reflection processes can be shaped by their individual teaching experiences and learning environments. Equally important, although the framework is presented linearly, practitioners are encouraged to return to previous steps throughout the post-ERT reflection process to account for reflection's cyclical nature (Figure 2).

Step 1 of the framework, Inventory ERT Practices, asks practitioners to create a list of their ERT tools and activities. This unrefined inventory should be done without scrutiny of such practices' perceived value or level of impact.

Figure 2 Post-ERT Reflection Framework

In Step 2, Reflect on ERT Practices, practitioners analyse whether their inventoried ERT practices foster accessibility, engagement, and authenticity, the central principles revealed during our post-ERT reflection process. During this step, practitioners may also consider other principles central to their teaching philosophy. At the end of Step 2, practitioners' ERT practices inventory should be limited to tools and activities that foster accessibility, engagement, and/or authenticity or other principles deemed important.

Step 3, Further Sift and Refine, allows practitioners to further evaluate their inventory through guiding questions that help determine if continuing such ERT practices is justified for future in-person courses.

The guiding questions are as follows:

- Does this ERT tool/activity offer an advantage over a more traditional approach?

- Do the potential benefits outweigh the effort to both learn and use the associated technology?

- Does this tool/activity represent the diverse backgrounds, needs, and abilities of my students?

- Will the students' effort required for the asynchronous activity leave space for further in-person exploration?

- Will the value of the tool/activity be apparent to my students?

- Can this ERT practice be adapted to overcome potential drawbacks or limitations? Is it practical to do so?

The degree to which the questions impact a practitioner's decision about whether to continue an ERT practice will vary based on the individual practitioner and their teaching context. Additionally, practitioners are encouraged to move between Steps 2 and 3 as needed to analyse and refine their list of ERT tools and practices. After these stages, practitioners should have a preliminary selection of ERT practices to consider adopting for their in-person course, resulting in a BL design.

In Step 4, Instructional Adaptation and Review, practitioners determine if selected ERT practices should be adopted for their in-person course and what adaptations may be required for continued use in the new context. This step may result in eliminations and a focused list of adaptations needed in building the reimagined units, lesson plans, and assessments to accommodate adopted ERT practices. When making such considerations, practitioners should consider their selected ERT practices not only as individual tools and activities but also from a wider, more interconnected scope. Meaning, practitioners should also consider how their selections interact more broadly within the curriculum. The following questions can help to facilitate this overarching review.

- Am I asking students to use a manageable number of online tools/ERT practices?

- Will incorporating the selected ERT practices in my in-person course support my intended distribution of synchronous and asynchronous instructional time?

- Do the different modalities allow students to express diverse ways of communicating, knowing, and being?

- How are my post-ERT practices promoting equity, inclusion, and belonging for students with diverse identities including race, class, ethnicity, religion, ability, country of origin, language, sexual orientation, gender, age, and other facets of identity relevant to my teaching context?

The framework in praxis

The Post-ERT Reflection Framework fosters the professional growth practitioners can experience during ERT by supporting intentional curricular decisions and practitioners' fluidity by inviting the questions: *What have we learned from remote teaching that can enrich our future in-person courses? How can practitioners transition from ERT to in-person instruction with increased dexterity?*

To answer these questions, we implemented our Post-ERT Reflection Framework in an English for Legal Purposes (ELP) course as it transitioned from ERT to in-person instruction in Summer 2022. This intensive course serves incoming Master of Laws students who use English as an additional language. The four-week course consists of 80 instructional hours. Open to mixed English language proficiency levels, it supports students' language development, study skills, and cultural knowledge specific to law school in the U.S. The course integrates all four language skills, including listening, speaking, reading, and writing, with tasks

tailored to the academic, linguistic, and cultural expectations in U.S. law school settings. In Summer 2022, the 12 students enrolled in the in-person section of this course were Chinese (8), Japanese (2), Panamanian (1), and Colombian (1).

The ELP course was co-taught by two English language instructors, referred to as Practitioners A and B. Practitioner A has an MAT in TESOL and over 10 years of related teaching experience. They had also taught both the pre-ERT (in-person) and ERT versions of this course. Practitioner A co-developed the Post-ERT Reflection Framework and proposed its use to Practitioner B as part of the post-ERT redesign of the ELP course. Practitioner B holds a Ph.D. in Language, Literacy, and Technology Education, has over 12 years of related teaching experience, and has published research on ELP. However, unlike Practitioner A, this was their first time teaching this intensive ELP course.

In May and June 2022, Practitioners A and B used the Post-ERT Reflection Framework steps to adapt the ERT version of the ELP course for in-person instruction through 11 joint planning meetings and individual planning time. Throughout the adaptation process, the practitioners took shared notes in a Post-ERT Reflection Framework table housed in Google Sheets. They also documented their reactions and observations about using the framework in separate meeting notes. This additional effort was included to identify areas of potential adjustments to the framework itself.

During Step 1 of the framework (Inventory ERT Practices), the practitioners listed the following tools and activities from the ERT version of the ELP course.

- Pre-Course LMS Orientation
- Optional Resources and Bonus [Instructional Modules]
- Recorded Video Lectures ([instructor-]made)
- Recorded Video Lectures (outside creators)
- Icebreaker with Zoom background image
- Online Writing Assessment
- Online Speaking Assessment (in discussion boards)
- Online Individual Feedback Meetings
- Small Talk and Formal Introductions in [Breakout] Rooms
- Online Quizzes (formative)
- Asynchronous [Instructional Modules]
- Discussion Board Posts
- Padlet
- Perusall

Their inventory included specific activities, such as a Zoom-based icebreaker, and general tools used regularly, such as breakout rooms and Perusall, a platform that allows students to annotate course readings asynchronously, yet collaboratively. The practitioners did not list university-licensed tools they are required to maintain, such as the online learning management system (LMS) and Zoom.

After completing their inventory, the practitioners followed the subsequent framework steps by examining each item's reinforcement of accessibility, engagement, and authenticity (Step 2); further refining that list

of practices based on guiding questions (Step 3); and outlining possible adaptations for using these ERT practices in their post-ERT, in-person version of the course (Step 4).

Next, this paper will describe the resulting ERT practices that the practitioners adopted or adapted for in-person instruction using the framework steps. While these determinations resulted from the practitioners' use of the framework for this specific ELP course, the selected practices also serve as examples of the transferability of ERT practices to in-person instruction beyond this course.

Eliminating and adopting ERT practices for post-ERT in-person instruction

The first example demonstrates that ERT can accentuate instructional approaches or tools seen as more valuable than those previously used. Prior to their recent ERT, the practitioners relied on the LMS discussion board for an asynchronous extension of class discussions; however, during ERT, the practitioners also began incorporating Padlet and Perusall as additional discussion-based tools. The Post-ERT Reflection Framework helped reveal that the three tools were duplicative in their instructional benefits other than the potential for authentic learning to be better supported by Perusall's ability to embed original documents and videos (Table 1). Each of the tools fostered collaboration, served as a scaffold for participation, and extended instructional time. However, a side-by-side comparison of the three tools facilitated by Step 3 of the framework prompted practitioners to discontinue their use of the LMS discussion board in their subsequent in-person course. They eliminated the LMS discussion board because, in addition to the enhanced authenticity offered through Perusall, they realised that the LMS discussion board layout was noticeably less user-friendly than that of Padlet and Perusall.

While this reflection on the advantages of certain ERT tools over similar traditional teaching approaches initially formed around Padlet and Persuall, the practitioners applied the same logic to their other ERT tools, such as Google Suite. These tools all better allow students to join and follow conversations across written and spoken modalities in real-time and build on discussion notes shared across groups. For example, instead of groups using poster paper or whiteboards to share their ideas during in-person instruction, Padlet, Perusall, or Google Suite could be implemented as virtual discussion stations. Further, housing the students' ideas in these online tools allows students to revisit group discussions for later review.

Table 1 Post-ERT Reflection Framework Application: Discussion Tools

Step 1:	Step 2: Reflect on ERT Practices (Principles-based Evaluation)			Step 3:	Step 4:
Inventory ERT Practices	**Accessibility**	**Engagement**	**Authenticity**	**Further Sift and Refine**	**Instructional Adaptation and Review**
Discussion Board Posts	- Offers alternative ways to participate for quiet Ss	- Helped Ss engage more deeply who didn't talk during class - was with a different S population	- Mimics social media platforms	- Had trouble in the past getting Ss to engage when it's for in-person classes - worked much better all online - Can we get the same type of engagement using a tool the Ss like better? Perusall? Padlet?	- Try it in the beginning and see if it works - Could assign Ss to lead a discussion board topic - we'll see if this experience can be replicated by Perusall and Padlet - looking toward eliminating because the layout is not inviting
Padlet	- Ss can review the notes after class as needed - Padlet notes can be downloaded/archived in PDF format for screen readers and the format is visually appealing	- Lower proficiency Ss can see the notes written by their group mates and either follow an in-person conversation as it happens during group work OR follow classmates' ideas between class meetings as students comment for a HW assignment - Ss can build on the ideas of even more classmates			- Will keep and expand to make up for discussion board activities when needed

		as they see notes from other groups (if used during simultaneous group work)			
Perusall	- Ss can get feedback for clarification - Ss can see what is tripping up their peers: lowers intimidation factor	- Students can interact outside of class time - Ss can answer each other's questions and confirm or contradict each other's comments - "Think-aloud" reading - Ss are more comfortable asking questions on the platform than during class because they are still often nervous to speak	- e.g. [Ss can read] real cases - can practise spontaneous reactions like they will need to do in class, but less pressure because it's written and on their own time - Mimics what they have to do when they read cases in law classes - scaffolds the approach to case reading	- If the students highlight the wrong part on paper, it can't be unhighlighted - Perusall allows the T to check what everyone sees as the labels	- keep it: "it hits all the things"

Note: "S" stands for "student"; and "T" stands for "teacher."

Adapting ERT practices for post-ERT in-person instruction

The second example captures the practitioners' use of the framework to adapt online ERT quizzes for their reimagined, in-person course. This example was chosen because this ERT practice had the most varied adaptations for in-person instruction, illustrating the diverse ways in which the practitioners adapted their ERT tools and activities for their later in-person course.

The practitioners' principles-based evaluation (Step 2) of online quizzes highlighted their benefits, particularly in scaffolding student comprehension, fostering independent learning, and encouraging self-evaluation. However, Step 3 caused the practitioners to recognise that in-person instruction presented an opportunity to deliver such formative assessments using more collaborative and creative modalities than online quizzes allowed (Table 2). In the end, because of the aforementioned benefits of the online quizzes, the practitioners decided to explore how the quizzes might be adapted to benefit the in-person course.

The practitioners decided to adopt some of the online quizzes as is, continuing to assign them asynchronously, and others would be adapted for in-person activities. The quizzes that remained asynchronous were unaltered because they presented a strong case for independent student work. For example, two quizzes were part of a listening skills development module, and students' individual performance on these quizzes allowed them to formatively evaluate their listening skills and set individual listening practice goals. Another quiz left in the online format included an element of personal reflection. Keeping the reflective quiz asynchronous allowed students to individualise their answers and control the time they needed to meaningfully complete the task.

Conversely, the practitioners adapted other online quizzes from their ERT course to enhance their subsequent in-person course. In one instance, the practitioners used ERT quiz material to simulate cold calling during class, a practice widely used in law school and often unfamiliar to international students. Another previously online quiz on professional email communication was adapted for in-person instruction by turning the content into a group discussion activity where the students collaboratively responded to the quiz questions, furthering not only their content knowledge but also their discussion-based skills.

Table 2 Post-ERT Reflection Framework Application: Online Quizzes

Step 1:	Step 2: Reflect on ERT Practices (Principles-based Evaluation)			Step 3:	Step 4:
Inventory ERT Practices	Accessibility	Engagement	Authenticity	Further Sift and Refine	Instructional Adaptation and Review
Online Quizzes (formative)	- Allows Ss to take the quiz multiple times - Ss can listen to audio/videos as many times as they need	-Is somewhat "gamified" which might be fun for some students.	- Ss will have to self-evaluate their reading, listening, and notetaking skills when they are in lectures and completing asynchronous reading to prep for class.	- Online quizzes may limit S-S cooperation/ discussion that could be added in person, like taking the quiz in groups or comparing answers after taking the quiz - Some quizzes (like in [Module] 4) were created to assess student reading comprehension. This may be easier to achieve in person or collaboratively in a class activity - Could we scaffold this self-evaluation more in person?	- Some can be transferred into discussion questions or scavenger hunts for during class time - will keep some to get the immediate feedback when applicable - will keep all the quizzes in the bonus mods

Note: 'S' stands for 'student'

Discussion

This paper introduced a Post-ERT Reflection Framework to support the deliberate selection and use of ERT practices for in-person courses, an approach supported by previous research on BL, including its implementation in an English for legal purposes course in a higher education setting. Here, the practitioners reported that the framework provided them with a structure to more methodically inventory, review, and adapt their ERT practices for future use. By maintaining some ERT practices and adapting or eliminating others, the practitioners more deliberately maximised their ERT efforts for future in-person instruction, and students ultimately reaped the benefits of the resulting asynchronous and synchronous delivery methods through the BL approach. Practitioner B commented that the planning discussions facilitated by the Post-ERT Reflection Framework helped to reveal the possibilities for a BL approach to the class moving forward. Further, Practitioner B reported that the framework prompted a more thorough organisation of their thoughts about the ERT practices, analysing them more deeply, and making more intentional, strategic decisions when selecting practices to carry forward.

The practitioners also observed that documenting the details of their framework use thoroughly captured their curricular redesign process, which could be beneficial. For example, the documentation could help justify instructional choices, funding, and subsequent redesign with stakeholders. Additionally, the framework-driven planning documentation created a training tool for novice team members seeking to develop their BL design skills and ERT preparedness competencies. Most notably, the practitioners observed that their ERT practices often overlapped between courses. After using the framework in the redesign of their ELP course, the practitioners re-used their analyses in subsequent course redesigns, saving valuable time and making adjustments as needed for different courses and student needs. Similarly, the practitioners noticed that after becoming familiar with the Post-ERT Reflection Framework, they could conceptualise the process as a whole, allowing them to move more effortlessly through the framework steps and simultaneously address multiple steps in the reflection process. Both time-saving elements incentivised the practitioners to regularly refer to the framework and their discussion notes in the months following. These observations highlight this tool's ability to streamline future transitions from ERT to in-person instruction.

Despite the overall success of the framework's development and initial implementation, it comes with limitations. Like most new tools, finding time to become familiar enough with the framework to use it efficiently is a consideration. Similarly, practitioners may struggle to reserve time to use the framework if having to transition from ERT to in-person instruction mid-course or at short notice. However, with some established familiarity, the framework's flexibility may help mitigate this challenge. For example, familiarity may also allow practitioners to begin following the framework's steps during ERT or after in-person instruction resumes, enabling the framework's use despite the absence of an official instructional pause. Furthermore, the framework was implemented in a short-term, intensive English language course, potentially limiting the generalizability of its effects on post-ERT course design processes to this setting. Examining the framework's influence on post-ERT course design processes in diverse programmes, including instructional planning and assessment development, would be an interesting area for future inquiry.

A final consideration is that the Post-ERT Reflection Framework rests on the notion that post-ERT, particularly in the current post-pandemic era, is an opportune time for the expansion and betterment of instructional practices through a BL approach. However, we would be remiss not to acknowledge that inherent barriers continue to exist that limit widespread applicability of this belief. More specifically, inequities, such as the digital divide, need to be addressed before all students can equally benefit from post-ERT instructional gains (Singh et. al, 2021). Additionally, although practitioners experienced substantial

professional growth due to recent ERT, continuous training and support need to be available to both pre-service and in-service practitioners, particularly regarding the continued use of technology-assisted instruction to make ERT instructional gains sustainable. Such training, focused on BL and ERT transitions in both teacher education and professional development settings, would better prepare practitioners to face instructional disruptions.

The Post-ERT Reflection Framework aims to provide a practical, timely tool to contribute to sustaining post-ERT transitions, preparedness competencies, and pedagogical growth. Further research might also explore the Post-ERT Reflection Framework's efficacy in instructional environments beyond higher education as well as its implementation in training programs directly addressing emergency remote teaching preparedness.

Conclusion

During times of considerable unrest, educators around the world are challenged to maintain instructional continuity through ERT and encouraged to maximise related professional growth when returning to in-person instruction. The potential enhancement of in-person instruction based on ERT experiences is supported by decades of research on the benefits of BL in higher education (Ashraf et al., 2021). More recently, disruptions to traditional teaching methods and the post-COVID spike in technology-assisted instruction have prompted discussion about the possible influences of COVID-era ERT on post-ERT teaching practices (Bozkurt & Sharma, 2020; Cahapay, 2020; Nomnian, 2022). However, such research has largely encouraged practitioners to rethink post-ERT instruction based on previously established best practices and has neglected to offer a practical and individualised framework to support practitioners during their return to in-person instruction.

Our Post-ERT Reflection Framework guides practitioners in reimagining and maximising their ERT practices for in-person instruction based on core teaching principles and individual ERT experiences. The framework's application was illustrated through a post-ERT reconceptualisation of an ELP course as two practitioners eliminated, adopted, and adapted recent ERT practices for their reconceptualized in-person instruction. The curricular outcomes demonstrate the potential for the Post-ERT Reflection Framework to maximise ERT instructional gains when returning to in-person instruction through a BL design.

Biographies

Carrie Cargile is a Senior Language Teaching Specialist at the Vanderbilt University English Language Center. Her professional interests are teacher training, program and curriculum development, and English for Specific Purposes. She's been able to work within these interest areas throughout the U.S., in South Africa, and on the Thai-Burma border. https://orcid.org/0000-0002-9613-418X

Stephanie Gollobin is a Senior Language Teaching Specialist at the Vanderbilt University English Language Center. A former Fulbright ETA, she has extensive experience teaching in the United States and Germany. Her research interests include critical pedagogy, identity formation, genre analysis, genre-based writing instruction, and English for Specific Purposes. https://orcid.org/0000-0001-5019-3208

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Appendix A: The Post-ERT Reflection Framework Worksheet

Use this framework to maximise your emergency remote teaching (ERT) practices and enrich your in-person courses. While the framework steps are presented linearly, you are encouraged to revisit previous steps throughout the reflection process. Framework steps will likely be combined as you become familiar with the tool.

Figure 3 Post-ERT Reflection Framework
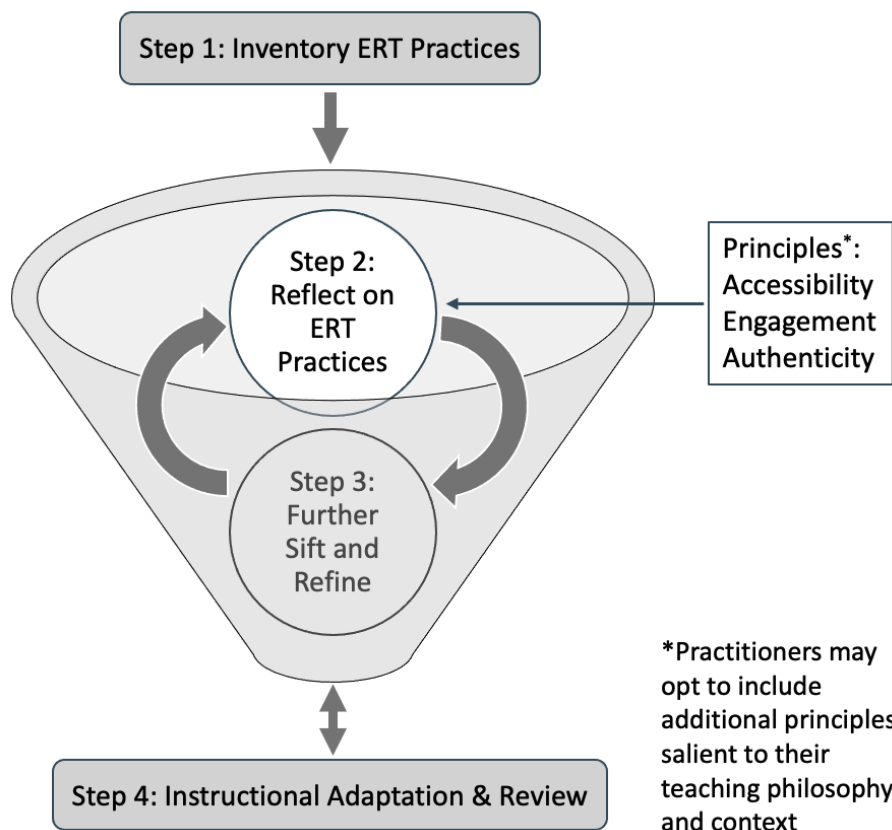
Step 1: Inventory ERT Practices

List the online tools and activities you used during ERT. Create an unfiltered list and avoid evaluating the inventoried practices at this point.

Step 2: Reflect on ERT Practices (Principles-based Evaluation)

   A. Evaluate and record how the online tools and activities you listed foster accessibility, engagement, and authenticity or other teaching principles central to your teaching philosophy.

   B. Remove ERT practices from your inventory that do not support accessibility, engagement, authenticity, or other principles you deem important.

Step 3: Further Sift and Refine

Use the questions below to further evaluate your remaining ERT practices inventory and determine if continuing each practice is justified for in-person courses.

- Does this ERT tool/activity offer an advantage over using a more traditional approach?
- Do the potential benefits outweigh the effort to both learn and use the associated technology?
- Does this tool/activity represent the diverse backgrounds, needs, and abilities of my students?

- Will the students' effort required for the asynchronous activity leave space for further in-person exploration?

- Will the value of the tool/activity be apparent to my students?

- Can this ERT practice be adapted to overcome potential drawbacks or limitations? Is it practical to do so?

Step 4: Instructional Adaptation and Review

Now that you have selected possible ERT practices to adopt, consider ways you might need to adjust the practices for an in-person course, noting some ERT practices may not require adjustments. Also step back and consider how these selected practices may interact more broadly within the curriculum, as adjustments to the course curriculum may be necessary to accommodate adopted ERT practices. The following questions can facilitate this review:

- Am I asking students to use a manageable number of online tools/ERT practices?

- Will incorporating the selected ERT practices in my in-person course support my intended distribution of synchronous and asynchronous instructional time?

- Do the modalities allow students to express diverse ways of communicating, knowing, and being?

- How do my post-ERT practices promote equity for students with diverse identities including race, class, ethnicity, religion, ability, country of origin, language, sexual orientation, gender, age, and other facets of identity relevant to my teaching context?

Practitioners may elect to record their reflection process in various ways (see Figure 4 for a sample template).

	A	B	C	D	E	F
1	**Step 1:**	**Step 2: Reflect on ERT Practices**			**Step 3:**	**Step 4:**
2	**Inventory ERT Practices**	**Accessibility**	**Engagement**	**Authenticity**	**Further Sift and Refine**	**Instructional Adaptation and Review**
3						
4						
5						
6						
7						

Figure 4 Post-ERT Reflection Framework Spreadsheet Template