



Reflections on Academic Practice in an Age of Pandemic

PRACTICE-BASED PAPER

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ABSTRACT

Covid-19 has recalibrated academic experiences of so many works, cultures, and institutions all around the world. Thus, I response about how Covid-19 has altered my definitions, theorising and practices as such. In short, my reflections contain two parts, 'reflexive fragments for the fieldwork' and 'a metaphysical rethinking concerning the phenomenology and circumstances'. The prior is my reflexive ideas about a Covid-19 impacted teaching and learning classroom assessment. The latter is an awakening rethinking of the triad dialectics – phenomenological reflexivity, resistance to uncertainty, and pandemic resilience.

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KEYWORDS:

Covid-19 impact;
phenomenological reflexivity;
resistance to uncertainty;
pandemic resilience; praxis-
oriented approach; and
emotional intelligence

TO CITE THIS ARTICLE:

Su, T-H. 2021. Reflections on Academic Practice in an Age of Pandemic. *Gateway Papers*, 2(1): 13, pp. 1–2. DOI: <https://doi.org/10.3943/gp.39>

In line with the governmental measures, as my fieldwork location is in Taiwan nowadays, my testimony pivots emotional intelligence to balance between worries on the circumstances under siege of Covid-19/variants and pressures on the proposed tasks. Most importantly, I remain social distance, wear a face covering (though I noticed few not wearing it properly and closely), and wash hands regularly. Indeed, Covid-19 has recalibrated academic experiences of so many works, cultures, and institutions all around the world. Thus, I respond about how coronavirus disease has altered my academic practice. In short, my reflections contain two parts, 'rethinking the pandemic circumstances' and 'further social reflexivity for my fieldwork'. The prior is my rethinking of a developing Taiwanese community safety alert, especially on resistance to uncertainty and future pandemic resilience. The latter as phenomenological reflexivity is about a Covid-19 impacted assessment, e.g., online evaluations/interviews instead of face-to-face interviews.

Concerning the anxiety management for this specific pandemic outbreak (within Taiwan where lacks adequate vaccines and asymptomatic test kits), it is the utmost priority to ease one's panic mind after increasing confirmed cases day by day. Social distancing comes after the worries and alerts, which makes the interview conduction more difficult. What's worse, the pandemic resilience after lengthy lockdowns paradoxically grants fewer academic job offers. In particular, facing the phenomenon of diminishing international students for migration and enrolment in the anglophone universities, tentative (or adjunct) postgraduate academic employees collectively become a subgroup of newly multifaceted victims of this pandemic and have been growing in numbers, e.g., my peers initially managed the reactions to Covid-19 pandemic well, as being fixed-term university tutors at the online education programme, but are currently unemployed.

The most significant experience I have learned about the pandemic is flexibility within the Covid-19 pandemic impacted circumstances. That is, the proposed fieldwork associated with part-time academic works present diverse derivative issues under the siege of novel coronavirus pneumonia and variants. Owing to the imminently challenging circumstances, the flexibility is a must for unknown resources rearrangement under the pandemic outbreak pressure. My overall review focuses on the changing knowledge needed for the rapidly shifting nature and how best the relevant instruction enables to deliver these, especially on how ideas are used to support them as part of the response to the global pandemic outbreak. Besides, I would suggest VLE (Virtual Learning Environment) modules in emotional intelligence, with a focus on constructive thinking on one's right brain to ease 'emotional' mind alongside relaxing mindset music background of High Alpha Band (10–13Hz) if the authority cares the wellbeing issues. Hopefully, this real-time testimony on challenges, issues, and opportunities for relevant higher educational fields may bring about collective growth rather than victimisation from the Covid-19 relevant disputes.

COMPETING INTERESTS

The author has no competing interests to declare.

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Submitted: 18 April 2021

Accepted: 25 May 2021

Published: 17 August 2021

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