

ADDRESSING CHALLENGES DURING EMERGENCY REMOTE TEACHING:
EXPLORING THE HABITS OF MIND OF EXPERIENCED EFL
TEACHERS

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A THESIS SUBMITTED

FOR

THE DEGREE OF MASTER OF ARTS

IN

CURRICULUM AND INSTRUCTION

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

JUNE 2022

I dedicate this thesis to my beloved mom and sis...



Addressing Challenges During Emergency Remote Teaching: Exploring The Habits
of Mind of Experienced EFL Teachers

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by

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In Partial Fulfilment of the Requirements for the Degree of
Master of Arts
in
Curriculum and Instruction
Ankara

June 2022

İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Thesis Title: Addressing Challenges During Emergency Remote Teaching:
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I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

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ABSTRACT**ADDRESSING CHALLENGES DURING EMERGENCY REMOTE TEACHING:
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MA in Curriculum and Instruction

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June 2022

This present study aimed to investigate the challenges and strategies teachers report during emergency remote teaching and explored what intelligent behaviors and Habits of Mind are evident when teachers explain how they organize and address these challenges. This narrative inquiry study was carried out at a private university in Ankara. All participants in this study were experienced EFL instructors at preparatory school at a private university. Three in-depth unstructured interviews were conducted with participants as the data collection tools. The researcher used the conceptual framework developed by Altan et al. (2019) for analysis to explore the connection between participants' shared experiences and their dispositions as Habits of Mind. Findings reveal that participants use certain intelligent behaviors associated with Habits of Mind during emergency remote teaching. Given the novelty of remote teaching, institutions may need to identify the professional dispositions that an effective educator needs to have in online environments. Profiling these professional dispositions could reveal an indication of the probability that they may foster their dispositions toward remote teaching.

Keywords: Emergency remote teaching, Habits of Mind, intelligent behaviors, teacher dispositions

ÖZET

ACİL UZAKTAN ÖĞRETİM SIRASINDA KARŞILAŞILAN ZORLUKLARI ELE ALMAK: DENEYİMLİ İNGİLİZCE DİL ÖĞRETMENLERİNİN ZİHİN ALIŞKANLIKLARINI KEŞFETMEK

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Haziran 2022

Bu çalışma, öğretmenlerin acil uzaktan öğretim sırasında bildirdiği zorlukları ve stratejileri araştırmayı amaçlamakta ve öğretmenler bu zorlukları nasıl organize edip ele aldıklarını açıkladıklarında hangi akıllı davranışların ve Zihin Alışkanlıklarının belirgin olduğunu araştırmaktadır. Bu çalışmadaki tüm katılımcılar, özel bir üniversitenin hazırlık okulunda deneyimli İngilizce öğretim görevlileridir. Veri toplama aracı olarak katılımcılarla üç adet derinlikli ve yapılandırılmamış görüşme yapılmıştır. Araştırmacı, analizinde katılımcıların ortak deneyimleri ile Zihin Alışkanlıkları olarak eğilimleri arasındaki bağlantıyı keşfetmek için Altan ve diğerleri (2019) tarafından geliştirilen kavramsal çerçeveyi kullanmıştır. Bulgular, katılımcıların acil durum uzaktan öğretimi sırasında Zihin Alışkanlıkları ile ilişkili belirli akıllı davranışları kullandıklarını ortaya koymaktadır. Uzaktan öğretimin yeniliği göz önüne alındığında, kurumların çevrimiçi ortamlarda etkili bir eğitimcinin sahip olması gereken profesyonel eğilimleri belirlemesi gerekebilir. Bu profesyonel eğilimlerin profilini çıkarmak, onların uzaktan öğretime yönelik eğilimlerini geliştirme olasılığının bir göstergesini ortaya çıkarabilir.

Anahtar kelimeler: Acil uzaktan eğitim, Zihin Alışkanlıkları, akıllı davranışlar, öğretmen eğilimleri

ACKNOWLEDGEMENTS

Foremost, I would like to express my deepest gratitude to my supervisors Assoc. Prof. Dr. Jennie Farber Lane and Dr. Servet Altan for their support and guidance during the planning and development of this thesis. Without their persistent help and patience, this work would not have been possible. My grateful thanks are also extended to the other members of my committee, Prof. Dr. Paşa Tevfik Cephe and Assoc. Prof. Dr. Erdal Çataloğlu for their invaluable comments and suggestions.

Special thanks should be given to my precious friend Berkay Ündeğer as he laid the foundation of my studies and accompanied me throughout all phases of this process. In addition, there are my wonderful friends, Eda, Sena, Erdem, Ayşe, Arzu, Başak, Tuğçe, Gülşah, and Yadigar, always providing a happy distraction to rest my mind outside of my studies.

I also wish to express my heartfelt thanks to my significant other, Mert. You have been my rock during this process and I am beyond grateful for your encouraging words and unconditional support. I am blessed that I have you.

Last but not least, I would like to thank my family for the unconditional love and unwavering support that they have always shown throughout my life. I am so lucky that you are always there for me.

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CHAPTER 1: INTRODUCTION

Introduction

The COVID-19 pandemic started in Asia in December 2019 and had an unprecedented effect on all walks of life (World Health Organization [WHO], 2020a; 2020b). The pandemic changed the rhythm of life all over the world. In order to slow its spread due to its highly contagious nature and reduce the impact of the pandemic, practices like rotating work, working from home and flexible working emerged. Furthermore, precautions such as quarantine processes, self-isolation and maintaining social distance were adopted all over the world (Bozkurt, 2020; Bozkurt & Sharma, 2020; Doghonadze et al., 2020).

The effect of COVID-19 has been seen in practically all areas of life; however, its impact has been particularly prevalent in learning and teaching. The COVID-19 pandemic has caused a huge interference in the way traditional education institutions deliver their courses (Iglesias-Pradas et al., 2021). The education of 1.6 billion students, or about half of the students at all levels of education, were disrupted by the closure of educational institutions and the interruption of face-to-face teaching (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020a; UNESCO, 2020b).

According to Wang et al. (2020), unlike existing online teaching which is conducted with a planned course design, this new form of teaching adopted a temporary method that emerged in response to a crisis; therefore, it is notably from typical distance teaching, which “is characterized by the distance in time and/or space between learners and learning resources. While remote education refers to spatial distance, distance education considers distance within the perspective of

different angles and strives to explain it through transactional distance” (Bozkurt & Sharma, 2020, p. 2).

As Oskoz and Smith (2020) stated, as the COVID-19 pandemic affected peoples’ lives, everybody, including educators, went through an emotional roller coaster. Excessive amount of work, endless emails, worries about how to help their students, concern for their loved ones and the screen fatigue overwhelmed teachers. In addition, a blurring between workdays and off-duty hours emerged and many institutions were caught unprepared. Oskoz and Smith also highlight that students were influenced from this as it was not only their learning was moving to the online settings but also they were coping with personal issues which would further transform their learning experiences. One element that emerged by this sudden shift was the digital divide; the difference between the haves and the have-nots. While there has been a wide range of digital literacy among students even under normal circumstances, the real-life challenges caused by this digital divide emerged when everything suddenly turned upside down.

Emergency remote teaching methods varied from institution to institution, and some institutions were already equipped with online teaching systems while others were not, which led to different perceptions of the learning process and the efficiency of learning among students as primary consumers of education. In addition, there may be potential and unpredictable circumstances in the environment, such as war, or other natural disasters, so the necessity to prepare for and implement teaching and learning with the use of distance learning systems will continue to be persistent (Bozkurt & Sharma, 2020). With this in mind, policy makers, curriculum designers, schools and teachers have to be prepared for the possible emergency situations to exert control over the education and deliver effective courses.

Background

With the outbreak of the COVID-19 pandemic, the world has had to engage in the pervasive use of emergency remote teaching (ERT), thus education institutions across the globe have had to shift their face-to-face courses to online (Kundu & Bej, 2021). In response to the COVID-19 pandemic, administrative and technological systems, and the infrastructure that supports the delivery have had to adapt quickly in order to implement emergency remote teaching (Lockee, 2021). This sudden change to emergency remote teaching during the pandemic created a shock and high levels of stress for teachers and students (Salman et al., 2021).

To start with students, they have faced learning challenges that may differ from face-to-face situations during emergency remote teaching. According to Kundu and Bej (2021) while situational, infrastructural, and perceptual challenges have been recorded in adopting emergency remote teaching during the pandemic, students have also faced with psychological instability resulting from the pandemic. They have also dealt with challenges such as poor infrastructure, the lack of appropriate time, inadequate digital content, and so on. Gillett-Swan (2017) also highlights that the students in an online learning environment particularly often face many barriers when it comes to their full engagement and participation in class activities. Some of these challenges experienced by students can stem from being out of one's comfort zone, the anxiety associated with using technology, peer/group interaction inadequacy, and perception of inequity in assessment (Gillett-Swan, 2017).

As for teachers, maintaining student engagement and effective teaching during this rapid transition to remote teaching modes has led to substantially intense workloads (Allen et al., 2020) He suggests teachers have strived to move teaching materials and content onto digital platforms and also navigate the requisite software

sufficiently. This transition is causing considerable hardship and challenges as teachers are coping with adaptation to “what might well be the new normal for quite a period of time” (p. 233). However, these challenges in online education are not unique to the COVID-19 pandemic; even before the pandemic there have been studies focusing on teachers’ challenges in online settings in the literature (Little-Wiles & Naimi, 2011; Schmidt et al., 2016; Thorsteinsson, 2013). These studies highlight that despite efforts to provide sufficient and effective learning for their students, many teachers feel apprehensive and not equipped enough to teach in online platforms. One reason is they are striving to learn to use these platforms themselves.

Therefore, teachers now need higher levels of proficiency and competency in technology. If teachers lack these skills, they may be inclined to use in-classroom teaching practices during online instruction. While many face-to-face teaching practices can be utilized and adapted for the online context, there are others that are not suitable and may be even deleterious when students are learning in remote settings. Therefore, in addition to differentiating their instruction for various learning needs, teachers need to differentiate and adapt their instruction to different learning contexts (i.e., -online-). This differentiation involves considering factors and strategies for the incorporation of technology and relevant teaching pedagogy to support student construction of learning experiences and to address their learning challenges (Gillett-Swann, 2017). This consideration involves researching, reviewing, and planning among other things. There are some teachers who willingly, even eagerly, undertake this consideration of differentiation and others who are more resistant. In other words, teachers may have varying dispositions, or ways of thinking, for adapting their practice for emergency remote teaching.

Teacher Dispositions as Habits of Mind During Emergency Remote Teaching

There are many studies investigating dispositions of teachers who address student learning needs. These studies often investigate dispositions of teachers who are more or less inclined to adjust their practice to address student learning needs (Borko et al., 2007; Diez, 2007; Dottin, 2009; Thornton, 2006).

Teachers' dispositions play a key role in teacher effectiveness and quality as much as content and pedagogical knowledge (Wasicko, 2002). According to Wasicko, dispositions are beliefs, attitudes, and perceptions forming the behavior. Costa and Kallick's (2000) sixteen Habits of Mind is a model that could also be used in viewing teacher dispositions (Dottin, 2009). Each habit of mind is associated with an intelligent behavior and these Habits of Mind are identified as:

Persisting, managing impulsivity, listening to others-with understanding and empathy, thinking flexibly, metacognition (thinking about your own thinking), striving for accuracy, questioning and problem posing, responding with wonderment and awe, finding humor, gathering data through all senses, remaining open to continuous learning, applying past knowledge to novel situations, taking responsible risks, creating, imagining, and innovating, thinking and communicating with clarity and precision, thinking interdependently. (Costa & Kallick, 2000, pp. 8-9)

Osterman & Kottkamp (2004) also suggest that dispositions as habits of mind necessitate reflective intelligence. This reflective intelligence can improve professional judgement as it helps educators with their capacity to make sound decisions, solve pedagogical problems and produce new knowledge in practice.

When it comes to emergency remote teaching, teachers may have varying dispositions as habits of mind for adapting their practice for this context. Although

researchers have investigated teacher dispositions for effective teaching in a face-to-face classroom, the research for the identification of teacher disposition in an emergency remote teaching classroom is very limited. Therefore, this study aims to provide an exploration of teacher dispositions as habits of mind in emergency remote teaching and provide for further investigation in this topic.

Problem

Given the novelty of online education, it is unclear if and how teachers' dispositions are unique to this type of education. One way to bring clarity to this question is to explore the perspectives of teachers who successfully adjust their practice for emergency remote teaching. However, there has been limited research that has been conducted to explore the mind-set of these effective teachers regarding emergency remote teaching. Therefore, there is a need to address the gaps in the literature associated with teaching dispositions of experienced teachers regarding issues and challenges in emergency remote teaching. It is important to explore why these teachers are inclined to improve their remote teaching competencies and master new skills in technology. Understanding the dispositions of effective teachers may help teacher educators prepare their interns to be more successful in different learning contexts.

Purpose

The purpose of this narrative inquiry study, which is under the qualitative inquiry paradigm, is to identify intelligent behaviors that can help explain which Habits of Mind teachers display when they address emergency remote teaching challenges. The participants have been selected from experienced teachers who work at a university English language preparation school and seem to exhibit ways of thinking and behaving that build their capacity to master online learning platforms.

They have been interviewed to explain how they organize and address emergency remote teaching challenges. These challenges can vary from technical issues to digital literacy. Furthermore; emergency remote teaching can pose other problems like adaptability struggle, time management, self-motivation and so on. Regarding the teachers' response to these challenges, the researcher has used qualitative data analysis strategies to examine their explanations for indications of intelligent behaviors that can provide insights into their Habits of Mind.

Research Questions

The research questions that guide this study are listed above:

1. What are the challenges teachers report that they face during emergency remote teaching?
2. Which intelligent behaviors are evident when teachers explain how they organize and address these challenges?

Sub-question: What are the Habits of Mind associated with these behaviors?

Significance

Professional dispositions are defined as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (National Council for Accreditation of Teacher Education [NCATE], 2008, p.89). In this study, Costa and Kallick's (2000) sixteen Habits of Mind are intended to be used in looking deeper at teacher dispositions. Costa and Kallick describe a “Habit of Mind” as having a disposition toward behaving intelligently when one faces problems, dilemmas, and uncertainties. Since Costa and Kallick argue that employing “Habits of Mind” necessitates a composite of attitudes, many skills, proclivities, and cues, one can look

further into how these “Habits of Mind” are employed particularly in addressing challenges during online teaching associated with student learning and engagement.

In recent years there has been a substantial amount of research on teacher dispositions as Habits of Mind. However, the research on teacher dispositions in emergency remote teaching has been limited. Given the novelty of emergency remote teaching and its high potential to become a permanent part of our current context, institutions may need to identify the professional dispositions that an effective educator needs to have in online environments. Especially, as teacher dispositions as habits of mind are important in solving problems and dealing with uncertainties and dilemmas (Costa & Kallick, 2000), profiling how experienced teachers identify and address these challenges could reveal an indication of the probability that they may foster their dispositions toward emergency remote teaching. By identifying challenges and teachers’ responses to these challenges, this study will be beneficial for both novice and in-service teachers who would seek to generate solutions to problems in the context of emergency remote teaching. It would also serve teacher educators to prepare their pre-service teachers to be more effective in this relatively recent teaching context. Finally, this study could provide a baseline for further investigation into teacher dispositions in emergency remote teaching.

Definitions of Key Words

Disposition: is a starting point to understand teacher dispositions. As more attention is paid to teachers as moral exemplars, this could be seen as a revival of Dewey's early work on defining and developing a moral self. Dewey defined disposition as a disregard for personal fulfillment in the pursuit of what is moral; essentially, the setting aside of what best serves one's self in favor of what is best for the common good (Justin & Reimen, 2007).

Teacher dispositions: are defined as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2008, p.89).

Habit of Mind: is defined as having a disposition toward behaving intelligently when confronted with problems, dichotomies or dilemmas (Costa & Kallick, 2000).

Intelligent behavior: is defined as problem-solving behavior that is constructed through experience gained from social interactions (Dewey, 1933).

Emergency remote teaching: “is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020, p. 10). This is the use of distance learning solutions for instruction that would otherwise be delivered as face-to-face or blended courses and returning to that format once the crisis or emergency has subsided.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter will review the relevant literature mainly related to emergency remote teaching and teacher dispositions as sixteen Habits of Mind (Costa & Kallick, 2000). This chapter includes two parts. Part I will review relevant bibliography of emergency remote teaching. This part consists of the literature regarding emergency remote teaching, challenges that teacher face and strategies teachers use during emergency remote teaching. Following this, Part II will provide review of literature related to dispositions, teacher dispositions, and Costa and Kallick's sixteen Habits of Mind. This part also presents the theoretical framework created by Altan et al. (2019) and selected literature summarizing this framework.

Part I

Emergency Remote Teaching

The COVID-19 pandemic experienced in 2020 took the world by storm and forced many academic institutions to cancel all forms of face-to-face classes to avoid close contact thereby implementing social distancing in order to curb the spread of the deadly disease. This unexpected occurrence mandated institutions of learning to move courses online in order to ensure the continuity of learning and to prevent the spread of the virus. The COVID-19 pandemic as stated by Houlden and Veletsianos (2020) hastened the applications of digital teaching and learning, and a digital pedagogical pivot as an emergency remote teaching alternative needed to be implemented quickly and efficiently (Anderson, 2020).

School closures and the urgent implementation of emergency remote teaching experienced an unprecedented level of increase (Hodges et al., 2020; Yi & Jang, 2020).

Distance and online learning have always been used to continue the learning process during a time of crisis, therefore, this is not a new concept. Before now, during short term school closures due to reasons such as snow days, distance and online learning was a regular suggestion to ensure that instructional time is maintained during the closure period (Hua et al., 2017; Milman, 2014; Morones, 2014; Swetlik et al., 2015). Another example of abrupt school closure as stated by McCracken (2020) was during the time of the Spanish flu when the telephone – a 40-year-old technology at that time, was used as an educational device for high school students. Also, when the polio epidemic broke out in New Zealand in 1948 as stated by Te Kura (2018), all of the country's schools were shut down and the correspondence schools resorted to using educational radio to broadcast lessons and also used traditional correspondence education to send lessons to every home.

People mostly use distance and emergency remote teaching interchangeably, but there is a difference in meaning and it is important to clarify this distinction. Distance education refers to an interdisciplinary field that has come through in responding to learning needs and in directing open educational practices (Bozkurt, 2019; Zawacki-Richter et al., 2020), characterized by distance in space and time between instructional materials and learners (Bozkurt & Sharma, 2020), and places emphasis on quality interactions through different learning channels that promote learners' engagement in the learning process (Riggs, 2020). While Emergency Remote Teaching (ERT) refers to temporary access to instructional delivery that would otherwise be delivered primarily face-to-face but shifted to an alternate delivery mode during a crisis and that would eventually return to the face-to-face format once the crisis has abated (Barbour et al., 2020). According to Top Hat (2021) remote education is an asynchronous and synchronous education through technology where neither the

students nor educators are in a physical classroom setting. This blended learning mode as declared by Desjardins and Bullock (2019) enables teachers to employ varying strategies according to different steps and needs of the learning process.

Emergency remote teaching consists of a systematically planned instruction with corresponding instructional design (Talidong, 2020), even though the abrupt transition doesn't provide sufficient opportunity for the development of a carefully designed instruction (Hodges et al., 2020). Emergency remote teaching as declared by Golden (2020) should be regarded as a quick fix temporary solution to an immediate educational process. Bozkurt and Sharma (2020) proposed that while there is a rush to implement emergency remote teaching, the main focus should be to build support communities and share knowledge through a learning process directed towards care, empathy, and therapy, rather than just bombarding learners with lectures on purely didactic and insensitive grounds.

This emergency shift to a remote teaching process affords teachers the opportunity to showcase or build on their creativity, as well as exercise more control of the instructional design, learning management, as well as course delivery process. This rapid shift to remote learning has propelled unprepared higher education educators to make the necessary adjustments and changes overnight (Iglesias-Pradas, 2021).

Challenges Teachers Face During Emergency Remote Teaching

The pandemic caused a drastic change in the education system and as stated by Cardullo et al. (2021), this change as a result of the pandemic caused teachers to move their pedagogical practices and content delivery online, thereby causing teachers to face challenges in developing and delivering quality instructional content. COVID-19 pandemic accelerated the urgent need for remote teaching in higher

education settings and due to the sudden nature of the pandemic, teachers were not prepared for the unexpected transition.

Adapting abruptly to emergency remote teaching has been a breeze for those that work regularly with technology, and as noted by Oskoz and Smith (2020), most educators have had challenges with the rapid shift of their courses from face-to-face to online courses since their way of teaching is adversely affected by the switch to the online format. Key components that can ensure educators' success in online and remote teaching are identified to include being passionate about the work, confident enough to forge ahead and having the requisite skills to successfully make the transition (Wieland & Kollias, 2020). Unfortunately, these components were adversely affected by the pandemic where passion may have been muted by the abrupt transition alongside associated family stressors (Erlam et al., 2021), and confidence to teach may have diminished with the expertise required in the use of digital technologies and communication skills (Konig et al., 2020; Marshall et al., 2020; Pather et al., 2020).

One of the challenges teachers faced during the emergency remote phase was the short time they had to quickly adapt to the digital tools that would enable them to teach remotely at the time of crisis. In the case of emergency remote teaching, as experienced in 2020 during the pandemic, Dill et al. (2020) stated that there is little or no time for instructors to test the functionality or usability of new digital tools due to the urgency of moving online which invariably makes them resort to what they already know and the tools they had in place before the pandemic. The pressure to acquire additional digital expertise on top of what was already being required has resulted in educators experiencing exhaustion and burnout (Eagle Hill Consulting, 2020; Pather et al., 2020).

The lack of awareness of all possibilities and technical know-how of online tools posed a major problem to instructors since it was something new and different, thereby making adaptation difficult (Iglesias-Pradas, 2021). The technological setback experienced by educators was especially visible in countries where technology wasn't used as a teaching tool before the global coronavirus pandemic (UNESCO, 2020). Teachers lack previous online teaching experience and were not adequately prepared for it and this resulted in the lack of pedagogical and technological skills needed for online teaching (Ferri et al., 2020; Ma et al., 2021; Putri et al., 2020; Trust & Whalen, 2020). Teachers were not adequately trained for distance teaching thereby making them unprepared for the real emergency remote teaching exercise (Burde et al., 2017).

Another challenge experienced by teachers during the pandemic was the negative effect of working from home which created an imbalance in the work-life balance. Erlam et al. (2021) stated that educators' ability to handle the interplay between work-related daily life activities and commitments was greatly diminished. This resulted in an increase in work-to-life conflicts exhibited in the form of encroachment of work-related issues in everyday life. Teachers faced imbalance in family, work, and leisure time and as stated by Shamir-Inbal and Blau (2021), teachers were torn between their duties as teachers and their duties at home where, while they were working remotely as teachers, their own children at home needed their attention and assistance as parents for their learning process. These challenges resulted in work-family conflict thereby causing an imbalance in the work and personal life of the teachers (Froese-Germain, 2014).

An increase in screen time is also associated with working from home and as confirmed by Kim et al. (2017), discomfort and visual fatigue are greatly induced by

viewing screens. This increase in screen time is attributed to the need to create more online resources, increased team meetings, as well as an increase in student communications. As stated by Putri et al. (2020), educators experienced longer screen time, higher internet bills, as well as more intense and time-consuming communication with parents.

Another challenge encountered by teachers was in the area of communicating with students and parents. Time-consuming communication posed a huge problem to teachers as reported by Lepp and Luik (2021), result indicated that every student and parent wanted to communicate individually and that parents also wanted to communicate outside working hours. The result of this study further revealed that due to this communication challenge, they had to use varying tools like video conferencing tools, school management portals, Skype, Messenger, and so on to meet students' and parents' needs (Lepp & Luik, 2021). Educators experienced an increase in their workload as more time was needed to create electronic content due to the unavailability of suitable electronic resources and providing feedback on students' work (Kaden, 2020; Putri et al., 2020). Teachers had a shortage of human interaction with their students and an absence of social and cognitive presence (Ferri et al., 2020).

Evaluating student progress according to research is also one of the biggest difficulties induced by the pandemic that teachers had to face (Asanov et al., 2021; Sablic et al., 2020; Sintema, 2020). The difficulty in evaluating students' progress stems from the need to interact with students in different subjects, pairing of students' individual needs with the requisite technology, inadequate evaluation alternatives, as well as emergency remote teaching and learning strategies for special needs students (Duraku et al., 2020). Therefore, planning embedded assessment

through emergency remote teaching is important because it expands educators' experience in using diverse assessment methods at different phases of the pedagogical design (Hadad et al., 2020).

Teachers also faced a didactic challenge while trying to adapt their teaching to suit students' needs. A didactic challenge as declared by Zizanovic et al. (2021) requires reorganizing the curriculum which entails the adaptation of instructional content, adjustment of learning outcomes, usage of collaborative and innovative methods, as well as student evaluation. Teachers were faced with restrictions in the choices of teaching strategies that were normally used in a typical face-to-face classroom and were bothered about less coverage of instructional curriculum content due to the reduced expected volume of work for students (Johnson et al., 2020; Putri et al., 2020).

In listening to teachers' voices, Reich et al. (2020) conducted a comparative study where 40 teachers' voices were compiled from interviewing them on the challenges and coping techniques during the pandemic. Results indicated that: (1) teachers had difficulties motivating students through the computer screen; (2) they lost their sense of professional identity and their well-known means of teaching; and (3) teachers experienced a high level of societal inequalities among the marginalized students. This is an indication that beyond technological inadequacies, a teacher's disposition is a necessary tool in identifying the challenges and developing coping mechanisms to alleviate the difficulties.

In a study conducted by Almost (2020) on the impact of COVID-19 within academic settings, the result revealed that the energy and creativity required to transition to emergency remote teaching were overwhelmed by the need to survive and secure food, as well as basic supplies for the pandemic lockdown. Beyond

survival, the need to observe social distancing and stay safe in order to avoid being infected exerted additional pressure on educators. Educators' role in contemporary education was greatly impacted in emergency remote teaching which placed more emphasis on teachers becoming leaders, supporters, and mentors to students rather than just assuming the responsibility of being a teacher.

Strategies Teachers Use to Overcome the Challenges

To successfully plan for emergency remote teaching in times of crisis which makes school buildings inaccessible, Rush et al. (2016) proposed that topics including teacher preparedness, content development, device distribution, instructional modalities, as well as issues surrounding connectivity should be planned for. In developing strategies to cope with the e-learning challenges, Huang et al. (2020b) proposed that training should be provided for teachers; internal leadership and teacher-to-teacher cooperation and learning should be strengthened; teachers should have access to e-learning resources and educational programs; and lastly, a collaboration between educational institutions, government, telecommunication, and other relevant sectors should be forged. There is a heightened need for continuous creation of awareness and training on the use of digital educational tools and their integration into traditional teaching practices as a means to enhance smooth transition in times of crisis (Iglesias-Pradas, 2021).

In order to make teaching strategies and methods well suited to students' needs and abilities, it has to be modified to fit in the virtual environment (Huang et al., 2020a), and this takes up a considerable amount of time. Adapting the curriculum and teaching methods to conform to students' needs, enhances information sharing between teachers and students (Haleemunnissaa et al., 2021). To solve the problem of insufficient time in developing instructional materials for online teaching,

educators were given access to open educational resources (Huang et al., 2020a), as well as platforms and applications that facilitate online learning like Zoom, Moodle, YouTube, Google Meet, Microsoft Teams, information sharing through Viber, WhatsApp, and Google Classroom (Duraku et al., 2020; Rasmitadila et al., 2020), which were all used to alleviate the challenges experienced with the transition to emergency remote teaching.

Developing digital expertise as an emergency remote teaching educator is one of the vital ways toward alleviating the challenges experienced in the course of migrating to remote teaching. The development of instructors' digital literacy skills that focuses on enhancing digital competence or digital literacy among teachers may be a contributing factor to the effective and rapid deployment of emergency remote teaching (Iglesias-Pradas, 2021). As long as access to appropriate hardware and the internet are secured, the shift in focus becomes one of ensuring confidence and capacity (Roddy et al., 2017). To further cope with ERT difficulties, asynchronous learning which is best suited to the digital environment is encouraged since it enables educators to post learning materials at a time visible to students and not necessarily in real-time (Daniel, 2020).

Due to the difficult and uncomfortable transition to ERT, Maggio et al. (2018) suggested that educators should give themselves a treat by preserving teaching components that provide them with the feeling of self-efficiency and satisfaction, as well as give them joy, and as stated by Zazinovic (2021), this will boost their mental stamina to create an encouraging and supportive learning environment for their students.

The pandemic provided teachers with the unique opportunity for personal pedagogical empowerment. Teachers were able to design varying teaching activities

suitable to the pandemic reality and were also able to maintain a learning routine in various subject matters among different age groups (Shamir-Inbal & Blau, 2021). Therefore, teachers who succeeded in adapting and designing existing digital content became more professional in their teaching (Koh et al., 2015). This sense of personal pedagogical empowerment enabled teachers to cope with the challenges of the rapid migration to the emergency remote teaching platform.

Part II

Teacher Dispositions as Habits of Mind

In terms of epistemology, there has always been a controversy and ambiguity concerning the definition of dispositions and it could be argued that a clear consensus on the issue is still in its early stages (Dottin, 2009). The literature provides multiple definitions of dispositions: Taylor and Wasicko (2000) described dispositions as “personal qualities or characteristics that are possessed by individuals, including attitudes, beliefs, interests, appreciations, values and modes of adjustment” (p. 2). Moreover, Damon (2007) suggested that “a disposition is a trait or characteristic that is embedded in temperament and disposes a person toward certain choices and experiences that can shape his or her future” (p.367). NCATE (2008) also defined dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (p. 89).

Carroll (2012) further argues that the focus on dispositions can be considered to have arisen out of the supposition that prospective teachers have to possess not only skills and knowledge, but also they need to make use of and execute these skills and knowledge to be more effective and acquire a professional identity. In a similar vein, according to Villegas (2007), since specific dispositions are associated with

effective learning and classroom teaching, it is suggested that these dispositions should be owned by prospective teachers or developed in their teacher education programs. Highlighting these skills is necessary since educators in teacher programs must provide abundant opportunity early in these programs for prospective teachers to see their presupposed beliefs and judgments with a critical eye related to behaviors within classrooms. In his article, Villegas highlights that if these beliefs and judgements are not challenged, prospective teachers fail to meet some new perspectives of judging and thinking on their pedagogical practices or their students. That is, these dispositions' being addressed particularly in teacher education program curriculums provides candidate teachers to grasp the connections among teacher assumptions about teacher approach and behaviors in classrooms, and also students.

In defining dispositions, some researchers further associated dispositions with habits of mind. In this respect, Sockett (2006) defined dispositions as the professional qualities, virtues and habits of mind held and developed by teachers based on their understanding, knowledge and commitments to their students, colleagues and communities. Similarly, Thornton (2006) defined dispositions as "habits of the mind including both cognitive and emotional characteristics that filter one's knowledge, skills, and beliefs and impact the action one takes in the classroom or professional setting" (p. 62).

Dottin (2009) also contends that dispositions include a cognitive element, and stresses on the relationship between intelligent professional conduct and dispositions as habits of mind. He argues that such habits of mind cannot be unconscious; rather formed intentionally by means of experimental problem-solving. According to Dottin, whenever individuals practice these mental behaviors, they are showing intelligent professional conduct. In his study, he also shares many educational views

on characteristics of intelligent professional conduct, one of which is Costa and Kallick's (2000) Habits of Mind.

Teachers' Dispositions as Sixteen Habits of Mind

Costa (1991) describes a Habit of Mind as employing a disposition when faced with a challenge or problem. By referring back to Dewey's (1933) connection between behaving intelligently and problem-solving behavior, Costa and Kallick (2000) asked what behaviors are indicative of the efficient, effective problem solver. As a result, they came up with some identifiable characteristics based on their research in effective thinking and intelligent behavior. These identified Habits of Mind are as the following:

1. Thinking flexibly
2. Persisting
3. Managing impulsivity
4. Listening to others-with understanding and empathy
5. Questioning and problem posing
6. Responding with wonderment and awe
7. Finding humor
8. Thinking interdependently
9. Metacognition (thinking about your own thinking)
10. Gathering data through all senses
11. Thinking and communicating with clarity and precision
12. Applying past knowledge to novel situations
13. Taking responsible risks
14. Creating, imagining, and innovating
15. Striving for accuracy

16. Remaining open to continuous learning

A Habit of Mind contains intelligent behaviors assumed to be present when a particular disposition is employed. To give an example, if an individual has the habit of *Questioning and Problem Posing*, he or she exhibits intellectual actions such as having an attitude of questioning, knowing which data are needed, and developing questioning strategies to produce that data. Such behaviors can reveal information about an individual's cognitive abilities, talents, and dispositions (Diez, 2006).

Often these actions are apparent and detectable; however, at other times they need investigation because they can involve cognitive processes that cannot be observable (Burant et al., 2007). Burant et al. agree that the connection between behaviors and dispositions is dynamic and complex; therefore, this requires a more detailed analysis.

The framework, categorizing Habits of Mind based on established educational theories related to thoughtfulness and to those related to mindfulness, has been created by Altan et al. (2019) to support this call to investigate the connection between dispositions and intelligent behaviors. This categorization was by reviewing intelligent behaviors associated with Habits of Mind and relating them to relevant educational theories.

Altan et al.'s (2019) deductive content analysis of the literature linked intelligent behaviors to Habits of Mind and provided a theoretical framework to assist in the development of the model of Habits of Mind. The authors surmised that each Habit of Mind was supported by a theory and pairing the theory with the specific Habit of Mind enabled a more thorough use of the Habit. Their work allowed educators to particularly use specific theories to develop desired Habits of Mind.

In establishing this framework, the authors used Dottin' s (2009) discussions on thoughtfulness and mindfulness to categorize the Habits of Mind and the theories. They allocated sixteen Habits of Mind into two categories: thoughtfulness and mindfulness. While Constructivism, Incremental Theory, and Self-Regulated Learning Theory were associated with the category of thoughtfulness, the theories of Mindfulness and Emotional Intelligence were linked to mindfulness category. In some cases, a Habit of Mind would be linked to one theory (e.g., Finding Humor to Emotional Intelligence), in other cases it would intersect with multiple educational theories (e.g., Thinking Interdependently to Constructivism, Self-Regulated Learning, and Emotional Intelligence).

In their work they utilized the conceptual framework to analyze the narrative data to explore the potential influences of participants' significant life experiences on their Habits of Mind. The results of their study indicated that all participants' significant life experiences related to their travelling, reading, professional development, spending time in nature, and having hobbies contributed to the development of their Habits of Mind. The findings also revealed that these life experiences potentially contributed to participants' teaching practices in a positive manner.

The article including this conceptual framework was published in Journal of Teacher Education in 2019. In the growing literature of dispositions and Habits of Mind, Altan et al.'s work has been referenced multiple times.

Conclusion

This chapter presented literature overview related to the research aims of this study. The current study investigated the challenges and strategies teachers report during emergency remote teaching and explored what intelligent behaviors and

Habits of Mind are evident when teachers explain how they organize and address these challenges. The following chapter will provide the research design, context, participants, instrumentation, methods of data collection and data analysis.



CHAPTER 3: METHOD

Introduction

This study focuses on dispositions of experienced EFL teachers in an English preparatory school when they are addressing challenges during emergency remote teaching. To gain insights into their dispositions, this research aimed to investigate teachers' intelligent behaviors they share during interviews when describing their experiences with online learning platforms. To this end, narrative inquiry was implemented as methodology. Following the analysis of teachers' narratives, a conceptual framework was then used to link the behaviors to the Habits of Mind.

Research Design

This study is conceptualized as a qualitative study and adopts narrative inquiry as an approach that utilizes stories as data (Baden & Niekerk, 2007). According to Connelly and Clandinin (1990), humans are storytelling organisms and they, socially and individually, lead their lives with stories. Therefore, the narrative inquiry can be seen as a study of the ways individuals experience in this world. It acknowledges the view that education is both construction and reconstruction of stories and every learner, teacher and researcher is a storyteller.

The aim of this study is to explore how experienced English language teachers understand and identify their challenges during online learning and the ways they respond to these challenges. Therefore, this study aims to describe the meaning making processes of these experienced teachers and show how these teachers are involved in their social contexts with their actions and decisions. As these teachers' experiences are not objective and do not belong to a single realm, this study aims to inherently fit in a qualitative inquiry and research design which would underline the

experiences of individuals, their meaning making processes with their experiences, and how they connect these meanings to their contexts in which they live (Connelly & Clandinin, 1990). Toward that end, the researcher has chosen narrative inquiry in order for participants to be provided the chance to share their stories in the process of their identifying and addressing the challenges that they face during emergency remote teaching.

Context

The context for this study was identified as an English preparatory school at a private university in Ankara, Turkey. As this university is an English-medium institution, the English preparatory school has a critical role to prepare its students for their future studies in the university. Due to the outbreak of the COVID-19 pandemic in March 2020, the English preparatory school, like all other departments at the university, had to shift its face-to-face courses to emergency remote teaching. This sudden and unexpected change caused the administration of the school to take practical and adaptive decisions concerning the instruction of the courses, technological issues, exams, and so on. Some important changes implemented in the school are as follows:

- In order to enable teachers and students to meet in an online platform and have synchronous lessons, the preparatory school started to use Zoom, which is an easy-to-use video conferencing tool that can be used via computers and mobile devices.
- Each class, approximately with a population of twenty students, were assigned to a virtual class and the class hours were decided as forty minutes for all the levels.

- As all the books that were used in courses had online platforms, there was no necessary changes or interventions regarding this issue.
- Having already been used before the pandemic, Moodle as a Learning Management System, continued to be a part of the system in the preparatory school for asynchronous teaching.
- As a prerequisite of online classes, in-class and self-study materials were increasingly shared with the students on Moodle platform.
- When it comes to examination, Safe Exam Browser was used for carrying out quizzes, midterms, and the final exam. Safe Exam Browser is a web browser tool to conduct e-assessments that enables a secure workstation. This platform controls access to any other applications, resources, and other websites, and prevents them to be used during examination.
- As for overall periodical assessment, the percentages of quizzes, midterms, portfolio tasks and final exams were entirely changed in order to adapt to online learning.
- Regarding any technical issues, teachers were encouraged to contact the ICT (Information and Communication Technology) coordinator of the preparatory school or IT (Information Technologies) office of the university.
- The rectorship and the IT office held some regular meetings on a monthly basis to address some challenges and questions of the university instructors.
- The instructors of the preparatory school also had in-service training sessions, especially held by course book publishing agencies in order to achieve more effective online classes mainly regarding student engagement and effective use of online course books.

Participants

Participants were purposefully selected for this study to gain insights into how experienced English language instructors identify their challenges during emergency remote teaching and how they respond to these challenges by using their Habits of Mind. In terms of purposive sampling, the selection of participants should be incorporated into the study's overall aim. In a qualitative study, the power of purposeful sampling lies in providing information-rich cases and purposefully selected participants with particular characteristics would serve for increasing the depth of understanding of the study (Patton, 2002).

All participants in this study were EFL instructors at preparatory school at a private university with a minimum of 10-year experience. Administrators and teachers can define an experienced teacher as the one who has had teaching experience for many years, know how to manage their classroom, are able to motivate students and keep their attention, and are able to successfully adapt to unforeseen situations to enhance learning (Rodríguez & McKay, 2010). The participant selection was also based on the willingness of participants to share their stories and experiences regarding their problems in an online learning setting and how they respond to these problems. After receiving official permission from the participants' university ethics committee (see Appendix A) and Bilkent ethics committee (see Appendix B), the consent from each participant was obtained by means of the informed consent forms (see Appendix C). Also, all participants were asked to choose a pseudonym and they were all informed that this preferred pseudonym would be used throughout the narratives.

Instrumentation

As this study aims to explore how experienced teachers identify and address their challenges during online learning, it necessitated an open-ended data collection tool. In this study, three in-depth unstructured interviews were conducted as the data collection tools.

The first interview was designed to probe participants' experiences and challenges with which they try to come up with their solutions and responses to these challenges. The participants were asked questions to initiate their narratives and description of the strategies they used to overcome barriers during the times of emergency remote teaching. The second interview aimed to be designed for member-checking in which the researcher's report and the descriptions are shared with participants in order to provide them with an opportunity to offer alternative interpretations, which contributed to the validity of the study (Candela, 2019). In this interview, participants were also asked their experiences with hybrid teaching which teachers continued to conduct after their emergency remote teaching and were currently carrying out during these interviews. Finally, the third interview served to review the researcher's analysis of these shared experiences to establish the connections with their dispositions as Habits of Mind.

All three interviews and interpretations of the data were reviewed by research experts to ensure validity. Dr. Servet Altan provided both peer and expert review as he has experience in narrative inquiry and is an expert on Habits of Mind. In addition, Assoc. Prof. Dr. Jennie Farber Lane, having an extensive experience in qualitative research methodology, reviewed the findings from the interviews.

Method of Data Collection

Data collection for this study includes three stages:

Stage 1: Prompting Participants' Challenges During Emergency Remote Teaching and How They Identify and Address These Challenges That Can Reveal Teachers' Intelligent Behaviors and Their Dispositions as Habits of Mind

The main purpose of this interview was to encourage participants to reflect on their challenges during online learning and their responses to these challenges that would provide insights for their intelligent behaviors and dispositions as Habits of Mind. The questions asked during this interview are as follows:

- Please tell me about your remote teaching experience. What were the successes you had and what were the challenges you faced during emergency remote teaching?
- Please describe some of the strategies, or teaching methods, you used during emergency remote teaching.

Follow up question: How effective were these strategies, or teaching methods, you used during emergency remote teaching?

- Please describe what you were thinking -- your thought processes -- when you were identifying or developing these strategies.

Follow up statement: Please discuss what you were thinking -- your thought processes -- when you were addressing any challenges.

Stage 2: Member Checking

This interview, which was conducted with all participants, aimed to take the descriptions and reflections of the researcher back to the individuals and get their confirmation. In the process of collecting data, the researcher is in a collaboration with the participant by checking the narrative and negotiating the meaning of the data. This collaboration and negotiation between the participant and the researcher is

to minimize the potential gap between the narrative shared and the narrative reported (Clandinin & Connelly, 1990). This interview also served for probing deeper into the participants' experiences and finding any possible connections between their experiences and their Habits of Mind.

One week before this interview, the participants were provided a list of sixteen Habits of Mind and intelligent behaviors and the following questions were pursued during the member checking stage:

- What kind of intelligent behaviors helped you to overcome these challenges?
- Do you make use of these strategies and intelligent behaviors during your hybrid teaching?

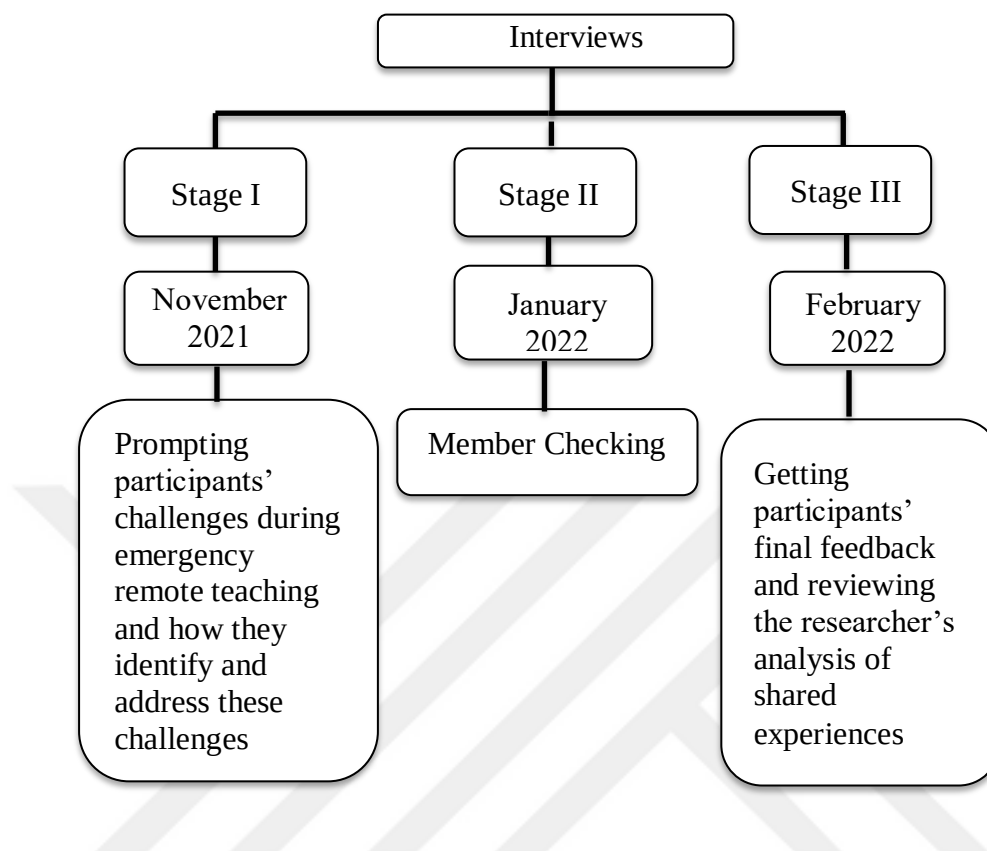
Follow-up question: If yes, which ones do you find more useful?

Why?

Stage 3: Getting Participants' Final Feedback and Reviewing the Researcher's Analysis of Shared Experiences in Order to Reveal the Relationships with Their Dispositions as Habits of Mind

Upon finalizing the analysis of the second interview, the researcher conducted a final interview with all participants. This interview served to get participants' final review on the re-constructed narratives and asked their final confirmation on the researcher's analysis.

The following figure shows the timeline of the interviewing process between the researcher and the participants (see Figure 1).

Figure 1*Timeline of the Interviewing Process***Method of Data Analysis**

The researcher used content analysis to analyze the narratives of the participants. Leedy and Ormrod (2001) define content analysis as “a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases” (p. 155). Content analysis examines many types of human communication for patterns, themes, or biases. The method is intended to extract certain characteristics from human communications content. In this method, the researcher is looking for patterns, themes, or biases in verbal, visual, and behavioral data. The content analysis study's procedural process entails selecting the body of information to be analyzed and establishing the characteristics or qualities to be examined in order to accomplish the most objective analysis feasible (Leedy & Ormrod, 2001).

Both the inductive and deductive data-analysis used terms and descriptors from the study's conceptual framework to analyze the data collected with three in-depth unstructured interviews. According to Creswell (2013), the researcher can use both inductive and deductive reasoning in making sense of the data. He suggests that qualitative researchers establish their patterns, categories, and themes from the bottom up, by organizing the data inductively into more abstract units of information. With this inductive process researcher works on the themes and the database back and forth until they build a comprehensive set of themes. Furthermore, this process can involve an interactive collaboration with the participants, in such a manner that they have a chance to shape the themes or abstractions emerging from the process. In addition, according to Thomas (2006), inductive method enables a systematic set of procedures to analyze the qualitative data that would provide reliable and valid findings. It also provides a simple and straightforward approach in order to derive findings in the context of focused research questions.

Researchers also use deductive thinking to gather evidence to support the themes and the interpretations. They work through multiple levels of abstraction, starting with the raw data and forming broader and broader categories. Ultimately, this inductive-deductive logic process enables the qualitative researcher to use complex reasoning skills throughout the process of research (Creswell, 2013).

The data analysis for this study were conducted in two stages:

Stage 1: Constructing the Narratives and Identifying the Themes Related to Habits of Mind

This analysis involved the following steps:

1. The transcription of the audiotaped interviews were carried out via an application called "Descript".

2. The researcher read and re-read these transcripts in order to get a strong sense of data.
3. The researcher used color-coding for the elements that include the information about the participants' experiences.
4. By labelling the data, the researcher was able to identify themes emerging from the participants' narratives.

Stage 2: Using the Conceptual Framework to Connect the Participants' Shared Experiences with Their Dispositions as Habits of Mind

The researcher used the conceptual framework prepared by Altan et al. (2019) for this stage of analysis in order to explore the connection between participants' shared experiences and their dispositions as Habits of Mind. For each participant, the researcher created tables categorizing their challenges and their strategies for these challenges. Within these tables, the researcher linked these strategies used by teachers with the intelligent behaviors and Habits of Mind, and ultimately, associating theories by using Altan et al.'s framework.

Conclusion

As the methodology of this study, the researcher used narrative inquiry to explore the intelligent behaviors and Habits of Mind of four female EFL teachers. This chapter provided research design, the context, participants, instrumentation, method of data collection, and methods of data analysis.

CHAPTER 4: RESULTS

Introduction

In this section, the results of the study are presented. In the first part, the researcher identified emerging themes from the narratives. Following this, the researcher presented the tables that show the challenges and strategies that participants reported they had during emergency remote teaching. Within these tables, the researcher associated the strategies with the intelligent behaviors and Habits of Mind based on the conceptual framework by Altan et al. (2019).

All participants in this study, Eugena, Elda, Nova and Seda, were EFL instructors at preparatory school at a private university with a minimum of 10-year experience. The researcher asked all participants to choose a pseudonym and informed that this preferred pseudonym would be used throughout the narratives.

Emerging Themes

After the researcher transcribed the interviews, she color-coded the repeated elements across all narratives and identified the themes. This analysis provided the researcher with three emerging themes: response to sudden change, resilience, and engaging students. Table 1 shows the definitions of the themes constructed by the researcher based on participants' narratives (see Table 1).

The sections below are presented under each theme that emerged from participants' narratives.

Table 1*Definitions of Emerging Themes*

Themes	Definition
Response to sudden change	Reaction to an unexpected event or situation where one can feel indistinct or indefinite for lack of adequate illumination.
Resilience	The ability to cope mentally and/or emotionally with a crisis or to return quickly to the state before the crisis. Resilience is when the person uses mental processes and behaviors to promote personal values and protect themselves from the potential negative effects of stressors.
Engaging students	Teacher's ability to create attention, curiosity, interest, optimism, and passion in students, which affects the degree of motivation they have to learn and progress in their education.

Experiences Related to Response to Sudden Change

Eugena's Experiences Related to Response to Sudden Change. Eugena's reaction to the sudden change showed itself both psychologically and professionally. While this unexpected situation caused her stress: "Actually I had some second thoughts when online teaching started and I really didn't enjoy teaching online initially, it was stressful", as a teacher she found herself trying to cope with technical questions that she could not answer:

I was not familiar with the online teaching platform at all. Actually, it is not even a teaching platform. It's Zoom App. I had no idea about screen-sharing or providing different environments there for students to speak or to write.

While she continues to discuss technical challenges that came with this unexpected situation, she tends to compare this sudden situation to her past experiences:

I had some challenges creating group works on this new platform at first because when we were in the classroom in the past, it was so easy to group them or to make them study in pairs. I was used to giving instant feedback in the classroom. I was wandering around the class. I was dealing with them one by one. But now, it seemed difficult.

Elda's Experiences Related to Response to Sudden Change. Elda does not hide her concerns when she reflects on the time this unexpected process begins. She talks about this situation not only from an academic point of view but also reflects on the anxiety this obscureness creates on herself and her students. While she worries about her profession, she thinks about her and others' safety. Clearly, this unexpected situation puts so much pressure on her:

The remote teaching was really an emergency issue. We were worried not only about our professional life but also about our whole lives, so it was at first really difficult to have such an experience. The students were also very worried and they were experiencing something really unusual. I could see that the students were really concerned about their future academic life.

Like Eugena, Elda also expresses her longing for her past experiences as a teacher:

During my professional life, I have always felt that I was really good at using the whiteboard and I was always afraid of using even a smartboard or something like that because I wasn't used to using the technology in that sense. But suddenly something unexpected happened and I wasn't able to use the whiteboard and I felt that one of my arms was actually cut.

She continues to reflect on her practicalities of a physical classroom and how she tackles this new environment where she feels limited:

In a face-to-face class, I was able to see my students' books, what they were doing in the class, what they were writing, how they were answering the questions, how they were having problems and answering them. I was able to observe all of these things, but now it became really difficult.

Elda had also some worries about the ramifications of this quickly decided process on the quality of the education: "We didn't have a curriculum or a program which really meets the expectations of online education because we had to be quick to go on teaching." She was aware that this sudden change required her to see things differently and take some actions:

I was not a super organized teacher before actually; I didn't plan my classes with a lot of details. I only knew what to teach in that class and how to teach it. But now, I had to be sure how long everything that I'll be teaching will take, so I had to plan elaborately because it was a very different process.

Because in the face-to-face class, you already know how long your activities will take but in the online classroom I was lost.

Nova's Experiences Related to Response to Sudden Change. As a reaction to sudden change, Nova states that she had so many questions about every aspect of online teaching, but especially on the technicalities: "I was having some technical problems from time to time, whether it be software, books or computers." She, in a way, expresses how she felt helpless when things first broke out:

The first time I did online teaching, I was like literally fish out of water because we didn't get any training. I didn't know how to manage these online classes on Zoom, I was having technical problems, so it took a while for me to learn all these things.

Nova also reflects on how she felt inexperienced with this new environment and her efforts to adapt and learn:

Since it was my first online teaching experience, I was trying to understand how to use the books in the software version, how to take notes in an online environment, etc. Also, the students had no experience just like I did. So, you had to try to learn how to solve all the problems both for you and your students as soon as possible. I had to be smart enough to adapt to this new thing and figure these problems out.

Seda's Experiences Related to Response to Sudden Change. Similar to other participants' responses, Seda expresses the feelings resulting from the uncertainty and the effects of these feelings on her teaching. She mentions nobody was expecting something like this to happen and all of a sudden, without any educational process and without any preparation how she and her colleagues jumped into this process and suffered:

I think the problematic part was we didn't know what to expect because it was so sudden. The goals were very vague and the challenges we may face, we had no idea. We had no idea how to solve them. If I have to describe this process with one adjective, it would be "uncertain". We were just trying to do our best. And I think for education, "trying" to do your best is not ideal. You have to be really planned and organized about your goals or objectives, methods, techniques.

Seda also describes the overwhelming feeling of having too-much work load. She remembers that how she thinks about the school and her students all the time in a period when she does not want to do that. While she feels: "I wanted to focus on myself, my health, and my family.", she has to endure the burn-out caused

from the high demands of the work:

We were teaching for five days, on the sixth day we were having a school meeting which lasted for 4 hours sometimes, the whole afternoon on Saturdays. And on Sundays, I was marking papers. So I was working seven days a week. I had no break. And I was missing my family. I was worried about my safety. But besides all this stuff, we didn't have a chance to relax, to listen to ourselves, or cooperate.

Different from the other three participants, Seda is a level coordinator and has some other responsibilities as well. Therefore, she also provides a different perspective in terms of organizing the teaching in this relatively new environment:

My biggest challenge was actually, rather than teaching, I was feeling more stressed about coordinating the whole thing. I didn't know what to do. The teachers didn't know what to do. Under these circumstances, we had to come up with something to recover from this process. At the beginning, we could not anticipate any problems and everyone was extremely nervous. I didn't have any special education about remote teaching. But you know I had to come up with a program for everyone to follow.

She also expresses how she felt puzzled to respond to these extra responsibilities that she had: "The teachers in my level had so many questions about the use of e-books and online platforms. Sometimes I, as a coordinator, was asked such questions that I didn't know the answers to.

However, Seda seems to take some quick and smart precautions as a reaction in order to overcome this shock wave:

The first thing I did as a coordinator was to learn the books so that I was able to answer the teachers' questions, technical questions. What I did was to learn

the software books, like if you click on that segment, you're going to reach that part of the book and the answer key is here, and you can have activities as such. I prepared myself really hard so that I could effectively help other teachers.

Experiences Related to Resilience

Eugena's Experiences Related to Resilience. Eugena thinks she was very quick while adapting to this new stuff and she feels that she owes this to her characteristic features: "Even under stressful situations, I can act really professionally. I believe I am a very energetic and positive person. So, I hoped for the best." Thanks to her character, she seems to make the best out of the situation and continues to grow despite this forced and imposed situation:

I can say I really liked the flipped book. In soft versions of the books, you can only zoom in and out. We also make use of different characteristics of the books. You can write, you can make adjustments. You can underline. You can listen to some parts. On the online platform, if you don't know the pronunciation, you can click on it and you can hear it. It was very useful and all these helped students to see the important ideas.

Eugena reflects that she copes with this crisis situation by sticking to her values, like working hard and perseverance. She clearly strives to be a role model for her students to remind them they have to show efforts to continue to achieve despite the challenging circumstances:

They see that there is a working mother, she's an English teacher, she's doing her Ph.D. I tell them "You know, what happened? I didn't sleep until 3:00 AM. So you are now becoming grumpy about your midterm exam." And they feel a lot more responsible for their exams and assignments. I also made them

realize that they didn't lack anything, any important information, or even socialization in an online classroom.

Elda's Experiences Related to Resilience. Elda's awareness of the possibilities of adversities and setbacks on this route seems to have helped her guide herself and her students. In this process, she holds a realistic point of view and she is aware that she can cope with anything if she stays strong, but flexible:

I told the students it is something really unusual in my life to be teaching online so they knew that if they experienced something really terrible like failing in the exam, I told them that I am in the same situation. One can fail. Then they understood that it is something we need to achieve altogether and we are together in this. I am proud of my performance in those days. Even though I felt upset, I was able to cope with the situations psychologically. In every step of that process, to be psychologically strong was the point actually.

Elda continues to think flexibly and manages to offer some alternative ways to help her students out:

I found some ways to see what they were doing at home; like making them join the Zoom with their mobile phones and making them show their books, like sending pictures to my email and I can say it was really hard to do all these things as practically as in the face-to-face education, but I was able to do it.

Elda also remembers asking multiple questions to her colleagues about the problems and how she was open to learning to overcome the obstacles:

They showed me how to work on a Word document more effectively and use annotations on Zoom. In the first place, it was difficult to use a Word document like a whiteboard but I got used to it very quickly and I also took

the advantage of it in a way. Actually, I really loved this learning process.

Everything was a solving process. We had challenges, we tried to solve them.

Elda also remembers that for the first time she wrote a lesson plan minute by minute, which adds to her resilience:

I will play a video and it will take five minutes, then I will ask some questions to students and it will take five minutes too so I remember that I was really checking the lesson plan minute by minute. So writing a lesson plan was one of the effective strategies. With the help of this, I learned how to use my time, and how to manage the time during the online classes.

Nova's Experiences Related to Resilience. Nova remembers how she listed all kinds of problems every week and that she contemplated on how she can adapt her teaching to online to overcome these problems. While she spent so much time figuring out technical stuff by herself with a trial and error method, she, like Eugena, doesn't hesitate to contact her co-workers to overcome the problems:

I always asked my colleagues about the problems I experienced. So they all helped me. They showed me some shortcuts, they taught me some strategies. I asked those teachers in the same level (B2) because we were teaching the same material and using the same software. And also it was easier to reach them.

Nova thinks sharing and caring were really helpful to building her resilience. She remembers attending webinars and how learning more made her less anxious and more confident:

I listened to the problems and shortcuts, and key solutions in these webinars. They were very helpful. I learned some very useful websites, and some applications. So I think the story is "united we stand, divided we fall." I tried

to share my experiences and knowledge with all the instructors. And they did the same. I think this is what we should do in emergency cases like these.

Seda's Experiences Related to Resilience. Seda states she was just learning by doing during this process. She thinks that it was all a remedial process at the beginning, and felt she had to do something and had to adapt as really quickly as possible:

Actually, my first step was to try to understand the interface of the zoom platform because we were going to use that one; how to sign in, how to create the meeting. After somehow learning it, all the books had digital and e-books versions. It was just a short time for me to adapt to the technological part. I can call it a success, I guess.

Seda has been remarkable in her efforts at keeping her morale high in this process by motivating herself and her students. While she is aware that she might not maximize her students' learning outcomes, she says:

...but at least, they will not be sitting at home doing nothing. Rather than targeting the maximum, I guess I was just trying to do the best thing I could do at that time. My own perspective is like "we've got to do it". I was able to convince my students in that perspective and when they were feeling down about the whole online teaching process, I was trying to explain to them, that this is the best we can do. You know there is no good in criticizing the whole process. Just go with the flow.

Like Nova, she remembers the more she learned things and overcame problems, the more confident she felt:

It was purely a "learning by doing" process. I was not shy about asking questions and consulting my co-workers. I remember telling them I don't

have the answers to everything as a coordinator but made them sure I would return to them as soon as I got the info. In our meetings, we were trying to come up with a common solution. We were sharing the problems teachers or students were having in class. And the first thing we did was to try to anticipate the problems that can come up after some time, so that when the problems came, we could come up with some possible solutions.

Experiences Related to Engaging Students

Eugena's Experiences Related to Engaging Students. Eugena remembers she was thinking a lot about engaging her students and she says: "Whether the learner is bored or not was my starting point." Here is how she cares about having a strong interaction with her students:

I always asked myself if they are bored, how can I improve this task, text, whatever? How can I adapt it to their taste? I know this is a very difficult task. I should come up with different points that can attract attention. I always tried to find some fun parts and tried to create some fun moments. I believe that I should also enjoy myself; that material or that item I'm teaching.

Eugena also states that she has made use of several mediums to increase the interaction and engagement of her students: "I made use of Google documents and also interactive boards, and they were contributing to the process a lot". She also reflects on how she utilized authentic materials: "I got help from visuals and also songs. I tried to initiate them to speak a little bit. And I was using humor a lot, like cartoons, 9gag, etc. I felt that students were contributing more when I did these". She adds:

I was trying to make things more individual for them and they were writing half vocabulary notebook, half diary. And it was helpful for them to practice

new words. They were not, of course, hardcover notebooks. They were on Google docs. And I could also visit their diaries and we were constantly sharing ideas together.

Eugena realizes drawing the students' attention and making them feel valuable and appreciated was a key to involving them in her classes:

I was giving them some extra video tasks. They were sending me very short clips. I was always watching them and giving them feedback in my classes, and they really liked it very much because since there was their presence in the videos, they were taking these things seriously.

Eugena also was able to think outside the box and tried alternative ways to engage the students:

When I was teaching the "How to Process" paragraph, let's say, in the book, there were examples like giving recipes or how to improve your English and so on. Instead, I gave my students more eye-opening topics. Students came up with many different and original ideas, even the introverted ones. We had a fun brainstorming session and then they were more willing to complete their task.

Elda's Experiences Related to Engaging Students. Like Eugena, Elda remembers she was exploring new ways to engage the students in the lessons. She makes use of pair and group works and explains:

Unlike face-to-face classes, I was able to make random groups, and each time the groups changed so I feel that my online classes became more communicative because each time the spokesperson was different in every group. Group activities in order to make the lessons communicative were the thing that I used most frequently.

Elda also wanted her students to feel like a part of a community as she thought how alone they must have been in their homes. She thought that it would make them feel more comfortable in her classes:

First of all, I wanted them to have a WhatsApp group and I really hoped they would chat in their WhatsApp group that was not only about the educational issues and my announcements but also I wanted them to really talk to each other about anything because I wanted them to be friends for them to feel more comfortable among themselves in a class environment.

Elda thought she was the only person who could make bridges between the students in this situation, so she chose to talk to them very personally and she also talked about her personal life a lot, which she rarely does normally:

I really tried to ask some personal questions. I mean I highlighted their strengths, whatever I learned about them, I talked about that. For example, one of the students can play any instrument and I always talked about that in order to make that student feel comfortable with the others. If another one played sports, I always asked about it. I really focused on their personal skills.

Elda remembers how she had to be spontaneous and how she tried to put herself into students' shoes:

I was also a student, having my Ph.D., and I know that in front of the computer listening to a teacher or being active all the time even if you are willing to be active, it is very challenging. You cannot listen to the teacher all the time because you have the chance to turn off your camera, so it's possible to get distracted by something else easily. So my thinking process was always about their concentration because I really understood the way they were distracted when they were not in the classroom.

Nova's Experiences Related to Engaging Students. Like Elda, Nova tried to empathize with her students to maximize their participation and performance during her classes. Being a master's student, she remembers how it is easy to get distracted, so she makes efforts to understand her students and responds to their needs:

The same thing was happening with me and some of my classmates. The absence of physical appearance in the class made us more comfortable. So, I've always tried to empathize. I tried to understand how my students were feeling about me and my class. Also, as a student myself, I was familiar with the expectation. So, you can respond to your own students' expectations. I transferred some knowledge from my experiences to my classes. It was a mutual and ongoing process all the time.

Nova stated that she started with small steps with these students because she thought that their main problem was the fear of being criticized. She remembers giving them some little chances to students and she realizes when they give her the correct answers, they feel more encouraged and motivated:

This really worked on one of my students. He was really very passive in the beginning. I knew that he was very responsible, though. I had the feeling that he was a little shy, so I talked to him about that. Then I gave him some responsibilities, like reading aloud. Sometimes even when you're asking them to read out a sentence, they feel very encouraged. Because they feel that the teacher is appreciating their presence in the class.

Nova again stresses the importance of appreciating the students: "I was just constantly shifting around the rooms so that they felt that I could be there monitoring

them any time. After a few breakout sessions, they knew that their work was appreciated and they would definitely take feedback from me.”

When Nova feels that some students are more passive than others, she offers them an office hour to let them ask their questions if they have any. She remembers most of the time they couldn't end the zoom sessions after the classes. She says: “We had just some random chats. We didn't even talk about academic stuff. I knew that they had a need to talk to their teachers, some other students because they were only and always online”. She tried to get to know her students better to involve them in her lessons more effectively:

I generally talked to them in person in my counseling and I try to show them the importance of participation, being in the game is important. Actually, this has always been my general attitude towards this situation. I always tell them it is like watching a match. Some other people are playing and you are not in the game, you're just the audience. You won't have a chance to experience it if you just watch.

Seda's Experiences Related to Engaging Students. Like all the other participants, Seda was trying to know her students better: “The first thing I could do was to break that ice. That's why, I was trying to get to know them, I was making jokes, more and more every day. I was trying to create that rapport.”

Seda also described how she created a class environment where all students were monitored and checked:

When you share your screen on Zoom, you can't really see all the students. You're using Zoom and the attendance and the e-book. You're trying to take notes, also you try to make students involved. So, I was trying to call their names more often than I do in an actual classroom. I was trying to make them

ready at any time. I was trying to keep them alert. Like I can ask you a question anytime. So always follow the class kind of thing.

Not unlike other participants, Seda cared about the class community and she discusses how she managed that:

I was trying to make their personal interests a part of the class and at some point, they were making jokes about each other's interests and experiences. I think that helped me to create that virtual classroom environment. Even if they never saw each other, they were actually feeling close to each other. Every day before I started class, I was asking them questions about their lives, the routines and they were sharing them. And then they became an inside joke. I think that inside jokes like that, private parts of their lives were really influential in creating the community atmosphere.

Relating Teachers' Strategies to Intelligent Behaviors and Related Education Theories

The researcher used the conceptual framework created by Altan et al. (2019) for this phase of the analysis to explore the connection between participants' narratives, and their intelligent behaviors and dispositions as Habits of Mind. For further explanation of how the educational theories are linked to the intelligent behaviors, please refer to the literature review discussing teachers' dispositions and habits of mind. For each participant, the researcher created tables in which she categorized challenges and strategies for those challenges. Within these tables, the researcher linked the strategies used by the teachers to the intelligent behaviors and Habits of Mind and finally conceptualized using Altan et al.'s framework. This framework helped the researcher find the theoretical background for each Habit of Mind and intelligent behavior.

The Results of Analysis of Eugena's Narrative Using the Conceptual Framework

The first participant Eugena remembers her feeling of helplessness and despair very vividly when everything turned upside down with her regular teaching practices. She remembers how every process she had to deal with was new and that teaching was stressful for her (see Table 2).

Table 2

The Results of Analysis of Eugena's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I was not familiar with the online teaching platform. Actually, it's not even a teaching platform: Zoom. I had no idea about screen-sharing or providing different environments for students to speak or to write.	I was very quick while adapting to this stuff. I was already using blended learning strategies in my classes, and I was making use of technology. I was using Quizlet, Padlet, Google docs a lot in my classes. I was already using some flipped books before the pandemic.	Calling upon one's store of knowledge and experience as sources of data to solve each challenge (Applying past knowledge to new situations)	C, SRL
I felt that I didn't have enough resources for online teaching.	Teaching online helped me to archive lots of materials because you always have to visualize everything. I was a messy teacher before that, but now I have tons of materials, audio, and visuals to make use of in my classes.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 2 (cont'd)*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Actually, I had some second thoughts when online teaching started and I really didn't enjoy teaching online initially, it was stressful.	Even under stressful situations, I can act really professionally. I believe I am a very energetic and positive person. So, I hoped for the best.	Remaining calm, thoughtful and reflective (Managing impulsivity)	SRL, M, EI
		Remaining focused on tasks and look for ways to reach a goal even when one is stuck (Persisting)	IT, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

As an experienced teacher, Eugena used her professionalism and optimism even if she felt stuck. She sees this new situation as a source of improvement and she quickly adapts to this relatively new teaching experience.

Not only about herself, but also she had some second thoughts and worries for her students. It looked challenging for her students to adapt and survive in this new environment (see Table 3).

Table 3*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I was feeling that my students were a little bit down. They were always saying: "Teacher, we could be better if we were in the classroom altogether."	I made them realize that they didn't lack anything, any important information, or even socialization in an online classroom.	Remaining calm, thoughtful and reflective (Managing impulsivity)	SRL, M, EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 3 (cont'd)*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I had some challenges creating group works at first because when we were in the classroom, it was so easy to group them I was used to giving instant feedback in the classroom. I was wandering around the class.	As soon as I learned about breakout rooms on Zoom, I made use of it. I was visiting their rooms and constantly monitoring them.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
My students had no notion of writing academic things. They were not using capital letters where necessary, no punctuation, no proper spelling. I had so much difficulty with that.	I made use of Google documents and also interactive boards, and they were also contributing to the writing process. We started to write all of us at the same time and we tried to get over these challenges.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

While Eugena encouraged her students to adapt, she also made use of technology to provide more effective learning experiences for them.

Students' resistance to turning their cameras on seemed to bother Eugena the most.

She sees students' aversion as a barrier to engaging students (see Table 4).

Table 4*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I am used to giving my students repetitive drills in the classroom, but when you are alone in front of a computer, you feel like a maniac: "Now repeat after me!" and nobody repeats. The cameras are sometimes off; they don't want to interact with you. You always feel like you are a clown in the class	There were some dominant students. They helped me a lot because they are more motivated than the others. First, I initiated conversations with them and when they gave me a response, the others were also affected and responded.	Being able to work with and learn from others (Thinking interdependently)	C, EI
One of the biggest challenges was engaging students. Actually, we had no policy deterring people from turning off their cameras. I know it would be so cruel to make them turn it on all the time. But it's necessary to safeguard our mental health. What is the connection between us, then? You feel bad that your students don't exist.	I got help from visuals and also songs. I tried to initiate them to speak a little bit. And I was using humor a lot, like cartoons, 9gag, or something. I felt that they were contributing more when I did these. I was also taking advantage of these before online teaching.	Calling upon one's store of knowledge and experience as sources of data to solve each challenge (Applying past knowledge to new situations) Remaining focused on tasks and look for ways to reach a goal even when one is stuck (Persisting)	C, SRL IT, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

As a resourceful teacher, Eugena manages to utilize from her past experiences and use her communication skills to engage students.

Rather than implementing the given curriculum one-on-one, Eugena's main focus was on how to put her students in the center and she cared about their active participation (see Table 5).

Table 5*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I was afraid that my students were going to be more passive than actual classrooms.	I was constantly giving them some tasks suitable for their levels. And I usually didn't act like a presenter. It's not like I'm presenting some information; and they are taking it automatically as if they have no brains. I wanted them to learn by doing tasks.	Continuously searching for new and better ways (Remaining open to continuous learning)	IT
Because sometimes you have a very loaded curriculum and you have to follow it, but there is no fun part of it. There is no individualization. So, students are learning stuff from you, but they have no correlation with their lives.	I was trying to make things more individual for them and they were writing half vocabulary notebook, half diary. Not hardcover ones, they were on Google docs. And I could also visit their diaries and we were constantly sharing ideas together.	Continuously searching for new and better ways (Remaining open to continuous learning)	IT
The online teaching curriculum was too loaded so it didn't provide much space for students' development of speaking.	I was giving them some extra video tasks. They were sending me very short clips. And I was always watching them and I was giving them feedback in my classes and they really liked it very much because since there was their presence in the videos, they were taking these things seriously.	Remaining focused on tasks and look for ways to reach a goal even when one is stuck (Persisting) Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	IT, SRL C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Instead of regarding her students as the ones who should be in a passive state, Eugena did her best to involve them by emphasizing their individuality.

The students' boredom and distraction were other issues that bothered Eugena. She realizes that they are already stuck in their homes; therefore, they had a

tendency to see her classes as another compulsory act that they had to endure (see Table 6).

Table 6

The Results of Analysis of Eugena's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
The students were not willing to complete their writing tasks during the class.	When I was teaching the "How to- Process" paragraph, let's say, in the book, there were examples like giving recipes or how to improve your English and so on. Instead, I gave my students more eye-opening topics. Students came up with many different and original ideas, even the introverted ones. We had a fun brainstorming session and they were more willing to complete their task.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
There have always been students who hate reading and this was also a kind of obstacle for us, teachers in online settings. If students are unwilling to read something, their brain stops working, they cannot analyze or make a kind of synthesis with what they read. It becomes in a way a burden for you.	Prior to reading, I think speaking was a good idea. You are in a way checking the atmosphere whether they are willing to talk about that situation. You are checking their pulse during the speaking process. And sometimes I give them visuals, related to the reading text. But sometimes I don't have time for that. If there is a survey, we do that and we discuss. There is a kind of give and take moment before reading.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
Some students felt lost in understanding and answering the reading questions.	In soft versions of the books, you can only zoom in and out. We also make use of different characteristics of the books. You can write, make adjustments, underline or listen to some parts. If you don't know the pronunciation, you can click on it and you can hear. It was very useful in terms of reading and all these helped students to see the important ideas in the reading.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 6 (cont'd)*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
The students resisted reading long texts and were distracted.	I tried to divide the texts into parts. I was putting them into groups in breakout rooms-two or three people. I say "Okay. This part is yours. You are going to read this part and you are going to summarize in five or six sentences; the main idea, the supporting sentences, supporting ideas, et cetera." They were also in a way looking at the text analytically together.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
Boredom was one of the things that my students suffered. They were already bored at home, and they had a tendency to find some classes boring.	For me, whether the learner is bored or not was my starting point. If they are bored, how can I improve this task, text? How can I adapt it to their taste? I always asked myself. I know this is a very difficult task. I should come up with different points that can attract attention.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Eugena's analysis revealed that assigning tasks to her students for their sense of accomplishment, providing a good variety of resources with them and using humor as a way to communicate seemed effective to attract her students' attention.

Eugena's experiences with her students' insensitiveness and unmotivated approach to certain issues did not go unnoticed by her (see Table 7).

Table 7*The Results of Analysis of Eugena's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Some of the students looked insensitive to certain topics in the class.	I followed the agenda of the world. I made use of the hashtags from Twitter a lot to make the students internalize some stuff. And also, I want them to be alert to the world and the country in which they are living. I wanted them to be aware of the environmental situation or the agenda of the country or the world. For example, if we are talking about climate, they should know Greta Thunberg. I'm very proud of that.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
I had a hard time motivating some students to prepare for their exams and do their assignments.	I think I was an inspiration for my students. They see that there is a working mother, she's an English teacher, she's doing her Ph.D. So, I can sympathize with them. I tell them "You know, what happened? I didn't sleep until 3:00 AM. So you are now becoming grumpy about your midterm exam." And they feel a lot more responsible for their exams and assignments.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Her statements reveal that she made an effort to perceive her students' emotions and points of view, and also took the initiative to help them be more sensitive and responsible individuals.

The Results of Analysis of Elda's Narrative Using the Conceptual Framework

Like Eugena, Elda had so many worries when emergency remote teaching had to start and everything was now in an online setting. She expresses her longing for her face-to-face classes (see Table 8).

Table 8*The Results of Analysis of Elda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
The remote teaching was really an emergency issue. We were worried not only about our professional life but also about our whole lives so it was at first really difficult to have such an experience. The students were also very worried and they were experiencing something really unusual. I could see that the students were really concerned about their future academic life.	I told the students that it is also something really unusual in my life to be teaching online so they knew that if they experienced something really terrible like failing an exam or not being able to get on with the online process, I told them that I am in the same situation. I could fail, too. Then they understood that it is something that we need to achieve altogether and we are together in this.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI
In a face-to-face class, I was able to see my students' books, what they were doing in the class, what they were writing, how they were answering the questions, how they were having problems and answering them. I was able to observe all of these things, but now it became really difficult.	I found some ways to see what they were doing at home; like making them join the Zoom with their mobile phones and making them show their books, like sending pictures to my email and I can say it was really hard to do all these things as practically as in the face-to-face education but I was able to do it.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly) Continuously searching for new and better ways (Remaining open to continuous learning)	C, SRL IT

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Her statements reveal that she shows efforts to perceive her students' emotions and points of view and approaches them with empathy. She stresses how they are not alone and she is ready to support them.

The fact that she did not feel confident enough with this new technology-required class and that she could not use her familiar tools continued to stress Elda (see Table 9).

Table 9*The Results of Analysis of Elda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
During my professional life I have always felt that I was really good at using the whiteboard and I was always afraid of using even a smartboard or something like that because I wasn't used to using the technology in that sense. But suddenly something unexpected happened and I wasn't able to use the whiteboard and I felt that one of my arms was actually cut.	I remember asking multiple questions to my colleagues about this issue to learn from them. They showed me how to work on a Word document more effectively and use annotations on Zoom. I also took the advantage of it in a way. While the whiteboard was something temporary, on the Word document we were able to save anything and reuse it. Actually, I really loved this learning process.	Being able to work with and learn from others (Thinking interdependently) Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, EI C, SRL
I remember I was overthinking and actually everything was really psychologically hard. I was feeling tired and overwhelmed in the first weeks.	I am really proud of those days and my performance on those days. Even though I felt upset, I was able to cope with the situation psychologically. In every step of that process, to be psychologically strong was the point actually. I proved to myself I was not weak at all.	Remaining calm, thoughtful and reflective (Managing impulsivity) Remaining focused on tasks and look for ways to reach a goal even when one is stuck (Persisting)	SRL, M, EI IT, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

As a teacher who is open to learning from others and motivated to overcome these inevitable worries, Elda started to see the benefits and started to make use of them.

Apart from technological issues, Elda dealt with the psychological issues of her students. She was fearful of not meeting the expectations and needs of the students due to this quick planned remedial process (see Table 10).

Table 10*The Results of Analysis of Elda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Another major challenge was my students' psychology. They were at home, they were worried, they knew nothing and they were about to have an exam which was really important in their life (proficiency exam). So the major challenge was that everything was new and nobody knew what to expect.	Everything was a solving process. We had challenges, we tried to solve them, we tried to learn new things in order to go on the education as effectively as we were doing in face-to-face education. So we had to learn, we had to explore, we had to calm the students down, also we had to calm ourselves down.	Remaining calm, thoughtful and reflective (Managing impulsivity) Not behaving impulsively (Taking responsible risks)	SRL, M, EI M, EI
We didn't have a curriculum or a program that really meets the expectations of online education because we had to be quick to go on the education.	I did my best to adapt all the materials we had face-to-face according to the needs of online education. I made use of interactive websites to make these materials and input to be more relevant to students and to engage them as soon as possible.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
In Turkey I feel that some students are programmed to be able to always get ready for an exam, rather than to be taught. They are not focused on learning but on passing an exam. So when they didn't know what the proficiency exam would be like, they were anxious.	I reminded them to focus on what they are learning and told them the assessments were to reveal their real performances, not to fail them. I made these talks with my students because they needed to be persuaded their efforts are appreciated and they need to get rid of worrisome thoughts for exams.	Remaining calm, thoughtful and reflective (Managing impulsivity)	SRL, M, EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

One can reveal that Elda became an even more organized and planned teacher with this process. She continuously strives for better ways to have fruitful and effective classes with her students.

Due to the lack of a community environment, Elda sees the drawbacks of her students' isolation. She is aware of how this isolation has an impact on their language skills and their engagement (see Table 11).

Table 11

The Results of Analysis of Elda's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
The students did not voluntarily speak during the online classes because taking turns on an online platform is really difficult. You cannot watch your students all the time, you don't know who is trying to speak or ask something because you don't see that when you are sharing a screen.	In online classes, I was able to make random groups, and each time the group changed so I feel that my online classes became more communicative, because each time the spokesperson was different in every group. Group activities in order to make the lessons communicative were the thing that I used most frequently.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
I felt that the students didn't see themselves as a part of a group or a community.	First of all, I wanted them to have a WhatsApp group and I really hoped they would chat in their WhatsApp group that was not only about the educational issues and my announcements but also I wanted them to really talk to each other about anything.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
For the reading skill, you cannot watch and observe if they are reading or not, whether they have any trouble or not. You can't get their questions and control their process like in face-to-face classes. You had to cope with the idea that you don't know what they actually are doing.	I mostly divided the text into parts and I managed the time in their reading process. And sometimes I divided the class into groups and assigned them some parts of the text and I wanted them to respond to my questions part by part, not a whole reading process. It was easier for me to control them and their progress.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 11 (cont'd)*The Results of Analysis of Elda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Some of my students weren't self-confident enough to express themselves among other students.	I highlighted their strengths, whatever I learned about them I talked about that. For example, one of the students can play any instrument and I always talked about that in order to make that student feel comfortable with the others. If another one played sports, I always asked about it. I focused on their personal skills. In traditional education, students, during the breaks or after school, can talk about themselves very easily and I don't need to boost those students with their personal skills but here I was the only person who could make bridges between them.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly) Being able to work with and learn from others (Thinking interdependently)	C, SRL C, EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Elda shows efforts to generate some alternative ways and methods to enable her students to connect with each other. She cherishes group works a lot and uses them as a way of creating a sense of community.

The plagiarism of the students was another concern of Elda. She believes her students had a tendency to copy and paste, especially in their writing assignments and this was one of the challenges that she had to deal with as well as giving extensive feedback to them (see Table 12).

Table 12*The Results of Analysis of Elda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Giving feedback for online writing was my biggest nightmare. It took a lot of time; it was not possible to give some individual feedback orally because we didn't have so much time. Normally the student gives the paper, you read it, write some comments on it, you grade it but you also have a chance to talk about it, even in the break time or after the class and it only takes two or three minutes.	I kept the students after classes on Zoom by giving them allocated office hours as groups. I opened the Word document, shared it on the screen, and talked to the students about their mistakes in front of each other so that they could see the common mistakes that they made as a class. It was also time-saving for me to give them group feedback.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly) Persevering in tasks through to completion (Persisting)	C, SRL IT, SRL
The students were intimidated by writing and they had a tendency to copy and paste from online sources.	It is easy to type and divide the writing into components online-you are using a very practical program which is Word- so, you write it, you delete it, you change the places, you can mark it, you can talk about all parts of a sentence. I was able to give the samples with every component of writing skill, so they learned how to write easily.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Like in other skills, she also succeeded to learn new ways to use technology to deliver her courses and tried to discourage her students to cheat by having one-on-one sessions with them.

Elda summarizes her experiences started as worrisome; however, using her spontaneity and empathy with others as a teacher, she felt triumphant at this process (see Table 13).

Table 13

The Results of Analysis of Elda's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I can say that I was really worried at first, I was worried about my profession, I was worried about my students, I was worried about their feelings, I was worried about being an effective teacher and being as effective as I could be at least.	I had to be spontaneous and I always tried to put myself into students' shoes. I am also a student at the same time, having my Ph.D., and I know that in front of the computer listening to a teacher or being active all the time even if you are willing to be active, it is very challenging. You cannot listen to the teacher all the time because you have the chance to turn off your camera and you are always muted already so it's possible to get distracted by something else easily.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy) Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	EI C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

The Results of Analysis of Nova's Narrative Using the Conceptual Framework

Like Eugena and Elda, Nova felt inadequate and unprepared at first days of emergency remote teaching. She was trying to process various aspects of this new experience (see Table 14).

Table 14*The Results of Analysis of Nova's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
The first time I did online teaching, I was like fish out of water because we didn't get any training. I didn't know how to manage these online classes; it took a while for me to learn all these things.	I think I also owe to my students too because they were also very helpful in the process. They were understanding when there was a problem. They were patient. They all supported me in the process.	Being able to work with and learn from others (Thinking interdependently)	C, EI
Especially if they're in breakout rooms on Zoom, if they are working in pairs or groups, God knows what's happening in this room. Monitoring students is also another problem	I was just constantly shifting around the rooms so that they felt that I could be there monitoring them any time. After a few breakout sessions, they knew that their work was appreciated and they would definitely take feedback from me.	Persevering in tasks through to completion (Persisting)	IT, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

As an experienced teacher, Nova seems to be the fastest to adapt and she found her ways to overcome obstacles quickly by cooperating with her students and planning diligently.

As Nova expresses her worries and challenges, it is very clear that what she cared about the most was her students. While she admits that she had great difficulty in the beginning, her statements show that she was more concerned with students and their challenges during this process (see Table 15).

Table 15*The Results of Analysis of Nova's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Once the students figured out this system is totally internet dependent, they tried to look for some ways to escape from the class. They gave me excuses like "the internet's not working properly" or they gave me other excuses.	Mostly I was feeling that I had to tolerate these excuses because, you know, my hands were tight. But then I told them I would give them extra points if they turned on their cameras and it definitely worked for most of the students. Of course, I had to use incentives.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
Not every student was participating, only the voluntary ones. So I couldn't fully understand if all of my students could understand my presentation. In a physical classroom, it's easy to spot the problematic student. But in an online class, you can never make sure if the student fully understands the topics.	I made sure that I elicited answers from each student in the classroom. I called out their names constantly and if I felt that some students were more passive than others, I offered them an office hour to let them ask their questions if they had any.	Persevering in tasks through to completion (Persisting) Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	IT, SRL C, SRL
The students had difficulty getting the reading strategies at first maybe because of their concentration problems.	Technology has helped me a lot in this sense. Cross-checking the answers was really cool. For example, they answer in their books and we could turn back to the text and I asked them questions like, where did you locate the information and then we could check the information paragraph by paragraph and revising vocabulary was also easy. It was more visual-based.	Continuously searching for new and better ways (Remaining open to continuous learning) Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	IT C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 15 (cont'd)*The Results of Analysis of Nova's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Some students were really shy showing and expressing themselves in class.	I just started with baby steps with these students, because their main problem is being criticized. So I gave them some little chances. When they give me the correct answers, they feel more encouraged and motivated. Sometimes even when you're asking them to read out a sentence, they feel very encouraged. Because they feel that the teacher is appreciating their presence in the class.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly) Persevering in tasks through to completion (Persisting)	C, SRL IT, SRL
As they didn't have any chance to socialize with others, some students were feeling lonely.	After the classes, most of the time we couldn't end the zoom sessions. We had just some random chats. We didn't even talk about academic stuff. I knew that they had a need to talk to their teachers, and some other students.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI
Some of the students were unwilling to turn their cameras on.	I was also a MA student and I was taking some classes. During the classes, I noticed that at times I turned off my camera. The same thing was happening with me and some of my classmates. If the master's students were in that position, you're not very different from these students.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Nova saw herself as a full-time supporter and cheerleader for her students. Her experiences with her students reveal that she was in constant interaction with them to understand their expectations better and meet these expectations.

With her enthusiasm for learning and cooperating, Nova feels she managed to cope with the unknown and had a fruitful academic year (see Table 16).

Table 16

The Results of Analysis of Nova's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I had so many questions about every aspect of online teaching.	There were online webinars we could attend. I also listened to the problems and shortcuts, and key solutions in these webinars. I learned some very useful websites, some apps like Padlet, etc. I think the story is "united we stand, divided we fall." Sharing and caring was really important in that process.	Continuously searching for new and better ways (Remaining open to continuous learning) Being able to work with and learn from others (Thinking interdependently)	IT C, EI
I was having some technical problems from time to time, whether it be software, books, or computers.	I always asked my colleagues about the problems I experienced. So they all helped me. They showed me some shortcuts, they taught me some strategies.	Being able to work with and learn from others (Thinking interdependently)	C, EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

The Results of Analysis of Seda's Narrative Using the Conceptual Framework

Unsurprisingly, Seda had the exact same reaction to emergency remote teaching as all other three participants: suffering from uncertainty. As a sensitive teacher, she is also aware of her coworkers' and students' mental states. She also

deals with situations, like internet connection problems, that she feels she cannot control (see Table 17).

Table 17

The Results of Analysis of Seda's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
We suffered obviously at first, nobody was expecting something like this to happen and all of a sudden, without any educational process and without preparation, we jumped into this process.	I think during this process; we were just learning by doing. We were aware that it was a remedial process at the beginning. Like we have to do something and I think we were able to adapt really quickly.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
In my work environment, some of my co-workers were really depressed about not having the students in class and they were really suffering from not being able to do what they always used to do. Also, some students felt the same.	I was good at keeping my morale high. I was thinking "maybe my students' learning outcomes will not be maximized, but at least, they will not be sitting at home doing nothing." I was able to convince my students in that perspective and when they were feeling down about the whole online teaching process.	Remaining calm, thoughtful and reflective (Managing impulsivity) Not behaving impulsively (Taking responsible risks)	SRL, M, EI M, EI
Connection problem was the biggest problem. As a teacher, I always feel the need to be in control and when you cannot control, it makes managing the students' process difficult. Sometimes students tell you that they're having a connection problem, but they may not. You never know.	I kept reminding myself this situation is extraordinary and I cannot control everything in life. I tried to empathize with my students. I knew they were young people, they wanted to do fun stuff, but they were stuck in their homes. transition process.	Remaining calm, thoughtful and reflective (Managing impulsivity) Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	SRL, M, EI EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Seda's worries for her students, like their being remote physically and psychologically, and their lack of concentration and motivation did not differ from other participants' stated concerns (see Table 18).

Table 18

The Results of Analysis of Seda's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
The students were feeling remote literally in classes.	The best thing I could do was to break that ice. That's why, I was trying to get to know them, I was making jokes, more and more every day. Then the second thing I was trying to do is when you share your screen on zoom, you can't really see all the students. So, I was trying to call their names more often than I do in an actual classroom. So, I was trying to keep them alert.	Placing value on having sense of humor (Finding humor) Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	EI C, SRL
Students could get distracted easily by their phones.	I was trying to limit their use of cell phones because they're always on their phones using social media and it's a really big distraction for them. So I was making jokes about them using their phones so that I was trying to give the impression that, "Hey, I know what you're doing. So stop what you're doing and focus on the class."	Placing value on having sense of humor (Finding humor)	EI
Students had a tendency to turn their cameras off.	I have really strict rules in general and I made sure these rules were understood and discussed at the beginning of the semester and I followed the rules strictly. That's why nobody really tried to challenge these rules.	Placing value on having sense of humor (Finding humor)	EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 18 (cont'd)*The Results of Analysis of Seda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
I was afraid that students would feel alienated from me and each other.	I was trying to make their personal interests a part of the class and at some point, they were making jokes about each other's interests and experiences. So I think that helped me to create that virtual classroom environment. Even if they never saw each other, they were actually feeling close to each other.	Being able to work with and learn from others (Thinking interdependently)	C, EI
Certain students had motivation problems in the process overall.	It depends on what your expectations were because it was an emergency situation. My expectation was not that high. I knew no matter what I did, it was going to be up to the students and their motivation and how much investment the student decides to make. So, I talked to them about how important the things we do are and I tried to motivate them.	Remaining calm, thoughtful and reflective (Managing impulsivity)	SRL, M, EI

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Seda's experiences with her students show that she has chosen to behave in a disciplined manner towards her students, as she has done throughout her teaching life, and has placed the rules at the center of this process. This does not mean that she did not empathize with her students; rather, she always responded to their needs and expectations.

In addition to her teaching practices, Seda also shared her experiences as a level coordinator about this process (see Table 19).

Table 19

The Results of Analysis of Seda's Narrative Using the Conceptual Framework

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
My biggest challenge was actually, rather than teaching, I was feeling more stressed about coordinating the whole thing (because I am a coordinator as well.) I didn't know what to do. The teachers didn't know what to do. Students had no idea what we were doing. And under these circumstances, we had to come up with something to recover from this process.	It was purely a "learning by doing" process. The more I learned things and overcame problems, the more confident I felt. I was also not shy about asking questions and consulting my co-workers. I remember telling them I don't have the answers to everything as a coordinator but made them sure I would return to them as soon as I got the necessary info.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning) Being able to work with and learn from others (Thinking interdependently)	IT C, EI
With other level coordinators, we knew that we would face many unexpected issues at the beginning of the process.	In our meetings, we were trying to come up with a common solution. So we were sharing the problems teachers or students were having in class. The first thing we did was to try to anticipate the problems that can come up after some time so that when the problems came, we could come up with some possible solutions.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

Table 19 (cont'd)*The Results of Analysis of Seda's Narrative Using the Conceptual Framework*

Challenges	Strategies	Intelligent Behaviors and Habits of Mind	Theories
Sometimes I, as a coordinator, was asked questions that I didn't know the answers to.	If I was having a technology problem, I would call the publishing houses or our IT office to get a better understanding of that technicality. But, what I was just trying to do was to plan and organize, it doesn't mean that I know everything.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning) Remaining calm, thoughtful and reflective (Managing impulsivity)	IT SRL, M, EI
The teachers at my level had so many questions about the use of e-books and online platforms.	The first thing I did as a coordinator was to learn the books so that I was able to answer the teachers' questions, technical questions. The first thing I did was to learn the software books like if you click on that segment, you're going to reach that part, etc. I prepared myself really hard so that I could effectively help other teachers.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
We had to adapt all the portfolio tasks to an online context.	Always on-the-spot solutions: Like, they can't make presentations face to face. They can shoot the video. How are they going to shoot the video? They can use Zoom. But the videos are too big to upload. They should use programs like Handbrake to make the video smaller. So we just modified the things we used to do.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

By striving for improvement and learning, and even more importantly, by staying calm and collected, Seda completed this process with her confidence.

Researcher's Note

When the researcher started the interviewing process with the participants, the teaching mode had already moved from online to hybrid mode. After the researcher collected data on the challenges and strategies of teachers in emergency remote teaching, she also aimed to explore, again, the challenges and strategies of the participants in hybrid teaching. As the hybrid teaching was still up to date, the researcher wanted to benefit from the participants' recent experiences, which could provide reliable data. After the researcher analyzed the data, she associated their strategies with their intelligent behaviors and teacher dispositions as Habits of Mind, and finally theories by using the theoretical framework prepared by Altan et. al. (2019). Please see Appendix D to review these data.

Conclusion

In this section, the researcher identified emerging themes from the narratives. These emerging themes are: response to sudden change, resilience, and engaging students. The researcher further presented the challenges and strategies participants reported they had during emergency remote teaching within tables. Finally, researcher linked these strategies with the intelligent behaviors and Habits of Mind based on the conceptual framework by Altan et al. (2019).

CHAPTER 5: DISCUSSION

Introduction

The purpose of this research was to explore the intelligent behaviors that help explain which Habits of Mind experienced teachers have that help them address challenges during emergency remote teaching. Regarding teachers' responses to these challenges, the researcher used qualitative data analysis strategies, namely narrative inquiry, to investigate their explanations for indications of intelligent behaviors that provide insights into their Habits of Mind. This chapter provides the discussions from the findings of this study. Finally, implications for practice and implications for further research are reported.

Overview of the Study

This study aimed to explore how selected EFL teachers identify and address challenges with emergency remote teaching during COVID-19 pandemic. It further investigated which intelligent behaviors and Habits of Mind that are evident when the participants addressed these challenges. This research was guided by the following questions to gain insights into teachers' reflective narratives regarding on their experiences:

1. What are the challenges teachers report that they face during emergency remote teaching?
2. Which intelligent behaviors are evident when teachers explain how they organize and address these challenges?

Sub-question: What are the Habits of Mind associated with these behaviors?

The researcher used narrative inquiry to conduct and analyze three in-depth unstructured interviews with each participant over the course of three months. The

first interview was designed to probe participants' experiences and challenges with which they try to come up with their solutions and responses to these challenges. The second interview was used for member-checking purposes which contributed to the validity of the findings from narratives during which the researcher's findings and the descriptions were shared with participants to provide them with an opportunity to offer alternative interpretations. Finally, the third interview entailed participants' final review of the re-constructed narratives and asked their final confirmation on the researcher's analysis.

All participants in this study were EFL instructors at preparatory school at a private university with a minimum of 10-year experience. Participants were purposefully selected for this study to gain insights into how experienced English language instructors identify their challenges during emergency remote teaching and the ways they respond to these challenges by using their Habits of Mind. The participant selection was also based on openness and willingness of participants to share their stories and experiences.

Data collected for this study was analyzed by using inductive qualitative data-analysis using terms and descriptors for the study's conceptual framework. The researcher used the conceptual framework developed by Altan et al. (2019) for this stage of analysis to explore the connection between participants' shared experiences and their dispositions as Habits of Mind. Discussions based on the findings from the analysis are presented in the next section.

Discussion of Major Findings

The findings of this study are presented below in response to each research questions used for the study.

Finding 1: Participants' Narratives Reveal That Their Challenges During Emergency Remote Teaching Are Both Physical and Perceptual

With the analysis of the narratives, the data revealed that teachers experienced both physical and perceptual challenges with emergency remote teaching during the COVID-19 pandemic. While most of these challenges were overcome by the varying strategies that they employed (Desjardins & Bullock, 2019), few of them continued throughout the process.

Physical Challenges

COVID-19 pandemic caused a drastic change in the educational system. This radical change caused teachers to move their pedagogical practices and content delivery to an online platform, which challenged teachers to develop and deliver high-quality instructional content (Cardullo et al., 2021). Each participant in this study expressed their unpreparedness for this radical change and how they had worries about their profession, students, and their pedagogical practices.

To start with, the participants of this study stated that they quickly had to adapt to the online settings such as Zoom and Google Classroom to deliver their courses effectively. Technicalities such as screen-sharing, annotating, or providing various environments for student products exposed some challenges for participants. Evidently, the quick adaptation to technology required systems expected by the institution put pressure on the teachers. Without any initial training, they were inevitably having technical problems in and out of the classes, and it took a while for them to master on these.

Similarly, Houlden and Veletsianos (2020) stated that the COVID-19 pandemic accelerated the applications of digital teaching and learning, and a digital pedagogical hub as an emergency alternative for distance education needed to be

implemented quickly and efficiently (Anderson, 2020). Most educators struggled with the rapid conversion of their courses from face-to-face to online because their way of teaching was affected by the shift to an online format (Oskoz & Smith, 2020). Dill et al. (2020) also discussed that in the case of emergency remote teaching, faculties had little or no time to test the functionality or usability of new digital tools because the urgency of getting online inevitably requires them to fall back on what they already know and the tools they had before the pandemic.

It is evident that not knowing all the possibilities and the technical know-how of the online tools was a major problem for the teachers since it was something new and different, which made it difficult to adapt (Iglesias-Pradas, 2021). Teachers lacked experience in online teaching and were not adequately prepared for it, resulting in a lack of pedagogical and technological skills needed for online teaching (Ferri et al., 2020; Ma et al., 2021; Putri et al., 2020; Trust & Whalen, 2020).

Working from home which created an imbalance in the work-life balance was another challenge experienced by the participants during the pandemic. The participants expressed physical exhaustion resulting from their excessive screen time. This pressure to acquire additional digital expertise, preparing online materials, and long meetings have led to each participant experiencing fatigue. As Seda puts it: “We had too much workload and we were tired constantly. We were teaching for five days; on the sixth day we were having a school meeting which lasted for hours. And on Sundays, I was marking papers. So, I was working seven days a week”.

An increase of screen time has been associated with discomfort and visual fatigue are strongly promoted by screen viewing (Kim et al., 2017). This increase in

screen time is also associated with the need to create more online resources, increased team meetings, and an increase in communication with students. Furthermore, educators' ability to manage the interplay of work-related activities and daily life obligations was severely impaired (Erlam et al., 2021). This led to an increase in work-life conflict, which took the form of work-related issues encroaching on daily life. Consequently, teachers faced an imbalance between family, work, and leisure (Shamir-Inbal & Blau, 2021).

Perceptual Challenges

The results of the analysis of narrative data revealed that a major problem faced by participants was a lack of systematic and effective curriculum. The participants all stated that the main challenge with the curriculum was it was too loaded, and the expectations set by the institution were too high. While they were tackling with the technicalities and connection problems of students during classes, the time was not working for the participants' favor, so they had difficulties covering the overall objectives. Furthermore, as they could not estimate how long each activity would take, they had time management problems.

In emergency remote teaching, the abrupt transition does not provide sufficient opportunity for the development of carefully designed instruction (Hodges et al., 2020). This rapid shift to remote learning has led unprepared higher education teachers to make the necessary adjustments and changes overnight (Iglesias-Pradas, 2021). Teachers also faced a didactic challenge when trying to adapt their teaching to the needs of the students. A didactic challenge, as explained by Zizanovic et al. (2021), requires restructuring the curriculum, which entails adapting instructional content, adjusting learning outcomes, using collaborative and innovative methods (Johnson et al., 2020; Putri et al., 2020).

More importantly, the data revealed that all four participants were worried about keeping students engaged and motivated. Each participant shared the anecdotes about students' boredom, lack of concentration, and unwillingness to participate in classes. As Elda puts it: "The students did not voluntarily speak during the online classes. Even if they had some questions and they were lost during the classes, they were not as comfortable as they were in face-to-face education with asking questions". Furthermore, the participants all highlighted a lack of sense of community in their classes because the students did not have any chance to socialize with others. When the participants had office hours with students one-on-one, they realized how students experienced loneliness at their homes and this affected their learning motivation.

This finding is consistent with the studies which indicate teachers had difficulties motivating students through the computer screen (Reich, 2020; Sharma et al., 2021; Xiao & He, 2020). Besides having increased workload, teachers were found to be concerned about maintaining their students' interest, catering for the complex needs of their students, and managing problematic student behavior during the COVID-19 pandemic (Zhao et al., 2020).

Finding 2: Participants' Narratives Reveal That They Use Multiple Strategies to Overcome or Minimize These Challenges

Based on the analysis of the narrative data the researcher learned that participants made efforts to support each other both within their work community and during teaching. It is evident that the participants found comfort in it. They all agreed that sharing the experiences and knowledge with each other during lesson breaks or meetings, they felt more supported in an emergency situation like this. As Nova puts it: "United we stand, divided we fall". Similarly, Bozkurt and Sharma

(2020) suggested that while there is a rush to implement emergency remote teaching, the focus should be on building communities of support and sharing knowledge through a learning process.

Furthermore, the participants believed that they acquired new strategies through in-service trainings that the institution provided them in collaboration with the publishing houses. Even though they thought that these trainings should have been earlier during the initial process of remote teaching, they still appreciated these online webinars. The participants all agreed that these trainings were fundamental for their adaptation to the online platforms and acquiring new perspectives to conduct effective remote courses. Through these trainings, the participants were able to review their existing strategies and develop them by listening to the problems, shortcuts and key solutions emerging in remote teaching.

Accordingly, Iglesias-Pradas (2021) asserts that the shift to distance learning offers educators the opportunity to demonstrate or expand their creativity and exercise more control over course content design, learning management, and delivery. He suggests there is an increased need for continuous awareness and training on the use of digital educational tools and their integration with traditional teaching methods to enable a smooth transition in times of crisis. Finally, Huang et al. (2020b) also suggested training teachers, strengthening internal leadership and collaboration among teachers and learning, which would provide teachers with access to e-learning resources and educational programs.

Finding 3: Participants Use Certain Intelligent Behaviors Associated with Habits of Mind During Emergency Remote Teaching

Based on the analysis of narrative data using the conceptual framework created by Altan et al. (2019), which is offered as a theoretical grounding to the

model of Habits of Mind, the researcher found out there is a variety of intelligent behaviors and Habits of Mind that participating teachers used during emergency remote teaching. Upon conducting an inductive data analysis, the researcher revealed that 10 out of 16 Habits of Mind were used during emergency remote teaching practices of the participants. The researcher also connected intelligent behaviors identified by Altan et al. (2019) with each Habit of Mind (see Table 20).

The researcher also found that participants' self-efficacy and resilience played an essential role in implementing their strategies they used to overcome challenges they faced. As a result, the researcher linked these emerging Habits of Mind with these theories. The researcher finally adapted the conceptual framework created by Altan et al. (2019) by integrating Self-Efficacy Theory and Resilience Theory with other existing theories in the framework. This may suggest that the conceptual work created by Altan et al. (2019) could be adapted for differing needs and the researcher expanded this framework to be used by other researchers and practitioners for emergency remote teaching.

Table 20

Emerging Intelligent Behaviors and Habits of Mind in Emergency Remote Teaching

Habits of Mind	Intelligent Behaviors
Applying past knowledge to new situations	– Calling upon one's store of knowledge and experience as sources of data to solve each challenge – Accessing prior knowledge and work to transfer knowledge beyond the situation in which it was learned
Finding humor	– Placing value on sense of humor – Appreciating and understanding others' humor
Listening with understanding and empathy	– Making an effort to perceive another's point of view and emotions

Table 20 (cont'd)*Emerging Intelligent Behaviors and Habits of Mind in Emergency Remote Teaching*

Habits of Mind	Intelligent Behaviors
Managing impulsivity	– Not behaving impulsively
Metacognition	– Remaining calm, thoughtful and reflective – Being aware of one's own thoughts, feelings and actions and their effects on others
Persisting	– Remaining focused on tasks and look for ways to reach a goal even when one is stuck – Persevering in tasks through to completion
Remaining open to continuous learning	– Striving for improvement, growing, learning, modifying, and improving oneself – Continuously searching for new and better ways
Taking responsible risks	– Not behaving impulsively
Thinking flexibly	– Changing one's perspective and generating alternatives as well as considering a variety of options
Thinking interdependently	– Being able to work with and learn from others

Habits of Mind and Intelligent Behaviors Related to Self-Efficacy

The findings revealed that the participants' self-efficacy played an important role in identifying and implementing the strategies they used to overcome physical and perceived challenges. All four participants reflected confidence in their ability to be in control of their own motivation, behavior, and social

environment. The participants' sense of competency determined how they interacted with their colleagues and students, their capability to execute the work, and their effort to achieve the good results.

There is consistent evidence that perceived self-efficacy increases motivation and performance outcomes (Bandura & Locke, 2003). Bandura (2000) argues efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically, what courses of action they choose, what goals they set and how committed they are to them, how much effort they put forth, what results they expect from their efforts, how long they persevere in the face of obstacles, how resilient they are in the face of adversity, how much stress and depression they experience in coping with stressful environmental demands, and what successes they achieve.

Similarly, studies show that teachers' self-efficacy is linked to their persistence in carrying out teaching activities, supporting their students, and improving student learning, as well as their level of involvement with others (Egido Galvez et al., 2018; Ross, 1994), openness to new ideas, and willingness to try out new methods to better meet the needs of students (Alt, 2018; Tschannen-Moran & Hoy, 2001).

Likewise, Wieland and Kollias (2020) reveal key components that can ensure educators' success in online and remote teaching are identified to include a passion for the work, confidence to move forward, and the skills necessary to make the transition successfully.

The following table shows the relation between self-efficacy and some intelligent behaviors and Habits of Mind that the participants used during emergency remote teaching (see Table 21).

Table 21*Habits of Mind and Intelligent Behaviors Related to Self-Efficacy*

Habits of Mind	Intelligent Behaviors	Self-efficacy
Metacognition	– Remaining calm, thoughtful and reflective – Being aware of one's own thoughts, feelings and actions and their effects on others	– Thinking strategically and optimistically, being aware of how much effort they put and being able to expect results from their efforts (Bandura, 2000)
Remaining open to continuous learning	– Striving for improvement, growing, learning, modifying, and improving oneself – Continuously searching for new and better ways	– Persisting in carrying out teaching activities, supporting their students, and improving student learning (Egido Galvez et al., 2018; Ross, 1994)
Taking responsible risks	– Not behaving impulsively	– Being open to new ideas, and willing to try out new methods to better meet the needs of students (Alt, 2018; Tschannen-Moran & Hoy, 2001)

Habits of Mind and Intelligent Behaviors Related to Resilience

The researcher also found that the participants mitigated all the challenges mentioned through adopting a variety of adaptive coping strategies that show mental resilience. According to the analysis of the narratives, these coping strategies were, namely, engaging in positive self-talk, being proactive and helping others, cultivating humor and curiosity, learning from failure, and having realistic

expectations from themselves. It is evident that resilience played a key role in enabling participants to respond positively to the challenging circumstances which they had to endure over the course of this demanding process.

Teachers' resilience is defined as either an individual's ability to overcome personal and environmental stressors and adapt to different situations, or as a set of tactics used by teachers to achieve professional goals and keep their dedication to teaching when faced with adversity (Brunetti, 2006; Castro et al., 2010; Oswald et al., 2003). As a result, teachers must develop resilience in order to remain fully engaged in the educational process, preserve their inner drive, and continue to grow professionally (Day & Gu, 2013). According to Day and Gu, one cannot expect students to be resilient if their teachers do not demonstrate resilient qualities and constitute a primary source of role models.

Hargreaves and Fink (2006) also discuss teaching as a demanding job in an emerging “age of diversity and sustainability” (p.16). They highlight that shifting the focus from teacher stress to resilience offers a promising perspective for understanding how teachers manage and sustain motivation and engagement in times of change. Similarly, the Variations in Teachers’ Work, Lives and Effectiveness (VITAE) research, conducted by Day et al. (2006) found that teachers' capacities to sustain their commitment were moderated by their professional life identities and phases and that these were mediated by the scenarios or contexts in which they lived and worked. Managing the interaction between these factors was key to teachers' ability to sustain their resilience.

The following table shows the relation between resilience and some intelligent behaviors and Habits of Mind that the participants used during ERT (see Table 22).

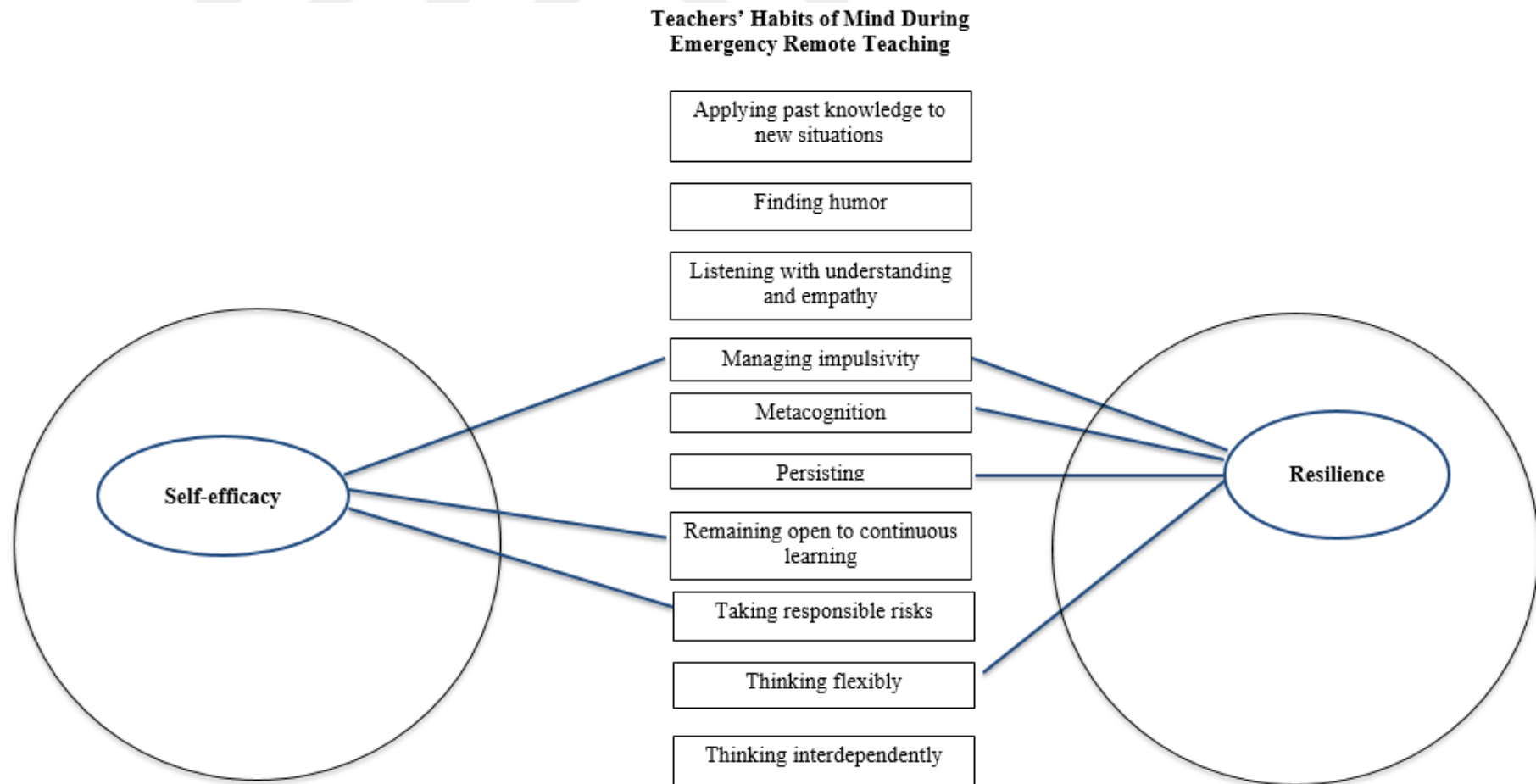
Table 22*Habits of Mind and Intelligent Behaviors Related to Resilience*

Habits of Mind	Intelligent Behaviors	Resilience
Managing Impulsivity	– Not behaving impulsively	– Achieving professional goals and keep their dedication to teaching when faced with adversity (Brunetti,2006; Castro et al.,2010; Oswald et al.,2003)
Metacognition	– Remaining calm, thoughtful and reflective	– Overcoming personal and environmental stressors and adapting to different situations (Brunetti,2006; Castro et al.,2010; Oswald et al.,2003)
Persisting	– Remaining focused on tasks and look for ways to reach a goal even when one is stuck – Persevering in tasks through to completion	– Remaining fully engaged in the educational process, preserving their inner drive, and continuing to grow professionally (Day & Gu, 2013)
Thinking Flexibly	– Changing one's perspective and generating alternatives as well as considering a variety of options	– Adapting to different situations (Brunetti,2006; Castro et al.,2010; Oswald et al.,2003)

The following figure shows the connection of resilience and self-efficacy with some intelligent behaviors and Habits of Mind that the participants used during ERT (see Figure 2).

Figure 2

Teachers' Habits of Mind During Emergency Remote Teaching



In conclusion, out of ten Habits of Mind that were used during emergency remote teaching by teachers, the researcher linked self-efficacy with three Habits of Mind. The findings of the study show that there is a connection between teachers' self-efficacy with their openness to new ideas and learning. Given the amount of new areas to learn in this process, from technical issues to new methods to better meet the needs of students, the participants' beliefs served as a predictor of their motivation and learning. In line with Bandura (2000)'s ideas, the participants' efficacy beliefs influenced their goals and courses of action, resulting in their high performance in their learning journey. Finally, the researcher linked resilience with four Habits of Mind and the researcher associated resilience with supporting learning. The participants' perseverance in remaining fully engaged in the educational process, even when faced with adversity, reveals that they were dedicated to show behaviors that promoted their personal values. While not direct, their resilience, which provided an ability for them to cope mentally and emotionally, could suggest that it supported participants through their learning process.

Implications for Practice

The findings of the present study indicated that all participants experienced both physical and perceptual challenges and they used several strategies to address these challenges with the help of their intelligent behaviors and teacher dispositions as Habits of Mind. Given the novelty of remote teaching and its potential to become a permanent part of our current context, institutions may need to identify the professional dispositions that an effective educator needs to have in online environments. Profiling these professional dispositions could reveal an indication of the probability that they may foster their dispositions toward remote teaching.

Another implication for practice is that all academic departments could include learning programs that help teachers and students develop their technological and digital abilities on a regular basis. They could include ERT in their emergency management plans with capability that can be launched promptly when needed. All academic units linked with the schools and universities should have their own emergency plans based on the institution's emergency management strategy. Academic units should pick which technology platform they will employ in the event of an emergency based on their instructional methods. All academic units should have the materials and teaching resources they would use in ERT (course notes, resource books, virtual courses, laboratory records, etc.) available and up to date so that they may transition to distant education at any moment. These materials should be available to academic staff and students of the academic unit at all times.

Furthermore, online and/or hybrid modes of teaching continue to be a current context recently and they are likely to be adopted by the educational institutions in the future. Therefore, institutions, teacher programs, and teacher trainers should explore pedagogy training for teachers and prospective teachers in these areas. It is also critical for novice teachers to have a thorough understanding of effective online or hybrid pedagogy early in their careers. The institutions can also provide an improved system which includes technological and instructional support when teachers need help in cases of online or hybrid teaching. With this service, teachers can feel more confident and utilize this system without any concerns. Another suggestion is that there can be an online community for teachers to reflect their knowledge and experiences to make this relatively new process easier for every teacher from all various backgrounds. Acknowledging that their colleagues also

experience similar problems could make these teachers feel less anxious.

Furthermore, they could develop new strategies and dispositions towards their goals.

Finally, the importance of curriculum has come to the light in this new context. The curriculum designers can get insights from this research and can address remote teaching issues stated by experienced teachers. Accordingly, faculty preparation and student support can be enabled by exploring or highlighting strategies. Specifically, preparatory school policies and directors can obtain a deeper understanding of the issue. The benefits and drawbacks of adopting online or hybrid teaching might be stated more clearly so that educators can better grasp the method and be more ready to employ it. This should be done because understanding the expectations, benefits, and drawbacks of a particular system, as well as how to approach its usage and implementation, can provide clarity about what to expect and provide comfort and confidence in the system's implementation.

Implications for Further Research

The findings of this research can provide various implications of further research. The current study helped identify the challenges and teacher dispositions as Habits of Mind in emergency remote teaching. Further insights into how teachers' dispositions affect students in online or hybrid settings can be further investigated by using different research methodologies to collect data to capture a more holistic view of this challenging and dynamic process. Furthermore, a longitudinal study can be conducted where the teachers can get Habits of Mind training; hence, the effectiveness of teacher dispositions as Habits of Mind are assessed for the teacher education programs and institutions.

Another suggestion is to use experimental or quasi-experimental research designs to implement and analyze the success of this adapted framework in teacher

education programs. Researchers and teacher educators can examine the framework's success in terms of effective teaching dispositions, and further links between dispositions and theories may be suggested.

Finally, the data collection tools employed to obtain information about the perceptions and effectiveness of the teachers and students in online and hybrid teaching can be developed. This can give further insight to curriculum designers, administrators, teacher trainers, and faculties of educational sciences.

Limitations

As this study focuses on emergency remote teaching challenges and how experienced EFL teachers address them, the data has been taken from participants when they no longer implement their teaching in an online setting. Therefore, the data have been collected retrospectively and this could represent selective or imperfect memory of the participants on the issue.

Another limitation is that the researcher cannot make any generalization to a larger population of other teacher groups such as primary, elementary, or high school EFL teachers as this study is intended to be conducted within a university preparation school.

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APPENDIX A

Official Permission from Participants' University Ethics Committee

Sayı : E-90705970-050.99-86086
Konu : Etik Kurul Raporu

19.08.2021

YABANCI DİLLER BÖLÜM BAŞKANLIĞINA

İlgi : 22.06.2021 tarihli ve E-93684058-605.01-82354 sayılı yazınız.

Bölümünüz Hazırlık Eğitimi Birimi'nde görev yapan Öğr. Gör. Leyla ŞAHBAZ'ın, Yabancı Diller Bölümü Hazırlık Eğitimi Birimi'nde görev yapan öğretim görevlilerine uygulamak istediği "Acil Uzaktan Öğretim Sırasında Karşılaşılan Zorlukları Ele Almak: Deneyimli İngilizce Dil Öğretmenlerinin Zihin Alışkanlıklarını Keşfetmek" isimli araştırmasının etik ilkelere olan uygunluğunun değerlendirilmesi talebi, Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu tarafından değerlendirilmiş ve uygun görülmüştür.

Bilgilerinizi ve ilgiliye bilgi verilmesini rica ederim.

Rektör V.

Ek : 23.06.2021 tarih ve 43 sayılı Araştırma ve Yayın Etiği Kurulu Proje Onay Formu

Bu belge güvenli elektronik imza ile imzalanmıştır.

Bu belge güvenli elektronik imza ile imzalanmıştır.

Bu belge güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

Official Permission from Bilkent University Ethics Committee

 **Bilkent Üniversitesi**
Akademik İşler Rektör Yardımcılığı

Tarih : 4 Ekim 2021

Gönderilen : Leyla Şahbaz

Danışman : Jennie Farber Lane, Servet Altan

Gönderen : H. Altay Güvenir
İnsan Araştırmaları Etik Kurulu Başkanı

Konu : "Addressing challenges ..." çalışması etik kurul onayı

Üniversitemiz İnsan Araştırmaları Etik Kurulu, 4 Ekim 2021 tarihli görüşme sonucu, "Addressing challenges during emergency remote teaching: Exploring the Habits of Mind of experienced EFL teachers" isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, kurumumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlüsünüz.

Kovid-19 salgını nedeniyle konulmuş olan kısıtlamaların yürürlükte olduğu süre içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalama yetkisi kurul başkanındadır.

Etik Kurul Üyeleri:

Ünvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Erdal Onar	Hukuk	Üye
Prof.Dr. Haldun Özaktay	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yuluğ	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Burcu Aysen Ürgen	Psikoloji	Üye
Doç.Dr. Çiğdem Gündüz Demir	Bilgisayar Mühendisliği	Yedek Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2021_10_04_04

APPENDIX C

Consent for Participation in Interview Research

This study aims to identify habits of mind (i.e., certain patterns of thinking and behaviors that lead to constructive actions when faced with a problem to which the answer is not immediately known) teachers have that help them address emergency remote teaching challenges, if any. The findings of this research aim to contribute to strategies to develop habits of mind for EFL teachers. For this study three open-ended interviews will be conducted by researcher based on your preference of time and place.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most interviewees will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Each interview will last approximately 30-45 minutes. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the researcher will be allowed access to the original recording.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. Faculty and administrators from my campus will neither be present at the interview nor have access to raw notes or transcripts. All the recordings and transcripts will be stored in a password protected file on an encrypted computer owned by the researcher. This precaution will prevent my individual comments from having any negative repercussions.
6. The findings of the study will be shared with each participant before it is finalized. I, as a participant, have the right to make changes on the written narrative. Thus, the narratives will be sent to me electronically after the interviews.
7. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

My Signature

Date

My Printed Name

Signature of the Researcher

For further information, please contact:
Inst. Leyla Şahbaz

APPENDIX D

The Results of Analysis of Narratives from Hybrid Teaching

The Results of Analysis of Eugena's Narrative Using the Conceptual Framework

Strategies	Intelligent Behaviors and Habits of Mind	Theories
Actually, I was using our online platform very effectively before the pandemic too, I mean Moodle. But at times I tried to change some strategies because some people did not turn up in the classroom. I prefer to get hard copies of their papers, but, since some people did not show up in the classroom, I had to again, use my graphic tablet to evaluate their papers.	Continuously searching for new and better ways (Remaining open to continuous learning)	IT
When we go home, we just realize, we try to evaluate what we did during that day. I did not feel like a real teacher in the system. I did not like it at all. At first, I thought online education was very tough for me, and I think worse days have come and even the online system was incredible when you compare. And I felt like someone who is dealing with two different groups of people and I was suffocating. I was drowning in an ocean because people in the physical classroom have different expectations from you and also people online. They generally are, let's say, demotivated; you have to motivate them as well and it was very difficult for me.	Being aware of one's own thoughts, feelings and actions and their effects on others (Metacognition)	SRL,M
I could say that I had too much difficulty while practicing speaking materials with my students and I try to make use of different strategies, but none of them worked perfectly because I feel that sometimes since they are on the online platform, they do not feel forced to speak. And for example, you are planning and expecting a three-minute talk from them, they tend to speak almost one minute or so. And they were B1 level and this was very hard for me because all of your plans fall through and you have to come up with new things and I tried different things like opening breakout rooms or I tried bigger groups or I tried to get them individually even if our classes were very crowded,	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

The Results of Analysis of Eugena's Narrative Using the Conceptual Framework

(cont'd)

Strategies	Intelligent Behaviors and Habits of Mind	Theories
I was sometimes listening to some podcasts about digital learning. There was a webinar on Zoom which Boğaziçi University organized on digital learning. I think every university in Turkey needs digital learning training. This is our second year. It's going to be the third year and there are no professional teacher training programs for digital learning, digital teaching strategies, or so on. I think we lack that	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
I could say that sometimes I could not have enough sleep at nights. I was writing detailed feedback for my students' tasks and we have lots of video recordings of our students. At times I was giving them for the sake of, you know, giving them some extra tasks. Actually, I feel the same for the writing tasks. There are too many writings. In fact, it was problematic but I was writing very detailed feedback to students' video performances even if I had to sacrifice my time.	Remaining focused on tasks and look for ways to reach a goal even when one is stuck (Persisting)	IT, SRL
I made use of Google documents and also interactive boards, and they were also contributing to the writing process. We started to write all of us at the same time and we tried to get over these challenges.	Striving for improvement, growing, learning, modifying, and improving oneself (Remaining open to continuous learning)	IT
	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

Note. C = Constructivism, IT = Incremental Theory, SRL= Self-Regulated Learning, M = Mindfulness, EI = Emotional Intelligence

The Results of Analysis of Elda's Narrative Using the Conceptual Framework

Strategies	Intelligent Behaviors and Habits of Mind	Theories
With my colleagues, we all the time discussed the challenges of hybrid education. And for example, When I felt that I forget about the online students during the face-to-face activities, my colleagues gave me some ideas for useful strategies like making pairs with face-to-face students and online students, let's say. I got some other strategies like that.	Being able to work with and learn from others (Thinking interdependently)	C, EI
I always tried to be calm and I always tried to motivate them again for anything, like making them come to the classroom physically, or, to follow the lessons when they are online. Even if I forget about them from time to time, I always tried to motivate them.	Remaining calm, thoughtful and reflective (Managing impulsivity)	SRL, M, EI
We had new challenges like, I mean, especially in engaging the students. Because the activities were like, when you are doing them with face-to-face students, but then you try to engage the online ones and you need to do it differently and also, you need to make the online students listen to them while face-to-face students are presenting something. Like using the camera to show the face-to-face ones to the online ones and also using the microphone in order to make them understand what the students in the classroom are saying. So of course I needed to think flexibly.	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL

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The Results of Analysis of Nova's Narrative Using the Conceptual Framework

Strategies	Intelligent Behaviors and Habits of Mind	Theories
Since hybrid education is something new for us- we have just started applying this year-being able to work with and learn from others is still an active strategy because at first, I had problems about how to integrate, both the students in the classroom and students on Zoom, how to conduct and manage them all at the same time. So I asked others about what they were doing and I combined this knowledge with my experiences and I actually was able to solve that problem.	Being able to work with and learn from others (Thinking interdependently)	C, EI
No matter how many times you can solve a problem, there are still others coming. I mean, you cannot expect to experience one problem at a time, but it happens naturally. So as a teacher, you need to take some measurements about that. So sometimes it happened with the help of the students. Sometimes I had to do them on my own. But you know, I was always improving myself about how to solve these problems	Changing one's perspective and generating alternatives as well as considering a variety of options (Thinking flexibly)	C, SRL
I tried to emphasize, if I was in the same situation, how would I feel like, turn on my camera or would I feel if somebody is monitoring me all the time? This might be a kind of psychological barrier for them. So maybe without their cameras on, they felt more comfortable and I was able to access them whenever I wished. So that was the point for me actually. So, empathy is exactly something we need to have in hybrid education. If you're applying hybrid education, we need to be understanding and emphatic to the students. This is not a personal issue. I know that it's not a reaction to my personality.	Making an effort to perceive another's point of view and emotions (Listening with understanding and empathy)	EI
What is interesting is that in online classes last year when I had technical problems, the only one that could help me was our technician. That was the only support I could get, if my computer crashed, there's an instrument collection problem, or if my mouse is not working. But in the classroom, surprisingly, when I had problems, my students were there. They were really understanding. I had a representative for WhatsApp class group. And if I had lost my internet connection, he contacted the members of WhatsApp and told the story. So they were as responsible as long as I was, so they were really, you know, helpful like a teacher assistant.	Being able to work with and learn from others (Thinking interdependently)	C, EI

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The Results of Analysis of Nova's Narrative Using the Conceptual Framework

(cont'd)

Strategies	Intelligent Behaviors and Habits of Mind	Theories
At times with technology, people can become very, how can I say, uncomfortable? They may not be very easygoing. They can be resistant. They don't want to use this new stuff. They imagine that they could have problems and it could be embarrassing for them. So as a teacher, I think we shouldn't do that. I saw how wrong I was when I hesitated to try this graphic tablet stuff. I think I might also say I'm open to other improvements as well. If my colleagues are advising something, then I always think they have a point. So let's give it a try.	Continuously searching for new and better ways (Remaining open to continuous learning)	IT
I can definitely say that hybrid education required this behavior from us, because again, as I stated, we didn't know what we were doing. First, we had to see it for ourselves and we had to come up with solutions to the problems that need to be cured right at that moment, you know, because we were not aware of possible problems as well. First of all, I didn't know where to put the focus on and have to focus on both online and face-to-face education at the same time. I didn't know how to conduct the class. So, I had to be open to learning how to conduct everything in general.	Striving for improvement, growing, learning when defining and improving oneself (Remaining open to continuous learning)	IT

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The Results of Analysis of Seda's Narrative Using the Conceptual Framework

Strategies	Intelligent Behaviors and Habits of Mind	Theories
My coworkers were quite stressed about how to manage the stuff. As a coordinator, I used similar strategies in online teaching, I was like, "this is what you have to do. And you have no option. Maybe you're not going to make the best of it but you should still try, you know?" As the level coordinator, my coworkers were asking about what to do and I was like "we're going together and we'll see. Any problems come up, we will discuss and find a solution together because I don't have all the answers." So I think it wasn't as bad as I expected as a teacher. So again, these are the circumstances and we have to adapt to it and we've got to do what we're going to do.	Remaining calm, thoughtful and reflective (Managing impulsivity)	SRL, M, EI
When the students were turning their cameras off, now that I have some ideas about each individual in class, and I was making jokes about them being late, or maybe turning their cameras on late, et cetera. And now we have a rapport in class to actually make them turn the cameras on, kind of voluntarily. I mean, I was not putting on any aggressive behavior or punishment. I was using humor to engage them.	Placing value on having sense of humor (Finding humor)	EI

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