

## Teaching Civilization Online: Teachers and Students Experiences with Moodle during the Covid-19 Lockdown at Mascara University, Algeria

تدريس الحضارة عبر الإنترنت: تجارب الأساتذة والطلاب مع منصة مودل  
خلال فترة الإغلاق بسبب كوفيد-19 في جامعة معسكر، الجزائر

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### Abstract (English):

The outbreak of the Covid-19 pandemic in late 2019 led to a global adoption of lockdown policies, and Algeria was no exception. This abrupt shift significantly impacted the functioning of Algerian universities, as both teachers and students were required to continue their academic activities from home using the Moodle platform. This paper examines the experiences of both teachers and students in the Department of English at Mascara University, focusing on the teaching and learning of the Civilisation module. Given the module's inherent complexity and the challenges of delivering it through an online platform, this study provides insights into how this transition affected academic performance and engagement from both perspectives.

Keywords: Moodle; Civilisation; Covid-19; Lockdown; Teachers and Students; Mascara University.

### ملخص باللغة العربية

أدى تفشي جائحة كوفيد-19 في أواخر عام 2019 إلى اعتماد سياسات الإغلاق على مستوى العالم، ولم تكن الجزائر استثناءً. أثرت هذه التحولات المفاجئة بشكل كبير على عمل الجامعات الجزائرية، حيث طُلب من كل من الأساتذة والطلاب مواصلة أنشطتهم الأكاديمية من المنزل باستخدام منصة مودل. تناقش هذه الورقة تجارب الأساتذة والطلاب في قسم اللغة الإنجليزية بجامعة معسكر، مع التركيز على تدريس وتعلم مادة الحضارة. وبالنظر إلى التعقيد الجوهري لهذه المادة والتحديات المرتبطة بتدريسها عبر منصة عبر الإنترنت، تقدم هذه الدراسة رؤى حول كيفية تأثير هذا الانتقال على الأداء الأكاديمي والتفاعل من كلا الجانبين.

كلمات مفتاحية: مودل؛ الحضارة؛ كوفيد-19؛ الإغلاق؛ الأساتذة والطلاب؛ جامعة معسكر.

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## **1- Introduction**

The year 2019 witnessed the beginning of the COVID-19 pandemic, which spread worldwide and affected all countries, governments, and sectors. Higher education was no exception. The early beginning of March 2020 also marked the shift of Algerian universities from face-to-face to online teaching to limit the spread of the COVID-19 pandemic among teachers and students. The Moodle platform was made available, and teachers started posting their lectures and class lessons weekly to students, who, in turn, had to download them and consult them. This was a new experience as they were unfamiliar with the Moodle platform's use where no preparation or training had been undertaken. Teachers were familiar with the tradition of giving their lessons orally with just a handout of critical ideas to discuss in class. Students were familiar with the teachers' face-to-face explanations. They could ask them questions whenever they did not understand, and their curiosity or misunderstanding was satisfied or answered. Besides Moodle platform, they also used other technological supports such as Google Meet, Facebook, Zoom, and Easy class (Chelghoum & Chelghoum, 2020; Zitouni, 2022; Rahmani, 2022; Bouderbane, 2022; Guemide & Maouche, 2020).

Later, starting in September, with the improvement of the health situation, make-up classes were held to help students revise their lessons (Rahmani, 2022; Zitouni, 2022). However, not all universities undertook them, notably at Mascara University. Examinations were held to assess the students' knowledge of the content they studied before and even after the online course had begun. This naturally represented a whole experience for teachers and students, particularly in modules like Civilisation, where content is primordial and must be mastered. The implementation of these academic adjustments was necessitated by the unprecedented global health crisis caused by the emergence of COVID-19.

Quarantine, isolation, lockdown Policy, distance teaching/learning, and the Moodle platform are concepts strongly related to COVID-19. On its official site, the World Health Organization (WHO) defines COVID-19 as an illness originating from a new type of coronavirus known as 'SARS-CoV-2'. WHO heard of this disease on 31st December 2019 after a report relating several cases of 'viral pneumonia' in Wuhan, China, had been published (WHO, 2021). Following its spread all over the world, methods of quarantine and isolation were adopted to prevent its spread. According to WHO, quarantine is applied when somebody is exposed to the virus 'SARS-CoV-2' and risks to contaminate others, and therefore, they are put in quarantine to avoid others' contamination. Isolation, in turn, is

when a person who has COVID-19 symptoms is isolated, generally in a place where they can receive medical care, in a clinical facility, or at home. This person must be separated from the others (WHO, 2021). In addition, different governments worldwide adopted the lockdown policy, where all the activities implying the gathering of a critical number of people were stopped to prevent COVID-19. This naturally had tremendous effects on all the sectors, from the political to the social.

Dudeney and Hockly (2008) defined distance teaching/learning as a process that requires new technologies at a distance. It is the umbrella for open, online, and blended teaching and learning concepts for them. The first concept deals with the extent to which a learner is independent with more distance to make the learners more autonomous. This autonomy allows the learner to decide about their content and how and when to do it. The second concept implies that the process happens through the Internet, with the teacher giving their lessons to the students virtually. In this case, the classroom becomes virtual. The third is a mixture of online and face-to-face teaching and learning situations. This can be done by having the teachers and students meet for an hour and continue online throughout the week.

In turn, Moodle is a platform where educators, learners, and administrators can meet to establish secure educational environments. It provides tools centred on the learner and supported by collaboration to create a suitable teaching and learning environment. In addition, this platform is accessible to everyone, given that it is free of charge. This platform is trusted by a significant number of institutions all over the world, such as the London School of Economics and the State University of New York (Moodle, 2019). Algeria is no exception since the Algerian Ministry of Higher Education and Scientific Research is also one of its partners. The rapid shift to online learning necessitated by the COVID-19 pandemic boosted Moodle into the forefront of educational technology.

Erarslan (2021) studied English language teaching during the COVID-19 pandemic, focusing on 69 studies from different countries. He concluded that emergency online teaching was necessary but faced challenges such as a lack of pedagogical and technological training, high Internet connection, and limited resources.

Similarly, Mardiah (2020) suggested e-learning as the only relevant method, but faced difficulties like poor Internet connection, student motivation, and teacher-student interaction.

Yandell (2020) highlighted the association between pedagogical and technological aspects and student disparity. Hadjeris (2020) examined the Algerian government's plan to provide education and teachers' practices during confinement, finding disparities in learning

outcomes due to impediments like internet access, hardware and software problems, lack of student motivation, and ad hoc teaching models.

Chelghoum and Chelghoum (2020) discussed teachers' experiences when teaching English at university during the pandemic, highlighting challenges such as internet connection, limited experience, time management, and students' lack of motivation. Bouderbane (2022) discussed his experience at Mila University, highlighting difficulties, including the lack of quality Internet connection, technological resources, and student motivation. Rahmani (2022) described her experience at Batna 1 and 2 Universities, highlighting positive contributions such as increased student responsibility, communication, collaboration, and motivation. In 2022, Zitouni discussed her experiences with online education; however, she maintained that it was not entirely successful for students and teachers due to a lack of understanding of emerging technologies.

Dambri and Mehiri (2021) found that e-learning negatively impacted students' studies for several reasons, including time management issues, lack of student motivation, technical problems such as internet connection, platform inconsistency, and distractions at home. Students in rural areas were especially disadvantaged due to fewer resources. According to them, 76% of the students studied did not perform well.

Benkhider and Kherbachi (2020) stressed the importance of digital technologies for students' learning habits during confinement. They suggested that governments should collaborate with Telecom providers to improve student internet access. Guemide and Maouche (2020) highlighted Algerian universities' lack of preparedness for online learning due to insufficient infrastructure and teacher training. They proposed various solutions, including collaboration with foreign universities, teacher training, improved Internet access, and platform support.

Moving further, Zermane and Aitouche (2020) and Abdelouafi (2020) saw promise in online learning despite initial deficiencies and called for improvements like teacher training and better internet access. Lassassi et al. (2020) found the online teaching experience acceptable for teachers, but highlighted challenges like lack of student interaction and inadequate training. Ghounane (2020, 2022) stressed students' preference for face-to-face learning and the need for teachers and students to be prepared for online environments.

Kerras and Salhi (2021) emphasised the importance of teachers, technology, and communication techniques in online learning. Maouche (2021) criticised online education due to technical problems and a lack of collaboration, calling for a more supportive environment. Guess (2020) identified teacher efforts to use new technologies, but

highlighted the need for better internet and university support. Makhloufi (2020) viewed online learning as a temporary solution during the pandemic, requiring trained teachers and appropriate platforms.

In light of all these, the present study aims to illuminate the experience of teachers and students in the Department of English at Mascara University, Algeria, regarding the use of Moodle in the teaching/learning of civilisation during the COVID-19 pandemic. To meet this end, two questions have been asked:

1. How did teachers and students in the Department of English at Mascara University experience use Moodle to teach and learn Civilisation during the COVID-19 lockdown?

2. What were the challenges and benefits of using Moodle for teaching civilisation compared to traditional face-to-face instruction?

At this level, it is hypothesised that:

- Teachers and students in the Department of English at Mascara University faced significant challenges using Moodle to teach and learn Civilisation during the COVID-19 lockdown.

- Despite the challenges, Moodle offered some benefits for teaching civilisation compared to traditional face-to-face instruction, such as increased access to online resources and asynchronous learning opportunities.

## 2- **Methods**

This study employed a mixed methods approach. Teachers and students were administered a questionnaire to investigate their experiences with teaching and learning during the COVID-19 pandemic. Given the physical restrictions imposed by the pandemic, a questionnaire was chosen as the data collection tool to ensure efficiency and accessibility. Due to the prevailing sanitary regulations, email was the primary mode of questionnaire distribution to participants.

The questionnaires for teachers and students were structured into four rubrics. Each rubric comprised a combination of open-ended and closed-ended questions designed to explore the research topic comprehensively. Open-ended questions such as "What difficulties did you encounter while using Moodle? How did you overcome them?" allowed for detailed responses. In contrast, closed-ended questions like "Did you know how to use Moodle? Did the university help you learn how to use it?" provided quantitative data.

In this study, four teachers and twenty students from the Department of English at Mustapha Stambouli University, Mascara, Algeria, were purposefully selected as participants.

The students studied Civilisation in their third year, the licence level during the pandemic's early period, and the lockdown's introduction. The teachers taught the Civilisation module during this period using Moodle.

Once the answers were received, they were organised. The collected data was described, discussed, and analysed to identify the teachers' and students' positions regarding the teaching and learning process during the early COVID-19 pandemic. Then, based on this experience, a list of recommendations was drafted to help teachers and students deal with such a situation in the future.

### 3- **Results**

#### 3.1. The Results of the Teachers' Answers

Civilisation teachers' answers are summarised as follows:

##### 3.1.1. Rubric One

Question 1: What are your qualifications?

Three informants hold a doctorate, and one is a Magister.

Question 2: What are your specialities?

The informants specialise in British Civilisation, American Civilisation, and African Civilisation.

Question 3: How long have you been teaching at the English Department?

Respondents' answers vary from six years of teaching experience to seventeen years.

Question 4: Were you familiar with preparing lessons through ready handouts?

The answer regarding whether the teachers were familiar with preparing lessons as ready handouts was: Two respondents were familiar with preparing ready handouts, whereas one was partially familiar, and another was not.

##### 3.1.2. Rubric Two:

In this second rubric, three questions were asked:

Question: Did you have difficulties preparing them for Moodle? If yes, what were they? How did you overtake them?

Regarding this rubric, the answers were again divided between those who met difficulties and those who did not when preparing their lessons for Moodle. Effectively, two respondents encountered difficulties such as low Internet connection, difficulty in assessment and evaluation, and difficulty identifying the student's reaction and difficulties. In contrast, two did not back up their answers because they could provide lengthy handouts and save time.

### 3.1.3. Rubric Three:

The four following questions were asked in this rubric:

Question: Did you know how to use Moodle? Did the university help you learn how to use it? What difficulties did you meet while using it? How did you overcome them?

Rubric 3, which was concerned whether teachers knew how to use Moodle, its difficulties, and if the university helped them use it, the answers were positive in the majority. Three out of the four answers stated that they did not meet any difficulty, and only one gave a negative answer. Within the answers, references were made to the university role in helping them and the contribution of YouTube as a social media platform. However, one considered the university help as scant.

### 3.1.4. Rubric Four:

In this last rubric, three questions were asked:

Question: Do you think the experience was successful? Did the students master the lessons from Moodle handouts? How did it impact on their examination results?

Rubric four inquired into the extent to which the Moodle experience was successful or not in terms of handouts' mastery and examination results. Three respondents agreed with their answers since they considered the experience unsuccessful since students did not master their lessons from Moodle handouts. As far as the impact was concerned, they considered it negative on the students' results, shown in their marks. Among the terms used to illustrate it was 'fiasco' and 'flop'. Only one answer was positive using the term 'good experience', but no reference to impact was given.

## 3.2. The Results of the Students' Answers:

Students' answers are summarised in the following way:

### 3.2.1. Rubric One:

In this first rubric, two questions were asked.

Question 1: Did you have access to a personal computer for online learning during the pandemic?

Most Students did not possess a personal computer; instead, they used their phones to access the Moodle platform.

Question 2: Did you master Moodle when asked to pick up your Civilization lessons?

The second question was whether the students found retrieving their lessons from the Moodle platform difficult. Most respondents could master Moodle and retrieve their lessons,

whereas only two could not. To illustrate this answer, one respondent referred to the fact that they faced several difficulties.

#### 3.2.2. Rubric Two:

In this rubric, the following question was asked:

Question: How did you manage to learn how to use it?

The respondents gave different answers to the second rubric about how they learnt to use the Moodle platform. Some answered that they relied on the university or the Internet, whereas others relied on their perseverance or the help of their classmates. This demonstrates how collaboration played an essential role in this process. Their answers are summarised as follows:

- Easy to use;
- personal perseverance;
- watch the tutorial shared on our faculty's Facebook page to manage the use of the platform;
  - watch a video on YouTube;
  - guide downloaded from the Internet.;
  - friends' help;
  - the university helps through its guidelines on the Internet.

#### 3.2.3. Rubric Three:

In this third rubric, two questions were asked:

Question: Could you pick up the lessons and use them efficiently? If not, how did you manage to get them?

Rubric 3 addressed whether they had difficulties retrieving their handouts from the Moodle Platform. Seventeen respondents found it easy to pick up their lesson handouts and to use them. They considered them easy, clear, simple and understandable, but somehow lengthy. Only one respondent did not have access to them from the platform, but from a friend.

#### 3.2.4. Rubric Four:

In this last rubric, two questions were asked:

Question: What impact did it have on your results in civilisation? Based on your experience, would you prefer an online or blended learning model in the future?

The fourth rubric concerned the impact of using the Moodle platform to access Civilisation lessons on their examination results. The majority of answers saw no difference between the

previous results and those obtained during the early period of the pandemic. Nonetheless, three complained that it negatively impacted their results. The majority preferred a blended learning model where a combination of the two modes, online and face-to-face, is believed to be of worthy significance.

#### 4- Discussion

Based on the answers of our respondents, both teachers and students, we can affirm that there is no significant difference between the views and experiences of teachers and students regarding using the Moodle platform. They both agreed that the platform's access and use were more or less easier, but they had certain deficiencies they could handle. This confirms the results of the research undertaken by Chelghoum and Chelghoum (2020), Bouderbane (2022), Rahmani (2022), Zitouni (2022), Abdelouafi (2022), Lassassi et al. (2022), Guessar (2020) and Makhoulfi (2022).

Furthermore, the participants' existing digital literacy facilitated their adaptation to the Moodle platform, contributing to a smoother overall experience. The use of the platform and the explanation of its use on the Internet helped teachers post their lessons and have the students download them. However, some complained of the deficiencies in the quality of Internet connection and the need for face-to-face lessons. These deficiencies were notably referred to by scholars such as Eraslan (2021), Mardiah (2020), Yandell (2020), Hadjeris (2020), Bouderbane (2022), Zitouni (2022), Dambri and Mehiri (2021), Gouemide and Maouche (2020), Abdelouafi (2020), Lassassi et al. (2022), Ghounane (2020) and Guessar (2020).

It also encouraged cooperation, particularly among students, to help each other and to encourage self-reliance to solve their problems, notably in downloading lessons and their comprehension without help from the teachers. However, the experience was successful for some because it did not impact their results but unsuccessful for others for it reduced their marks. The main reason for this was the need for the teachers to clarify specific points of the posted lessons, which shows that not all the students were ready or prepared to rely on themselves and to use the new technologies.

However, no reference has been made to other aspects mentioned in the literature review. This includes the role played by the higher education institutions and the government, the gap between the urban and rural areas and the criticism of the teaching methods. The main reasons for this are that the questions targeted specific objectives and the teachers' and students' lack of interest, particularly in the political, economic, social and educational dimensions of the COVID-19 pandemic and its effect on higher education teaching and learning.

Based on the results and discussions, several recommendations are proposed to enhance the quality of learning and teaching practices within crisis contexts, such as the COVID-19 pandemic:

- **Continuous Technology Integration:** Encourage the continued use of the Moodle platform and other digital tools beyond emergencies to foster a more technology-integrated learning environment.
- **Promoting Student Autonomy:** Promote independent learning strategies to reduce student reliance on teachers and develop self-directed learning skills.
- **Expanded Technology Integration:** Leverage of a wider range of technological tools to enrich both in-class and out-of-class learning experiences.
- **Innovative Assessment Strategies:** Explore and implement diverse assessment methods to overcome the challenges presented by crisis-induced changes in teaching and learning modes.
- **Reinforced Institutional Support for Technology:** Promote increased government and higher education investment in technological infrastructure, particularly high-speed Internet connectivity, to support effective distance and hybrid learning.

## **5- Conclusion**

To conclude, one can say that the COVID-19 pandemic brought tremendous changes to the educational field, particularly in higher education in Algeria. It pushed the university to adopt distance courses through the application of the Moodle platform without any preparation from the teachers and the students. However, they could handle it since this research revealed the potential of certain teachers and students to rely on themselves. Nevertheless, there were certain deficiencies, notably concerning the difficulty some students had in relying on themselves to use new technologies and comprehend lessons without the teachers' guidance.

It is important to note that this study has limitations. The sample size was relatively small, and the focus was on a specific institution, namely the English department of Mascara University, which may limit the generalisability of the findings. Additionally, the research relied on self-reported data, which may be subject to bias. Despite these limitations, the findings of this study underscore the need for further research to explore the long-term impact of emergency remote teaching on student outcomes. Additionally, investigating the effectiveness of different pedagogical approaches in online learning environments is crucial for optimising the educational experience in the digital age.

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