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THE PROCESS OF POSITIVE ADAPTATION TO REMOTE LEARNING DURING THE COVID-19 PANDEMIC*

Introduction: The text presents the experiences of academic teachers and students related to a crisis situation caused by a pandemic. Referring to the concept of *resilience*, the authors emphasize the importance of positive adaptation in the process of coping with the existing, unknown academic reality during the pandemic caused by the spread of the SARS-CoV-2 virus.

Research Aim: The aim of the paper was to reconstruct the experience of academic teachers and students connected with online learning in Polish universities during the COVID-19 pandemic.

Method: The qualitative orientation of the research was centred around the interpretative paradigm. We implemented the focused interview technique in our project, inviting students and academic teachers from all over Poland. Triangulation was used in the research project.

Results: Team analysis of the interview revealed ways of experiencing and coping in the crisis situation resulting from the COVID-19 pandemic. In the initial stages of the pandemic the respondents stressed loss of stability and security in the face of an experienced crisis, resulting in anxiety and unease. In the process of becoming accustomed to the new educational order, they activated potential in the form of internal and external resources, which significantly encouraged and protected them as they were coping with everyday academic practice.

Conclusions: Even though coping strategies take different forms and methods, they are established by one common goal – regaining lost control. It manifests itself in the resilience process, the consequence of which is a positive adaptation to changing circumstances.

Keywords: academic education, pandemic, crisis, resilience.

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INTRODUCTION

The pandemic caused by the SARS-CoV-2 virus has led to many significant and irreversible changes in the sphere of private, professional, social and cultural life. These changes have also impacted the sphere of academic education in Poland, including its participants, i.e. the senders (academic teachers) and the recipients (students), as well as the process of organizing studies. Stress caused by the pandemic which we have been facing resulted in insecurity and discomfort regarding future functioning in the academic space. Despite the fact that according to the Act of July 20, 2018 on the Law on Higher Education (Journal of Laws 2018, item 1668 as amended), remote learning is considered equal to traditional learning, it was not part of normal practice at Polish universities. Because of this, as a result of the restrictions imposed on March 11, 2020, both lecturers and students were obligated to work temporarily using remote learning methods. It should be emphasized that the organization of the course of education could differ depending on the field of study (e.g. medicine) or the university. The variants of remote and hybrid education dominated. The new order and thus the virtual learning space has become a bedrock of insecurity and fear of the unknown for some, while activating resources which facilitate positive adaptation to the changing conditions in others (O'Flynn-Magee et al., 2021; Chingara, Muparuri, and Muzenda, 2021; El Nagggar and Alenzi, 2021). Participants in the academic education process had to face new difficulties and challenges for which only some were prepared. Some teachers have not previously used e-learning methods and techniques. We are speaking here of academic teachers, who were obligated to reorganize the existing form of classes. This was connected with the necessity to acquire and raise competencies in the scope of information technology, which included immediate preparation of teaching materials in a remote form and efficient use of Internet platforms implemented in the teaching process. Direct contact with co-workers and students was also suspended, making it necessary to become used to an indirect form of interpersonal relations. Similar challenges were faced by students who participated in the remote learning process and who struggled with the new organization of classes, limited direct access to physical resources in libraries and research materials, technical issues often resulting from faulty equipment, as well as social isolation. For many, this situation was a source of discomfort and disrupted the participants' sense of balance, as the existing ways and strategies used in the teaching and/or learning process became useless. This is a classic crisis situation, which Brammer (1985) describes as "a state of disorganization in which a man faces a frustration of important life's objectives or a deep disturbance of his life cycle and his methods of coping with stress factors" (James and Gilliland, 2006; Brammer, 1985, p. 94, as cited in: Jezierska, 2019, p. 193; Pyżalski, 2020). Moreover, a crisis is inextricably tied to experiencing such emotions as anxiety,

unease and uncertainty, resulting in a state of increasing tension which can impact the activation of mechanisms enabling adaptation to the conditions of the new situation and to regain control over it (Pyżalski, 2020; Walczak-Człapińska, Dobińska, and Okólska, 2021b). However, the stress which accompanies crisis situations does not trigger similar reactions in everyone. For some, it made activity difficult if not impossible, for others, it activated a potential which fostered coping with the situation. Internal and external resources of students and teachers fostered or hindered coping with problems arising from the unexpected pandemic situation, and with the process of adaptation to face everyday challenges (Śliż, 2020; Grygierzec, 2021).

RESEARCH AIM AND QUESTION

Our study focused on the experience of participants of online academic learning. Our intention was to identify, analyse and describe the way in which respondents experienced and interpreted academic reality during the pandemic. “Participants” is a term used for senders and recipients of the educational process, who created the new dimension of activity of Polish universities. The aim of the study was to reconstruct the experience of academic teachers and students connected with online learning in Polish universities during the COVID-19 pandemic. We have made the main research question: How remote learning participants dealt with the new form of academic reality during the COVID-19 pandemic? The theoretical foundation for the research project was the resilience concept. The term “resilience” has many meanings and is a subject of interest in social, medical and natural and formal sciences. References to the concept of resilience can be found in the field of psychology (Ogińska-Bulik, 2011; Sikorska, 2017) and pedagogy (Werner and Smith, 1982; Garmezy and Masten, 1986; Rutter, 1987; Junik, 2011; Borucka and Ostaszewski, 2012; Mudrecka, 2013; Boczkowska, 2019).

The term “resilience” comes from physics and describes the ability of an object to return to its previous form, which was altered as a result of external forces. Pioneers of studies on the phenomenon of resilience in social sciences tried to explain the phenomenon of positive functioning of individuals despite adverse or traumatic life events characterised as adversities of fate (Garmezy, 1985; Rutter, 1987; Werner, 1994; Luthar, Cicchetti, and Becker, 2000). The very term “resilience” is understood by Polish social scientists as mental robustness (Ogińska-Bulik and Juczyński, 2011), mental flexibility (Kaczmarek, 2011), invulnerability, plasticity, resourcefulness, adaptability (Junik, 2011). Attention should also be drawn to the various perceptions of resilience by researchers. The term is defined as a trait, process or life course model (Masten, Best, and Garmezy, 1990; Luthar, 2006; Masten and Cicchetti, 2016). Robustness understood as a trait (resiliency) is permanent

and determines the level of emotional and cognitive adaptation of individuals to the surrounding conditions. Moreover, resiliency is considered a motivating factor, which initiates the resilience process, fostering the activation of resources necessary to cope with adversities of fate (Nadolska and Sęk, 2007). Some of the traits which foster resiliency are perseverance, flexibility, the ability to mobilise to take countermeasures in difficult and traumatic situations, and tolerance of negative emotions and failures. People with high levels of resiliency are characterised by a higher sense of effectiveness, agency and emotional stability, and they treat adversities as challenges and opportunities to gain experience (Ogińska-Bulik, 2011, p. 3). The process character of resilience is presented by Masten (2004), who rejects its treatment as a trait. According to the author, there are no people equipped with such traits that would ensure complete immunity to adversities of fate and difficult situations. Coping in adverse circumstances is, thus, the result of methods of confronting reality. In this broader perspective resilience is a multi-dimensional process which results in positive adaptation to changing and unfavourable circumstances. "An individual, owing to his or her internal and external resources, displays positive adaptation despite experiencing negative events and adversities" (Rutter, 1987; Boczkowska, 2019, p. 132). Masten, Narayan, Silverman and Osofsky (2015) describe these as the loss of a loved one, homelessness, war, as well as economic, natural and political crises.

The concept of resilience is inextricably tied to two phenomena. The first refers to an *increased level of risk* connected with the emergence of adverse life situations, unfavourable conditions, adversities which disturb individual balance. Adversity is perceived here as an accumulation of individual and environmental risk factors, exposure to chronic stress or traumatic situations (Rutter, 2000; Masten, 2001). The second important term is *positive adaptation* in the face of the adverse factors mentioned above (Masten and Powell, 2003; Luthar, 2006; Masten, 2007; Rutter, 2000). Factors which foster resilience include "spiritual qualities (motivation, sense of life, perseverance); cognitive competence (the ability to learn, plan and solve problems); behavioural and social skills (communication and life skills); emotional stability (emotional competence, empathy, humour) and physical well-being (health and physical fitness)" (Kumpfer, 1996; Kwiatkowski, 2016, p. 315). Having these resources in the face of difficult life situations allows one to constructively adapt to adverse circumstances and events, and to return to functioning in society in a quicker and fuller fashion.

When analysing positive adaptation of participants in academic education during the transition from traditional teaching to e-learning, we suggest using the definition of resilience proposed by Bonanno (2004). The author explains resilience as a trajectory of positive functioning after an adverse life event. After a brief period of imbalance caused by a crisis situation or traumatic experience, an individual activates resilience factors and enters the stage of positive functioning.

The epidemiological situation which began in March of 2020, connected with the outbreak of the SARS-CoV-2 virus, undoubtedly created the new space in which every person tried to cope. Confrontation with everyday reality may have activated risk factors in some, and resilience factors in others. Individual and environmental resources activated by participants in academic learning triggered mobilising and motivating factors to cope with the new order, thus, initiating the process of positive adaptation to the existing circumstances.

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

The character of our research is interpretative, i.e. treating social reality as shifting and dynamic. The theoretical framework is delineated by the assumptions of symbolic interactionism, according to which social actors participate in an interaction-based exchange of symbolic meanings (Blumer, 1986). That is because we would like to reconstruct the meanings established by the senders and recipients of the educational process during the COVID-19 pandemic.

The focus group interview (FGI) was used in the research. According to Morgan (1997), focus groups are group interviews on a given topic conducted with a moderator. It is a research method used to collect data which emerge during the interview as a result of interaction between participants (see: Merton, 1987; Morgan, 1988; Merton, Fiske, and Kendall, 1990). The dynamics of natural conversations during focused interviews enable the development of conversations in directions which may not emerge in individual interviews (see: Lisek-Michalska, 2013). This is especially true in situations when participants share experiences. Owing to the interaction-based exchange between Informants, our research revealed an aspect of community in coping strategies during the pandemic crisis (Walczak-Człapińska, Dobińska, and Okólska, 2021a). A *synergy effect* was observed in the course of the research (see: Lisek-Michalska, 2013), the product of which is an increased scope of information emerging during interviews, depending on the number of participants (Hess, 1968).

Another definite advantage of this research method is the multitude of combinations in which it can be implemented (see: Frey and Fontana, 1991; Morgan, 1997). The conducted interviews were individual online sessions of focus groups. We decided to use the Microsoft Teams platform. This decision was primarily the result of methodological guidelines. The literature on focused interviews indicates the significance of spaces where interviews are conducted. We decided that if classes at Polish universities were mainly conducted via Microsoft Teams, then the conditions of the interview would correspond with the circumstances of the educational process. The decision was also dictated by organisational issues. The platform is used as the basic tool for conducting academic classes in Poland. This

means that both students and lecturers have access to it. The recording function used to register the interview included both sound and image. It allowed us to obtain a full spectrum of data, while the view from the respondents' cameras complemented the sound and content of the interview. This is important since we included the course of interactions between participants in the empirical data. Given the methodological guidelines and the conditions of the conducted interviews, 10–11 respondents took part in each meeting.

The respondents were selected based on one criterion – participation in online academic education as senders or recipients. The first group of respondents were academic teachers from a number of universities in Poland, both men and women. The academic teachers represented several fields, according to the division resulting from the Law on Higher Education (Journal of Laws 2018, item 1668), and held various academic degrees. Owing to this diversity, we obtained data showing various points of view. The second group were students of Bachelor's, Master's and PhD programmes. The group was made up of men and women aged between 19 and 30 years.

The interviews with students and academic teachers were conducted separately. We decided that the focused groups comprised of both senders and recipients would be too diverse. Moreover, we wanted to ensure a sense of security and freedom for the participants, so that neither the students nor the lecturers felt judged by the other group. Ensuring a sense of security was to encourage the Informants greater openness. We also wanted to avoid reporting relationship between participants.

The article will present an analysis of data from the interviews with students and teachers. The study was conducted during the third wave of COVID-19 in Poland, in the period between winter and spring of 2021.

We used the procedures of the grounded theory methodology to analyze empirical data (Strauss and Corbin, 1990; Konecki, 2000). We coded the data, then we derived analytical categories from it. The use of triangulation is a definite advantage of our study (Konecki, 2000). We used researcher triangulation, which allowed us to use various perspectives of data interpretation. Owing to this, we avoided focusing on one direction of interpreting the studied fragment of social reality. We also used theoretical triangulation, through using the resilience theory (Garmezy, 1985; Rutter, 1987; Luthar, Cicchetti, and Becker, 2000) and crisis theory (Brammer, 1985) to analyse data from interviews.

While implementing the research project during the most inflamed phase of the pandemic, we had the opportunity to “test” the technique of collecting data, which is focus interview in remote conditions, through the medium of a camera and microphones. Reflection on the methodological aspect of the project carried out led to the conclusion that qualitative research (we are talking about interviews) carried out at a distance, may be a kind of novelty and a recipe for obtaining empirical material from places or environments that are difficult to access and direct “face-to-face” interaction.

RESULTS

The applied theoretical-methodological perspective frames people as aspiring to a sense of control over their lives, and in situations of imbalance (the emergence of a crisis) taking action in order to reestablish the lost sense of stability and security.

In the following considerations we focused on learning the perspective of students and academic teachers who experienced the education process during the COVID-19 pandemic. The conducted analysis led us to distinguish various strategies of coping with a crisis and to define it in the context of actions taken to become accustomed to it.

When analysing the collected empirical material we noticed a strong accentuation of processes and fluidity, which accompanied the descriptions of the reality experienced by the narrators. The way of defining crisis, as well as the “counter-measures” delineated the pandemic waves. Pandemic wave – periods during which the number of cases rose rapidly and significantly leading to sanitary restrictions and resulting in a lockdown in Poland. From the beginning of the COVID-19 pandemic (March 2020) until September 2021, Poland experienced three waves. The theoretical framework presented in the first part and centred around *resilience* constituted a lens through which we can see and analyse selected problems of the experienced crisis in the context of the pandemic. *Resilience*, understood as mental robustness, is a process which activates all necessary resources to tackle the crisis situation. Despite the ambiguity of the term “resilience”, the authors agree on two of its components: the disruptive factor (crisis, risk), and positive adaptation to adverse and changing environmental circumstances. Fergus and Zimmerman (2005) distinguished protective factors, dividing them into internal factors (e.g. competence, skills and a sense of effectiveness) and external resources (e.g. the support of loved ones, mentors, significant people, social organisations, favourable environmental conditions).

Although our objective was not to conduct a comparative analysis, the collected empirical material allowed us to notice significant differences in the reconstruction of experiences by students and academic teachers. The starting point for our analyses was to examine the ways of defining crisis, and then the generating of strategies of coping with the experienced crisis. The respondents recalled March of 2020 the moment which they themselves define as “zero day”, the beginning of unexpected changes. Although the researchers did not ask the respondents to indicate the beginning of the pandemic, they established the date, treating it as a reference point for their experiences. The date March 11, 2020 became a symbol defining the crisis, the official announcement of national quarantine. Vivid and detailed descriptions of this day situated the date in the group of significant critical historical events (N4 “March 2020 – in a couple of years children will learn about it in history classes, that date will not be forgotten”). The unpredictable beginning of

the pandemic triggered extreme emotions. Fear, numerous concerns and a sense of insecurity mixed with excitement, curiosity and anticipation.

N5: I remember exactly that on March 11th we received notification that the University [...], well, that it was going online. Of course this triggered a lot of emotions, as I was conducting numerous tutorials, Bachelor's and Master's seminars, and how was I supposed to enter this remote mode of teaching.

N6: I was going to my second classes that semester and unfortunately I only got as far as the reception downstairs, and the lady there asked "what are you doing here?" And I said, I was going to my classes, I'm not late, there's still some time. And she said "I can't let you in" [...]. So I went home. I was only allowed to go to my chair, to my room, I took two flowers and I left. And that was the beginning [...] I didn't know what was going to happen next.

N7: I will remember that date for the rest of my life [...] the pandemic impacted every sphere of our lives [...] I think we were all worried about our health and our loved ones, we'd never experienced anything like this [...].

The above quotations from academic teachers are expressions of fear and uncertainty. Detailed descriptions of this day were accompanied by emotions seen in face expressions, gestures and tone of voice. The pandemic experience penetrated every sphere of life. The narrators stressed that the national quarantine forced them to reorganise family, professional and social lives because of the conditions imposed due to the pandemic.

N7: We really lost control, now the virus and the pandemic dictated the terms.

Emphasis on the loss of control, stability and a sense of security reinforced the experience of a specific crisis. The students experienced the crisis somewhat differently. Believing the national quarantine to be temporary, they focused on the positive aspects, appreciating the possibility of returning home, e-learning and the fact that they had less daily tasks. However, as the situation developed and more sanitary restrictions were imposed, the vision of slowing down began transforming into a crisis experience caused by isolation and the necessity to reorganise in many areas of life. When analysing the collected empirical material, one notices that academic teachers immediately defined the new situation as a crisis, taking countermeasures in a task-oriented manner, which gave them a sense of "trying" to regain control, regardless of success. During those first days the students were trying to delay the consequences of the quarantine. They treated isolation as temporary and consciously did not adopt any strategies, waiting for an announcement that the number of cases is stable and that everything would be returning to "normal" (Walczak-Człapińska, Dobińska, and Okólska, 2021a).

N4: At first I was happy and I was waiting when they close us down [...] great! It was after the semester, the exams were difficult, I could rest and go home, because I commuted.

With time, “being home” lost its ascribed meaning associated with well-being and security. The unending quarantine contributed to a redefinition of home, which ultimately became “home-prison”.

N8: I know this won't end and that's difficult for me.

N5: I'm constantly in my room, in my house, and even if I go for a walk, I keep going to the same places, and I don't get any stimuli from the environment, and this causes a sort of resignation in me [...].

N9: And the second issue was connected with the family [...] I had a several-month-old baby at home, this was my six-month leave. And I had to conduct classes, the grandparents couldn't [help] because there was a lockdown and everyone was worried, so the closest family circle had to share responsibilities [...] work, marriage, parenthood, all in one place.

The realization that the situation is not temporary forced the respondents to adapt to the new conditions. This stage was identified as an attempt to live in the times of the pandemic, when the respondents adopted various strategies which enabled them to cope with the consequences of the pandemic. Analyses of the collected empirical material allow us to conclude that the respondents quickly and vigorously responded to the environmental conditions. By facing the new reality, they were seeking stability (see: Walczak-Człapińska, Dobińska, and Okólska, 2021a).

N9: I know that I have no control over this, that's why I'm doing what I can and where I can [...] If I have influence over anything I try to make use of it, to have some sense of stability and permanence.

By trying to gain control over their lives, the respondents started performing seemingly simple everyday tasks such as establishing daily schedules, preparing nutritious meals, regular exercising or arranging their living space to accommodate remote work. An “external” control over chaos gave the narrators space to adopt strategies to achieve “inner” harmony.

N10: [...] the entire pandemic situation resulted in opening a new reality and new objectives for us [...] that's what I focused on.

N11: I simply set myself some boundaries and I work till a certain hour. That's because I found myself constantly online, more than before. I used to work all the time anyway,

but now everyone can see that, because they can see the green dot on Teams, which means I work nights. So I started turning the dot off and I stopped answering emails at night, I do it in the morning.

N2: When I was writing my dissertation I used to go to the library, where I could spend hours and I know that I did a lot of work there [...] Now I see that this is very difficult, because we are in a new reality and we need to organise our work at home, which I'm learning to do.

N11: I began with rearranging my home office, I prepared my workstation, I learnt not to be online 24 hours a day, somehow everything used slip out of my control, I was overwhelmed and disorganised.

N1: I felt that I had it [...] it's better, I began meditating, running in the evenings, going for walks. I took care of my mind.

N12: I talked about everything with a therapist and tried to consult it somehow.

It is worth stressing that remote learning was something new to most respondents and presented a challenge. Without prior preparation, the narrators learnt to study and to teach using new technologies. They adopted various strategies to become accustomed to the new reality.

N12: I really developed my tech skills, my abilities in terms of technological communication skyrocketed, because I wasn't that interested in this before, I don't have a Facebook account, I still don't have one, but I didn't even use USOS mail, because I didn't need to. However, when the situation required it I quickly adapted to the new reality and I keep discovering new possibilities, interesting apps, and I try to use them.

N10: My eyes opened to the multitude of possibilities, I still use some of these apps, the programs we used apart from Teams, and some activation methods, because they make things a lot easier.

N13: I learnt to take meticulous notes, despite the fact that contact is more difficult I try to be in the here and now, to get as much as I can from the lecturers. The quiet of the home is better than the noise of the university. I have order in my notes, each subject is indexed and has its place in the cloud, this is new to me.

Apart from strategies developed individually, the respondents also took collective action (Walczak-Człapińska, Dobińska, and Okólska, 2021a). By mutually supporting themselves and their struggles they united in informal activities. The lecturers and students often stressed the value of community and support from close ones. Despite finding themselves in a difficult situation and expe-

riencing many setbacks, the narrators were focused on resources and tried to centre their activities around potentials and opportunities offered by the new conditions of working and learning. Protective factors located in the sense of one's worth, skills, competencies, cooperation and favourable environmental conditions constituted a frame for the development of strategies of coping with risk factors.

N8: My friend and I set up a closed Facebook group when this all happened, just to cope somehow [...] and we exchanged information on how to make that first contact and how to operate in the didactic space and work with students.

N3: And interestingly we created this support group among the lecturers where we helped each other. We talked, we could just talk over these difficulties. This was fine that way.

N14: The lecturers were always helpful, moreover, they set up groups on social media where students and teachers could get support and help, they posted information on remote learning.

N15: We were constantly on our phones helping each other, doing everything together.

Apart from emotional and professional support, getting together online was meant to help in maintaining contacts and relationships, and in becoming accustomed to the new conditions of working and studying.

The protective factors and emotional resilience were important for experiencing and interpreting reality, and for visualising a return to the "old order". Despite the experienced crisis, respondents with established personal and environmental resources acted flexibly in order to regain control and stability. *Resilience* is a specific process of interaction between protective and risk factors.

N3: The entire pandemic situation resulted in opening a new reality and new objectives for us.

N10: I thought that the effect of our studying together, adult academic teachers and our adult students, is that we probably develop our communication skills, forced to do this to remain somehow close to each other. This physical distance forced us to become more open.

N11: I think that many of the solutions, our acquired knowledge and skills will remain with us even after we return to normal.

DISCUSSION

“Resilience” is a multidimensional term, however, the collected empirical material allows us to conclude that protective factors which were exposed in the narratives of the respondents and expressed through self-confidence, knowledge, openness, being in the here and now, professionalism, competence, community and mutual support, constituted a framework for developing strategies of coping with crises and reinforced the will to regain control. We presented ways in which respondents reacted to the risk factor and the strategies adopted to regain control. Our points of reference were three stages (generated during the analysis of empirical material), i.e. before, during and after the pandemic (a vision of return). The interlocking spaces of private and professional life resulted in the fact that we presented selected strategies of becoming accustomed to the new reality.

CONCLUSIONS

For our respondents crisis has become a challenge in which they invested energy, knowledge and collected individual and environmental resources. The crisis released new objectives, ideas and inspirations, and the acquired knowledge and experience can be useful for future strategic solutions in the scope of education, social policy and national economy. Analysis of the collected empirical material suggests that becoming accustomed to the new reality caused by the COVID-19 pandemic is multidimensional. The fluidity which accompanies internal and external (environmental) changes makes it impossible to determine a specific strategy which fosters becoming accustomed to the new reality within the framework of information technology. Despite adopting many coping strategies, the respondents had one common goal, which was to cope with the dynamically and unpredictably developing pandemic through taking control and regaining stability. The respondents often stressed that all areas of life and social roles during the quarantine became compressed in the confined space of home. Attempts at reconciling the multitude of tasks and obligations required using all resources. The emphasis in the analytical part of the professional and educational sphere and the examination of coping strategies via an information-based medium was dictated by the specific character of the empirical material. The respondents devoted significant parts of their narratives to these areas, indicating their value and significance in the general balance of coping with the pandemic.

STUDY LIMITATIONS

Due to the pandemic and dynamically changing sanitary restrictions, the researchers decided to conduct online focus interviews. Using the MS Teams program, we took up the challenge of carrying out the research remotely. Each of us debuted in this space. Having no previous experience with the organization of online research, we were afraid of making methodological errors or not obtaining qualitative empirical material. This contributed to an even greater effort of vigilance and meticulousness at the stage of preparing the research procedure and at the analytical stage. Thanks to the triangulation of the researchers, the obtained analyzes became multidimensional. Another concern we felt was the autoethnographic nature of the research project, as each of us is an educator who faced various difficulties and challenges in distance learning. We were afraid of overlaps or distortions in the analysis due to our personal experiences. Being aware of such a threat, we made it a potential, expressed in an empathetic attitude to the narratives of the respondents and a good preparation for developing the instructions for the interview. It is worth emphasizing that the collected empirical material surprised us with its quality. Apart from following the dispositions, the respondents themselves took up certain threads, which they inserted into their statements as digressions or colored illustrations of the presented responses. It is these “additions” that have become extremely valuable during the analytical process, revealing, in a way, the multidimensionality of the experienced crisis during the isolation caused by the COVID-19 pandemic.

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PROCES POZYTYWNEJ ADAPTACJI DO KSZTAŁCENIA ZDALNEGO W CZASIE PANDEMII COVID-19

Wprowadzenie: Tekst ukazuje proces zmagania się uczestników kształcenia akademickiego z sytuacją kryzysową spowodowaną pandemią. Autorki odwołując się do koncepcji *resilience*, podkreślają znaczenie pozytywnej adaptacji w procesie radzenia sobie uczestników kształcenia z zastaną, nieznaną rzeczywistością akademicką w czasie pandemii spowodowanej rozprzestrzenieniem się wirusa SARS-CoV-2.

Cel badań: Rekonstrukcja doświadczeń uczestników kształcenia akademickiego *online* w polskich uczelniach wyższych podczas pandemii COVID-19.

Metoda badań: Jakościowa orientacja badań skoncentrowana wokół paradygmatu interpretacyjnego określała główne pole naszych zainteresowań. W projekcie badawczym zastosowaliśmy wywiad fokusowy, do którego zaprosiliśmy studentów oraz nauczycieli akademickich z terenu całej Polski. Z uwagi na obostrzenia wynikające z uregulowań prawnych dotyczących

działalności akademickiej w czasie pandemii wywiad został zrealizowany zdalnie przy użyciu platformy MS Teams. W projekcie badawczym została zastosowana triangulacja badaczy.

Wyniki: W wyniku zespołowej analizy wywiadu wyłoniłyśmy sposoby doświadczania oraz radzenia sobie w specyficznej sytuacji kryzysu sytuacyjnego, wynikającego z pandemii COVID-19. W początkowej fazie pandemii badani podkreślali utratę stabilizacji oraz bezpieczeństwa w obliczu doświadczanego kryzysu, powodującego lęk i niepokój. Podczas osvajania nowego porządku edukacyjnego uruchamiali potencjał w postaci zasobów wewnętrznych i zewnętrznych, które znacząco sprzyjały i stanowiły czynniki chroniące podczas radzenia sobie z codzienną praktyką akademicką.

Wnioski: Oswajanie „pandemicznej” rzeczywistości akademickiej przez jej uczestników ma charakter wielowymiarowy i procesualny. Choć sposoby radzenia sobie przybierają różne formy, to wyznacza je jeden wspólny cel – odzyskanie utraconej kontroli. Przejawia się to w procesie *resilience*, którego konsekwencją jest pozytywna adaptacja do zmieniających się okoliczności.

Słowa kluczowe: kształcenie akademickie, pandemia, kryzys, *resilience*.

