

Embodied Information Practices in Remote Education: Insights from Teachers' Sense-Making*

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Abstract

This study investigates the sense-making processes employed by teachers in bridging knowledge gaps and navigating complexities during this transition. Drawing upon Dervin's sense-making theory and McKenzie's model of information practices, the research explores how teachers engage with information sources, leverage past experiences, and collaborate with peers to make sense of their roles in the digital educational landscape. Interviews were conducted with teachers from Ilocos Norte, Philippines. This study presents the embodied nature of teaching as an information practice. The findings underscore the resilience and adaptability of teachers in the face of uncertainty, offering insights into the dynamics of remote education and informing strategies to support educators and students in the evolving educational landscape.

Keywords: Remote education, Embodied teaching

INTRODUCTION

While online and distance learning were practiced in higher education programs, this was not the norm and was an option only by a small fraction of the learning community. The disruption in the education landscape due to the COVID-19 pandemic brought about various modes of learning to replace the in-person classroom setting. The drastic change left teachers unprepared and uncertain about the tasks they are presented with. There have been studies and accounts to show how remote learning has been

conducted in the Philippines highlighting the difficulties faced by students and these include internet connectivity, inadequate learning resources, poor learning environments, and mental health problems, among others (Baticulon et al., 2021; Bustillo & Aguilos, 2022). There have also been studies and accounts of the experiences and perceptions of teachers in their transition to remote learning (Marshall et al., 2020; An et al., 2021) and how learners and teachers in various countries have transcended the digital divide (Vincent-Lancrin et al.,

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2022). Several studies have been made on the topic of education during the pandemic such as challenges faced by teachers (Agayon et al., 2022; Cajurao et al., 2023; Jackaria, 2022; Dulay & Manuel, 2021; Dela Cruz, 2022), perceptions of teachers on the modes of learning (Cahapay et al., 2023; Tas et al., 2021), as well as perceptions and experiences of students (Bustillo & Aguilos, 2022). The use of technology was also among the discussions along these lines and studies looked into how teachers adopted technologies in their teaching (Cahapay & Anoba, 2021) as well as how administrators influenced technology use among their teachers (Mendoza & Catiis, 2022). While there were studies on information behavior of students (Shi et al., 2021; Superio et al., 2021; Tonmoy & Islam, 2023) and health information behavior of citizens in various ethnicities and nationalities (Kim et al., 2023; Piamre et al., 2023; Zimmerman, 2024), we have yet to encounter studies on the information behavior or information practices of teachers during the COVID-19 pandemic.

The shift to remote learning necessitated immediate adaptation of new modes of teaching and learning for which teachers and students alike had to make sense of and adapt to. As these new modes of teaching were implemented drastically during the pandemic, the teachers and students alike encountered interferences in the teaching-learning process such as adapting to the processes and technologies, reconciling the tasks at home and at work, dealing with sickness, as well as financial stability (Alvarez, 2020). The teachers and students alike went through a series of gaps which they needed to fill for them to proceed with the situations they faced. This article presents the findings of the study on the sense-making of the teachers that sought to understand how they bridged the gaps in their knowledge, skills, capabilities, and resources to transcend the challenges they encountered. This investigated the relationship of people and information as well as technology within the lens of Dervin's (1999) sense-making theory in both its senses as a methodology and metatheory. As a methodology, it is an "iterative process by which people construct meaning from experience" (Genius & Bronstein, 2017, p. 750). The interview was not only a data gathering event but also an opportunity for the respondents to look in retrospect at their experiences identifying and realizing the series of learning, unlearning, and re-learning they experienced for which they invoked past learnings, new concepts, authoritative sources,

common sense, their own experiences as well as experiences of others.

Within the sense-making of the teachers, various information practices were noted such as those laid down by McKenzie (2003). These information practices include events described as follows:

Identification of potentially helpful sources, serendipitous encounters, being given information without actively seeking, planned encounters with potentially helpful sources, referrals to potentially helpful sources, proxy searches, barriers to seeking connections, making connections with potentially helpful sources, connection failures, barriers to interaction with identified sources, patterns of interaction with identified sources. (McKenzie, 2003, pp. 23-24)

Arguably, we encounter such events that help us in our sensemaking. We may be given information whether we have actively sought it or not and become a bridge to our information gap. We may also actively seek information without receiving the correct information immediately, but we still seek information anyway and we look for individuals who may be able to help us.

Teaching is an embodied practice, and it involves the following aspects: "sensory experience, bodily experience, cognitive experience, intersubjective experience, and discursive experience" (Hegna & Ørbæk, 2024, p. 421). As a sensory experience, teaching involves the engagement of the senses of both teachers and students. Teachers sense the reactions of the students as they perform, and the students' senses are stimulated via audio-visual materials and experiential activities. As a bodily experience, teaching involves the use of facial expressions, gestures, and movement to engage the students. As a cognitive experience, teaching enables the development of thinking and knowledge formation with the use of various techniques and methods. As an intersubjective experience, teaching is a form of interpersonal experience with teachers and students revolving in one context. They engage in dialogues and other forms of interaction to facilitate understanding and sense making. As a discursive experience, students and teachers engage in the co-construction of meaning. Any disruption introduces

gaps that cause a pause in the process. During the pandemic, the shift to a different mode of teaching caused a pause in the process and the teachers had to come to terms with the changes first for them to make sense of the current situation—thus the series of learning, unlearning, and re-learning phases for them proceed with the new modalities. Sense-making is a “complex and ongoing process, one involving bodies and emotions, as well as language and intellect, both the product and the creator of a social (discursive) environment” (Olsson, 2010, p. 273) and this paper documents the processes that the teachers went through to make sense of the situation. The study focuses on the teachers within a community—in Ilocos Norte with their shared experiences and context of the locale. As Savolainen (2007) would note that the approach of studying the information practices of particular communities direct the attention “to them as members of groups and communities that constitute the context of their mundane activities” (p. 120).

This underscores the concept of teaching as not merely a transfer of information but rather as an embodied information practice, where the actions and behaviors of teachers are central to the educational process. By employing the theoretical frameworks of sense-making (Dervin, 1999) and information practices (McKenzie, 2003; Savolainen, 2007), the study delves deeper into the intricate dynamics at play within the teaching profession during the transition to remote learning and moving forward to the new normal. It examines how teachers make sense of their roles, navigate challenges, and engage with information in various forms within the said context.

METHOD

This qualitative study focused on the gap-bridging events that the respondents went through when they transitioned from traditional face-to-face teaching to remote learning. We interviewed seven of our peers who are teaching at varying levels (i.e., basic, secondary, and tertiary levels).

Their consent was sought, and interviews were done via Zoom for easier recording and transcription from December 2022 to June 2023. The interviewees were asked to recall the instances when they transitioned to remote learning and the events for which they found difficulties or gaps in their understanding about the situation they had. They were also asked how they were able to bridge these gaps and how they sought or received help from others.

The respondents are as follows:

Code	Sex	Level
Teacher A	Male	Tertiary
Teacher B	Female	Secondary
Teacher C	Female	Secondary
Teacher D	Male	Secondary – Tertiary
Teacher E	Male	Basic
Teacher F	Male	Secondary
Teacher G	Female	Basic

Teacher A is male teaching in the tertiary education level. Teacher B and C are females teaching in the secondary level, while Teacher F is male also teaching in the secondary education level. Teacher D on the other hand is male who taught secondary level and then moved to teach in the tertiary level. Teacher E is male teaching in the basic education level and Teacher G is female also teaching in the basic education level. As all of us are from the province of Ilocos Norte, we opted to use our local language (i.e., Ilocano) as the main language for the interview for better expression of thoughts. However, English and Filipino were sometimes used when the terms were not available in Ilocano. The interviews were transcribed and were coded using Dedoose. Translations were done after coding as both of the coders are Ilocano speakers, but the codes are in English.

RESULTS AND DISCUSSION

From the codes, the following main themes were derived: Gap in Technology; Gap in Classroom Management; Gap in Delivery of Learning; Gap in Structure and Administration; and Support from Community. The study’s findings also show the picture of how the teachers bridged the gaps and fissures in their understanding of how it was to teach in the remote learning modality during the pandemic. It was also revealed that in the bridges they used were information from other people such as authorities and experts (from webinars, information technology [IT] experts, etc.), from their peers (fellow teachers), and students who have experienced the same situation/event, as well as information from their past experiences. While in some instances, formal sources of information were sought but due to the severity of the situation, other sources of information were also sought.

Gap in Technology

All the respondents admitted to having problems with the transition to remote learning, especially with the use of technologies. Many of the gaps in technology they encountered were on the availability of devices, connectivity issues, and insecurities in the use of technology. Even with these difficulties, they were able to proceed with remote learning because of events where they received help from others.

Insecurity in the Use of Technologies

While Teacher A mentioned that they already had a virtual learning environment (VLE) in place and that they already training in the past, he still had difficulties with the implementation because of internet connectivity and the limitations in the devices he had at that time. He also admits that there are some parts of virtual meeting applications that he did not know, and his students would help him out by showing or telling him how to go about it.

Teacher B indicated her insecurity with the technologies stating that she did not encounter any of the video conferencing applications and had difficulties with Google Docs, Google Sheets, as well as Google Drive.

Actually, on my part, I was already in my 40s, I was 43 then, and I was nervous about technology back then. One colleague invited us to an online meeting so he could teach us MS Teams etc. I got nervous at the mention of MS Teams because I did not know anything about it. – Teacher B

Teacher B also added that the struggle really was not on the lessons but on the technologies and applications “*handa sa lesson, pero yung technology hindi ko gamay*” (I was prepared with the lessons but I am unsure with the technology).

Teacher C, while having more exposure and advanced knowledge in technologies, still had difficulties because of the limitations of the devices that she had at that time. She had to buy a new printer, so she does not have to compete with the use of these in their school.

While Teacher E considers his devices as already new and up to date, he still had difficulties in the use of the applications. He said that he had to make do with what he knew and what he had at that time. He did not know how to share his presentation via Zoom, so what he

did was to point the camera of his device to his laptop where he opened his presentation. He learned slowly by doing and he was so happy when he discovered something new.

Teacher G’s difficulty with technology was more on how she has become the “go-to-person” for the technical concerns in their school. Since she is the youngest, her colleagues asked her for help or for her to do the tasks that had to do with technology. According to her, her colleagues would say, “*Haan ko ammo ading, sika man latta mangubran. Napia ta ub-ubing ka ngem siak.*” (I don’t know my dear, please do it for me. Good for you that you are younger than me).

While their insecurity in the use of technologies resulted in a pause in the process, they were able to receive help from others whether intentionally or otherwise. In McKenzie’s (2003) model of information practices, serendipitous encounters and interaction by proxy enabled the participants were to manage their information gaps and satisfy an information need even without actively seeking information from formal information sources. Teacher E for example was able to discover better ways of doing things serendipitously. He did not learn the techniques of screen sharing but he was able to perform it even if it was a more complicated way. But his accidental clicking of a button led him to the correct way of screensharing. Teacher A also received help from his students even if he did not ask for it purposefully.

Availability of Devices

Teacher A shared that he already had a laptop at that time, but it was not meant for the load brought about by remote learning. He had to download many resources which filled up the space of his device. His laptop was meant for personal use, but it became for teaching already. He wanted to buy a different one but the demand for devices at that time was high since all schools had to resort to remote learning.

There were laptops made available for teachers from the Department of Education (DepEd) but these were very slow. Teacher B was one of the recipients of the said laptops, but she had little or very low use of this because of the speed. This became the dedicated laptop only for the printing of modules but not for online meetings as it was not capable of this.

The mode of learning was mixed as not all students had devices since before the pandemic, the students

did not have any need for individual mobile devices. As such, the teachers opted for modular learning taking to consideration the capabilities of the students and the availability of technologies.

The availability of devices introduced a gap in the teaching process—devices for the teachers and devices for the students as well. Teacher C realized that she needed to provide for her needs so she can proceed with developing and printing the modules and design for their online learning.

The concern on availability of devices also brought about the *Share a Spare* program of the division office where those who had extra or spare devices shared with those who did not have any. Those who thought of the program knew that they had to bridge those who did not have any with those who had some to share, as such being able to refer one to a resource provider.

Connectivity Issues

Only a few used online learning because of connectivity issues. Students in rural areas have slow connectivity let alone available devices. While tablets were provided to students, internet connections were slow in the province.

Teacher D and E also had a problem because they did not have their own internet connection at home. They only connected to the internet via their mobile phones and had to subscribe to prepaid internet connections. As such, they spent thousands of pesos for their prepaid load. Eventually, they had to get their own subscriptions when the quarantine restrictions were relaxed.

Learning by Doing

The gaps in their technological know-how were addressed by learning events such as peer teaching, webinars, and serendipitous discoveries. For the case of Teacher B, their fellow teachers who taught IT took on the initiative to teach them about the different technologies available for remote learning. *“He taught us how to navigate Google Drive, Google Docs, and Google Sheets. We had difficulties back then; we would encode in Google Sheets and sometimes delete or type over what was already encoded.”*

All the respondents were able to attend webinars on the different modes of teaching as well as the different applications and approaches. While the webinars came later as they already had initial training from

their peers, the webinars clarified and substantiated what they already learned.

Teacher E shared how happy he was with his little “accidents.” He said it took months before he learned how to share screen, or present his slides via Facebook Messenger. Admittedly, he did not like remote teaching but when he learned about the different techniques, he learned to love this modality. He also regretted that he did not enroll in graduate classes back then as they were conducted remotely.

In these instances, sources were identified, and other potentially helpful resources were sought. Webinars were organized and teachers needed to attend them to gather more information about how to conduct remote learning. But before these were organized, knowing that their fellow teachers needed help, IT teachers have initiated peer training so that when the webinars were conducted, their fellow teachers already knew most of these applications and the webinars somehow reinforced their learning.

Teacher E’s serendipitous encounter with information was a happy event and left an indelible mark on his knowledge.

Gap in Classroom Management

The change in modality resulted in a pause for the teachers. They have already embodied the practice of teaching in the classroom and teaching in a different modality brings about some setbacks. They have to learn about the intricacies of the different modalities, and they also have to determine the effective and efficient techniques. From the responses, we have determined another theme as gap in classroom management as our techniques in our teaching within the classrooms is not immediately translated online.

Not Knowing the Students Personally

With online teaching, there’s the tendency to not know the students like how we can get to know them in-person. Teacher G had this difficulty because her students are in the early grades. Teacher F compared his experiences of the modes of learning and said that it was easier to get to know the students when they were inside the classroom since there is better interaction with them. With the remote learning modalities—online (via video conferencing platforms), digital (via learning management systems), modular (printed modules)—it was difficult to establish rapport.

It was also challenging when we were computing our students' grades because we had to forego our doubts if it were indeed them who answered the activities in their modules and stuck to what they submitted to us. – Teacher F

After several webinars and some internet searching, the teachers were able to gather online tools to enhance virtual classroom activities. Having the students perform in class gives the teachers more opportunities to get to know them better. This shift away from traditional pen-and-paper assessments not only alleviated doubts surrounding student performance but also facilitated a more dynamic and engaging learning environment. In this situation, the teachers performed active information seeking to be better at their craft since the traditional tools were not addressing the needs at that time. They may not have the traditional teaching space they had in their online classes, but they certainly adapted the tools to enhance the remote learning of the students.

Teacher D recounted his experience after retrieving the modules from the different barangays. He received a module under a different name. Apparently, the parent, who accomplished the module on behalf of the student, wrote the name of their two-year-old child. In the classroom, the teachers are assured that the students do the tasks on their own, unlike in the remote setting where they might receive some form of help from others. Unfortunately, for the modular learning modality, students' accomplishments are measured only by what they accomplish. Whether these were accomplished by others or by the students themselves, there was no way to tell.

Not Prepared for Remote Learning

While there were available virtual learning environments and webinars to help the teachers in the design and implementation of remote learning modalities, they were still not prepared. Teacher E shared that while the students had cellphones, these had limited capabilities. These could not run Zoom nor have sufficient storage to download other applications. The internet connection is also slow. His students would gather in the field/farm and they would share one device so they could participate. They opt to go in the field because the internet signal would be better there.

The teachers also had to design and print the modules and would distribute them per barangay. However,

due to the capacity of the printers that they have and time it takes to sort the modules they would sometimes miss some tasks.

Consideration for the Students

All the respondents shared that they have never given so much consideration to students than when remote learning was implemented. They had to do house visits when restrictions were relaxed to follow-up on the progress of the students. Teacher G shared that since her students are in the early grades, she had to spend some time with some of her students just so she can supervise them in their writing assignments.

Teacher B also shared that some of her students who did not turn in their outputs were found out to be working in gasoline stations, automotive shops, or on the farm. The students needed to work because their parents lost their jobs during the pandemic. Since they needed to work, further consideration was given them. Teacher E said that he had to give the students more time, or he had to be patient in retrieving the modules because, if he did not, there was a chance that the student would not progress. According to Teacher E, "*Inan-anusak tapno adda met agradwar kadayta a familia. Binayabay ko... ket nagbalin a blessing kenkuana.*" (I had to be patient in the hopes that one of them in that family would graduate. I guided the student, and it was a blessing for him because he made it.)

Unlike in the in-person setup where they could be strict about deadlines and outputs, during the remote setup, they had to think about the other factors that may affect the performance of the students.

The DepEd issued the Memorandum Number OUCI-2020-307 in October 2020 which suggests measures to foster academic ease with the aim of reducing the stress and anxiety experienced by teachers and students alike. In response, the teachers devised various means to promote academic well-being while prioritizing the needs of the students. However, even without the memorandum, the respondents have indicated a strong sense of empathy toward their colleagues and students. The collective compassion was arrived at even without consulting formal information sources—it resulted as a natural response to the unprecedented circumstances that we all faced.

Class Demeanor

Before the remote learning setup, there was a clear delineation between home and school environments. But when remote learning was implemented, lines

were blurred. Students and teachers alike experienced multitasking and intertwining of personal and professional/educational tasks and events.

Teacher A narrated how he managed to teach remotely while managing their household—setting up the learning setup of their children as well as household work. He shared that he had to make his students understand that while they are in the comforts of their own homes, they should still be present and focused when they conduct classes. There were background noises like dogs barking, hens clucking, goats bleating, children playing, as well as cars and motorcycles revving.

Information about the conduct of flexible work environments came about in magazines, blogs, and journals, the teachers had their past experiences as basis for declaring proper class demeanor. Balancing this with consideration for students and academic ease, the teachers gave allowances for video conferencing. Not all students are comfortable sharing the insides of their homes and since their devices are not up to par, they could not use the virtual backgrounds available, so they would opt to not switch on their webcams and teachers could not be strict about this. Teacher A said he acknowledges that background noises cannot be minimized so he did not have to demand that the students be in a quiet place for their class.

Gap in Structure and Administration

The difficulties in transportation and communication resulted in implementation issues of directives from various institutions. For one, the community quarantine identification pass had different iterations, and authority over these varied from one community to another. For the case of the teachers, they had to meet many deadlines as if schoolwork was the only task they had. Having blurred delineation between school and home environments complicated the situation as they had to prioritize one role over another in one environment. Unlike before that when they went to school, they were educators, and when they were at home, they were homemakers.

Aside from the anxiety of being locked down in our homes and having no personal interaction with others, we struggled with stress and restless nights to meet the deadlines set by our supervisors. – Teacher F

Implementation Concerns

Teacher B shared that the administration did not seem to understand the situation they were in. For as long as the deadlines were set, they had to meet the deadline “*by hook or by crook.*” There were also problems when no memorandum was issued by the DepEd Central Office, but they needed to take action. For example, a typhoon was approaching and there was no directive for any suspension. As such, they decided to take action and prioritize the safety of their students even without any directive.

There were also cases when there were differing interpretations of a directive. They were told that they would be given monthly internet allowance or load for the devices so they can call or coordinate with their students, but they did not receive such support. In another situation, one supervisor told them to report to the office and check their classrooms, but another supervisor said otherwise causing confusion among them. With these differing directives, their gap bridging was resolved by thinking about what’s best for their students and what is least detrimental to them as teachers. They no longer needed to consult with any authority because they are the authorities for themselves as they know what they are capable of and what they need to accomplish all within the boundaries of their roles and responsibilities as teachers.

Multiplicity of Responsibilities

With the quarantine restrictions, work was done remotely with limited in-person engagement in the office or school. As such, there was a multiplicity of responsibilities experienced by the teachers. Teacher B recounts that during the production of the modules, their responsibilities included the design, printing, collating, distribution, retrieval, and evaluation of these modules. In one class, however, there were several options available, depending on the capabilities of the students. For her class, she had modular, digital, and online modalities. It was difficult to manage a class with multiple modes with limited facilities. She had help from their administrative assistants and their custodians learned the techniques of collation and binding of the modules so they can help the teachers produce these. She had to rethink how she can deliver her lessons better. For the subsequent semesters, she was able to manage it better until such time that classes returned to in-person mode.

Teacher C and Teacher G also recounted their experience with the quarantine restrictions when those who can go to school were limited. Aside from

preparing the lessons, designing and producing the modules, they also cleaned their classrooms, tended the gardens, and other maintenance tasks.

The teachers were used to having multiple responsibilities before the pandemic, but this increased because of the limited number of people who could go to school or workplaces due to their comorbidities. The gap they encountered was: who would accomplish the clerical tasks and do menial work? They could either forgo these tasks if they did not want any of these responsibilities or if they had too many of these responsibilities, but they chose to do these because otherwise the remote learning setup would not be successful. Looking back, Teacher B could not believe that they were able to accomplish all those tasks with the skills and time that they had. She is thankful for the help extended to her and realized that help does come when you need it.

Support from the Community

There was overwhelming support from the community during those times. Teachers supporting their fellow teachers, family members supporting students and teachers, community members supporting the teachers and students were common themes throughout the interview.

Teacher A shared that their student council conducted a program to lend devices to students who did not have any. The student council also solicited money for the students' prepaid load for their internet connection. For the teachers, their cooperative accommodated loan applications for purchase of laptops and the like.

Teacher B also experienced providing load for her students out of her own pocket. Since without the internet load, the students could not attend their online sessions or be able to send text messages as reply to their messages. She also mentioned the program of the DepEd Division Office dubbed *Share a Spare* where teachers and students alike who had extra or old devices which they no longer use shared with those who did not have any.

Teacher C also shared that she took the initiative to call on her friends to sponsor prepaid loads of some of her students. She shared that her friends immediately heeded her call for sponsorship. Teacher C and D shared that they bought printers, prepaid loads, and other materials using their own money instead of

asking from the school since they needed to take action to make remote learning work.

Teacher E on the other hand shared that he felt the support from the community when different groups sent aid in various forms. Some of their alumni sent inks for printers, bond papers, face masks, alcohol, and other materials needed to support the remote learning modality. Eventually, other groups also sent help to their school other than their alumni. He noted that their school principal was also active in coordinating with the alumni and their immediate community. This was also probably one of the reasons why they did not have to struggle like how other teachers experienced.

Teacher F said that their school administration extended sufficient help to them in the form of capability building through webinars. They also pooled the IT experts who extended help to those who needed technical assistance.

Teacher G also received some form of assistance from their alumni. She relayed that she received the unused funds from the retired teacher she succeeded, so, in a way, she had sufficient revolving funds. However, it was her who was giving support to her colleagues as she is the more knowledgeable among them.

Despite the difficulties encountered, people were able to help those who were in need.

“Due to social media, it was easier for people to send help. Aside from that, there were other facilities that made sending money, food, and supplies easier. It was a moment of people helping other people and it was nice” – Teacher E.

Information is created and disseminated in social media, and it has become a successful tool in several ways during the pandemic. Communities came together through here even when the quarantine restrictions were strict. By sharing information on these platforms, people were able to identify others' needs and they were able to give help to them or connect them to those who can help them just like what the student council of Teacher A's university did. Teacher E also received inquiries from their alumni through social media as well and he also received notices to expect materials sent by people from their community.

Moving Forward

Having experienced the traditional and remote teaching modalities, Teacher A and E appreciated the conveniences that remote learning brought. Teacher A realized that he could offer more night classes for the graduate school with the remote learning modality since he no longer had to worry about the fact that he has to drive 23 kilometers after class. He shared that during the remote learning setup, he had graduate students who were in Rizal, Ilocos Sur, and various towns in Ilocos Norte, who benefited from the setup. “It is confusing,” says Teacher A, “for the university administration to return to the traditional face to face set-up. Since we have already had the VLEs and processes in place, why would we go back?”

Teacher E, who initially did not accept the remote learning modality now appreciates the setup. He can be in another place and yet be able to attend classes—both in his capacity as a graduate student and as a teacher. He also advocates for the maintenance of such option.

The process of learning, unlearning, and re-learning was evident in the transition to remote learning. The stages of denial to acceptance were also seen. As Gherardi (2009) has noted, “practices are reproduced and in being reproduced change over time—intentionally and unintentionally” (p. 124). Teacher E’s acceptance came only after he has imbibed the practice of remote learning, thereby embodying its practice in addition to teaching in the physical classroom. The change in the practice of teaching—from traditional to remote learning—may have been slow and challenging, but its continued practice rendered it to be an acceptable and effective means of teaching. The gap in its implementation was bridged slowly and carefully, and its path was paved piece by piece as the elements of the process were understood and imbibed meticulously.

CONCLUSION

In the face of unprecedented challenges brought about by the sudden shift to remote learning during the pandemic, teachers exhibited remarkable resilience and adaptability in navigating the complex landscape of teaching in a digital environment. Through a lens informed by Dervin’s (1999) sense-making theory and McKenzie’s (2003) model of information practices, this study has shed light on the intricate dynamics at play within the teaching profession. It has presented how teachers, amidst uncertainties and insecurities, leveraged various information sources and practices to bridge knowledge gaps, navigate challenges, and

ultimately make sense of their roles in the new normal. Furthermore, it highlights the embodied nature of teaching as an information practice, emphasizing the central role of teachers in facilitating learning experiences that transcend mere transmission of knowledge. As the educational landscape continues to evolve, understanding these processes of sense-making and information engagement becomes increasingly vital in effectively supporting educators and students alike in the journey towards the new normal.

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