SUBJECT INDEX

Academic continuity, 50
Academic recovery, 62
Academic resilience, 50
Adaptive leadership, 13
Authentic university academic care resilience (AUACR), 51–52
Authentic university academic caring (AUAC), 51

c-TPACK, 86
Caring about academic caregiving (CAAC), 54
Caring about academic caregiving inventory (CAACI), 7
Caring response, 52
Catholic Relief Services, 78
Charitable organizations, 78
Collaborative model, 11, 13
Collegial model, 11
Complex adaptive systems (CASs), 26, 34
Complex–and hypercomplex–adaptive ecosystems (CHAEs), 26
Complexity managers, 38
Content knowledge (CK), 86
Convention on the Rights of the Child (1989), 4
Convention Relating to the Status of Refugees (1951), 4
Council for the Accreditation of Educator Preparation (CAEP), 88
Coursera, 78
Covenant on Economic, Social and Cultural Rights (1966), 4
COVID-19 crisis, 10
  HEI response to, 12–14
  leadership in HE, 11–12
COVID-19 outbreak, 7
COVID-19 pandemic, 8, 10, 84
Crisis, 5, 69
  management, 29
Cultural backwardness, 31, 37
Curriculum, 68
  developers, 6
  gap, 6

Dadaab refugee camps, 72
Dakar World Education Forum Framework for Action (2000), 4
Decision-makers, 33
Decision-making, 33
Disaster resilience, 50
Disaster resilient university (DRU), 50–51

Edex, 78
Education, 4, 10
Educational processes, 6
Emergency, 5, 7, 26–27
Emergency remote teaching (ERT), 7, 14, 17–19
Epistemology of error, 39
Exploratory factor analysis (EFA), 55–58

Face-to-face classes (F2F classes), 89
Factor score correlation, 58–59
Fall semester, 89
False dichotomies, 34, 37
Fatal error, 27
Futurelearn, 78

Geneva Convention (IV), 4
Google, 77
Google Forms, 54
Great mistake, 39

Hierarchical model, 11
Higher education, 10
  COVID-19 crises situations, 11–12
  in emergencies, 4
  ERT, 17–19
  fundamental challenges to, 69–70
  improving support for educators and displaced students during emergencies, 68–70
  institutions respond to COVID-19 crisis, 16
  Jordanian case, 70–72
  Kenyan case, 72–74
  leadership theory, 10–11
  method, 14–16
  Myanmar case, 74–79
  need, aim, and research question, 14
  pre-COVID situation, 16
  refugee education crisis, 68–69
  results, 16–19
  timeliness of communication, 17
Higher educational institution (HEI), 4–5, 7
  response to COVID-19 crisis, 12–14
Historically Black College and University (HBCU), 7, 50
  PAUACR, 50–53
  research design and analysis, 53–61
Human rights, 4
Hybrid figures, 38
Hypercomplex civilization, 29
Hypercomplexity, 27, 36

ICT-TPACK, 86
Individualistic leadership, 11
Individualization, 29
Inhabiting complexity, 32
Instability, 29
Instagram, 27
International agencies, 4
International organizations, 77
International Refugee Congress, 68
International Society for Social Pediatrics and Child Health (ISSOP), 69
Irresponsible society, 29–30

Jordanian case, 70–72

Kakuma refugee camps, 72
Kenyan case, 72–74
Knowledge, 29
  society, 35

Language, 72
Leadership
  in higher education, 10–11
  theory, 10
Learning management system (LMS), 16

MAGDAIRE model, 87
Médecins Sans Frontières (MSF), 72
Meta, 27
Microsoft, 77
Migrant, 68
Monocausal determinism, 28
Myanmar case, 74–79

Non-discrimination, 4
Non-governmental organizations (NGOs), 77

"One size fits all" prescriptive standards, 5
Open coding, 91
Organizational resilience, 11

Pandemic, 5, 84
Pedagogical content knowledge (PCK), 86
Pedagogical knowledge (PK), 86
Perception, 29
Post-Baccalaureate Diploma, 88
Post-disaster academic resilience, 51
Post-disaster authentic university academic care (PAUAC), 7
Post-disaster authentic university academic care resilience (PAUACR), 7, 50–53
Post-disaster resilience, 51
Post-disaster responsive resilience, 51
Practicum experience, 84
Precariousness, 29

Qatar, 85
Qatari Ministry of Education and Higher Education (MOEHE), 89
Quality control, 5
Quantitative approach, 16

Rational thinking, 26
Red Crescent Society, 78
Reducing complexity, 32
Refugee education crisis, 68–69
Refugee education problem in Jordan, 71
Refugees, 68
Relations of definitions, 33
Relative to the Protection of Civilian Persons in Time of War, 4
Remote teaching, 12, 14, 19
Resilience, 52
Rethinking education, 35
Right to participation, 4
Risk management, 29
Risk society, 30
Rohingyan emergency, 75

Samsung, 77
School attendance in Jordan, 72
Skype, 27
Socio-legal stratagem of risk agreements, 29
Strategic error, 37
Student narrative, 55
'Student teachers' TPACK knowledge, 85–86
Synthesis of qualitative evidence (SQD), 84
  approaches to developing student teachers' TPACK, 87–88
  context of study, 88–89
  findings, 91–97
  implications, 97–99
  method, 89–91
  'student teachers' TPACK knowledge, 85–86
Synthesis of Qualitative Evidence model (SQD model), 8
Systemic approach to complexity, 26

Teacher education institutions (TEIs), 84–85
Teachers, 76
  education, 8
Teaching and learning, 7
Technological content knowledge (TCK), 86
Technological knowledge (TK), 86
Technological Pedagogical and Content Knowledge (TPACK), 8, 86
  TPACK-deep, 86
  TPACK-practical knowledge, 85
Technological pedagogical knowledge (TPK), 86
Technology, 6
  in HEI, 13
TikTok, 27
Twitter, 27

UN Global Compact on Refugees, 68
United Nations Children's Fund (UNICEF), 71
United Nations High Commissioner for Refugees (UNHCR), 71, 75
Universal Declaration of Human Rights (1948), 4
University academic caring carescapes framework (UACCF), 7, 54
University caring response, 52
University of the Virgin Islands (UVI), 7
University resilience, 61
Unpredictability, 30

Value creation, 5
Vulnerability, 32–33

World Food Program (WFP), 72
World Health Organization (WHO), 11

Zoom, 27