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Special education teachers' views on their agency in teacher collaboration

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ABSTRACT

Special education teachers' (SETs) views on their agency in teacher collaboration were analysed using Cultural-Historical Activity Theory (CHAT). Finnish SETs (N = 238) answered open-ended survey questions concerning successful and unsuccessful collaboration with the classroom teachers in a tiered support framework. The findings revealed that the perceived agency of the special education teachers is both limited by and directed towards the classroom teachers' understanding of the shared responsibility concerning support provision for students. Finally, the findings highlight the relevance of the cultural-historical activity theory by suggesting that the features of successful collaboration, in tandem with relevant constructs of the theory, constitute a mutual understanding of the goal of collaboration (shared object), structures (community) and guidance (norms) towards relevant use of instruments and fair division of responsibilities (division of labour). Implications for inclusive special education suggest that reciprocal reflection on the teaching practices requires shared everyday work between the SETs and the classroom teachers.

KEYWORDS

Special education teachers; teacher collaboration; teacher agency; tiered support; cultural-historical activity theory

Introduction

Special education in contemporary settings is based on collaboration between teachers (Chambers and Forlin 2021; Fitzgerald et al. 2021; Pickl, Holzinger, and Kopp-Sixt 2016). The aim to build inclusive school systems requires communities where social and academic needs of all students are considered in everyday pedagogical practice, by means of teacher collaboration (Anaby et al. 2020; Göransson and Nilholm 2014). In this endeavour, special education teachers (SETs) are focal agents (Fitzgerald and Radford 2017; Paju et al. 2016). However, the SETs' collaborative work is restricted or prevented by compartmentalised working culture in the school (Paju et al. 2021; Phuong, DiPasquale, and Rivera 2021), lack of coordination of cooperative practices (Nilsen 2017; Paju et al. 2021), lack of time for joint planning and reflection (Jurkowski, Ulrich, and Müller 2020), and also the attitudes of general education teachers towards the students with special needs (Gavish 2017).

We are interested in the SETs' own capacity to overcome some of the well-known problems of collaboration. The ability of an individual professional to exert influence that affects their working environment can be defined as professional agency (Eteläpelto et al. 2013). Our purpose is to analyse the agency of the SETs in their collaborative work with classroom teachers to understand their possibilities to impact the inclusive practices in their schools. Finnish school system provides an interesting arena for the study of teachers' professional agency, because the autonomy of the teachers is high (Sahlberg 2010), which means that individual teacher's attitudes and actions impact the practices greatly. We use Cultural-Historical Activity Theory (CHAT) to analyse the structural and interactional framework in which the SETs' agency occurs, but the focus is in on the interaction between the SET and the CTs. We also reflect our findings in the light of the cultural-historical development of collaborative special educational practices in Finland.

The occupation of the participants of this study is part-time special education, which has been called inclusive special education (Hornby 2015; Takala, Pirttimaa, and Törmänen 2009), since the students receive this service without formal referrals to special education (Savolainen 2009). The evolution of part-time special education began as the nine-year comprehensive school was launched in the 1960s, providing public high-quality basic education for all citizens. When the cohorts started to attend the same school, it was soon discovered that some of the students needed more support to reach the academically ambitious goals of the curriculum, and part-time special education was a form of support introduced for this purpose (Kivirauma and Ruoho 2007; Savolainen 2009). The SETs' work is based on collaboration with general education teachers, with whom they decide how the resources of part-time special education in the school are targeted (Paloniemi, Pulkkinen, Kärnä & Björn, 2021). The SETs provide support for the students mostly in small group instruction and as co-teachers (Sundqvist, Björk-Åman, and Ström 2021). SETs also have a consultative and managerial role related to support provision in general education classrooms and the support processes of individual students (Paloniemi et al., 2021; Sundqvist and Ström 2015). Part-time special education services are available in all schools in Finland, and 21% of Finnish comprehensive school students received part-time special education regularly during the 2019–2020 school year (Official Statistics of Finland 2020). Separate special education classes exist in Finnish schools as well, traditionally serving students with more extensive support needs.

Theoretical background

In the growing body of literature concerning agency, most definitions acknowledge that agency is a highly contextualised phenomenon (Eteläpelto et al. 2013). The examination of agency thus benefits from a structured analysis of the context. CHAT provides a framework to analyse the relationship of the context and individual agency (Stetsenko 2019) in the form of an activity system (Engeström 1987). According to CHAT, object-oriented human actions and collective activities are mediated by various kinds of instruments and occur in a context where community, its norms and the division of labour shape the activity. Agency in this framework is a feature of the *subject*, and it is viewed as transformative, meaning a situated ability of people not only to react to their circumstances but rather co-create the social practices with others (Stetsenko 2019).

The *object* initialises and directs the activity, existing both in the real world as a goal to be reached, and in the mind of the subject, motivating the actions of the individual (Roth and Lee 2007). In their study of collaborative teaching activity of Finnish teachers, Paju et al. (2021) defined the object as the students with special educational needs, and the outcome that follows when the object is reached would be inclusive teaching practices and meaningful learning experiences. Development can be understood as expansive transformation of the activity system, which often stems from the reconceptualisation of the object, i.e. the motive of the activity (Engeström 2001). In our analysis, we also utilise the concept of relational agency, the 'capacity to work with other to expand the object' (Edwards 2005, 172). We examine the SETs' agency as the ways in which they recognise and respond to the motives and resources of the CTs in the collaborative support provision (Edwards 2011). This recognition can lead to mutual reconceptualisation of the object of the joint work and development of practices.

The object is pursued using *instruments* such as differentiated teaching methods and materials in their actions towards the object (Paju et al. 2021). *Division of labour* concerns 'who does what' (Waitoller and Artiles 2016). As for inclusive education, historically evolved teacher roles have been found to fragment the division of labour by suggesting that the responsibility of students with special educational needs belongs to the SETs instead of general education teachers (Paju et al. 2021). Legislation concerning special education and pedagogical support of students in Finland introduced a tiered support framework in 2010 (Björn, Aro, Koponen, Fuchs & Fuchs 2016), emphasising the general education teachers' role in the provision of pedagogical support. Thus, one element of the special educational activity system, *norms*, points towards more inclusive school, impacting the division of labour between SETs and general education teachers, increasing collaboration (Eklund et al. 2020; Pesonen et al. 2015). Recent Finnish studies have emphasised the SETs' expert role in the tiered support framework but noted that the prevailing problems of teacher collaboration limit their efficacy (Paloniemi et al., 2021; Eklund et al. 2020; Paju et al. 2021, 2016).

Method

Participants

The data for the present study is two-fold. The first set (Data set 1) consists of responses to open-ended questions (N = 238) in an electronic survey that was conducted for qualified Finnish SETs who provided part-time special education in elementary schools in medium- to large- sized Finnish cities (35 cities). On average, the participants had 10 years of work experience (SD = 7.5). Of the respondents, 37.1% had been working as a SET for five years or less (i.e. only after the tiered support reform year 2011). The gender distribution, 79% of the respondents being female, represented the typical distribution of Finnish SETs, 85% of which are female (Kumpulainen 2017).

For complementary data (Data set 2), we sent invitations to participate in an email interview (Hawkins 2018; James 2016) to the very same survey respondents (Data set 1) who had voluntarily left their contact details to receive invitations for further research. The

invitation included preliminary interview questions as well as general information about the research, stating that by responding to this email, the participants would consent to the research. A total of 14 SETs who wanted to share their positive experiences of collaboration responded to the invitation to participate in an email interview. Further background information of the interviewees is not available. All respondents contacted with further questions were reached. The respondents were reminded that they can interrupt or refuse the participation in any phase, and two participants wrote that due to the lack of time and energy they could not respond to further questions but allowed the use of their initial responses in the study.

Features of the data sets

Data set 1: The qualitative questionnaire included four open-ended questions concerning collaboration with CTs: 1. What kind of collaboration is working well in your school? 2. What are the prerequisites for successful collaboration? 3. What kind of collaboration is not working well in your school? 4. What has been hindering successful collaboration? The responses varied from the minimum of one word to the maximum of four sentences.

Data set 2: The purpose of the complementary data collection was to provide depth for the analysis of the survey data and verify the interpreted themes. We formulated the questions for the email interview based on the analysis of the activity system of the SET–CT collaboration. The initial email included five questions of five elements of the activity system: CT's active role in support provision (division of labour), SET's ways of creating trust and good relationships (subject, instruments), time dedication (community, instruments) and principal's support (norms). Additional questions were sent to five interviewees to gain clarity and depth for their responses or verify the themes interpreted by the researcher (Hawkins 2018). The length of the individual respondents' texts varied from the minimum of 85 words to the maximum of 1056 words, including responses to additional questions. The format and style of the responses varied as well. Some of the respondents had dismantled the parts of the questions sent by the researcher and responded with short sentences to each part. Others responded with a unified, lengthy text that resembled a narrative, describing a concise view of their work (Hawkins 2018; James 2016).

Data analysis

We analysed the survey data (Data set 1) with Atlas.ti software following the principles of deductive content analysis (Graneheim, Lindgren, and Lundman 2017), coding all responses under the seven elements of the activity system (activities, object, division of labour, instruments, community, norms, and the subject). The elements and their subcategories are presented in Figure 1. In Table 1, the categories are presented with the frequencies that we comment on the findings section. An appendix with the frequencies of all subcategories is available from the authors. Most of the categories contain both a positive and negative subcategory, meaning that the respondents described the ideal situation concerning successful collaboration, actualised with some CTs in their school, and simultaneously indicated that the same matter was unsuccessful with others. Thus,

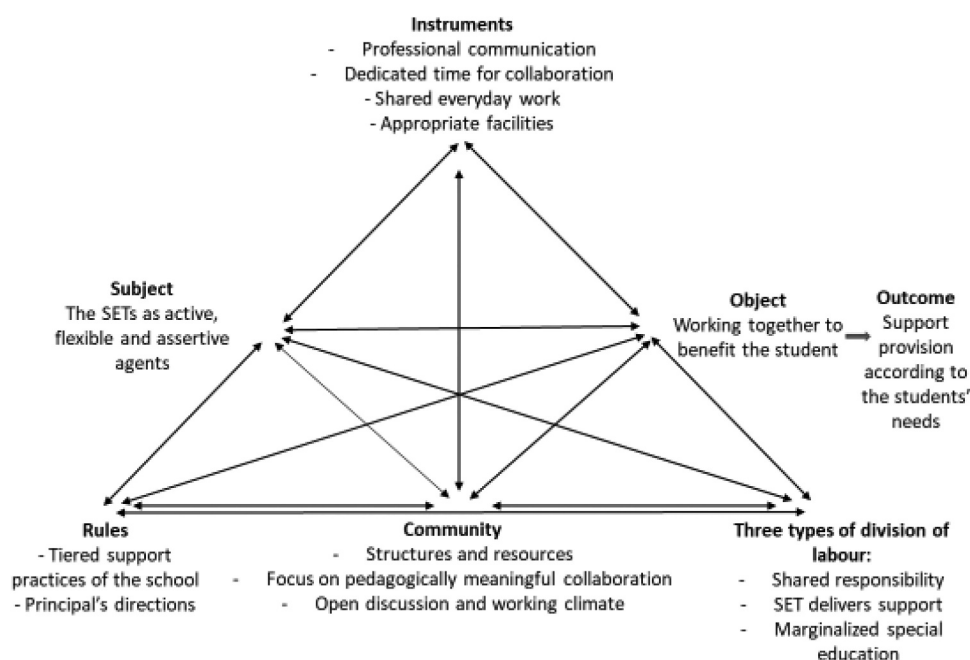


Figure 1. The special education teachers' (SETs') view of the activity system of teacher collaboration.

Table 1. Frequencies of the categories in the data.

Feature of the activity system	Mentioned in relation to successful collaboration (<i>f</i>)	Mentioned in relation to unsuccessful collaboration (not working or undesirable) (<i>f</i>)
Shared object	102	101
Division of labour		
Shared responsibility of support	42	13
SET delivers support	17	15
Marginalised special education	-	26
Instruments		
Professional communication	63	43
Dedicated time	44	84
Everyday work	37	1
Appropriate facilities	10	8
Community	100	84
Norms	38	20
Subject (the SET)	34	-

The underlined categories represent the six elements of the activity system. The subcategories are presented with frequencies if they are discussed in the text. A table with all subcategories and their frequencies available by request from the authors.

the same codes emerged, marked as both positive and negative in the same respondents' accounts. Responses of different participants varied in terms of length as well as the abstraction level. Some short responses were coded only into one category, but most of the longer responses were divided into pieces, each representing one idea or line of thought. In the following example, codes attached to this quote are presented in the brackets.

(Question1) For example, discussions about the learning aids that a certain student should have. (*Activity_consultation, Shared object_student's needs*) It has been easy to plan classroom structures in collaboration with the CTs. (*Division of labour_shared responsibility of support*).

(Question 3) If the CT is not motivated to realize support measures in their classroom. (*Division of labour_shared responsibility of support_negative*) Respondent (R)40

The analysis of agency began with a notion of the significance of the shared object in the SET–CT collaboration. Concerning shared object, we identified three themes (derived from prior analysis of the activity system) that are related to the agency of the SETs: 1. expectations of the part-time special education as a framework for the SET's agency, 2. the SET's agency in shared object formation and 3. the SET's relation to formal and informal collaboration. The analysis of the email interview data (Data set 2) began with an open coding and after this phase, we reviewed the correspondence of this data with the themes of agency identified from the survey data. The email interview findings confirmed the survey findings concerning the first and third theme and provided the main body of data for the further analysis of the second theme. We then elaborated the elements of SET's agency in shared object formation from the email interview data.

Results

The findings of the survey data remind that certain material and structural elements are requirements of the teacher collaboration (Figure 1). Functional school facilities that enable flexible groupings, teachers' lounges that enable encounters as well as adequate special educational resources promote the SETs' agency in collaboration. The SETs' view of successful collaboration between the SET and the CTs, formulated based on our data, is presented in Figure 1 in the triangular form of an activity system (Engeström 1987, 2001).

Interaction between the SET and the CTs is mostly defined by the occurrence of the shared object in their work. The object of the collaborative work defined by our respondents is the benefit of the student with support needs. Next, we elaborate how the status of the shared object impacts the SETs' agency in their interaction with the CTs.

Three types of division of labour between SET and CTs

The SETs viewed that the expectations of individual CTs concerning the role of part-time special education played a significant role in the success or failure of collaboration. These expectations either provided the SET with a wide scene to act or restricted their possibilities to support the students. We identified three types of division of labour between the SET and individual CTs, characterised by the occurrence or absence of a shared object. The SETs favoured *shared responsibility of pedagogical support*, where students' support needs are within the focus of collaboration that takes the form of discussions of the students' situations and co-planning the support, which is then realised by both the SET and the CT. The motivational quality of the object acknowledged in CHAT was present when the

respondents stated that collaboration can only succeed if the partners see the need for it, see how it would help their students and they are committed to finding new ways of supporting the students. This commitment leads to reciprocal information sharing and problem solving.

When there is daily pedagogical conversation every time we meet, each part keeps their promises, we continuously co-assess the situation, the CT is interested in the development of an inclusive school and has sometimes time for co-planning after the lessons. We both appreciate each other's expertise, and the CT wants to use the SET's professional skills. (R72)

We labelled the second type of division of labour as *SET delivers support* since this covers cases where the support provision was mostly the SET's responsibility, realised mostly in small group instruction. Discussions about students' support needs occurred in some cases, indicating that shared object was in place, but the classroom instruction was not modified according to the support needs. Thus, the agency of the SET focused on clearly defined area of special education as a specific activity, apart from general education. Some of the SETs described this division of labour as unwanted, but some SETs seemed to be content with it if their work was respected.

We named the third type of division of labour as *marginalised special education*. The SETs viewed that the lack of a shared responsibility in support provision restricts their agency.

The CTs expect the SET to take the students who need support or the challenging students into small group teaching settings and take care of them there. They also expect the SET to assign the same tasks in the small group (as in the classroom). Thus, the frames of the instruction are given to the SET, like from above, and the SET has no possibility to realize the instruction as one would want or see necessary. (R91)

The SETs expressed feeling that their work is not respected or that their work is prevented when the CTs neglect or forget the arrangements concerning their students' attendance in part-time special education. In some cases, according to our respondents, these CTs lack commitment to their students' needs for pedagogical support or work in general. The SETs described the CTs not wanting them in their classrooms for various reasons: out of fear of judgement, unwillingness to change their teaching methods or simply wanting to lead the learning in their classrooms by themselves.

Thus, the expectations of individual CTs or the established division of labour in the school either restrict or promote the SETs' experiences of their agency. As [Table 1](#) indicates, we identified the occurrence of the *shared responsibility of support* ($f = 42$) in the survey responses somewhat more frequently than the type *SET delivers support* ($f = 32$) whereas the *marginalised special education* ($f = 26$) was the most infrequently mentioned type. However, the differences in the frequencies were small and several SETs had indicated the co-occurrence of these types in their work, depending on individual CTs.

The SETs also demonstrate agency in attempting to change the division of labour. Some SETs indicated an activist stance concerning the position of special education in their school.

The persistence of a new SET to change old-fashioned attitudes, practices, and thoughts about special education. The principal's support is key here, as well as a few innovative and brave CTs who show the way to others. (R91)

Most of the participants in this study, however, described their efforts to formulate a mutual understanding of the shared responsibility of support in bilateral work with individual CTs, which we will analyse next.

The SETs' agency in shared object formation

Concerning the element *instruments* in the activity system, the survey respondents referred most often to open, respectful, and reciprocal professional communication in relation to successful collaboration. The SETs indicated the need to work flexibly according to each CT's terms, support the CTs, and actively offer the services of special education. These notions represent the core features of relational agency: the capacity to tune one's actions according to others' interpretations of the object, view others as a resource, and be a resource to others (Edwards 2005, 2011). These features of agency became focal in the email interview data. The interviewed SETs had a unified view concerning interaction between the CTs and themselves. Flexibility featured the need to proceed in collaboration in 'small steps', considering the CTs willingness and skills in support provision. The most important way to improve collaboration with a CT was to keep the focus on the student needing pedagogical support. Even though the goal of the SET was to impact the classroom as a learning environment, they found that the most fruitful way is to concentrate on one student's needs at a time, elaborating the support measures that would be adequate for her/him. This helped the CT to view the 'sometimes chaotic' situation in the classroom in a structured way, and at the same time become reassured that the SET is not evaluating the teacher's work but concentrating on the students. Thus, the SETs engaged in shared object formation with the CTs simply by keeping attention on the object – a precise demonstration of the relational agency (Edwards 2005).

Concentrating on the situations of the students requires strong special educational expertise by the SET. The interviewed SETs indicated that providing solutions to problematic situations is the best way to create trust between themselves and the CT. To succeed in collaboration, the SETs described the need to be accountable and 'rush for help' when the CTs need it, as well as remain positive and solutions-centred in challenging situations. The SETs perceived small group instruction as an effective way of improving the students' learning and apply also behavioural support. Different co-teaching arrangements were viewed as a chance to share the CTs' workload as the SET plans and instructs a part of a lesson. By planning and instructing the whole lesson to the whole classroom the SET can provide the CT an opportunity to observe the students with support needs. These forms of shared everyday work contribute to the formation of a shared view on the needs of the students, and the special educational insight of the SET is not provided from 'outside' or 'above' but is adequate in terms of the reality in the classroom. Being open about one's own failures and personal life as well as getting to know the CTs in informal situations further promotes trust.

Formal collaboration

Above, we examined agency of the SETs in the bilateral interaction between them and individual CTs, which consists mostly of dynamically shifting situations in the everyday schoolwork. The SETs also indicated the need for more established collaboration forms, such as tiered support practices and dedicated time for co-planning. This theme unfolds the impact of the activity system elements *community* and *norms* for the instrumentality that promotes shared object formation.

Time dedication was an instrument of collaboration mentioned in the survey data more times than any other element. The SETs' agency related to this element was similar than concerning the division of labour: they viewed it as restricting their work and acted for changes. For example, the SETs advocate for dedicated co-planning time slots where they can join the CT teams and arrange support for the students according to the CTs' plans. Unfortunately, most of the respondents indicating this instrument noted the lack of dedicated time instead successful use of it. Some explained that the reason for the lack of time was the CTs' unwillingness to collaborate, which was viewed as a lack of commitment to the pedagogical support of the students.

Our respondents also indicated that lack of time for discussions prevents shared object formation. Thus, these two phenomena – lack of time and lack of a shared object – form a vicious circle. Correspondingly, dedicated time and shared object promote each other, forming a positive circle. For this reason, some SETs wished for more directions from the principal and others thanked their principal for organising collaboration in a way that guides the teachers towards time dedication for shared planning. The SETs also expressed the need for a shared object among the whole teacher community, including the principal, so that excessive projects are reduced, and the focus is on pedagogically meaningful collaboration. However, as mentioned above, the survey respondents also noted that the lack of a shared object makes collaboration 'unfruitful and hard', and the interviewed SETs indicated that they prefer to work according to each CTs' terms, because it is more beneficial than forcing them to plan and reflect their work if they are reluctant to do so.

Some SETs wished for more school-level directions and agreements on practices concerning especially tiered support. Others mentioned the mandatory pedagogical documents as instruments of successful collaboration, since they bring the SET and the CT together to work towards the shared object, i.e. the situation of an individual student in terms of pedagogical support.

Discussion

The findings of this study revealed that the SETs' experience of their agency is dependent on the *division of labour* between them and the CTs, which again is dependent on the occurrence of the shared *object* – commitment to the benefit of the students with support needs. The shared vision of responding to student diversity in general education leads to reciprocal problem-solving and renewed practices. Without using the CHAT concepts, previous studies have elaborated the same phenomenon concerning the collaboration of special and general education teachers, often observing the marginalisation of the SETs along with their students (Bettini et al. 2022; Gavish 2017; Liasidou and Antoniou 2013). However, compared to previous investigations of the work of Finnish SETs (Huhtanen 2000;

Takala, Pirttimaa, and Törmänen 2009), our findings suggest a slight shift towards the shared responsibility of the pedagogical support between the SETs and the CTs. This raises two questions: what has caused this shift, and, on the other hand, why the slight shift only? Our own findings propose some answers to these questions, operating on the level of interaction between individual SETs and CTs as well as the level of individual schools, autonomous as they are in Finland. While discussing these findings, we will also elaborate the impact of the cultural-historical development of special education in Finland.

We focus, first, on the causes of change. Our findings indicate that the SETs' relational agency (Edwards 2005), is directed towards the gradual modification of the division of labour between them and individual CTs. The SETs proceed in collaboration in 'small steps' towards the mutual understanding of the object, which would lead to the development of support provision practices in the general education classroom. Sundqvist and Ström (2015) noted that Finnish SETs indeed concentrate on the student in their consultation sessions with the CTs, while the Nordic approach has recommended to focus on the CT, reflecting their actions (Sundqvist and Ström 2015). According to this study, focusing on the student is the SET's tactics of creating trust, i.e. assuring the CT that their actions are not judged. Shared everyday work creates trust among collaborators and enables them to form shared views on the students' situations. With this view, our study adds to the literature about the most beneficial SET role: should they concentrate on teaching or consultative tasks (Fitzgerald and Radford 2017; Shepherd et al. 2016)? Our findings suggest that the SETs' relational agency occurs most beneficially in the mutual teaching work with the CTs, which has been also previously noted as a precondition for reciprocal consultation that leads to reflection on practices (Anaby et al. 2020).

The change caused by the relational agency of the SETs proceeds in small steps. An interesting argument is that the introduction of part-time special education to the Finnish comprehensive school in the 60's was a means to take care of those who 'disturbed the smooth functioning of the classrooms' (Jauhiainen and Kivirauma 1997, 630, 635). Thus, this work form was introduced onto the margins of general education and was based on a clinic teaching model to provide separated instruction for the students, who were viewed as outside the scope of general education classrooms. During its decades-long history, part-time special education has become a part of the everyday work of the teachers and students, now also including more versatile teaching methods than the clinic model and proceeding towards fluent collaboration with general education.

Nevertheless, while the SETs report the shared responsibility with some individual CTs, with others they still experience marginalisation or sole responsibility of support. In this situation we see the absence of the activity system element *norms*, impacted by the traditional autonomy of Finnish teachers (Sahlberg 2010). Even though the Finnish tiered support framework guides towards teacher collaboration and general education teachers' responsibility of pedagogical support, the practices that stem from these guidelines are left to the schools' own jurisdiction. The autonomy of the schools and teachers has been viewed as a strength of the Finnish educational system, and we agree with this view. However, the SETs in this study either endorsed or wished for more school level practices that would regulate the division of labour as well as time dedication, which has instrumental value in collaboration. Even though our respondents noted the unfruitful nature of forced collaboration, the logic in their accounts seemed to be that if some mandated time dedication structures and

explicit responsibilities were present in the community, those would pave the way for the shared object formation, which is a key to fluent collaboration. The need for locally relevant, pedagogically meaningful collaborative practices has indeed been called for both in Finland and in educational systems with more external accountability (Anaby et al. 2020; De Jong, Meirink, and Admiraal 2021; Fitzgerald et al. 2021; Paju et al. 2021; Thorius and Maxcy 2015).

Thus, of the elements of activity system, it is *community* that holds the transformative potential. Community, however, consists of individuals – such as the SETs in our study – whose agentic actions impact the historically evolved elements of the activity system. As the SETs have been identified as important agents in the tiered support framework and in the development of inclusive educational systems, their agency should be further promoted by constructing time dedication structures in the schools and emphasising the responsibility of all teachers concerning the students with pedagogical support needs.

In this study, we have revealed that the division of labour between Finnish general education and part-time special education has been developed in concert with the micro-level interactions between the teachers and the national directions guiding towards teacher collaboration in support provision. The consideration of the cultural-historical contexts of educational systems could be beneficial in the development of inclusive schools worldwide.

Limitations

A limitation of this study is the viewpoint being only that of SETs, their responses leaving the contradictions arising from their own actions unexamined. Thus, the CTs' views of the collaboration with the SETs are an important topic for future investigations. Further, our presentation of the activity system of teacher collaboration is a generalisation of a survey data, while the framework is intended for the research of the interaction in specific activity systems. The quantification of responses indicating certain categories presented in Table 1 helps us to grasp the generic importance of different aspects in the collaboration of SETs and CTs. In any actual activity system, however, the emphasis can vary due to its unique historically developed characteristics. Nevertheless, concepts of the activity system have been previously used in the investigation of survey data like ours (Paju et al. 2021).

The interview data reached its saturation point at early stage, leading to relatively short correspondence with the participants. This might be an indication of the SETs' unified view on their agency but also raises the question whether richer data would have been gained with face-to-face interviews. Due to the short interaction, it can be questioned whether our inquiry can be called interviews but simply an extension of the open-ended survey questions (Burns 2010). However, the possibility to reflect the answers before responding has been considered as an advantage of email interviews, leading to concise views in the responses (Hawkins 2018; James 2016).

Disclosure statement

No potential conflict of interest was reported by the author(s).

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