

Transforming perception of space in the pandemic agenda: From real space to virtual space

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Abstract

Due to the COVID-19, a lot has changed regarding daily routines. Homes have become an extension of the public sphere. Because of the pandemic, people's daily roles have moved mainly into the home via the internet and this shift has created a new multi-role situation. Within the scope of the study, an online semi-structured interview was conducted to examine people's experiences of the new representations of the house. The findings in this case study were evaluated with the literature and discussed under these headings: representation of self and representation of space. The study showed that; house, as the new representation space, has become a part of the social identity shared with the public. Objects seen by the camera served as an indicator of self-representation. The privacy of the home was disturbed by the host of the public. The house has become a place where many identities have to exist together. Interviews show that the home's effect on representation cannot be denied. The house is now both a private and a public space, hosting many formal and informal activities. Moreover, while at home, many personal and spatial representations have been transferred to the virtual world. The COVID-19 pandemic has made the home a part of the public space. However, the house is not designed to function as a public space and acts as an insufficient representation of self and place. If daily life continues with a focus on home, the house should be redesigned by the new representations it hosts.

Keywords

COVID-19 pandemic, Online representation, Representation of self, Representation of space.

1. Introduction

The COVID-19 pandemic has required mandatory stay-at-home measures to prevent the transmission of the virus. As Garber (2020) points out, people have had to perform many actions that are part of their everyday lives, such as work, education, and entertainment, at home during the pandemic. Many places, activities, and responsibilities in daily life have been moved to the house, and the roles that the house represents have changed. In particular, the transfer of public roles to the house has transformed the private space into a multi-identity space. In this study, the effects of the house's new roles on the daily life of individuals during the COVID-19 pandemic process are discussed through the concept of representation. Representation has been handled under two main headings; the representation of self and the representation of space. The representation of the self is examined concerning the subjects: identity and social identity, object-oriented representation, privacy at home online, and roles fit into the home. On the other hand, the representation of the space is discussed under the following headings: public vs. private, home as formal and informal space, and social practices in real and virtual space. The fact that a single physical space hosts these contrasts requires the idealization of the space. The execution of daily roles through online platforms spread by the pandemic is examined through the example of Zoom, which is a virtual space.

As a result of the forced stay at home with the COVID-19 pandemic measures, the new roles represented at home were examined. New personal and spatial arrangements are required when it is only necessary to display the social role that the person represents in the real and representative spaces. This situation causes a differentiation by creating an effect on the person's daily life, social identity, social relations, and spatial meanings. Within the scope of the research, how the meaning shift experienced in space due to the lockdown is reflected in the representation of self and space has been revealed with a case study based on the findings

of the literature study.

Individuals reveal different identities as the necessity of their various roles in their daily lives. The self and identity are dynamic mechanisms that can exist in situated activity by interacting with society (Blumer, 1986). Like the change of the activity, the transformation of the place is also effective for realizing the identity change. However, the compulsory stay at home required by the pandemic necessitated bringing different identities to the house with the moving of various activities related to daily life. For this reason, in order to meet the requirements of the role, it is necessary to shape the environment (Hogg, 2006), namely the home environment, by shaping the interactions. In this way, as Goffman (1959/2020) points out, the role is idealized by highlighting the usual actions and hiding the unusual ones so that the audience believes in the reality of the role. Since the individual, who spends most of the day at home, has to exhibit his daily activities and thus his different social identities at home without making any spatial changes, the requirements of these social roles are intertwined.

Transferring the roles of different public spaces to the house has led to a re-questioning of the house's meaning. The house, which does not already have a definite and unchanging meaning (Altan, 1993), has gained new meanings, including contrast with the effect of new roles. The necessity of staying at home, which the COVID-19 pandemic requires, has required a large part of the requirements of daily life to be moved home with digital platforms. This situation causes the house to exist as a virtual place in the individual's life, where the individual's physical existence and the requirements beyond the defined boundaries are fulfilled. Van Bavel et al. (2020) consider that social platforms become a part of the house through the change in the daily living standards of individuals in the home and express that the regular use of space has differentiated and gained new meanings, while in this global crisis, the differentiation of physical, social, and individual uses become a current issue.

2. Method

This study prefers a case study to test the literature findings in real-life situations. This practice helped to get rich and detailed answers from participants by creating a multilateral conversation environment. The case study included fifteen people (eleven women and four men). The main common feature of all participants was that they had to maintain more than one of their daily life roles, especially the formal ones, at home due to the pandemic. The data saturation for the research, as the participants had different characteristics such as various profiles in sharing a house, different family dynamics, and having children or pets. In addition, all participants who are active in both business and education have the financial standards to make appropriations in the place they live (see Table 1). These differences effectively shaped the behaviors and problems of the participants regarding the pandemic agenda. Thus, rich data was obtained by detecting similar and different patterns between participants' behaviors with varying characteristics

in the research. The participants consist of people who teach or get education in university and those who have/are having postgraduate education. Moreover, two research coordinators participated in the group interview as facilitators. Since the research coordinators had a profile compatible with the interviewed group, the data they provided was also included in the research outputs without dominance compared to the others.

At the time of the case study, the COVID-19 pandemic was ongoing. During the study, where the participants lived, curfew restrictions were applied in Turkey (Koronavirüs ile Mücadele, 2020). For this reason, all participants attend the interview online from their homes. All participants' cameras were active voluntarily, which helped observe their behaviors and mimics during the interview and include them in the research.

A semi-structured interview was constructed in line with the findings obtained from the literature review and structured in two main parts: the presentation of the self and the presenta-

Table 1. Participant profile.

Participant	Gender	Age	Share the house with who?	Significant issues
P1	F	41	Spouse, child (1 yo), dog	lack of borders for family attention to camera frame structuring social identity (clothing and manner)
P2	M	28	Cousin, roommate	privacy concerns attention to camera frame concern of external stimulus
P3	F	32	Spouse, son (1 yo), parent (mother)	lack of borders for family conflict between private and public (on the preference of technologic device)
P4	F	26	Parents (mother and father)	attention to camera frame structuring social identity (object and accessory preference) conflict between private and public (on spatial preferences)
P5	F	26	Roommate	attention to camera frame conflict between private and public (on spatial preferences)
P6	F	26	Alone	attention to camera frame conflict between private and public (on spatial preferences)
P7	F	29	Alone	attention to camera frame conflict between private and public (on spatial preferences)
P8	F	33	Spouse, child (2 yo)	structuring social identity (clothing and accessory preference) conflict between private and public (on the preference of technologic device)
P9	M	28	Parents (mother and father)	attention to camera frame persistence to maintain face-to-face practices
P10	M	27	Alone	disturbance from the interface of online meeting platform staring at himself (on screen) network connection problems
P11	F	27	Parents (mother and father)	conflict between private and public (on spatial preference)
P12	M	46	Spouse, child (1 yo), dog	persistence to maintain face-to-face practices
P13	F	33	Boyfriend, dog	attention to camera frame concern of external stimulus (by her dog) checking the spatial appearance on cam
P14	F	27	Parent (mother), dog	attention to camera frame checking her own appearance
P15	F	28	Parent (mother)	privacy concerns attention to camera frame structuring social identity (clothing preference) concern of external stimulus

tion of the space. Before the interview, the outputs of the literature research were briefly shared with the participants. Open-ended questions about conducting daily routines and roles were asked to the participants to create dialogues that aimed to trigger participants to share their experiences. Roles, interpersonal interactions, preparation, and planning processes for online meetings constitute the scope of these questions. After the interview transcription, the content analysis provided the significant issues column in Table 1, and the interview outputs were ordered systematically. The interview outputs were confirmed with the relevant literature and discussed under the following headings: representation of self; identity and social identity, object-oriented representation, privacy at home online, roles fit into the home; and representation of space; public vs. private, home as both formal and informal space, social practices in real and virtual space. Various constructs from the literature findings and the related narratives of the participants were compiled under the determined subject headings and presented in Table 2 and Table 3.

3. Findings and implications

In this part of the study, literature findings are presented by matching the narratives from the case study. As Krippendorff & Butter (2007) state, narratives shape meanings and reveal all the purposes associated with the artifact, as well as its use. In addition to the most mentioned and most striking participant narratives, narratives supported by other participants were also included in this study. The goal of sharing these narratives is to show how the COVID-19 quarantine affected participants' representations of identity and space at home. Situations affecting personal and spatial representation, such as domestic relations, attitude towards external stimuli, privacy concerns, technical failures, or longing for old habits, are listed in Table 1, where significant issues of the participants are listed. Understanding the reflections of the theories in daily life associated with the representation of self and the representation of space

was aimed at handling theoretic frames with narratives.

3.1. Representation of self

Individuals want to present their life statuses and experiences to create a positive image (Munar, 2010). As long as the role people are trying to qualify (Goffman, 1959/2020) and the way people present themselves are common, this is perceived as their true self. Although the representation of the self is a familiar concept for individuals when the change of space supports it, the transfer of social roles to the home via online platforms due to Covid 19 has caused differences in how individuals represent themselves. De Beauvoir (1953/1993) refers to some visible and invisible handcuffs worn on the body to maintain social roles. Some participants mentioned how they use headbands, earrings, or necklaces to be seen in online meetings, confirming this.

"I have started to use a headband or earrings a lot. Because they are the only things that can be seen on camera to show my style." (P4)

Video meetings have become mandatory and caused people to see each other in real-time and engage in simultaneous dialogues, increasing their concerns about external appearance (Pfund et al., 2020). As seen in the narratives below, this increased activity online has forced people to pay more attention to their appearance on the screen and even the appearance of their background.

"I am very careful about what I show on the screen. I always feel that I am trying to make an inference about people from the background I see." (P2)

Furthermore, when people play a role, they expect observers to take the performance seriously (Goffman, 1959/2020). Munar (2010) states that individuals find different ways to present and portray themselves and their virtual identities by using digital platforms and communication tools provided by technology. However, monitoring all of these presentations via these digital tools is hardly possible, as exemplified below.

"I wear a blouse, but there are sweatpants underneath. I think, this semester, I attended almost every class with

pajamas or sweatpants.” (P13)

“As long as above chest level looks acceptable, I can attend class. My top changes to a dress shirt if there are more formal meetings.” (P1)

However, in today’s conditions, the virtual identities of individuals and their real identities are intertwined due to the fact that online communication has become a necessity to carry out daily life, and many roles are carried out from home. This situation is evident in an online business meeting at home, a class attended by a student, or

a teacher. Individuals’ self-representations in the home and their self-representations in their social roles outside the home had to meet in a single context. In this case, the main factor that distinguishes between roles is whether to be online or not and whether the camera or microphone is turned on.

In this study, the presentation of self on online platforms is discussed under the titles of identity and social identity, object-oriented representation, privacy at home online, and roles fit into the home (Table 2).

Table 2. Representation of self.

REPRESENTATION OF SELF		
Keywords	Author Reference	Related Narratives
performers according to observer, performing a role seriously	Goffman, 1959/2020	“As long as above chest level looks acceptable, I can attend class.” (P1)
positive display of self, portraying/presenting self, building virtual identities	Munar, 2010	“I have started to use a headband or earrings a lot. Because they are the only things that can be seen on camera to show my style.” (P4)
gender, social roles, femininity	De Beauvoir, 1953/1993	“That’s what I did (referring to another participant who says she wears lipstick at meetings) and I even wore a necklace. I’m not sure if it’s visible now though.” (P15)
online appearance concerns, simultaneous comparison between appearances, real-time viewing	Pfund et al., 2020	“I am very careful about what I show on the screen. I always feel that I am trying to make an inference about people from the background I see.” (P2)
Identity and Social Identity		
self as a dynamic mechanism	Blumer, 1986	“I try to dress formally in the classes I will be presenting, but I do not care at all in other classes I attend.” (P2)
multidimensional structure of self, contemporary identity, ‘on-line’ self-concepts	Fisher et al., 2016	“There is always someone who takes care of my child at home. But because my son knows where I lecture, he usually comes outside the door and cries or bangs the door.” (P3)
positive image of self	Gal et al., 2005	“I open the camera on the computer and see if my hair is crooked or my glasses are straight before turning it on for zoom meeting.” (P5)
social identity, identity as subset of self-concept	Owens, 2006	“People try to maintain that corporate identity in the environment they work, even while working from home.” (P9)
multitude of possible selves	Prus, 1997	“There are many other things we are currently responsible for or dealing with outside of this online session.” (P13)
manipulating the environment, shaping interactions, expectations of the role	Stets & Burke, 2000	“When we work from home, the employer expects me to do any job at all hours. It wasn’t like that in the office.” (P9)
self-esteem and commitment (psychological), self-categorization	Ellemers & Van Knippenberg, 1997	“I wear a shirt to formal meetings, even online ones.” (P12)
dominant identity according to situation change, social identity umbrella, integrated social identity approach, ingroup and intergroup relations	Hogg, 2006	“I try to dress relatively more formally when participating in a class I lecture/assist. However, I don’t mind wearing a t-shirt or a sweatshirt while attending a class as a student.” (P15)
multiple self categories, self categorization theory	Reynolds, 2006	“My students are embarrassed when their siblings enter the room while they are in class.” (P3)
Social identity, self-concept, self-categorization theory	Turner et al., 2012	“When I was at the online university meeting with my students, there were parents waving in the frame. Students show that they are uncomfortable with this.” (P13)
self as an reflexive object	Turner et al., 1987	“I wear a headband and earrings as they will show up on camera to show my style.” (P4)
Object-Oriented Representation		
boundary objects, new product development	Carlile, 2002	“I think this object (mug) also says something about me, so I usually prefer it because it’s a very plain and simple mug.” (P13)
boundary object, expression of social status, creating identities	Gal et al., 2005	“I live with my family now. My mother’s mugs and kitchen utensils have traditional patterns with lots of red roses. I’m a little embarrassed to drink with them.” (P4)
product choice as self-expressions, object to reflect/form the image of the individual	Norman, 2004	“I have the same mug with a broken edge, I never use it in meetings so that it will not be seen.” (P1)

Table 2 (continue). Representation of self.

Privacy at Home Online		
zoom, sharing information on zoom, online privacy	Aiken, 2020	"How far can we control the inside and outside of that frame, our image, the other people we share the environment with? It's completely out of our control if someone shares our image without our knowing it." (P1)
data privacy, digital media functions	Auxemery, 2021	"A student of mine took a screenshot while my son was on my lap in the online class and asked permission to share it on Twitter. I don't find it legal, the possibility of sharing what is private for me outside of my control creates a feeling of threat and harassment." (P12)
data privacy, data-centric service economy	Chang et al., 2018	"I bought a webcam cover with the concern of whether my camera was left open. Now I'm not sure about the microphone. Did I turn it off? I turned it off but can I still be heard?" (P15)
privacy by design, digital connection, digital surveillance	Langheinrich, 2001	"I have set up this background thinking about the possibility of it being shared somewhere without my knowledge and consent. It should not contain anything about me." (P15)
personal space as a cognitive construct, stress level, mediating space	Evans & Howard, 1973	"Look at the transition between private space and public space. What a fine line to be investigated." (P1)
contemporary privacy crisis, online everyday activities, more online and the surveillance-aware world, technological affordances of privacy ideologies	Young, 2021	"In the recorded sessions, it is possible for irrelevant people to watch, except for the standard participants. We don't know who we open to our homes, we can't control it." (P15)
Roles Fit Into The Home		
variable boundaries along physical, behavioral, and psychological dimensions	Allen et al., 2014	"A piece of paper with my deadlines hangs on the wall in the right corner. It catches my eye during the meetings, and I get distracted. The stimuli in the space differ a lot." (P15)
boundary theory, permeability of home-work boundaries, salience of home role identity	Capitanao & Greenhaus, 2018	"I usually call my friends in my own room, but I moved my desktop computer to the living room for lessons. This is a very clear distinction for me." (P2)
transitions between work and family roles, distractions while working at home	Desrochers et al., 2005	"When I hear the sound of the door key, I turn off my microphone and shout that I am in class." (P2)
different social words, management of one's presentation, separation of roles and logic	Fisher et al., 2016	"My mother said, I always wanted to watch you lecture; now at least I can come to the door and listen." (P15)
permeability of the home role boundary for employees	Kreiner et al., 2009	"When strangers come to our home, we advise them to be quiet." (P1)
adaptation to different roles, multidimensional virtual identity	Munar, 2010	"I try to foresee things like cargo, guests, orders, or my son's sleep time more than before. Trying to anticipate these as much as possible and adjust the hours accordingly." (P1)
work and nonwork activities, work and family balance	Spieler et al., 2018	"(Even I'm at home) there is always someone who takes care of my child at home, my mother or someone else." (P3)
switching roles, fulfilling expectations	Wong et al., 2020	"During a meeting, I feel that if the other person does not have a child, a dog, or any other household responsibilities that need to be taken care of, they cannot empathize with me." (P13)

3.1.1. Identity and social identity

Self and identity are dynamic processes that emerge in interaction with others and must be understood within a community (Blumer, 1986). Prus (1997) argues that a multitude of people's identities and identities emerge because of an unlimited set of possibilities that arise in social interactions. He also exemplifies these possibilities with contrasting expressions such as helping or asking for help, integrated or isolated. During the pandemic period, when people maintain a significant part of their life flows through online platforms, the transition between identities takes place quickly without needing a spatial

change. The "self" is not indivisible because people engage in multiple activities and interactions (Fisher, 2016).

Social identity, which is associated with the emotional, evaluative, and psychological state within the group (Turner et al., 1987), is addressed as self-esteem (evaluative) and commitment (psychological) in the perspective of the self-categorization component (Ellemers & Van Knippenberg, 1997). According to Hogg's (2006) definition, social identity theory is a social psychological analysis of the role of self-perception in group processes and intergroup relations, including many interrelated sub-theories and concepts.

Social identity theory argues that predominantly people try to perpetuate a positive image of their identity (Gal et al., 2005). Hogg (2006) states that the social identity approach is an integrated approach that can be analyzed under a single social identity umbrella, which includes the person's self-categorization, social influence, cohesion, and motivation within the group.

Carrying the identity required by a role necessitates meeting the requirements of the role and interacting with others in the same context, and even manipulating the environment (Stets & Burke, 2000). In the narrative below, it is noteworthy that the participants made plans and spatial arrangements to suspend their social identity of home life for a while in order to maintain their social identity of business life and fulfill their responsibilities, and prevent their home/family responsibilities from overlapping with their work responsibilities.

"There is always someone who takes care of my child at home, my mother or someone else. But my son knows where I lecture; he usually comes outside the door and cries or bangs the door." (P3)

Changing the context and situation causes the individual's identity and expression of identity to change (Hogg, 2006). Accordingly, differentiation can be seen in people's appearance preferences, and this preference can be determined through people's clothing, as stated in the following narratives.

"I try to dress relatively more formally when participating in a class I lecture/assist. However, I do not mind wearing a t-shirt or a sweatshirt while attending a class as a student." (P15)

"I try to dress formally in the classes I will be presenting, but I do not care at all in other classes I attend." (P2)

As in the narratives above, although there was no spatial change according to the different social identities of the individuals in the online meetings, there were differences in their external appearance and clothing preferences. According to this, online meetings can be defined as an area where identity changes, even if the spatial context does not change.

3.1.2. Object oriented representation

In addition to being used to express belonging, boundary objects are also used as a tool to reveal social identities (Gal et al., 2005). Based on the narratives below, it has been determined that objects used to meet daily personal needs, such as drinking water or coffee in online meetings, where limited visual space is used to represent social identity, are used as boundary objects that convey social identity.

"I live with my family now. My mother's mugs and kitchen utensils have traditional patterns with lots of red roses. I am a little embarrassed to drink with them. I mean, I do not use it."

"I think this object (mug) also says something about me, so I usually prefer it because it is a very plain and simple mug."

Interview participants stated that the objects appearing on the screen give information about them. Therefore they avoid using objects that will indicate an identity they do not want to reflect. In order not to create different impressions in the new digital space, where individuals see each other only online, and to give information about themselves as they want, the objects they choose have unique qualities. Since the objects appearing on the screen constitute one of the limited areas where an idea about the character of the person can be obtained, the selection of these objects is made more carefully. In line with the references from the data provided by the participants from the interview, the "mug" is read as a representation tool. Individuals' product choices, even where and how they live and behave, are strong self-expressions based on conscious or subconscious reasons (Norman, 2004). In this research, "mug" exemplifies an object that reflects and forms the image of the individual and how others perceive this image, as stated by Norman (2004). This object is also an ideal exemplification for the representation of identity and social identity in a virtual platform.

3.1.3. Privacy at home online

Data privacy is one of the essential factors in the service economy where businesses want to access customer data (Chang et al., 2018). Although data privacy is mainly associated with online commerce and services, many responsibilities and interactions have been moved to online platforms with the obligations brought by the pandemic. For this reason, privacy has come into people's lives with unknowns and concerns that did not exist in the past, as seen in the following narrative.

"Look at the transition between private space and public space. What a fine line to be investigated." (P1)

As seen in the above statement, in an environment where the distinction between private and public life is blurred, and business life is carried out online, employees are concerned about exhibiting behaviors that will be deemed wrong by their employers and sanctions to be applied for this reason.

Auxemery (2021) states that due to the penetration of technology into all areas of life, user information is made public on platforms where information is shared for purposes such as work, friendship, hobby, and users' data no longer belong to them. On the other hand, on platforms where cameras and microphones are also turned on, where there is simultaneous interaction, too much information about the users is transferred to other individuals involved in the interaction in such a way that the user cannot have complete control over it.

Personal space is a tool and cognitive structure that enables people to work under a reasonable level of stress and minimize interpersonal conflict (Evans & Howard, 1973). One of the most important reasons why the issue of privacy has turned into a problem and puts pressure on individuals is that people have difficulty determining the boundaries of their personal spaces in online meetings and are not sure that they can fully control the technological tools in these meetings as mentioned by the participant below.

"I bought a webcam cover with the concern of whether my camera was left open. Now I'm not sure about the microphone. Did I turn it off? I turned it

off but can I still be heard?" (P15)

The participants' statements reveal frequent concerns that their cameras and microphones are accidentally left on during or after online meetings, and people try to find solutions to these problems. There are concerns that as a result of using online video calling tools for purposes like business, family, and friend meetings, may be a source for blackmail, sabotage, and hacking by hosting conversations involving privacy, belief, and political views. (Aiken, 2020). These concerns enable online meeting platforms to re-question and reconfigure privacy and make privacy visible as a crisis, making the world more susceptible to online interaction and surveillance (Young, 2021).

3.1.4. Roles fit into the home

With the COVID-19 lockdowns, not only the social spaces but also the roles displayed in these spaces have been moved to the house. The representation of different spaces of the house causes the responsibilities associated with the house to affect this representation from time to time. Different representations of the home also impact the way of communication between people sharing the same space, home. People who work from home can efficiently switch from one role to another and fulfill expectations of these roles (both work and family) easier than people who work at the office (Wong et al., 2020).

"There is always someone who takes care of my child at home, my mother or someone else. But because he knows where I teach, he usually comes outside the door crying or scratching and hitting." (P3)

As in the narrative above, the fact that the mother has a new role in the home that she did not have before caused her child to recognize this new role and develop a relevant response to it. Studies show role blurring is not just related to the frequency of home distractions disrupting work when working at home (Desrochers et al., 2005) but also to a more significant number of transitions between work and family roles (Desrochers et al., 2005; Matthews et al., 2010) and variable boundaries along physical, behavioral, and

psychological dimensions (Allen et al., 2014).

Different social worlds require control and management of one's presentation in those worlds to coexist for the self, yet their roles and logic can be kept separate (Fisher et al., 2016). The probability of a visual or auditory intervention during the online meetings brings along issues such as foresight and risk management.

"I try to foresee more than before.

Am I waiting for cargo for the next 3 hours? Will there be guests or orders from outside? My son's sleep time is very important. Anticipating these as much as possible and adjusting the hours accordingly..." (P1)

This possibility of an uncontrolled interruption, as mentioned by a participant above, requires the interviewer to anticipate any movement or sound that may take place at home and affect online communication. It could be the courier knocking on the door, a family member passing by the camera, the sound of electrical appliances, or a guest.

Before COVID-19, since the home was defined as a personal (family) space, an out-of-control division was not a problem. Still, now it is thought that the repetition of this type of behavior - which interrupts online conversations - will cause me to look unprofessional. Another point to be considered when it comes to sharing the space is to make room for oneself in the online world without affecting domestic communication.

3.2. Representation of space

Space comes into being as it is surrounded, captured, molded, and organized by mass elements (Ching, 2014/2016). At the same time, space affects an individual's behavior and who stays in it. Lynch's (1960/2020) argument strongly supports this idea: space emerges as a concrete concept that integrates people and their environment and refers to an area in which a person can perceive physically, determine self-limits, tangible, maintain, and end their own life. It can be deduced from this that space and people can shape and influence each other.

On the other hand, space is perceived differently by its designer, user, and observer and responds to the different expectations of these actors (Sahin & Varli, 2021). As space can have different meanings for different individuals according to their roles, it can also have more than one meaning for a single person. De Certeau (1980/2009), who describes the space as "a place frequented" and "the intersection of moving objects," emphasizes that what adds meaning to space is the sharing and experiences gained in that space. In other words, the meaning and even the function of the space can be shaped depending on the physical components as well as the experiences of the person interacting with space.

With the COVID-19 pandemic and lockdowns, spending a long time at home increased the interaction with the house. In this circumstance, which was distinctive from the usual experiences, the relationship of individuals with the space inevitably changed. In the conditions of COVID-19, many public spaces used in daily life have been replaced by houses. In this situation where there is a meaning shift, the meaning of house, space's perception, or meaning has changed (Sahin & Varli, 2021). Debord (1967/1996) used the definitions of a theater scene, a stage where individuals represent their roles, and a representation space. In today's online situation, these definitions still maintain their effectiveness, and the house is the stage for multiple representations. In that manner, individuals had to create an idealized space scanned by the camera for their roles that did not belong to the home before the pandemic but had to stage it online at home during the pandemic. The change caused by the pandemic in daily life practices has also had an impact on the time individuals spend at home and the roles they perform. In this context, the real and virtual concepts that Konuk (2020) defined through space and society are also intertwined. In other words, the place had to accommodate the contradictions within the situation brought by the pandemic.

These contrasts of the space, which have been discussed over the basic definitions, will be revealed in the fol-

lowing titles: public vs. private, home as both formal and informal spaces, and social practices in real and virtual space (Table 3).

3.2.1. Public vs. private

Evaluating the perception of space only through the part visible from the screen makes the screen a new public space. The fact that there is no border between the public and the personal spaces reveals the need to keep the area scanned by the camera separate

from the personal. COVID-19, as a visitor that would not be turned out, had arrived via a Zoom screen, was transmitted via lecturer invitations to see temporalities, objects, and relations as an anthropologist might result in the immediacy of their own homes (Roth et al., 2021). The study revealed that when a person is uncomfortable with sharing about oneself or self possessions, he/she pays attention to his/her choices within the camera angle, as described below.

Table 3. Representation of space.

REPRESENTATION OF SPACE		
Keywords / definition	Author reference	short narrative
changeable meaning of space	Altan, 1993	"I prefer to sit on the floor in online meetings with my friends. It's like we're gathered at a friend's house and drinking beer." (P4)
organization of space	Ching, 2014/2016	"The circulation of people in the house causes me to have the wall behind me during the course." (P5)
theater scene, a stage where individuals represent their roles, a representation space	Debord, 1967/1996	"When I am in online meetings, it is difficult to constantly correct myself, check what is visible and what is not, show a large area from my home." (P13)
space as an intersection of moving objects	De Certeau, 1980/2009	"Normally, when I sit at my desk, my room is completely visible, but when I started taking classes, I took the wall behind me. Therefore, there is a chair and a table in the middle of the room." (P14)
intertwining of space and society	Konuk, 2020	"Sometimes I get off the screen and snack. It would not be appropriate for me to eat in front of you." (P2)
integrative space, limits of space	Lynch, 1960/2020	"When I can't set the background when I'm going to the meeting, I get a neat background by going to the window side of the table and closing the curtain behind me." (P15)
perception of space, actors of space, expectations for the space	Authors, 2021	"Now, when buying or renting a house, there are many criteria such as where we can make our online meetings, where we can turn into an office." (P3)
Public vs Private		
house as private space, house as public space	Marcus, 1992	"How much of my private life should I make public? I have two choices: what to show and what not to show." (P1)
Covid-19 as an unexpected visitor	Roth et al., 2021	"We are transforming with the pandemic. Are we being introverts? How will we be after the pandemic is over? It will leave a lasting impact on our lives." (P1)
house as publicized space, protection of privacy, meaning of the house, perception of space	Authors, 2021	"I feel like I'm trying to make an inference from that background I see about people... My background is always white because I think I'm being watched too." (P2)
Home as Both Formal and Informal Space		
multiple identities, different 'face' towards different social worlds	Fisher et al., 2016	"I'm usually at the dining room table for educational purposes. But when I'm going to have a friendly meeting with friends, I'm online from my room and I don't really care what's behind me." (P5)
emotions in relation to the home	Guilliani & Feldman, 1993	"Since I'm at home, I feel a pang of conscience, wondering if I haven't worked hard enough. There is also an expectation by the employer that "you are at home, you can do this but also that". This brings a sense of responsibility and it becomes a state of being on tenterhooks." (P9)
emotions associated with home, feelings about the places	Marcus, 1995	"This strange state of loneliness, unhappiness... At least we know that with the pandemic, there is more sharing of loneliness. Are we even more equal in this respect?" (P1)
Social Practices in Real and Virtual Space		
reshaping urban space by digitalized technologies, interface between real and virtual, real spaces and virtual societies	Konuk, 2020	"When the pandemic hit, we noticed that our work is our home due to the screen. The house that we used as a hotel in the past has now become the place where we live constantly." (K14)
digital simulations of working spaces, living spaces as live laboratories	Olgun et al., 2020	"Even after I have ended the Zoom sessions, I fear that my room or my gestures may be presented to others." (P2)
virtual space, real space, perception of virtual space	Özen, 2006	"I honestly didn't like this being online thing because it feels so virtual. I like to get in touch with people face to face." (P2)

Table 3 (continue). Representation of space.

New Definition of Home After Covid-19		
different representations of houses, polysemy of houses	Garber, 2020	"When I was choosing my house, I decided without thinking that I would move the public spaces here... If I thought, I would prefer a different house... Now, if I choose my living space, I must have a room or a space that I can use for online meetings as well." (P13)
idealization of performance	Goffman, 1959/2020	"It is enough to determine a separate Zoom location and take it under control." (P1)
longer online sessions, multitasking while online	Lowenthal et al., 2020	"During an online meeting, you may be checking your email, booking a gym class, or even shopping. We can't normally do so many things at once in physical space, but now they can be sustained simultaneously." (P13)
multiple identities of places	Massey, 1993	"In new housing advertisements, they say, 'You can turn your house into an office in 5 minutes.' and a separator goes down. All of a sudden, it becomes a ready-made environment with that separator." (P14)
purpose of Zoom, socializing from home	Yuan, 2020	"...if I am going to attend an education-related meeting or so, I connect from my computer, but other than that, I always go online from my phone. I also take the phone everywhere." (P8)

"I feel like I am trying to make an inference from that background I see about people... My background is always white because I think I am being watched too." (P2)

Unwilling to give information about personal space to others, avoiding sharing private space, and sharing virtual space as much as wanted have changed the definition of the house as a public space and the definition of the public space as a house. As Marcus (1992) indicates, the house is both an interior space that belongs to one's privacy and a public space shown to those who come from outside or are invited. A new digital space has emerged, where daily life and public spaces are reduced to a single space. Therefore, people display themselves as much as they want to present in this new digital space where daily life experiences occur. The house is the publicized space exhibited within the area scanned by the camera; outside this area, it turns into a private space where privacy is protected (Sahin & Varli, 2021). The new digital space reveals a new physical space that is limited to what the camera scans. As the narrative below implies, many people prefer to create a designated area for online conversations and keep it under control.

"It is enough to identify a zoom location and take control of it." (P1)

In the current situation, the issue of how much of the home -the private-will be publicized is constantly being questioned through the concepts of public space and home. As one participant stated below, the choices made

in this direction are constantly reconstructed according to the situation.

"For me, what can be seen is as important as what is not... How much of my private life should I make public? There is always this questioning. So, I make two choices; what to show and what not to show." (P1)

The blurring border between inside and outside causes not only the new "designated" public space but also the homes as a whole to be questioned again.

3.2.2. Home as both formal and informal space

During the case study, it was noticed that participants unconsciously tend to define online spaces in two different setups: formal and informal. While the time spent in front of the screen with family and friends was considered informal, online meetings such as work and education were considered formal. The required setups for these two formats affect the interior design of the home, as mentioned by participants.

"I prefer to sit on the floor during a meeting with friends. It's like we're gathered at a friend's house and having a beer. So everyone sits on the floor. In a call with friends, it does not bother me that there is an image from the ground. But in the school meetings, I sit in a higher place." (P4)

"I am usually at the dining room table for educational purposes. But when I am going to have a friendly meeting with friends, I am online from my room, and I do not really care what is behind me." (P5)

People decide on their representation according to the formality of the meeting in online meetings as well as in physical meetings. As distinct from physical meetings, online meetings, because the place is an essential part of representation, it is also shaped according to the formality of the meeting.

A user has the ability to engage different segments of her life with multiple identities and present a different 'face' towards different social worlds (Fisher et al., 2016). When talking to people with strong social and daily ties, such as friends and family members, the participants do not care much about which part of the house or which self-presented. When it comes to a meeting involving more formal structures such as work or school, the majority of participants stated that they prefer a desk setup. It can be considered that the choice of table/desk use for formal meetings can be the reflection of physical habits of the pre-COVID-19 period.

Another difference between formal and informal interviews comes to the fore in selecting the device to connect to the virtual places. A computer, which is a relatively stable product and requires a fixed layout, is used during formal meetings; during informal meetings, a mobile phone and the freedom it brings are preferred.

"...if I am going to attend an education-related meeting or so, I connect from my computer, but other than that, I always go online from my phone. I also take the phone everywhere." (P8)

Although the home is associated with positive emotions as a place of refuge, people may develop different feelings about the places they live as a result of painful memories such as domestic violence, death, or divorce (Marcus, 1995). The studies of Guiliani & Feldman (1993) also showed the presence of negative emotions as well as positive emotions concerning the home.

During the pandemic period, the house has become a representative of different negative emotions, with the problems of the public sphere being brought to the house. Workplace or school problems, a bad workout, exam or meeting, and extended working

hours are now problems at home.

"Expectations are changing... There is an expectation that you can do everything 24 hours a day just because you are at home. But normally, when I go to the office, I have a certain check-in and check-out time. When I am at home, sometimes it is 8 pm, and I am still in front of the computer, trying to do work. So the concept of time begins to disappear." (P9)

As this participant emphasized, the perception of working hours, which disappeared in the case of working from home, caused unexpected new negative feelings about the home to emerge.

3.2.3. Social practices in real and virtual space

Computers, tablets, and smartphones have become the new mediums that allow people to join the public sphere. However, what can be achieved is limited by the possibilities provided by these technologies. As expected, they offer easy access to the public space, regardless of time and place. Online meeting platforms provide a democratic environment by offering the same opportunities to all participants. However, the participant with identical conditions in the digital field may not have homogeneous conditions in the physical environment. Housework, the responsibility of children and pets, the sound of construction going on nearby, a mailman appearing at the door, and such factors call the person from the virtual environment where he/she should be to the physical environment where he/she still exists.

"I sometimes think I neglect my baby... It was especially a bit like that until the first six months. Things like being unable to go to him when he cries." (P1)

As in this case, the same performance cannot be expected from people connected from home to fulfill their public commitments.

Post-COVID relationships require different dynamics due to social distance rules and relationships that have moved online. As stated by the participants, conventional face-to-face communication will inevitably differ in front of the camera.

“I honestly did not like this being online because it feels so virtual. I like to get in touch with people face to face.” (P2)

Digital networks, which are used to keep social relations alive and simulate working spaces away from real places, have transformed these reduced living spaces into live laboratories (Olgun et al., 2020). However, it is impossible to maintain the behavior patterns that we have acquired in real public spaces and achieve the same results in the virtual environment. The new online public also gives birth to different forms of behavior, such as turning off the camera when requested, muting self, or expressing ideas with emojis. Since the virtual space is different from the real space, it consists of different elements and has its own perception, just like the real space (Özen, 2006). Compared to physical meetings, encounters and coincidences decreased in virtual meetings. In the virtual world, everything is more planned.

When the process of reshaping urban space by digitalized technologies is evaluated through the face-to-face communication and interaction of society, cities will be the “new interface” of the relationship between “real spaces” and “virtual societies” (Konuk, 2020). Moreover, the gradually increasing virtual society ties will inevitably affect face-to-face relationships.

4. Conclusion

The COVID-19 virus has taken societies out of the routine of daily life and led them to an unusual new one. This new routine necessitates the conduct of public life activities at home. This change process and new patterns have made people question the changing perception of the house from physical to virtual. In this new order, the internet has become the medium connecting people with public life.

With the relocation of public spaces, the house has become a multi-layered space. Dining tables have turned into meeting tables and school desks, sofas have turned into movie theaters, living rooms have been turned into gyms, and bedrooms have been turned into hospital rooms. On the other hand, as Norman stated (as cited in Garber,

2020), homes are not meant to be lived in 24/7. The factors that affected the lockdown experience were: the size of the house, whether it has an open space (such as a balcony or garden), its interior design, and with whom the house is shared. In addition, our relationships with other individuals with whom the house is shared have also been affected. With the transfer of public space's roles to the house, the house has become a place where multiple roles are exhibited. Today, places, like people, can have multiple identities (Massey, 1993). This approach, which Massey brought forward decades ago, has become more visible with the pandemic. Many roles sharing the same space had to be acted simultaneously. Sometimes family roles overlapped with work roles.

The houses are not designed according to the polysemy required by the pandemic to host different representations (Garber, 2020). Not only homes but also online platforms were not ready for this new order. Yuan (2020), CEO of Zoom application, addressed that they did not design the product with the foresight that every person in the world would suddenly be working, studying, and socializing from home in a matter of weeks.

Since the time spent at home before the COVID-19 outbreak was relatively short, participants stated that they used to prefer houses with low square meters but in a central location. Especially those who work or study used to spend limited time at home. The center-located houses used to have a strong relationship with the public space. Still, the virus has interrupted communication in the public space and has drawn attention to indoor facilities. The physical features of the house, such as daylight, airiness, or heat balance, began to come to the fore. This situation drew attention to the limitations on the use of outdoor space. In particular, the inadequate physical conditions of the homes in metropolises and the lack of individualized outdoor areas such as terraces, balconies, or gardens have also affected the choice of house and location. Participants stated that they prefer settlements far from urban centers and have more open space, a new outcome of the lockdown.

“When I was choosing my house, I decided without thinking that I would move the public spaces here. If I thought that, I would prefer a different house. Now, if I choose my living space, I must have a room or a space that I can use for online meetings as well.” (P13)

The fact that the house hosts many public spaces, such as business space, dining space, sports space, etc., necessitates interior appropriations. The study revealed that more independent workspaces were created at home. The house has begun reconfiguring as a public space to host new representations and social identities.

The different representations of the house impact the relationships in the digital space and how communication occurs between people who share the same house. It has been observed how interviewees use the spaces to reproduce the “self” and space seen from the camera frame to present their identities and roles. This discussion has revealed that the physical space is defined as the camera’s frame. It has been observed that people pay more attention to the products used in front of the camera than they pay attention to their clothing, and their appearance, especially in areas where the camera is not scanning. This situation is evaluated through the effort to maintain formal meetings such as work and school “as before,” “as in normal times.” According to the conceptual framework and the data obtained from the interviews, the fact that physical life cannot be replicated in a digital environment with its whole self and originality reveals personal and environmental effects. Individuals have difficulties revealing their social identities, which they do not have any problems with within physical environments outside the home, online in the home environment, especially when they feel the need to state formality. For the performance of individuals to be close to the ideal, they should be supported by habitual actions, and behaviors that do not comply with the standard should be hidden from sight (Goffman, 1959/2020). Maintaining the usual ideal social identities and roles has become a challenge for individuals in an online space where the environment, conditions, and forms of interaction differ. The limitations

of COVID-19, due to the necessity of continuing daily life practices in the online environment, result in differentiation of self-presentations of individuals, meaning shift in spaces and the house gaining importance in the representation of the individual.

The house, seen as a private and personal space, has defined public space in line with the householders’ needs. In this context, the definition of public space imposed on the house has changed the expectations and demands of the place of residence. Home has moved away from its usual meaning and usage. The study showed that the home is insufficient at the point of representation.

5. Future implications

Although the intensity of the COVID-19 pandemic and the concerns about it are decreasing over time, its impact on daily life practices will continue. For this reason, this study aims to provide input for the retrospective reading of the change in the meaning shift of the house during COVID-19.

This study, which focused on representation, could provide direction for the expanding roles of the house in COVID-19 or possible future lockdown. In terms of personal and spatial representation, the possible applications for the house to find adequate consideration could be discussed for both virtual and physical spaces. Another issue that needs to be focused on in the lockdown situation, where there is a meaning shift in space, is how to more effectively carry out public practices such as business and education that jointly use online and physical space.

With the study’s results in mind, the impact of accessibility to technology on representation and the effect of relations between the individuals who share the house on the representative roles of the house can be used to look more closely at sociological and psychological perspectives.

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