

## [Audio-Visual at a Distance in Pedagogy and Practice](#)

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Call for Papers

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Digital Humanities, Film and Film History, Women's & Gender History / Studies, Teaching and Learning

For decades distance education has taken many forms and reached a range of learners in different locations; questions about how to practice one's pedagogy virtually, then, are far from new. The widespread attention to online teaching and learning since March 2020 has given new life to these questions, however, manifesting in numerous calls for chapters, essays, and conference presentations about the effect of COVID-19 on our pedagogies. [Films for the Feminist Classroom](#) aims to participate in and extend this discussion, focusing specifically on the way educators have integrated films or other audio/visual media into their virtual or distance teaching.

This special feature titled "Audio-Visual at a Distance in Pedagogy and Practice" builds on our previous special feature "[When Class Time Is Screen Time](#)," in which students reflect on their virtual learning experiences. We see "Audio/Visual at a Distance" as a space for educators to share and reflect on how they've used virtual platforms in their courses to use or engage audio/visual content. Through this forum, we hope to explore the way we, as educators, can more clearly articulate our pedagogical values and more intentionally develop practice based on the values. Additionally, we are eager to offer readers ideas they can translate into their own teaching and learning.

"Audio/Visual at a Distance" takes an expansive approach to the notion of "audio/visual." This both includes and moves beyond films and videos that might be screened or excerpted as part of a class. For example, many educators used Zoom or other video-meeting platforms to meet with students as well as to present and/or record lectures. There are also varied apps, teaching tools, and social media spaces that support the use and creation of a/v activities, which we encourage people to write about.

FFC also takes a broad definition of "feminism," so potential contributors don't need to situate themselves or their teaching as feminist. However, we do ask that a proposal discuss how their contribution in some way critically engages or addresses hierarchies of power and privilege and/or explores social justice issues.

When framing their pieces, contributors may consider questions such as

- How has teaching virtually affected the way you use audio/visual materials to convey course content?
- What new techniques have you attempted to integrate audio/visual materials and how successful did you find them to be?
- What did you learn about your own pedagogy when integrating audio/visual materials in online teaching?

- How have you used audio/visual materials in student assignments?
- How have you attempted to fulfill your pedagogical values through student assignments that use audio/visual materials?

Educators may also propose contributions in different forms and formats, including but not limited to: lesson plans, short essays (1500-2500 words), short videos, interviews, and/or examples of student assignments with explanatory annotation.

Send proposals of about 100-150 words along with a brief bio to [ffc@twu.edu](mailto:ffc@twu.edu) by July 23, 2021. If accepted, completed contributions will be due September 1, 2021.

Please submit proposals and direct any questions to [ffc@twu.edu](mailto:ffc@twu.edu) or to journal editor Agatha Beins at [abeins@twu.edu](mailto:abeins@twu.edu) / 940-898-2117. More information about submitting proposals can be found here: [http://ffc.twu.edu/call\\_4\\_proposals.html](http://ffc.twu.edu/call_4_proposals.html).

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