

## [Pandemic Pedagogy](#)

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Call for Papers

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### **Pandemic Pedagogy: Teaching and Learning During and After COVID-19**

#### **Call for Papers:**

**We seek proposals for contributions to an edited volume on teaching and learning during and after COVID-19.**

#### **Context:**

In March 2020, college instructors across the US suddenly found their courses—and their classrooms—transitioned to fully-online contexts as COVID-19 took the lives of millions and people around the world began to shelter in place. Now, over a year later, the time for reflection seems apt. What have instructors learned from this historic era in higher education pedagogy? How might we apply some of the most beneficial aspects of online teaching and learning to our physical classrooms and face-to-face instruction? Rather than reverting “back to normal,” what might a new normal look like, and how might it combine the best of both worlds by integrating the best practices of both face-to-face and online teaching?

This volume seeks to explore these questions and offer concrete answers to instructors hoping to model their classrooms around a new hybrid pedagogy that blends various aspects of both online and face-to-face instruction. In particular, the volume will focus on these questions as they relate to teaching and learning **in community college classrooms** across the disciplines: proposals from the humanities, social sciences and STEM fields are all welcome. Because community colleges serve the traditionally underserved—who, more often than their peers at four-year institutions, are older, working, first-generation, low-income, and/or of color—proposals may also address how the innovations explored during the pandemic offer opportunities to engage and retain at-risk students.

#### **We invite proposals addressing a range of topics including but not limited to:**

- Equity and accessibility in online, face-to-face, and/or hybrid courses
- Labor issues in online and hybrid instruction
- Applying lessons learned during “pandemic teaching” in the traditional classroom
- Adapting pedagogy for future crises (ecological; environmental; energy-related; spatial; etc.)
- Benefits, advantages, and limitations of hybrid, hyflex, and fully-online models
- Online or hybrid learning experiences among English-language learners

- The role of reading in online and hybrid instruction
- Writing pedagogy in online instruction (e.g. peer review, conferencing, low-stakes writing, writing across the curriculum, etc.)
- Online instruction and High Impact Practices
- Teaching across time zones
- Teaching during times of crisis (public health; economic; ecological; political)
- Optimizing the LMS
- Beyond the LMS: alternative platforms and multimodal approaches
- Opportunities /outcomes in the online classroom that may not exist in face-to-face instruction
- Facilitating community in online and hybrid courses
- Using audiobooks, podcasts, Voicethread, and other audial-based teaching tools
- Giving effective and equitable feedback to students: challenges in face-to-face and/or online contexts
- Forms of participation in the face-to-face and online classrooms (including non-verbal and non-written)
- Approaches to grading/ungrading and managing instructor workload
- Antiracist pedagogy and online/hybrid instruction
- Pedagogies of Care and Self-Care
- Professor parents: the impact of pandemic parenting on online pedagogy and instructor workload

To submit:

Please send proposals of 1-2 pages plus a 1-page bibliography and 1-paragraph author bio to:

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**Deadline for proposal submissions: 11/15/2021**

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