

Editors' Introduction: From Pillar to Post: Teaching and Learning Before, During, and After the Global Pandemic

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Welcome to the Summer 2021 issue of *Transformative Dialogues*.

News and Notes from the Editorial Office

- This is likely the last issue of *Transformative Dialogues* that will be published at its original home, Kwantlen Polytechnic University. We plan for our next issue to be issued through our new server at Penn State.
- We are pleased to announce an upcoming special issue focused on arts-based educational research (ABER). The full call follows at the end of this introduction and is featured on our home page.
- We are also pleased to welcome a new guest editor, Adam Vincent, who will be working with us to develop our capacity to support arts-based educational research (ABER). Adam's research, which explores ways that the affective aesthetics of art can merge with academic rigor to generate new knowledge, has appeared in several academic journals, including TD.

The English idiom “from pillar to post” refers to moving from one set of trying circumstances to another, an apt description of this issue of *Transformative Dialogues*. For the past eighteen months, educational journals, including *Transformative Dialogues*, have been replete with what many scholars are calling “pandemic pedagogy”. Over time, initial interest in immediate adaptations to these extraordinary global circumstances has given way to critical perspectives of prior practice as we navigate re-entry. Indeed, the conditions of remote learning have engendered a wide range of new, and often fundamental, questions at the nexus between teaching, learning, and scholarship, as the articles in this issue attest. Taken collectively, our authors contemplate a

transition to a post-pandemic world that may look very different from the conventional pillars of higher education pedagogy.

The abrupt shift to remote teaching and learning in the Spring of 2020 required all of us in higher education not just to move to new instructional modalities, but also to cultivate our own personal and professional resilience. In “Navigating the Chaos”, seven international scholars argue that engagement in the scholarship of teaching and learning (SoTL) served as an adaptive strategy for many faculty during these shared transitions. The transition affected both faculty and students, and we hear directly from the latter in the piece led by Eileen Grodziak. The students in her first year seminar, who are also co-authors on the piece, engaged in a collaborative writing project that explored how the circumstances of the pandemic altered their sense of belonging.

In the early days of the pandemic, most of our attention focused on the integration of educational technology, from Zoom rooms to electronic polls, but the authors in this issue also provide insight into the emergence of a post-digital age, in which technology is balanced with consideration for the humans that engage with and through it. Kerry Harmer, Emily Dempsey, and Patricia Kostouros, for example, discuss how academic makerspaces can be used to facilitate creative thinking and problem-solving through technology. An international faculty collaborative, including Melissa Withers, Mona Monfared, Fun Man Fung, Vivian WY Lee, César Alberto Lucio Ramírez, Michael Antonio F. Mendoza, Catherine Zhou, and Eleanor V.H. Vandegrift, reflect on their shared experiences with building community, empowering students as agents of change, and addressing inequities---all via on-line modalities. Speaking of those modalities, Anne Schmitz’s piece underscores the significance of hand-on activities as an integral component of engineering lab work. This value was, of course, sorely challenged by remote learning, but has contributed to continuing movements to enhance experiential and immersive learning through technology.

The pandemic has also served as a catalyst for movements to break down traditional boundaries and provide greater opportunities for co-creation of both knowledge and learning. Randy Laist, for example, provides a guide to “good” writing that stemmed from his conversations with students on what they perceived good writing to be, rather than the more conventional external indicators. Similarly, Jennifer Green and Beth Dillard propose a process for creating graphic organizers that was both inspired and tested by feedback from their students, who aspire to be teachers themselves. Speaking of teachers, Marie Impedovo brought her team of university researchers together with in-service teachers to co-design new collaborative learning activities. The same group also worked to co-investigate the effectiveness of those activities through direct classroom observation, a practice which served to lessen many of the long-standing barriers between teachers and researchers. The breaking down of barriers has lead not just to the shifting of traditional roles, but also the blending of previously distinct domains. Kelly Gomez Johnson, Paula Jakopovic, Janice Rech, and Angie Hodge-Zickerman, for example, discuss how university students, serving as learning assistants for large, active-learning STEM courses, are simultaneously learners and teachers.

Taken collectively, the articles in this issue of *Transformative Dialogues* are suggestive of future directions for what may be called post-pandemic pedagogy. Although the modifier “post” in “post-pandemic” may imply the events that come after the pandemic, we should be mindful of what is often referred to as the post hoc fallacy. This occurs when a causal relationship is

assumed between events in the past, present and future, simply because they fall in a chronological sequence. Rather than seeing this critical period of transition as a movement from pillar to post, perhaps we can embrace our present circumstances as an opportunity to re-imagine what our collective, but still largely unknown, future might be.

Special Issue on Transformative Dialogues in and across Arts-Based Educational Research (ABER)

With education changing during the COVID-19 pandemic, there has been a stronger focus and increased discussions around the delivery of lessons through diverse modes (i.e., online, in-person and hybrid models) (Darling-Hammond & Hyler, 2020), yet with that there also exists a need to re-evaluate and explore how we approach our curriculum. We posit the necessity of continuing what has worked in the past, but also promote exploring what more we can do to improve/transform teaching and learning for students and educators. This means looking beyond our usual scope and considering other opportunities that we can learn and engage through, such as arts-based educational research (ABER). ABER is diverse, with a history spanning for decades (e.g., Eisner, 1991; Barone, 1995, 2001; Sinner et al, 2006; Knowles & Cole, 2007; Cahnmann-Taylor & Siegesmund, 2008; Leavy, 2020), yet it has some consistencies around its purposeful use of art (written, performed, seen or heard) as a conduit for learning more and/or learning differently.

For this special issue of Transformative Dialogues, we are hoping to hear from scholars who engage in poetic inquiry (e.g., Prendergast, 2009; James, 2017; Vincent, 2018), narrative inquiry (e.g., Connelly & Clandinin, 1990; Clandinin, 2013), performative inquiry (e.g., Saldaña, 1999; Fels & Belliveau, 2008), making (e.g., Sameshima & Morchel, 2019) and other forms of arts-based and/or arts informed educational research processes. This issue will amplify diverse voices and highlight collaborative and convergent research studies that use art as a part of their transformative teaching and learning practices.

We are especially interested in submissions that link ABER to larger discussions around teaching and learning, those that explore the need for balance between art and academic purposes and studies that support the proliferation of these types of approaches across various levels of academia.

Authors selected to participate in this issue will also be expected to review (double-blind) at least three other submissions.

Recent examples of ABER from Transformative Dialogues include:

- Attas, R., Lindstrom, G., Easton, L. & Yeo, M. (2021) Nitawahsin Nanni and Disrupting Journeys. *Transformative Dialogues*, 14 (1).
- Vincent, A. (2020) Poem as literature review: Poetic rumination on the history of Poetic Inquiry. *Transformative Dialogues*, 13 (2).

Proposals Due October 15, 2021.

Proposal text will answer the following questions in 250-500 words.

- What's the proposed title?
- What is proposed format for the piece?
- How does the work address the theme?
- How does the work connect to larger discussions about teaching and learning?

We can accept submissions in the form of prose, poetry, image files, video files, and audio files (or a mixture). All submissions must be in the form of the original file—not a link.

We presume that the author or authors have obtained necessary permissions to share media and these permissions should be stated in the submission.

Submitting the ABER Proposal

Go to <https://journals.kpu.ca/index.php/td/about/submissions>. Review author guidelines. Log in or register and select New Submission.

1. Start
 - a. Select ABER Proposal Section.
 - b. Read and acknowledge all submission requirements. All boxes must be checked to advance. Authors' names may remain on ABER proposal text document.
 - c. Agree to privacy statement.
 - d. Save and continue.
2. Submit Submission
 - a. Select ABER Proposal as the Article Component and follow prompts to upload the document.
3. Enter Metadata
 - a. Proposed title is the only required input in this section.
4. Confirmation
 - a. Finish submission and confirm to complete.

Acceptances issued by November 15, 2021.

Full submissions due April 1, 2022.

Special Issue Published in late Summer of 2022.