



The
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Guest Editor's Note

Dear Readers,

I am honored to share with you this special theme issue published by *The CATESOL Journal* titled "Pandemic Pedagogy in California: Innovative Approaches." The work shared here is the beginning of what will likely take decades to unpack and process, and I am thankful that our organization has carved out space in the journal for this conversation. I would like to extend my appreciation to Dr. Robert Kohls, Dr. Rebekah Sidman-Taveau, and Margi Wald for their leadership and guidance during this process. I must express my gratitude to the contributing authors for their effort and patience as it took some time to put everything together.

The term pandemic pedagogy likely stirs a visceral response from each of us, reigniting memories and emotions infused with stress, exhaustion, or even fear. Some of us are unable to separate personal experiences from professional ones over the last two plus years, thus prompting an emotional response to a professional term. Maybe this is because we had to work from home amid takeout boxes, laundry, and attention-seeking furry friends. Maybe it is because we had to find ways to care for our loved ones and ourselves while working harder than ever to provide effective educational experiences for our students or because we had to invent new ways to not only deliver content but also make it accessible to our students navigating their own harsh realities. Maybe in some cases we were working day and night just to try and make sure we still had a job at the end of the day.

Whatever the experience, it was likely a crucible, changing us forever. The pandemic impacted our home dynamics and our work, both what we did and how we did it, all at once. Hopefully, enough time has passed and enough has improved that we can now look back at at least a few moments with levity, for example, laughing at the odd things we saw our students, our coworkers, or even ourselves do on Zoom.

Along with the amusement we may now enjoy in some of those experiences, we find ourselves in a period of pedagogical reflection and transition. We have hundreds if not thousands of lessons to be researched, discovered, and applied from teaching and learning through the pandemic. The following special theme issue is just the first layer of what our colleagues have begun to take away from this transformative time. As demonstrated in this initial collection of articles, pandemic pedagogy is neither monolithic nor one dimensional. The experiences, responses, and reflections are unique to the content, learner, teacher, resources, and objectives. Change any one of these variables and you immediately have a different experience, reflection, and therefore takeaway lesson.

As we enter our fourth academic year impacted by the pandemic, some of my own takeaways and future questions are related to the three aspects of pedagogical response highlighted in this issue: teaching the whole student, leveraging educational technology, and developing strong educators.

Every article presents an innovative approach developed in response to the pandemic through one of the aforementioned lenses, with the exception of our feature article that addresses all three. Kelly Metz-Matthews and Michele McConnell anchor our conversation in their critical reflection of participatory writing in the remote classroom. This article will spark strong academic discussion regarding our craft, during the pandemic and in the future, as we consider our learners, our use of technology, and our development as educators and overall stewards of our profession.

In the first section, teaching the whole student, the authors dive into the humanity of our profession within pandemic pedagogy. Iyad Alomari and L. Erika Saito's "Pandemic Perspectives: International English Learners' Issues With Online Instruction" utilizes the principles of the *Online Trauma-Informed Framework* to evaluate student perspectives of teachers in the shift to remote learning. Jesica Hercules, Kai Greene, and M.C. Kate Esposito highlight the power of partnership between school and home to overcome significant challenges during remote instruction. "Humanizing Online Language Teaching through Instructional and Affective Moves: Reflections from an ELD Teacher" by Kevin Wong, Helen Chan Hill, and Elizabeth Najera examines how parameters of emergency remote teaching (ERT) stretched to include learner engagement in the online delivery format. Dian Jiang shares how class participation of international graduate students at a US university shifted during online instruction. Finally, in order to inform adult ESL instructors' practices, Janet Eyring shares information on the often traumatic background experiences of undocumented immigrant learners, learners often disproportionately affected by the technological divide exacerbated by the pandemic.

There are two articles in the leveraging educational technology category that present practical applications of technology during the pandemic, including when and how to implement certain tools. Christina Andrade and Amber Roshay demonstrate the use of Google Docs to work collaboratively in an online environment, allowing for the classroom community to continue in the shift to remote learning. Kelsey DeCamillis's "HyperDocs, GIFs, and Collaboration Boards: Online Writing Instruction Supports for English Learners" shares how technological tools supported the adaptation of required curriculum from in-person to online delivery.

The final section of this issue on pandemic pedagogy focuses on how teacher education and professional development were impacted, adapted, and, in some cases, even improved to develop strong educators. Carmen Durham, Loren Jones, and Wyatt Hall discuss the process and implications of a virtual Community Exploration project for preservice teachers. In her essay "Responding to a Pandemic or Other Emergencies: A Proposed Rapid Change Professional Development Model," Ingrid Greenberg applies research and her own experience to propose a framework for training during times of essential and fast-paced change. During a time when not only classrooms but office space and team collaboration were entirely virtual, it became evident that our educational and administrative teams also needed our attention and intentional thought. Kara Mac Donald, Mirna Khater, and Viktoriya Shevchenko examine the characteristics of strong virtual teams and educational leadership.

The final article in this issue, "Preparing Teacher Candidates With Pedagogical Approaches for ELLs in Hybrid/Virtual Learning Spaces," by Elsie Solis and Nirmla Flores, is also rooted in this section on developing strong educators. However, the article's findings and discussion include layers of educational technology and Social and Emotional Learning, tying together the issue's three categories of innovative pedagogical response: teaching the whole student, leveraging educational technology, and developing strong educators.

Continuing this work of research and reflection regarding pandemic pedagogy is crucial. We may not be focused on emergency remote teaching at the moment, but the consequences of that time will linger academically, socially, and emotionally for years to come. I look forward to seeing more scholarship from our community so that we may all have the research and support necessary to grow as educators and develop resiliency in ourselves, our colleagues, and our students.

Sincerely,
Amy Pascucci
Guest Editor

Author

Amy Pascucci has worked in the field of English Language teaching for nearly twenty years in a variety of contexts including secondary, post-secondary, adult education, intensive English programs, and teacher training programs. During COVID, Amy was the English Language Learning Coordinator for a US-based international education company where she managed the language learning experience for international high school students in addition to being an adjunct instructor in University of California, San Diego's TEFL certificate program. Both experiences included emergency remote instruction providing insight into the response at the secondary and university levels. Amy currently resides in Korea as an independent consultant desiring to provide her own children with new cultural and linguistic experiences.