Lessons from the Pivot:
Higher Education’s Response to the Pandemic

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# Table of Contents

Contributor Biographies 4-7

Introduction  
*Janine S. Davis* 8

**Instructional Designers**

**Chapter 1** “Shaka, When the Walls Fell”: The (Temporary) Dissolution of Service Silos During COVID-19 9-12  
*Lee Skallerup Bessette*

**Chapter 2** Embracing the Pivot: Engaging Wahkohtown in Building Anti-Racist Learning Communities 13-21  
*Ellen Watson, Jennifer Ward & Cathryn van Kessel*

**Chapter 3** Supporting Instructors During a Crisis: Expanding the Wants of Instructors to Address their Needs 22-27  
*Ellen Watson & Bryan Braul*

**Chapter 4** *Reflection* The Academic Library during the Pandemic: Reflections at the End of the Road 28-31  
*Rosemary Huff Arneson*

**Teacher Educators**

**Chapter 5** Multiple Means of Engagement during COVID-19: A Universal Design for Learning (UDL) Approach to Supporting Teacher Candidates in the Online Classroom 32-39  
*Marla J. Lohmann, Kathleen A. Boothe, Ruby L. Owiny & Jennifer D. Walker*

**Chapter 6** Dual Writing Pedagogies during COVID-19: Preparing Technologically- and Highly-Qualified Writing Teachers 40-46  
*Tracey S. Hodges*
Lessons from the Pivot

Chapter 7 Pandemic Pivoting: Preparing Preservice Teachers through Method’s Courses and School-Based Placements
Tracey S. Hodges, Cailin J. Kerch, Melisa (Lisa) Fowler

Chapter 8 (Re)Imagining Remote Teaching and Learning: Meeting Students Where They Are
Ekaterina Koubek

Chapter 9 Reflection - Caring During an Epidemic…So Much to Learn and So Little Time
Eleanor Wilson

Students

Chapter 10 Breaking Isolation While Social Distancing: The Impact of an Ongoing Teacher Educator Community of Practice on a Doctoral Student’s Pandemic Pedagogy Development
Olivia Murphy

Chapter 11 Reflection - When it Rains it Pours: Homesteading and Learning to Teach During a Pandemic
John Deemy

What Comes Next

Chapter 12 Working Together: Facilitating Collaboration in Remote Learning Environments
Lee Skallerup Bessette

Chapter 13 Mask-making as Metaphor: A Vision for a New Research Praxis
Janine S. Davis

Chapter 14 Lessons from the Pivot to Social Media for Academics
Margaret Thornton & Shannon Holder
Contributor Biographies

Janine S. Davis, Ph.D is an Associate Professor of Education at the University of Mary Washington. Her research explores preservice and practicing teacher persona and identity development, especially in online spaces. Before moving to higher education, she taught secondary English in northern California and Virginia.

Christy K. Irish, Ph.D. is an Assistant Professor of Education at the University of Mary Washington. Her research interests include teacher professional development and family literacy practices. Christy holds a California teaching license, where she taught elementary school before moving to Virginia. She earned her Ph.D. from George Mason University, specializing in literacy and research methods.

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Rosemary Huff Arneson is the University Librarian at the University of Mary Washington in Fredericksburg, Virginia, where she has worked since 2011.

Lee Skallerup Bessette, Ph.D* is a Learning Design Specialist at the Center for New Designs in Learning and Scholarship (CNDLS) at Georgetown University. She works at the intersection of faculty development, online learning design, academic technology, and digital pedagogy. Her current research focuses on affective and emotional labor and faculty development.

Kathleen A. Boothe, Ph.D. is an Associate Professor and Program Coordinator of Special Education at Southeastern Oklahoma State University. She taught in a self-contained classroom for students with emotional and behavioral disorders at both the elementary and secondary level. Dr. Boothe has also served as a district level behavior specialist. Her research interests include Positive Behavior Interventions and Supports, specifically classroom management, as well as effective online educator preparation to include Universal Design for Learning in the online college classroom.

Bryan Braul has a Master of Education degree and is the Team Lead and Educational Developer at the Faculty of Extension’s Learning Engagement Office at the University of Alberta, Canada. He has been working in the continuing professional education (CPE) field for more than 20 years and has dedicated his career to designing, developing and supporting quality online educational experiences for the adult student population.

John Deemy is a 7th grade English teacher in Spotsylvania, Virginia.

Melisa (Lisa) Fowler, Ph.D. is an associate professor of Elementary Education Science Education and Coordinator of the Elementary Clinical Master Teacher Program at The
Lessons from the Pivot

University of Alabama. She also serves as Director of STEM Education for the Alabama Afterschool Community Network. She earned her Ed.D. in 2010 from The University of Alabama, majoring in Elementary Education with an emphasis in elementary science education. She spent sixteen years as an elementary/middle school teacher in a rural school, which sparked her interest in working with students from rural populations. Her current work focuses on developing STEM identity for underserved students through the use of afterschool programs and other informal spaces, such as community outreach events like STEM Family Nights.

Tracey S. Hodges, Ph.D. * is an assistant professor of Elementary and Literacy Education and an Associate Director of the Belser-Parton Literacy Center at the University of Alabama. She earned her Ph.D. in 2015 from Texas A&M University, majoring in Curriculum and Instruction with a literacy emphasis and Advanced Research Methods certificate. She is a former middle grade English teacher, which influenced her interest in developing high quality literacy teachers. Her current research interests include developing methods, strategies, and interventions for improving writing instruction in grades K-8 and integrating children’s literature in content area and literacy instruction.

Shannon Holder is a doctoral candidate in the Learning, Leadership, and Education Policy Ph.D. program in the Educational Leadership Department at the University of Connecticut. Her research focuses on detracking, curricular tracking reform, school choice policy, desegregation efforts, and urban education policies. She is from Hartford, Connecticut, and currently resides there. Shannon is a former social studies teacher in an interdistrict magnet high school in Connecticut.

Cailin Kerch, Ph.D. is a Clinical Assistant Professor of Early Childhood and Elementary Education at the University of Alabama. She earned her Ph.D. in 2018 from the University of Alabama at Birmingham Early Childhood Education with an emphasis in early intervention and curriculum. Her Masters of Education in Educational Leadership is from Lehigh University. Cailin was a pre-kindergarten, elementary school teacher, and school leader for over a decade. Her current research interests include social emotional learning in early childhood settings, teacher beliefs, and related professional development.

Ekaterina Koubek, Ph.D. * holds a Ph.D. in Second Language Acquisition/Foreign Language Education from University of Nebraska-Lincoln. Her research interests include preservice teacher attitudes and beliefs, the use of action research in teacher preparation programs, and high-impact practices for student engagement. She is an associate professor and TESOL coordinator at James Madison University in Harrisonburg, Virginia, where she teaches both undergraduate and graduate courses in TESOL programs.

Marla J. Lohmann, Ph.D. * is an Associate Professor of Special Education at Colorado Christian University. She taught in self-contained special education classrooms in Houston and Chicago before receiving her doctorate at the University of North Texas in 2013. Dr. Lohmann’s research interests include effective online teacher preparation, Universal Design for Learning in higher education, and using technology tools to support pre-service and in-service teachers.
Olivia Murphy* is a doctoral candidate, teacher educator, and preservice teacher mentor at the University of Maryland, College Park. Her research interests include teacher education and social justice literacy practices, and her dissertation research focuses on investigating the teacher identities and pedagogical practices of highly effective high school critical literacy educators. Olivia was previously a high school literacy teacher who taught 9-12th grade in Brooklyn, NY.

Ruby L. Owiny, Ph.D. is an Associate Professor of Education at Trinity International University. Prior to earning her doctorate from the University of Kentucky in 2013, she taught both second and third grade general education and K-5 special education. She is passionate about supporting both pre- and in-service teachers in developing inclusive classrooms. Dr. Owiny’s research interests include inclusive practices, specifically in effective teacher preparation for inclusive classrooms, Universal Design for Learning in K-12 and higher education, high leverage practices, and evidence-based practices.

Margaret Thornton is a doctoral candidate in educational leadership and policy at the University of Virginia. Her research interests include how school leaders support or undermine equity work in schools. Thornton’s work on school leaders is centered around issues of detracking, access to rigorous coursework, and racial and socioeconomic equity. Prior to moving to academia, she taught and served as a teacher leader in detracking programs at rural and urban public schools in the U.S., most recently working for four years at a comprehensive, public high school on occupied Monacan land in Charlottesville, Va.

Cathryn van Kessel, Ph.D. is currently an Assistant Professor in the Department of Secondary Education at the University of Alberta in amiskwacîwaskahikan (Edmonton, Canada). Her research interests include social studies education, curriculum theory, philosophy in/of education, and teacher education. Specifically, she is interested in how the concept of “evil” and its manifestations function in relation to what individuals and communities experience in curricular and pedagogical contexts.

Jennifer D. Walker, Ph.D. is an Associate Professor of Special Education and the Program Director of Special Education at the University of Mary Washington in Fredericksburg, Virginia. Her research interests include teacher preparation, classroom and behavior management, and tiered behavioral interventions. She has a passion for working with pre-service teachers as they learn to implement inclusive practices. Prior to teaching in higher education, Jennifer was a special education teacher and behavior specialist.

Jennifer Ward is from the Umpqua Nation. She lives and works in amiskwacîwaskahikan (Edmonton, Alberta). She is the Lead Educational Developer, Indigenous Focus in the Centre for Teaching and Learning and a doctoral student within the Faculty of Native Studies at the University of Alberta. Jennifer works with faculty to Indigenize and decolonize their curriculum and teaching pedagogy. Her doctoral thesis explores decolonizing and Indigenizing the academy and post-secondary education. Her current
Lessons from the Pivot

research, as part of a collective alongside Indigenous women scholars, examines how decolonial self-love is empowering collective ideologies of wellness in the academy.

**Ellen Watson** is a Ph.D. candidate (ABD) with the Department of Secondary Education as well as a Lead Educational Developer focused on Assessment at the Centre for Teaching and Learning at the University of Alberta (Canada). Ellen supports instructors across campus to become reflective and knowledgeable pedagogues. Her research interests include secondary science education, epistemic beliefs, teacher advocacy, and teacher concerns. Ellen enjoys collaborating with colleagues to drive critical reflection about teaching, focusing on those areas important for inclusive, equitable, and socially just education.

**Eleanor V. Wilson, Ph.D.** is an Associate Professor of Curriculum and Instruction in the School of Education and Human Development at the University of Virginia. She taught elementary school in Massachusetts, Michigan, Iowa and Charlottesville for twenty years prior to earning her Ph.D. in Social Foundations of Education at the University of Virginia. She has been on the elementary education faculty at Virginia since 2001 where she authored the *The History of the Curry School of Education* for its 100th anniversary. As part of her role in teacher education she designed a practicum for Virginia elementary preservice students in England which still is thriving (with time out for Covid restrictions). She has published articles focusing on the value of international opportunities and associated outcomes for preservice teachers. Another area of interest is the history of influences on the education of women and girls; she is hopeful about future opportunities for women in governance based on the outcomes of the 2020 U.S. elections.
Introduction

Janine S. Davis

The intensity of major events often leads us to remember minute details of where we were and what we were doing when they occurred: what we wore as we watched the towers fall on September 11, 2001; the faces of our classmates when the space shuttle Challenger exploded on January 28, 1986; the smell in the air when we lived through a major earthquake, fire, or other personal tragedy. Similarly, faculty, staff, and students will remember the series of moments that led to the closure of their schools and universities as the 2020 COVID-19 pandemic spread throughout the world—the timeline varies, but on the East Coast of America, this occurred in early March. Unprecedented became the word of the year in our emails and texts and Zoom calls. We adjusted our expectations; we pivoted our planning, instruction, and interactions; and we continue to do so.

The scope of human loss and economic impact in many nations around the world is still ongoing at the time of this volume’s publication in the first half of 2021; however, we have learned from our adjustments during the last year, and the chapters in this volume offer some important lessons that may inform the work of others as they plan and teach in this and similar circumstances in the future.

This text includes chapters from instructional designers, university faculty and staff, and undergraduate and graduate students, and the text has been divided into three sections to reflect these varied perspectives. Each section begins with research-based perspectives, but also contains more personal narratives at the end. While the context of most of the chapters is the United States, there are also chapters with a Canadian context. It is also important to note that, as of the first half of 2021, the pandemic rages on, and mentions of COVID-19 in the following chapters will be reflective of the state of affairs in North America in the spring and fall of 2020.

Open-access publishing is crucial for sharing relevant and timely findings with the public in accessible ways. The COVID-19 pandemic has had a major economic impact on universities and on scholars’ research productivity; it is our hope that by sharing this text in an open access format that there will be no financial barrier such as a paywall to prevent others’ learning from the lessons shared in these chapters.