Be Humane – Be Human
Disruption of the COVID-19 Pandemic and Future Pedagogical Practices

Amanda Walters, Sara Evers, Suzanne Shelburne,
Bradley Kraft, David Hicks, and Peter Doolittle
Virginia Tech

The abrupt switch to online teaching and learning in response to the COVID-19 pandemic caused a disruption to the instructional practices professors and students had grown accustomed to prior to March 2020. After 18+ months of virtual instruction, many colleges and universities returned to face-to-face classrooms. In order to understand how faculty planned to use their COVID-based virtual teaching experience to inform future face-to-face instruction, 436 faculty members from colleges and universities in the mid-Atlantic and southeast US were asked to reflect on their experiences teaching during the pandemic. These faculty members were asked two questions: Considering your COVID-based teaching over the past 18 months, (1) What did you learn during that COVID teaching that you will apply in your Fall 2021 course(s)? and (2) As we move toward classes in the Fall, keeping in mind your experiences over the past 18 months, what can we do to better support our students' learning? The 119 responses fell into several themes, (a) reflections on the consequences of the change to online learning, (b) the necessity of flexibility in instruction and policy, (c) the importance of student engagement and open communication, and (d) the increased need to prioritize relationships. Ultimately, the faculty members acknowledged the value in reframing students as individuals with lives outside the classroom, acknowledging that these pressures can impact learning, and the necessity to remember as we come together that we can support students by following this advice: "Be humane. Be human."

Following guidance from the CDC, the Virginia Department of Health, and our own public health and safety experts to limit the spread of the disease, we are transitioning to online and remote instruction (Zoom, video, and other forms of delivery) for all undergraduate and graduate students at all Virginia Tech locations for the remainder of the Spring semester. In order to provide time for students and faculty to make this transition, Spring break will be extended to Sunday, March 22, and classes will resume on Monday, March 23. The Blacksburg campus remains open now and will remain open after Spring break ends. However, starting March 23, students will take their courses online. – President Sands, Virginia Tech, March 11, 2020

Faced with the uncertainty of the COVID-19 pandemic, educators across the world began to receive messaging similar to this from their administrations. That is, everyday pedagogical routines, rituals, and interactions with students in face to face (F2F) classes were to end with immediate effect. Within the same March 11th message, Virginia Tech (VT) faculty and instructors were asked to be as "flexible as possible in accommodating the needs of students." Faculty and instructors were directed to a "Continuity of Instruction" webpage that included the heading "How to keep teaching when you can't meet in person" alongside links to "flexible learning resources" to support moving classes online within a period of days (*Continuity of Instruction*, 2022). No one could have guessed at that time how long instruction would remain online or have predicted the disruptive and traumatic impact the COVID-19 pandemic continues to have on all aspects of our personal and professional lives.

Now, 2 years later, educators are still challenged by the stark realities of teaching during a global pandemic. After more than 18 months of virtual instruction, many colleges and universities informed both faculty and

students of the return, however gradual, of F2F classes. While certain requirements and recommendations (such as face masks, vaccinations, and regular testing) would be implemented in the hope of mitigating the spread of COVID-19 on campus, attempts would be made to return to some sense of the pedagogical structures, routines, and interactions that had existed prior to March 2020. Faced with a return to something approximating normal, we sought to understand from the vantage of collegiate faculty how their pandemic-related teaching experiences informed their approach to teaching in the present and whether or not changes implemented during the switch to virtual instruction would be maintained. Had the disruption to teaching and learning environments brought about by COVID-19 created a space for faculty to reinforce, push against, or displace previously held dispositions, praxes, and beliefs?

From Face-to-Face to Remote Emergency Teaching: Disrupting Pedagogical Routines

The COVID-19 pandemic interrupted what Tyack and Tobin (1994) described as the *grammar of*

schooling. The *grammar of schooling,* or the unwritten rules followed in the educational environment, includes the deeply ingrained structures, core practices, and pedagogies. These typifications of practice exist within and across disciplines, and impact teachers and students alike (Cuban, 2020; Tyack & Cuban, 1995; Tyack & Tobin, 1994). In addition to disrupting the *grammar of schooling,* the pandemic disrupted the socially situated nature of the interaction order (Goffman, 1983) between students and faculty. In higher education, the interaction order creates an understanding of the respective roles of the faculty member and student, and what it means to be a participant in a course. This order, in turn, facilitates a framework for collaboration and learning within an understood and practiced context. The primary benefit of face-to-face (F2F) instruction, extending from Goffman's framework, is the ability to continually and mutually monitor our interactions with others (e.g., read, perceive, react) (Jenkins, 2010; Manning, 2010; Rosenberg, 2022). As Goffman (1983) noted

> At the very center of interaction life is the cognitive relation we have with those present before us, without which relationship our activity, behavioral and verbal, could not be meaningfully organized. And although this cognitive relationship can be modified during a social contact, and typically is, the relationship itself is extrasituational, consisting of the information a pair of persons have about the information each other has of the world, and the information they have (or haven't) concerning the possession of this information. (p. 4)

This ability to monitor interactions forms a necessary precondition for sustained, coordinated, collaborative, and cohesive practices and rituals in all aspects of social life.

The rapid shift from F2F instruction to some version of a remote or emergency teaching disrupted instructors' collective understanding of the "rules of the game" for teaching and learning. While the roles of professors, instructors, teachers, and students had not changed, the understanding of the roles in this new and disrupted context had. For many faculty, the shift to emergency remote teaching in the form of virtual platforms required adjustments to the interaction order beyond simply learning the new technology (Hodges et al., 2020; Metzler et al., 2022; Prince et al., 2020). In this new virtual space, the familiar expectations, arrangements, structures, and rituals found in a F2F classroom did not always transition to the virtual space without effort.

Zoom, in tandem with Virginia Tech's learning management system Canvas, became platforms through which both faculty and students approximated the instruction that had happened F2F before the pandemic. Zoom allowed faculty members to present live and recorded lectures, share desktops, and open breakout rooms to promote discussion and collaboration. Zoom brought students and faculty together over time and space—internet willing. Physical presence and social interaction were replaced by a series of displayed, virtual boxes. Each box typically represented one person who could choose to mute or unmute, turn on or off their camera and signal via symbols, as well as a chat feature.

While the technology was a remarkable solution to continuing instruction, Zoom did not replicate the *grammar of schooling* both faculty and students had known within the context of F2F classes. Faculty and students experienced difficulties and concerns when using Zoom around such issues as:

- The loss of presence and interactivity in the face of black boxes and disembodied students.
- An inability to gauge student involvements and interest.
- The development of concerns for how students were fairing socially, emotionally, and academically.
- The feeling of Zoom fatigue as a result of the amount of energy and concentration that was needed to manage and monitor student learning while paying attention to the subtle built-in signals indicating when a student talked or wanted to talk.
- An inability to receive even the most minimal feedback in terms of verbal and non-verbal cues to gauge if the students are interested, paying attention, or present.
- A Zoom time lag in terms of regular interactions—which were heighted when the "unstable internet connection" warning appeared.
- The potential for Zoom bombing of classrooms by non-students.

To understand how the challenges and changes to the pre-pandemic *grammar of schooling* might inform the pedagogical grammar of the classroom post-pandemic, our study examined the question: *How do college teaching faculty view the resumption of instruction following 18 months of disrupted/emergency teaching?* This overarching question led to two primary sub-questions, (a) Considering your COVID-based teaching over the past 18 months, what did you learn during that COVID teaching that you will apply in your Fall 2021 course(s)? and (b) As we move toward classes in the Fall, keeping in mind your experiences over the past 18 months, what can we do to better support our students' learning?

Following March 2020, as schools, colleges, and universities shifted from F2F classes to some form of

remote instruction, Zimmerman (2020) suggested that the shift provided an opportunity for a "great online learning experiment." Roy (2020) provided greater focus, explaining that

> Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. ("State governments" section, para. 14).

Others, however, were quick to point out that the disparity between well-planned and resourced online learning experiences and what was now occurring (which amounted to an emergency, remote teaching mode of instruction in response to a crisis) made such a grand experiment impossible. From this perspective, the pandemic was less an opportunity to envision a new landscape for education in the 21st century and more of an emergency to be endured. If Zimmerman's great experiment has borne pedagogical fruit that will influence a future trajectory of the profession—if, in fact, it bore anything at all—there is no hope of articulating with precision what that might be so close to its inception. There is, however, great value in studying and reflecting on the experiences of instructors who endured the shift to emergency remote teaching and how those experiences shaped their perceptions.

Methods

In exploring college teaching faculty's views regarding differences between pre-pandemic pedagogies and present circumstances (changes in *grammar of schooling*), faculty were surveyed in the Fall of 2021 with regard to pedagogical changes and student support.

Participants

Four hundred thirty-six faculty members from colleges and universities in the mid-Atlantic and southeast US were contacted by email requesting their participation in a survey regarding their course pedagogies to be used in Fall 2021, the first semester without "significant" COVID restrictions on teaching. One hundred nineteen faculty members (59% females, 38% males, 1% non-binary; 77% white, 10% Black, and 4% Asian) responded and completed the survey. These faculty had a median age of 40–49 years, a median college teaching experience of 16–20 years, and a median class size of 16–30 students. In addition, faculty came mostly from the social sciences (38%), followed by the physical sciences (33%), and liberal arts (20%). Finally, 70% of the participants taught all or mostly face-to-face pre-pandemic, while 30% taught all or mostly online pre-pandemic. Approval for the study was obtained from the Virginia Tech Institutional Review Board (IRB #21-618) and all participants provided informed consent.

Materials

The online survey consisted of two primary content questions: (a) Considering your COVID-based teaching over the past 18 months, what did you learn during that COVID teaching that you will apply in your Fall 2021 courses? and, (b) As we move toward classes in the Fall, keeping in mind your experiences over the past 18 months, what can we do to better support our students' learning? In addition, the survey included demographic questions addressing age, gender, ethnicity, years of teaching experience, size of classes taught, and general subject domain of the classes. Potential participants received two requests for participation during late summer of 2021, 5 days apart, and had 7 days to complete the survey upon acceptance.

Findings and Discussion

The findings of this study suggest that the disruption to teaching and learning during the COVID-19 pandemic created space for reflection and change. Throughout the survey, participants reflected on their practice by asking questions about the purpose, outcomes, assignments, and activities they used: "Why do they need to write an 18-page paper? Could they do something else instead?" Additionally, participants saw the need to address the mental health and well-being of their students. As the plight of students became more evident, illuminated through Zoom classroom interactions, increased "check-ins" with students, and mounting absences, participants began to make changes to better support students.

Participants reevaluated their typical teaching practice, "I think that one thing we can do…is promote more dialogue about what makes for 'good' teaching. What guiding principles (real or imagined) do our colleagues use to drive their teaching?" and "Are there other ways to reach our students?" The idea of being "flexible" and promoting student "engagement" were trends in how participants perceived they could better support students. In addition, participants emphasized the importance of communication and community building to address student needs. In doing so, they adapted their professional practice in ways that built community and humanized the remote classroom and the teacher-student relationship.

The Grammar Disrupted

One theme that emerged was the impact physical separation from the class had on engagement. For teachers who relied on non-verbal communication to check for cognitive engagement the transition to online learning was difficult. Even with synchronous online meetings, nonverbal cues were lost: "In physical settings, I have very good awareness of when students are on-board and when they are either overwhelmed or disconnected. That was not replicable in Zoom." In some cases, even seeing video feeds of students was not practical— especially in asynchronous environments when students chose to leave their cameras off during synchronous meetings. This lack of non-verbal feedback from the students resulted in a perception that students were disengaged and the conclusion that "student disengagement and distraction was higher online."

Engagement during the pandemic was often compared to experiences of student engagement before the pandemic: "Students were much more engaged meeting F2F together rather than students being online, alone, and isolated." A dichotomy arose between participants who shared strategies to target engagement in the online learning space, and those who reflected on a noted absence of engagement, "Many students did not turn on their cameras while in the class. This meant I could not tell if they were 'really' there."

COVID created a series of shared experiences for both students and faculty. Participants commented on the need to take into consideration students' economic, emotional, and personal struggles. One participant summed up the situation saying:

> Pre-Covid teaching, I thought of myself as a fairly emphatic teacher who would be willing to "meet students where they were at" in times of crises and concerns. However, due to the extenuating circumstances this past year and more, I have learned to be even more emphatic to the life circumstances of students and my graduate students. It was hard on them, and I knew it was ever so important to keep a positive, open, and encouraging attitude each week.

Participants repeated this sentiment across the study. One participant shared, "I have learned to be more patient with my students by adjusting to their needs and setbacks during these months, be it bereavement, technology glitches, family issues, and so on." Another participant explained that students were more willing to disclose their circumstances and concerns during the pandemic. There was also evidence that COVID made participants "more comfortable sharing personal feelings and experiences with students to connect in a more human way." Overall, participants seemed more

cognizant of how life outside of the classroom impacted student learning during the pandemic.

What became apparent from participants' comments was an increasing awareness of students' lives as individuals beyond the walls of the classroom, which prompted a variety of structural changes to courses to identify specific needs. While the pre-pandemic *grammar of schooling* obviously contained a relational component, the data suggests that perhaps the disruption to instruction caused by COVID prompted participants to reassess the teacher-student relationship in a way that was markedly more interpersonal than it had been before: "I found that being really being open with my students about my own perceptions with the pandemic and my experiences seemed to help them a lot. I also let them know that I was open to listening about their experiences and concerns. Even though we were virtual, I felt that communication lines were more open and constructive. I hope to keep that into this Fall."

Flexibility is Key

A multitude of participants used the word "flexibility" when describing COVID-based teaching practices they will continue to use beyond the pandemic. The intimacy of Zoom brought students' home lives into the classroom. Participants became more aware of student work and family responsibilities, and saw being flexible as a way to support their students:

> Flexible course delivery is key. Unanticipated absences or illnesses can be accommodated through use of video conferencing, video recording, etc. If I am able to make course content available to students in a variety of formats, that serves learners well.

In addition, one participant connected these changes to placing students at the center of instruction in the context of the pandemic stating, "Flexibility, the importance of being student-centered more than ever (e.g., understanding traumas they may be experiencing in this context)." Another participant described how the pandemic increased awareness of students' struggles, "My thinking has expanded...does Grandma have COVID? Has the student had COVID and is he/she still suffering from the residual effects?" Still another participant noted the impact of COVID on student work schedules, "I also realized that many of my students were using the remote school time to take on more work and make more money."

While some participants were vague in their use of the term "flexibility," many provided examples of the tools and practices they employed in an effort to be flexible. Perhaps the most concrete examples of flexibility involved extension of deadlines. Participants saw providing students with the ability to alter or modify

due dates as a way to work around challenges like childcare, work, internet connectivity, and illness. One participant noted the big impact of a small act of flexibility.

> Last Spring, I gave my students the option to turn something in later than originally scheduled because I thought they might just need a break. You'd have thought I had done something HUGE based on their response. One student emailed me and said, "That is the nicest thing anyone has done for us since we started the doc program." That really surprised me because I didn't think it was anything special, but apparently it meant a lot to the students.

This need for flexibility due to illness was also noted in relation to the students themselves, "Many of my students got COVID and were struggling to keep up with their classes. I offered them extended deadlines as a way to help mitigate the health effects some were struggling through."

Participants also referenced changes to course delivery methods and assignment requirements as a way to be flexible. Strategies for asynchronous learning, such as recorded lectures and flipped classroom formats, were used to mitigate the impact of student absences. Some participants provided access to all course materials at the start of the semester so students could work on assignments as it fit into their own schedules. Changes to how assignments were graded also appeared in survey responses. For example, one participant said, "Ungrading worked far better than holding to rigid teacher-focused structures." Participants altered the length and number of assignments in an effort to be flexible toward the needs of students. Flexibility was a way that participants could help students face the challenges of balancing school and life.

While addressing flexibility, several participants also discussed the context within which the flexibility needed to be implemented. One participant connected the concrete methods associated with being flexible during the pandemic to pre-pandemic measures that often failed to adequately address student needs:

> I think we need to continue to work to maximize learning while considering the individual needs of each student. While we've often claimed to do that in the past, we've oftentimes given "lip-service" to the concept and perhaps given a student additional time on a test or modified an assignment slightly.

Another participant cautioned against the implications of practices that impact classroom rigor stating, "I think students are going to continue to expect a certain amount of flexibility and accommodations—while some of this may be appropriate, I also think we will need to basically re-teach them the expectations of college level courses."

Ultimately, however, the vast majority of participants used flexibility in reference to their own practice, not the actions of students or administration. For most participants, being flexible was something within their power that they could do to support student learning. In summary, one participant advised that faculty members "Be as kind and flexible as you can."

Student Engagement is the Key to Learning

The word engagement was often used in reflecting on teaching concerns at the start of the COVID pandemic. Participants relied on conversations, breakout rooms, and assignments to check for student engagement. For these participants, engagement was seen as reciprocal, continuous, and necessary. For one participant, engagement was seen as an urgency: "I need to engage more with students, regularly, consistently." Engagement with course material, course requirements, and the participant through online platforms influenced everything from participant's attitudes toward teaching, pedagogical practices, and self-esteem. The change to online learning had a complex impact on motivation, engagement, and the learning environment as a whole:

> I have thought for years that what happens in the classroom is less related to cognition and more related to what humans need to feel fulfilled. COVID reinforced these thoughts. College students performed as well or better using online strategies. What changed was the degree of motivation they felt from these online strategies. Those students concerned with learning and time efficiency tended to thrive while being taught with online strategies. Those requiring encouragement from the faculty tended to suffer from the lack of such. The same is true of instructors. Instructors who love to talk with students and engage in social interaction felt less fulfilled than when teaching face-to-face. They languished and thought their students were not achieving at usual levels even though the grading data said otherwise.

The participants reflected on the relationship between motivation and engagement, as well as the impact it had within the learning environment, "Motivation is tied to engagement: From my experience, students' engagement is highly dependent on their motivation and evaluation of potential gains." Regardless of how the participants experienced engagement online, they agreed on how critical engagement is in the educational environment echoing

one participant's sentiment that "Student engagement is the key to learning."

As a result of the challenges in engaging students online, participants had to reflect on their own practices. Many participants saw new technology as an opportunity to promote student engagement. For these participants, using technology required a shift away from the traditional lecture:

> You really need to engage students in ways other than lecture in both formats. I learned how to use JAMBOARD to keep track of student progress in an online/virtual environment. I like this better than group work in a classroom setting because it is quicker and I can simultaneously keep track of multiple students more easily.

Some participants relied on variety, "Providing a variety of pedagogical techniques that keeps students engaged" while others focused on classroom routines anchored in group discussions. Participants also found increased engagement when using flipped classrooms and project-based learning or increasing the feedback they gave students. One participant increased engagement by focusing on the relationship between engagement and motivation. For this participant, rewards helped engage students, "Rewarding study activities with score points is very efficient in guiding the learning activities and ensuring student's engagement." Regardless of what pedagogical challenges were faced, the reflective nature of teaching allowed participants to frame a plan for the future. In some cases, this meant returning to a previous, more comfortable pedagogy. For others, the experience informed future changes to their pedagogy, allowing the participants to reach a more diverse set of students, "I learned that there are so many complexities that students bring to the classroom that significantly affect their learning, and I must think about how I can apply the principles of UDL [Universal Design for Learning] to accommodate and adapt for these students."

Humanizing the Remote Classroom: Communication and Rapport

In addition to adapting their modality, participants also adapted their communication practices during the 18 months of remote instruction. One participant explained, "Although I always place a high premium on establishing contact and rapport with online students, I was even more deliberate about this practice." This participant adopted a practice of contacting each student after each assessment or assignment. Moving forward, they maintained, "It is critical to humanize all courses and establish rapport and open communication." Another participant said, "Even though we were virtual,

I felt communication lines were more open and constructive. I hope to keep that into this Fall." Participants used multiple forms of communication to engage with students, for example, "texting, group messaging, and phone calls," to connect with students, explaining that teaching during the pandemic made them a "better listener" and a "more responsive communication."

Participants acknowledged the importance of communication in both asynchronous and synchronous classes. COVID affected communication practices for participants who taught online before the pandemic. One participant wrote, "I came to realize just how much interactive support even graduate students need in asynchronous classes." To support students in the future, the participant plans to hold weekly Zoom check-in times and require that students attend two meetings during the semester.

Participants also created opportunities to communicate with students through virtual office hours. The use of multiple platforms increases accessibility. One participant wrote, "I will also continue to have both virtual (Zoom), in addition to in-person, office hours." Similarly, another explained, "I am going to make a more conscious effort to informally connect with students via email, building in one-to-one meeting, . . . with my students. I think this will help me to support their learning by giving them space to tell me what they do and don't need/want in terms of support." One participant revealed that they may never hold in-person office hours again and considered meeting students in person for coffee and holding virtual office hours because more students could attend. The continuation of Zoom office hours and the use of multiple methods of communication will provide opportunities for students and faculty to connect and communicate as face-to-face classes resume. This increased emphasis on interpersonal communication assisted faculty in fostering a meaningful perception of caring (Carr et al., 2021; Shin & Hickey, 2021) in their disrupted classrooms.

Be Humane. Be Human.

Participants worked to humanize the teacher-student relationship through emotional and instructional measures during the first 18 months of the pandemic. Participants noted the importance of supporting student mental health, empathizing with students, and connecting emotionally with students. Additionally, participants humanized the remote classroom by creating a sense of community through personalizing the online experience. One participant offered the following advice for teaching during and after the pandemic: "Be humane. Be human."

During the pandemic, mental health challenges affected student academic success and physical and emotional health. One participant explained, "many students experienced heightened mental health challenges that impacted their persistence and success in classes." Another participant wrote, "I had students who had to drop classes because of mental health issues. Mental health has become a big issue even in the larger society; it's high time schools pay more attention on how to support students with mental health issues." And, finally, one participant wrote, "students are still emotionally unsteady and need emotional support. I will be providing a listening ear and suggest support services…. To me the biggest issue was their emotional health." While access to support services was paramount, instructors also noted that creating a classroom community where students can "talk about their well-being and their needs" was also important.

As part of humanizing the classroom, participants created a sense of community in remote learning environments by engaging with students on a personal level in the virtual classroom. Participants made connections with students by calling on them by name and recognizing the importance of family. One participant built a sense of community in their Zoom classroom by welcoming pets and family members into the classroom space:

> I allowed children and pets to attend Zoom sessions. This added a personal component getting to know their children and pets and being introduced to new babies or elderly parents. Both students and faculty benefited from this during more isolated times. I did not find it disruptive, and it often added necessary humor.

In addition to prioritizing emotional well-being and students' lives outside of school, participants also noted the importance of connecting with students through a variety of emotions, especially humor. One participant from the field of education explained, "I highly recommend the use of humor to lessen anxiety and generate a welcoming and approachable atmosphere." Similarly, another participant emphasized the importance of using humor, but also recommended calling students by name to help build connections. These changes informed participants' plans for the Fall, as they returned to the physical classroom. For example, one participant said they would continue with "learning names, learning their stories and their unique gifts." Other emerging scholarship has recognized the critical role of humor in fostering a sense of community in the COVID-era classroom (Woodall, 2021) and our study population largely concurred with those findings. Participants valued creating a shared sense of community in the remote classroom. "I also feel that

shared experiences let them know that they are not alone, that others face struggles as well, and that we can support each other in our efforts to improve our learning."

Conclusion

The change to learning during the pandemic caused participants to reexamine the way they interacted with students. For many participants, changes freed them from their status quo, allowed them to reassess and adjust their practices, and reevaluate their expectations. For others, the changes reaffirmed the practices they had in the classroom before the pandemic. Regardless of the philosophical and pedagogical outcomes of the change, participants began planning a future based on their experiences during the pandemic:

> I am not yet convinced that my changes better support our students' learning, but I am excited that my nascent efforts to incorporate "play time" and labor-based grading seem to have had powerful positive impacts. I am excited to integrate these components into Fall 2021 and beyond.

Looking ahead into the unknown of 2023 and beyond, the pedagogical landscape shaped by the experiences of the pandemic is very uncertain. Predicting with any degree of certainty what pandemic instructional strategies and structures, that is, the new *grammars of schooling* will remain and which will be discarded is impossible. In the present, our university has resumed in-person instruction and is beginning the process of removing mask mandates. We still have students absent due to breakthrough infections in the campus population. We still have various anxieties and angst over the presence of masking and other COVID mitigation measures. We still have students suffering from financial, nutritional, and mental health uncertainties. Indeed, while pandemic fatigue has lessened in certain contexts, we are still very much living in an ongoing pandemic. Post-pandemic? Not yet. As for a shift in the *grammar of schooling*, as of May 2023 we can definitely say…

References

Carr, J., M., Rogers, K. S., & Kanyongo, G. (2021). Improving student and faculty communication: The impact of texting and electronic feedback on building relationships and the perception of care. *Research in Learning Technology*, *29*. https://doi.org/10.25304/rlt.v29.2463

Cuban, L. (2020). Reforming the grammar of schooling again and again. *American Journal of Education*, *126*(4), 665–671. https://doi.org/10.1086/709959

Goffman, E. (1983). The interaction order: American Sociological Association, 1982 presidential address. *American Sociological Review 48*(1), 1–17. https://doi.org/10.2307/2095141

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review, 27*(1). https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Jenkins, R. (2010). The 21st century interaction order. In M.H. Jacobsen (Ed.), *The contemporary Goffman* (pp. 257–274). Routledge.

Manning, P.K. (2010). Continuities in Goffman: The interaction order. In M.H. Jacobsen (Ed.), *The contemporary Goffman* (pp. 98–118). Routledge.

Metzler, M., Esmat, T. A., Langdon, J., Edwards, O. V., Carruth, L., Crowther, K., Shrikhande, M., Bhattacharya, S., Strong-Green, A., Gurvitch, R., Kluge, S., Smitherman, M., & Spinks, M. L. (2022). The impact of transitioning to emergency remote instruction on perceptions of preparation, institutional support and teaching effectiveness. *College Teaching, 70*(3), 368–379. https://doi.org/10.1080/87567555.2021.1954870

Prince, M., Felder, R., & Brent, R. (2020). Active student engagement in online STEM classes: Approaches and recommendations. *Advances in Engineering Education, 8*(4), 1–25.

Rosenberg, M. M. (2022). The interaction order. In M.H. Jacobsen & G. Smith (Eds.), *The Routledge international handbook of Goffman studies* (pp. 143–153). Routledge.

Roy, A. (2020, April 3). The pandemic is a portal. *Financial Times*. https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca

Sands, T. (2020, March 11). *University extends spring break, moves classes online, and more in response to COVID-19.* Virginia Tech. https://vtx.vt.edu/articles/2020/03/president-covid-notice-march11.html

Shin, M., & Hickey, K. (2021). Needs a little TLC: examining college students' emergency remote teaching and learning experiences during COVID-19. *Journal of Further & Higher Education, 45*(7), 973–986. https://doi.org/10.1080/0309877X.2020.1847261

Tyack, D., & Cuban, L. (1995). *Tinkering towards Utopia: A century of public school reform*. Harvard University Press.

Tyack, D., & Tobin, W. (1994). The "grammar" of schooling: Why has it been so hard to change? *American Educational Research Journal, 31*(3), 453–479. https://doi.org/10.2307/1163222

Virginia Tech. (2022, January 13). *Technology-enhanced learning and online strategies: Continuity of instruction.* Virginia Tech. https://tlos.vt.edu/continuity.html

Woodall, S. J. (2021). You don't know what you've got till it's gone: Using a sense of humor—and lessons learned from the pandemic—to rebuild community in the classroom. *Liberal Education, 107*(3), 6–7.

Zimmerman, J. (2020, March 20). Coronavirus and the great online-learning experiment. *Chronicle of Higher Education*. https://www.chronicle.com/article/Coronavirusthe-Great/248216

_____

AMANDA WALTERS is a PhD student in Educational Psychology at Virginia Tech. Her research interests are trauma-informed practices in education as well as teacher preparation and retention. She formerly taught social studies and worked as an instructional coach in Virginia public schools.

SARA EVERS is a PhD student in Curriculum and Instruction for Social Science Education at Virginia Tech. Her research investigates the development of historical consciousness in formal and informal learning spaces including: classrooms, historic sites, museums, virtual environments, and gaming spaces. Sara formerly taught history in Virginia public schools and worked for the National Park Service at Manassas National Battlefield Park and Booker T. Washington National Monument.

SUZANNE SHELBURNE, PhD (Curriculum and Instruction) works in the Student Success Center at Virginia Tech and supports students with career preparedness and work-based learning. She also teaches a college success strategies course. Her research interests include the teacher-curriculum relationship, teacher decision-making and classroom assessment practices.

BRADLEY KRAFT is a 4th-year graduate student at Virginia Tech, pursuing an MA in History and an EdS in Curriculum and Instruction. Bradley has contributed to literature around the varying utility of historical film to support student learning as well as the teaching and learning of difficult histories in the classroom.

DAVID HICKS, PhD, is a Professor of Curriculum and Instruction in the School of Education at Virginia Tech. David has a broad background in curriculum and instruction, the learning sciences, instructional design and evaluation within immersive environments, and human computer interaction to support designing

scaffolds to facilitate learning/training within and across formal and informal spaces.

PETER DOLITTLE, PhD, is currently a Professor of Educational Psychology in the School of Education at Virginia Tech. His academic background includes 30 years of teaching undergraduate and graduate students, using traditional, blended, and online formats. His current research foci include the theoretical foundations and practical applications of active learning in the college classroom, and the impact of working memory capacity on college student learning in digital learning environments.