Best Practices in Teaching Critical Pedagogy Online

Call for Chapters

About the Theme
Many universities are moving towards offering more courses online. There are multiple reasons for this: as part of online degree programs, ability to offer more flexible scheduling options, providing access to university classes through distance learning, and the ever changing economies of higher education and consumer preferences.

One of the cornerstone courses in both undergraduate and graduate teacher education programs focuses on diversity and social justice, which provide pre-service and in-service teachers with much needed knowledge and strategies for effectively teaching a diverse student population. Using critical perspectives, such courses often addresses difficult topics, for example, the impact of poverty, racism/white supremacism, sexism, heterosexism, and ableism on students and on schools. These issues require careful planning and development of a classroom environment that fosters honest conversations and multiple perspectives, and a level of rapport that can be especially difficult to achieve and negotiate in online asynchronous environments where students may hesitate to be open to discuss matters perceived as sensitive.

The goal of this volume is to serve as a resource for faculty who teach online social justice-oriented courses with critical literacy and pedagogy dimensions, seeking to offer examples and case studies of both successful and effective online approaches, as well as challenges that have yet to be overcome. Possible topics might address one or more of, but not limited to, the following concerns of online teaching:

- **Course Design**
  - Setting the stage
  - Establishing rapport
  - Instructor’s roles

- **Strategies and Learning Opportunities**
  - Online discussions
  - Fostering meaningful interactions
  - Negotiating difficult topics and conversations
  - Text choices and reading assignments

- **Authentic / Alternative Assessments**
  - Developing meaningful assignments
  - Strategies for meaningful assessment, including interactive methods of assessments, and rubrics
  - Measuring learning outcomes through assessment

- **Offline Engagement**
  - Learning activities beyond the online platform
  - Class and school observations
  - Community engagement

- **Course Research (Scholarship of Teaching and Learning)**
  - Research on online social justice/diversity course with critical pedagogy and literacy dimensions
  - Unyielding situations and issues in online teaching of difficult and controversial issues

- **Open topic relevant to the theme**
The book will be published with DIO Press, Inc. 
https://www.facebook.com/DIOPressinc

Proposals should be between 500-750 words and prepared following APA 6th edition formatting guidelines. Proposals must be submitted by April 1, 2019 to Erin Mikulec at emikule@ilstu.edu and Tania Ramalho at tania.ramalho@oswego.edu

Timeline:
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Notification of acceptance to authors: April 30, 2019
First draft of chapters due: July 31, 2019
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