BOOK REVIEW

HANDBOOK OF RESEARCH ON EMERGING PEDAGOGIES FOR THE FUTURE OF EDUCATION:
TRAUMA-INFORMED, CARE, AND PANDEMIC PEDAGOGY
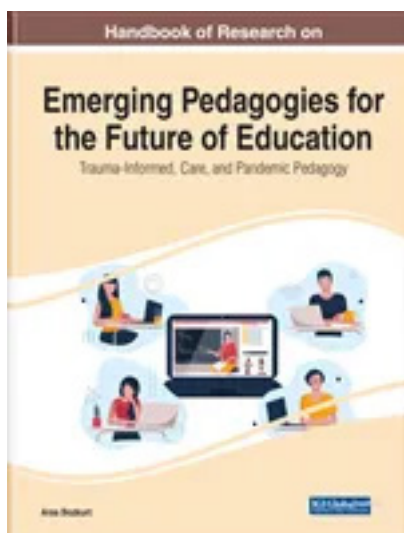### Edited by Aras BOZKURT

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INTRODUCTION

The Coronavirus (Covid-19) pandemic resulted in shutting down educational institutions for the safety of students and staff and to aid in prevention measures around the world to slow the spread of the outbreak. Closures of schools and the interruption of education affected billions of enrolled students of all ages, leading to nearly the entire student population to be impacted by these measures. Consequently, such a view affected the educational landscape. Emergency remote education (ERE) was put into practice to ensure the continuity of education and caused the need to reinterpret pedagogical practices and approaches. The crisis revealed the already exisiting flaws within our education systems and demonstrated how unprepared schools were for the educational crisis both in K-12 and higher education contexts. These shortcomings require further research on education and emerging pedagogies for the future.

This book evaluates the interruption of education, reports best-practices, identifies the strengths and weaknesses of educational systems, and provides a base for emerging pedagogies. The book provides an overview of education in the new normal by distilling lessons learned and extracting the knowledge and experience gained through the COVID-19 global crisis to better envision the emerging pedagogies for the future of education. The chapters cover various subjects that include mathematics, English, science, and medical education, and span all schooling levels from preschool to higher education. The target audience of this book will be composed of professionals, researchers, instructional designers, decision-makers, institutions, and most importantly, main-actors from the educational landscape interested in interpreting the emerging pedagogies and future of education due to the pandemic.

The book consists of two sections. The first section (From Chapter 1 to Chapter 16) focuses on education in the new normal and the second section (From Chapter 17 to Chapter 22) focuses on education from the perspective of pandemic pedagogy. The book has a total of 22 chapters with invaluable insights and critical perspectives.

REVIEW OF THE BOOK

Chapter 1, "From Equality to Equity to Justice: Should Online Education Be the New Normal in Education?" by Junhong Xiao, aims to answer the following questions: Should online education be the new normal for all, and if not, what should it be like? After briefly introducing how the world ensures educational continuity and distinguishing emergency online education (EoE) from conventional online education, it examines education in the discourse of sustainable development goals, EoE from an equality-equity-justice perspective, and lessons learnt from EoE.

Chapter 2, "Resilient Sustainable Education for the Futures of Education: Emerging Challenges" by Ebba Ossiannilsson, focuses on futures of education on the grounds of sustainability, more specifically through the sustainable development goals (SDGs) of the United Nations. This conceptual chapter provides a review of the literature on several global initiatives to shape the futures of education by focusing on resilient open education for all in the context of social justice, human rights, and democracy.

Chapter 3, "Navigating the Barriers Presented by the COVID-19 Pandemic: Reflections and Innovative Educational Solutions" by Collen Lelli, Kelly Ballard and Amber Gentile, highlights the findings and recommendations of a study that surveyed over 400 educators to gather their perceptions of the barriers presented by COVID-19 and their experiences as they adjusted to educating students during a pandemic.

Chapter 4, "The University Instructors' Opinions About Emergency Remote Education in Turkey" by Halil Kayaduman and Ali Battal, explores university instructors' opinions regarding emergency remote education practices during the COVID-19 pandemic. This chapter included 248 university instructors from 29 universities in Turkey. The findings revealed the instructors' positive and negative opinions, educational preferences, and support demands.

Chapter 5, "Best Practices for Emergency Remote Teaching" by Michelle Dennis, evaluates best practices for the design of emergency remote teaching, faculty preparation, and student support. Further, the author will explore effective communication strategies for the delivery of information regarding procedural changes to students and faculty.

Chapter 6, "A Road Map for the COVID-19 Pandemic Process to Ensure Quality of Assurance Active Learning Strategies in Online Learning Environments: How to Plan, Implement, Evaluate, and Improve Learning Activities" by Nazire Burcin Hamutoglu, provides a roadmap and aims to identify teaching and learning activities in an online learning environment considering the learning outcomes to ensure the quality assurance with the basis of SMART goals and "Gagne's Events of Instruction" model by including active learning strategies. Finally, in this chapter, based on the identified scenarios, an eclectic model of scenario which is called "FlipHyb" is presented.

Chapter 7, "Factors Influencing Student Engagement During COVID-19 Emergency Remote Teaching" by Murat Ekici and Didem Inel Ekici, reports on the results of a comprehensive study on student engagement during emergency remote teaching. This chapter with 1,027 participants, shows that having a personal computer, owning a room for study and household internet connection, perceived information and communication self-efficacy, past e-learning experience as well as course delivery format affect behavioral, emotional, and cognitive aspects of online student engagement should be taken into consideration

Chapter 8, "An Ethnographic Phenomenology of Pandemic Pedagogy: K12 Teachers' Choices for Student Learning" by Devery J. Rodgers, aims to serve a constructive purpose from pandemic pedagogy by presenting practice-driven pedagogical strategies for online teaching and learning. The value of this chapter lies in its ability to help understand the professional learning effects of the COVID-19 pandemic and provide a guide for those who need a deeper understanding of teachers' instructional choices during emergency remote education.

Chapter 9, "Enacting Care-Ful Engagement in the (Post) Pandemic Care-Less University" by Deanna Grant-Smith and Ryan Payne, presents a model of student engagement which reflects the additional needs and demands of care-based education on both educators and students. This model outlines for the enactment of deliberate, sustainable, and care-ful engagement based on an assessment of learner needs as well as educator investment and contributes insights for shaping (post-pandemic) pedagogical practices.

Chapter 10, "Opinions of Field Experts on Practices That Will Increase the Motivation Levels of Learners During the COVID-19 Pandemic Process" by Hakan Kılınç, aims to determine what applications could be used to increase the motivation levels of learners during the COVID-19 pandemic process and what roles should be carried out by teachers, institutions, families, and learners in this process.

Chapter 11, "Determination of Preschool Teacher Candidates' Views on the Learning Management System Used in the COVID-19 Pandemic Process" by Hakan Altinpulluk, aims to examine learning management systems (LMS) in the COVID-19 pandemic process in Turkey according to preschool teacher candidates' views. Also in this chapter, opinions on the general usability of the LMS and suggestions for the improvement of the LMS have been presented.

Chapter 12, "The Impact of the COVID-19 Pandemic on the Field of Economics of Education: An Analysis Based on Digital Skills" by Eren Kesim, evaluates the general impact of the pandemic on educational institutions the importance of digital skills in the global competition in the digital economy, and lastly the paradigm shifts in the economics of education as an important field of educational sciences caused by the COVID-19 pandemic within the context of the economics of distance education.

Chapter 13, "An Analysis of Fully Synchronous Pandemic Secondary Education" by Mark Patrick Ryan, identifies several themes regarding the benefits and drawbacks of an entirely synchronous learning experience for secondary students. In this chapter, the participants make recommendations for their general education, special education, and English language development teachers.

Chapter 14, "Good Vibes Only: Learning English at a Distance Within Pandemic Pedagogy" by Nil Goksel, explores how online solutions and attempts have been defined under the term of emergency remote teaching since the first outbreak of the pandemic and how pandemic pedagogy during COVID-19 has contributed to emergency remote teaching and online education both in the world and specifically in Turkey.

Chapter 15, "University Instructors' Views on Distance Medical Education Activities" by Alper Altunçekiç, examines the instructors experience difficulties in terms of practical training, communication, feedback, and classroom management in distance medical education. On the other hand, the chapter also points out that characteristics of distance education such as accessibility and individual learning have a positive contribution to medical education.

Chapter 16, "Implementation Example for the Structured Mathematics Teaching in Learning Environments During the Pandemic Period" by Emine Nur Ünveren Bilgiç, provides exemplary work for academicians and field experts working in the field during the COVID-19 outbreak to effectively use technology in mathematics teaching environments in the distance education process and integrate it into teaching environments.

Chapter 17, "Intolerance of Uncertainty Experienced by Faculty of Education Students in the COVID-19 Pandemic and Their Strategies to Cope With Uncertainty: COVID-19 Crisis, Pedagogy, and Education in Higher Education" by Menşure Alkış Küçükaydın, aims to determine the intolerance of uncertainty that university students in Turkey have experienced in the process of this pandemic and the strategies they have used to cope with this situation.

Chapter 18, "Pedagogy of the Pandemic: Reflections of Mother-Scholar-Practitioners" by Audrey Faye Falk and Kate Orbon, explores emergency remote teaching and learning experiences at the K-12 educational levels and in higher education within the context of the Coronavirus pandemic.

Chapter 19, "Psycho-Social Well-Being of Young Learners During Emergency Remote Teaching: General Scope and Suggestions for Improvement" by Ayse Taskiran, elaborates some points that should be considered in case of emergency remote teaching applications in terms of enhancing psycho-social well-being of young learners.

Chapter 20, "Empowering Teachers Who Work in Inclusive Practices: E-Coaching" by Cigdem Uysal, Sunagul Sani-Bozkurt, Gulden Bozkus-Genc and Hasan Gurgur, discusses the professional competencies of teachers working in integration practices and the competencies that they should have in order to use technology and emergency distance education applications.

Chapter 21, "Play Specialist-Based Intervention in the COVID-19 Era: Crisis and Opportunities of Change – An Experience From Italy" by Giulia Perasso, Giulia Boldrini, Alice Maggiore, Chiara Allegri, and Gloria

Camurati, provides insights about the play specialist-based intervention for children with a wide range of pathologies. The chapter also offers a literature review around the role of the play specialist, providing definitions, historical evolution, and outcomes on children's wellbeing.

Chapter 22, "The Power of Inclusion: Embracing Multilingual E-Learning Opportunities in Science Education" by Erasmos Charamba, reports on a qualitative study that sought to explore the crucial role language plays in the e-learning of multilingual science students at a secondary school in South Africa.

As a final word, the Covid-19 pandemic revealed the flaws in our education systems and taught us that we are not prepared for the educational crisis, which requires us to study education and emerging pedagogies such as trauma-Informed, care, and pandemic pedagogy. The global educational crisis further indicated that there is a need to understand the effects of the Covid-19 pandemic to be better prepared for future interruptions. When all the chapters are evaluated together with these facts, it is possible to say that this book is a unique resource, which deals with the problems experienced in the field of education, which is one of the most affected areas with the Covid-19 pandemic process, and offers solutions. In this context, this book provides a wide range of perspectives for emergency remote teaching and online distance education. Besides, by putting an emphasis for pedagogy, the book explores trauma-informed care and empathy-related approaches.

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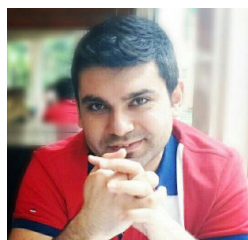
Hakan KILINC is currently working as a Research Assistant Dr. of Open and Distance Education at Open Education Faculty, Anadolu University. He undertook undergraduate studies in the field of Computer Education and Instructional Technologies (CEIT) between the years of 2009 and 2013 at Anadolu University. He received his master degree in the field of Distance Education in May 2016. Besides, he received his Ph.D. Degree in the field of Distance Education in April 2020. Dr. Kilinc continues to work in the field of distance education technology, personalized learning environments, information and communication technologies, synchronous, asynchronous, and interactive communications, learner-generated content and online group discussions.

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REFERENCE

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