

Examining Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy

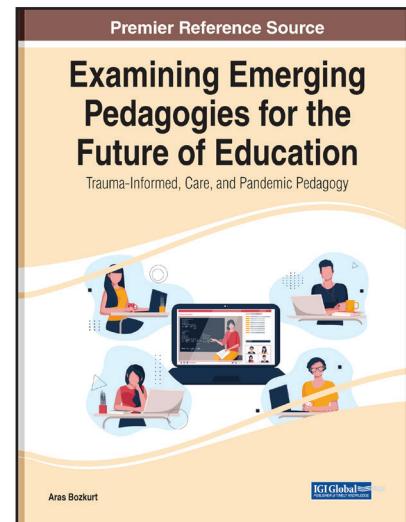
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Description:

The COVID-19 pandemic caused educational institutions to close 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, this changed the educational landscape.

Emergency remote education (ERE) was put into practice to ensure the continuity of education and caused the need to reinterpret pedagogical approaches. The crisis revealed flaws within our education systems and exemplified 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.



Examining Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy 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.

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