



JOURNAL OF EDUCATIONAL RESEARCH & PRACTICE

Special Issue – Inclusive Teaching and Learning

CALL FOR PAPERS

The *Journal of Educational Research and Practice* (JERAP) will publish a special issue focusing on inclusive teaching and learning by examining current relevant educational issues and processes aimed at providing readers with knowledge and insights on how inclusive teaching and learning can effect positive social change.

The special issue of the *Journal of Educational Research and Practice, Inclusive Teaching and Learning* seeks manuscript submissions from practitioners and scholars from 2-year and 4-year institutions that will advance professional practice and scholarly dialogue through reports of teaching practices; empirical research; scholarly essays on teaching, learning, or instruction; book reviews; case studies; professional application essays; primary research; op-ed submissions; and additional content of interest to educators that examines how practitioners create inclusive learning environments for diverse learners. The journal utilizes a double-blind peer-review process and is an open access publication. Practitioners and scholars of color are encouraged to participate.

A strong preference will be given to submissions that focus on online/remote learning; all submissions will be considered. Additionally, special consideration is given to submissions that provide clear linkages between inclusive teaching and learning and recommendations for positive social change. Submissions from all disciplines and multidisciplinary manuscripts are welcome. Selected articles will be published in a special online issue.

Think creatively and broadly. The following is a simple list of possible examples:

- Rapidly converting curriculum to the online environment while valuing diversity, fostering inclusivity, achieving equity, and supporting accessibility
- Curricular and pedagogical approaches that decenter Whiteness
- Adapting institutional policies to center the experiences students who are online, unhoused, or food insecure
- Getting to know students and responding to their diverse needs with empathy to build trust
- Fostering belonging at a distance for students from minoritized groups (students who are Black, Latinx, Indigenous, first generation, low-income, LGBTQIA, neurodiverse, and students with physical disabilities)
- Ensuring students have academic and/or institutional resources to succeed (regardless of learning modality)
- Approaches that reimagine teaching using an asset-based lens for students
- Creating peer learning communities for students and/or faculty

- Recognizing social and emotional barriers in online learning, and remedying their impact
- Applying evidence-based practices or reporting on the efficacy of interventions to mitigate stereotype threat or implicit bias in the online classroom
- Institutional innovations like equity audits that improve belonging for students from minoritized groups
- Psychological impacts on faculty during the pandemic and institutional efforts to improve these impacts
- Professional development and support for faculty during the rapid conversion to online teaching
- Efficacy of inclusive syllabus redesigns (diversity statements, land acknowledgement, welcome videos, mental health support statements)
- Equitable grading strategies and assessments
- Critical investigations of the negative impact of online proctoring on students
- Approaches that reduce equity gaps for racially and minoritized students, as well as those without access to the internet in the age of COVID-19
- Decolonizing the curriculum (examples may include incorporating diverse voices and perspectives, decentering whiteness and American exceptionalism)
- Book review or resource review focused on creating inclusive learning environments (open educational resources, for example) or employing critical pedagogies
- Review of video/digital technology or additional online tools that support learner variability
- Innovations in multiple modal teaching
- Personal reflections about becoming self-aware of the influence of White dominant culture in higher education and in one's own teaching

Deadlines

The journal will accept submissions from January 30, 2022 – December 31, 2022. Accepted articles are published electronically as they are completed.

Visit the journal and for publication guidelines: <https://scholarworks.waldenu.edu/jerap> Please indicate in the first paragraph of your cover letter that you are submitting to the “Special Issue.”

Special Issue Editor

Dr. Michelle Pacansky-Brock, Faculty Mentor, California Community Colleges California Virtual Campus-Online Network of Educators



Dr. Michelle Pacansky-Brock is a noted leader in higher education with expertise in online teaching, course design, and faculty development. Michelle's work has helped online instructors across the nation and beyond understand how to craft relevant, humanized online learning experiences that support the diverse needs of college students. She is the author of *Best Practices for Teaching with Emerging Technologies* (2nd edition, Routledge) and has received national recognition for her excellence in teaching and faculty development from the Online Learning Consortium (OLC).

Currently, Michelle is Faculty Mentor, Online Teaching and Learning with the California Community Colleges California Virtual Campus-Online Network of Educators (CVC/@ONE) system. In her role, she coordinates professional development in support of effective, inclusive online teaching and learning and is leading a California Education Learning Lab grant project that is examining the impact of humanized online instruction on diverse students in undergraduate online STEM courses in California.