Personal Volcanoes and the Pedagogy of People: Perspectives on Navigating Turbulent Times

Kristen M. Platt
University of Kentucky

Lydia Strattan
University of Pittsburgh

Colleen Bodnar
University of Kentucky

April Hatcher
University of Kentucky

Author Biography

Kristen Platt, PhD, is an Assistant Professor in the Department of Neuroscience in the University of Kentucky College of Medicine in Lexington, Kentucky. She is a classically trained gross anatomist who teaches both professional and graduate students. Her scholarly work focuses on humanities in medical education.

Lydia Strattan, PhD grew up in Hamlin, West Virginia. She earned her doctorate in Neuroscience and a Graduate Certificate in Anatomical Sciences Instruction at the University of Kentucky. Lydia is now an Instructor at the University of Pittsburgh School of Medicine.

Colleen Bodnar was born and raised in Pittsburgh, PA, and moved to Lexington, KY, to start her work as a PhD in the Department of Neuroscience and the Spinal Cord and Brain Injury Research Center at the University of Kentucky. She plans to pursue a teaching career.

April Hatcher, PhD, is an Associate Professor in the Department of Neuroscience at the University of Kentucky College of Medicine. She teaches embryology, histology, and gross anatomy to a variety of graduate and professional healthcare students. Her scholarly work focuses on faculty development and humanities in medical education.

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Kristen M. Platt[1], Lydia Strattan[2], Colleen Bodnar[1], and April R. Hatcher[1]
[1]University of Kentucky College of Medicine
[2]University of Pittsburgh School of Medicine

The year 2020 brought about more unexpected turbulent times than anyone could have imagined in the years prior. At the University level, students and faculty were sent home from campus as rates of COVID-19 soared around the world. This turbulent, life-changing eruption disturbed the status quo for everyone on the planet in ways not anticipated, and the effects will linger for years to come. This manuscript discusses four perspectives on navigating the pandemic that can translate to future preparedness plans for students and faculty alike.

Introduction

In March of 2020, university campuses around the world suddenly sent their students home. The full realization of the impact that this shutdown (and the complicated time since) has had on student, faculty, and staff wellbeing at the university level is yet untold. As medical professionals faced resource shortages, skyrocketing numbers of severely ill patients, and a lack of information about COVID-19; stress and anxiety grew along with case numbers (Shanafelt et al., 2020). Consequently, students who were training for careers as healthcare professionals also experienced heightened anxiety as they witnessed what may be expected of them in the future (Jiang et al., 2021). Students were also expected to adapt to new teaching and learning approaches as they began virtual classes and lost the camaraderie of navigating their courses while surrounded by their peers. Stress is inversely correlated with academic performance (Crego et al., 2016). Students were suddenly coping with stressors that they had never before imagined.

Similar to the impact on students, faculty also had to adapt quickly to the new teaching environment. Instructors needed to restructure their courses to ensure that content was delivered in a way that was accessible and effective while everyone was confined to their own homes. However, keeping in mind the anxiety that students were experiencing, faculty also endeavored to alleviate

students' stress in relation to their coursework. Thus, faculty took on the dual responsibility of a role model who demonstrated that they were trying to do their best alongside their students and an instructor who maintained high standards for education (Sandhu & de Wolf 2020). Even now, as universities consider the return to in-person instruction, faculty must evaluate what they've learned over the past year to determine whether returning to pre-COVID instruction techniques is ideal, or if courses should emerge from the pandemic in new hybrid formats (Marques da Silva, 2020).

Apart from these social, emotional, and learning outcome effects on stakeholders at the university level, all is not bleak. Faculty and students are better versed in distance learning best practices, and technological innovations have been born of necessity. On a global scale, carbon emissions dropped and family quality time increased. For example, students at Georgia State University report some advantages of distance learning such as time and money savings thanks to having no commute (Armstrong-Mensah et al., 2020). Global carbon emissions were cut by 6.4% in 2020 compared to 2019, and the United States saw an even bigger drop at nearly 13% (Tollefson, 2021). While these emissions will rebound to pre-pandemic levels, it is still an interesting (though unsurprising) byproduct of the pandemic lockdowns. Although the overall impact on family dynamics has been trying, some parents report increases in quality time together and opportunity for more mindful interactions with co-parent and offspring alike (Evans et al., 2020).

While much has changed during and following the COVID-19 crisis, well-established pedagogical principles can be used as a guide to help move through these difficult and unprecedented times. Paulo Freire, an acclaimed philosopher and educator, was an advocate for *critical pedagogy*. Freire argued in his definition of critical pedagogy that educators not only had a responsibility for instruction of course material, but that education also included issues of social justice and democracy. His style was heavily focused on the interpersonal relationships within the classroom and how they are influenced by the culture outside of the classroom (Boyd, 2016). Along with Freire, Henry Giroux was also heavily involved in the development of critical pedagogy. Grioux states that successful pedagogical practices focus on creating students who are "critical, self-reflective, knowledgeable, and willing to make moral judgements and act in a socially responsible way" (Giroux, 2020). To do this, instructors must be able to see their students as whole people with lives outside of the classroom.

Importantly, 'critical pedagogy' was designed to be fluid and evolve along with the ever-changing context of the classroom and the world outside the classroom

(Giroux, 2020). For example, many of the professional students seen today are 'digital natives' or have grown up with technology (Smith et al., 2020). Thus, technology is a major component of their social construct and must be taken into account when deciding which methods to bring into the classroom. Freire believed the use of technology as an aid in the classroom was indispensable to his ideology of critical pedagogy (Boyd, 2016).

The Center for the Enhancement of Learning and Teaching at the University of Kentucky (UK-CELT) has adapted the critical pedagogy philosophy for modern times, dubbing it the "Pedagogy of People." They define this idea as a guiding principle for educators that is: "…concerned with teaching practices that invite, value, and accommodate the full humanity of students, including lived experiences which may affect the way they learn" (Collins, 2020). The core ideal of the Pedagogy of People centers around the framework that everyone is a product of their unique circumstances, and that teaching practices should consider the "full humanity" of our students. There may be perhaps no clearer example of the importance of the Pedagogy of People than that experienced throughout the COVID-19 crisis.

In the following section, the authors will share their reflections on the immediate impact of the March 2020 COVID-19 shutdowns and their impact on teaching and learning from their lenses. Strategies for managing turbulent times will be discussed, including ways to promote resilience, self-motivation, and innovation. The goal is that when turbulent times arise again–perhaps sooner than any of us would like to think–we can all be better prepared to navigate them.

Perspectives

The four authors were involved in a regional human gross anatomy course at the University of Kentucky during the Spring semester of 2020. Two were teaching faculty, one was a graduate teaching assistant finishing her teaching practicum, and one was a graduate student enrolled in the course. Their perspectives, experiences, and lessons learned are the focus of this section.

Students are More than Brains in a Lecture Hall
Assistant Professor, Course Director for the Course that Frames this Narrative

In the Spring semester of 2020, in my fifth year at my institution, I was taking on a new role as course director for ANA 611/811: Regional Human Anatomy. This course is a full body donor dissection course for physician assistant, graduate, and physical therapy students. In a normal year, this is a course with great weight for

the students, both literally and metaphorically. It is a five-credit hour course that requires extensive time commitment outside of class to manage the content load–not to mention how critical anatomy content mastery is to the student's future board exams and even their ultimate work in the clinic. In addition, the experience of human donor dissection is once in a lifetime for most students, and can be perspective-changing on a personal level.

To provide some background for understanding the impact that the COVID-19 shutdowns had on the authors, framing these four perspectives narratives, it is worth describing the course structure in more detail. The course meets for lecture for four hours per week, typically on Tuesday and Thursday, from 1:00-2:50pm. Immediately after lecture, half of the students go into the lab from 3:00-4:30 to complete the day's dissection, and the remainder of the class joins them at 4:30 to learn what was done that day. The following day, the students swap, such that those who did not dissect on Tuesday do the dissection on Thursday. In an average year, enrollment for the course is somewhere between 90-100 students, and they are broken into groups of six for the laboratory (three dissect each day, then alternate as described). The course grade is heavily based on exam performance, and 50% of each of the examination scores is based on the laboratory exam. This means that students take studying for the laboratory examination very seriously, which can only be done by putting in the hours in the lab outside of class time.

As of March 2020, as students were gearing up for Spring Break, the University of Kentucky announced that they would be having a two-week shutdown as cases of COVID-19 were surging across the country. The student distress was palpable in the room that Thursday before the shutdown. Everyone was full of questions–how would they get their dissections done for the semester with a two-week delay? How would they be able to study for the third course examination if they couldn't be in the lab? Would they learn the pelvis and lower limb content (the content most immediately affected by the shutdown) as well as they learned the first two units of content? The other course faculty and I did our best to assure them that we would take it all into consideration and make up for the lost time when we returned to campus.

Naturally, that return to campus did not happen at all in Spring semester 2020. The delicate camaraderie that had been blossoming for the first half of the semester, built by shared struggle, small-group work and peer teaching, evaporated. Student and faculty morale was tangibly low. One of the changes that I made to the course in an effort to alleviate some of the student anxiety about the next two course exams was to make them open book. Students were very

anxious about having to use lock-down web browsers and eye-tracking software to prevent cheating. For one, there was a persistent fear that internet issues would lock them out of their exam if they lost connection midway through. In addition, some students may not feel comfortable having their camera activated in their personal space for a number of reasons. Also, the eye-tracking software is often flawed, creating many false alarms that are not evidentiary of cheating. The honor code, while nice in theory, leaves much to be desired. And so, the decision was made to forego these measures and make the exam open material.

A second change that I made that I have carried forward was to analyze the situation before asking for proof of absence. Students have a number of situations that may arise in their personal lives that warrant an absence–illness of self, illness of a family member, funerals. All of these things were/are certainly exacerbated in the era of COVID-19. So, I have made a conscious effort to ask myself if a given situation really warrants some sort of documentation of proof. Will a student lie about being ill to get extra time to submit coursework? Perhaps. Do I really want to believe that I instill a culture of fear for my students such that when they are feeling distressed about doing well in my course–that they will lie to me? A resounding no.

While the tumultuous semester that was Spring 2020 sent everyone in the Academy reeling, some good things have come to light. I, for one, have learned a great deal about Freire's principles and the UK CELT adaptation that they call the Pedagogy of People. In the months since, I have worked harder than before to accommodate the humanity of my students and to support their learning as whole beings, not just sponge-like brains floating in a lecture hall.

Eruption Preparedness: Launching a Teaching Career from an Active Volcano Graduate Teaching Assistant in Gross Anatomy

During the spring semester of 2020, as Americans began to comprehend the seriousness of the COVID-19 pandemic that was heading our way, I was completing my teaching practicum in Gross Anatomy at the University of Kentucky. This practicum was part of the 12-credit hour Graduate Certificate in Anatomical Sciences Instruction and consisted of delivering lectures and spending four hours per week assisting students with cadaveric dissection.

It has previously been shown that participating in a course as a teaching assistant (TA) enhances their abilities as active learners, increases their mastery of course content, and provides them with responsibilities and experiences that will benefit them in their future careers (Fingerson & Culley, 2001; Wallace, 1974). Indeed,

while participating in the Gross Anatomy course as a teaching assistant I gained valuable experience interacting with students, honing my skills in teaching and stimulating discussion around course content, and received feedback from both students and faculty. I then used this feedback to adjust how I approached dissections, encouraging students to become more independent while assuring them that I would be close by if they still needed me after attempting to locate and identify structures on their own.

TA participation in courses is beneficial to students enrolled in the course as well. The anatomy lab is an active learning environment as defined by Freeman et al. (2014) "Active learning engages students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work" (pp. 8413-8414). During dissections and peer teaching, TAs can help keep groups focused on their task, explain the content delivered by faculty in new ways, and prevent misconceptions from spreading among students in large classes (Bene & Bergus, 2014; Bent et al., 2020). In addition, when comparing course outcomes in the presence and absence of TAs, students in courses with TAs have been shown to perform better on learning outcomes and get higher grades (Crowe et al., 2014). Students have noted that TAs are often more approachable than instructors and are more likely to understand the students' experience as they are less far removed from the learner position (Fingerson & Culley, 2001). In our course, I noticed that many students would come to the TAs first and seemed more comfortable asking TAs questions because the faculty were often busy and students didn't want to interrupt them. I was close to the same age as many of the students and had only taken the course one year before so I understood their difficulty in understanding certain concepts, making it easy for me to empathize and give advice for how I got through difficult portions of the course.

All of this changed when the pandemic disrupted every aspect of our lives. Following spring break, once the university closed to in-person instruction, engagement with students became much more difficult for me. Students relied more fully on the faculty instructors and were no longer able to interact with TAs in the lab. Therefore, the TAs lost their visible role in the course and, as described by Fingerson and Cully, our benefit to the students was less evident (Fingerson & Culley, 2001). We could no longer hold our extra in-person review sessions over the weekends or act as intermediaries between students and faculty. It became easier for students to contact the faculty directly, especially since faculty were tasked with transitioning the course to an online format, they knew more about

how the course was changing and what its implications were for content delivery and assessment. In addition, as a doctoral candidate, I was making arrangements for my dissertation project to be put on hold while ensuring that my animal subjects were cared for while I was away from campus. Due to the personal volcanoes erupting in the lives of students, faculty, and TAs, both within and outside of the course, my role and utility in the course became less clear.

Although I was no longer interfacing with students in the lab setting, I still had the responsibility of delivering a lecture after COVID-19 lockdown began. Students were accustomed to watching instructors annotate projected course notes in real time as they lectured both in person (before lockdown) and through Zoom (after lockdown). From home, I did not have the capability to annotate the notes while I lectured. To create a similar experience, I prepared a PowerPoint presentation with images from the course notes, which I then annotated ahead of time. I made each of the annotations into animations so that it looked like I was drawing on the slides as I advanced them in presentation mode. Despite my efforts to troubleshoot this lecture format through Zoom ahead of time, I was still met with unexpected difficulties once the students were watching. My internet connection became unstable and Zoom shut down repeatedly as I was teaching. Each time, I had to restart my video and figure out where students needed me to pick back up. At the end, students were incredibly gracious and understanding. Working through Zoom was still relatively new to all of us and they knew that these issues were equally frustrating for them and myself.

Following my lecture, I created two online review activities for the students to aid in their preparation for the final exam. One activity was a Jeopardy!-style game created through Super Teacher Tools (https://www.superteachertools.us/jeopardyx/) and the other was a BINGO game designed through Flippity (https://www.flippity.net/). To play these games, students logged in to their typical class Zoom and then I explained how the activities worked before dividing them into breakout rooms. Again, despite efforts to troubleshoot the activities through Zoom ahead of time, we still faced challenges when students accessed the activities online. Many of the groups struggled to get Jeopardy! to work correctly until I checked in with each of the breakout rooms and helped them navigate the website. Through my experiences with giving a lecture and leading a review session in the post-COVID environment, I learned many lessons, a few of which I'll list here:

1. Trouble-shooting in advance may not be enough. On the day of a presentation, anything can happen and it's crucial to be flexible to deal with unexpected issues as they arise.
2. Participation from students is slower in the virtual environment. When I've taught classes in person, students have often been quick to ask or answer questions. Through Zoom, most students kept their cameras off and were less responsive during class.
3. Ease of online resources is important. The main issue that students had with my Jeopardy! activity was that the website had numerous buttons all over the page, making it difficult for students to know which ones they actually needed to click on to access their game. Online resources need to be easily accessible and navigable for students to enjoy using them.
4. Students were understanding! The spring of 2020 was hard for everyone. Students knew that I was learning to navigate the online teaching and learning environment along with them and they often gave me encouragement and positive feedback even when things didn't go according to plan.

Is Everything on Fire or am I Just a Student Navigating a Global Pandemic? Surviving the Volcanic Eruption - The Student Perspective.

As a student during the shut-down of universities in March 2020, there were many questions and very few answers about what "school" would look like. Leaving the Gross Anatomy classroom for what we did not know would be the last time that semester, the faculty assured us that while no one knew exactly what would happen, that we would all figure it out together. The short-term two-week shut-down, quickly became a semester-long quarantine. Struggling through the fire that went from a slow burn to a blaze, our class found out that the only way we were all going to get through the content in a totally virtual world was to work together.

Our lecture format before the shut-down already heavily relied on technology. These technologies (including AirServer and PowerPoints) were seamlessly converted for use on Zoom from the student perspective. Thus, our two-hour lectures went on relatively undisturbed. At the beginning of the semester, thinking this would be a "normal" semester, I was worried about sitting and paying active attention during our two-hour lecture. I quickly found that the environment within the classroom aided in attention keeping to the point where the two-hours passed very quickly. Students rapidly writing and tapping on their keyboards around the

classroom with the instructor just feet from where you are sitting was just the motivation that I needed to remain focused on the material for the full two hours.

However, when our lectures transferred to fully virtual, a two-hour lecture on Zoom, in the middle of your bedroom, living room, dining room, etc. it felt very different. There were many more distractors that needed to be filtered out in order to pay attention. Thus, focusing for the whole class required a lot more active energy and attention. In person, after the two-hour lecture, I would easily be able to go into the cadaver lab for another two hours. After a two-hour Zoom lecture, I needed a solid break before I felt like my time spent studying the lab materials would be useful. If I tried to power-through, I would end up forgetting everything I studied and would have to go over the material for twice as long in the end. It was a shock to me how important being in the physical classroom environment was to my comprehension of the material. Especially because the content was delivered in the same manner, via PowerPoint or AirServer, there was a stark contrast in my ability to pay attention when we were in person versus when we went virtual.

On the other hand, the cadaver lab content required a lot more ingenuity on behalf of our professors and patience on behalf of the students. The course director, Dr. Platt, quickly found online dissection materials that were freely available that we were able to use. This material was a series of labeled images that were close to the dissection guide we would have been following in a normal situation. However, learning three-dimensional relationships through two-dimensional images on a computer screen was very difficult. While we tried to use multiple angles of the same structure, a three-dimensional understanding was lost. This made it particularly hard for me when it came to test time and we saw new images of structures that sometimes had to be rotated from the orientations we had learned from. Additional review sessions from our instructors as well as sharing resources among the 50 students were helpful to get through the lab material. I do feel that my comprehension and learning of this material suffered by not being in-person for this portion of the class.

The environment of the classroom and the lab in the end was what I missed the most because of the shut-down. There were no conversations before or after class with classmates. There were far less questions about the material during the lectures and lab presentations. I missed the boring white classroom walls and uncomfortable seats, things I never thought I would. I was lucky in the sense that concerns that other students had were not a concern for me. I had a stable internet connection, a stable income regardless if I could be at work in person or

not, and none of my immediate family became ill. Many of my classmates were not as lucky. It was difficult to see my friends worried about their internet and family members who fell ill. Our instructors did everything they could (altering deadlines, making tests open-note, adding additional review sessions, etc.) to help the students get through the semester successfully, regardless if the rest of the world was being swallowed by lava or not.

Overall, while we successfully moved from in-person to virtual instruction, I felt disconnected by the end of the semester. I was disconnected from the material that was now requiring more active effort to understand. I was also disconnected from my peers, whose comradery kept morale high to get through this difficult course. As a student, I learned the importance of having patience for your instructors. Going through this situation together reminded me that our teachers are people, just like us, who have their own struggles in and outside of the classroom. I look forward to navigating the academic world that has experienced this volcano together. I hope that we will all learn a little more patience and compassion as we begin to clear up the ashes of the aftermath.

Beyond the Box: The Importance of Community in the Classroom
Associate Professor of Anatomy

Teaching during the pandemic brought many challenges for students and faculty alike. Some of these obstacles forced us as educators beyond our comfort with technology and flexibility in course delivery. This is not necessarily a negative outcome, though the speed at which it occurred was a source of great stress. One important factor that has become increasingly apparent over the last year, both on a personal and broad level, is the somewhat intangible value of community in the classroom. Though the definition of this concept is somewhat imprecise, it is perhaps more accurately understood as the lack there-of. The dearth of interaction and comradery between teachers and students was noticeable amidst the wall of face-less boxes with names that adorned most of the teaching landscape last year. There was no chatting at the front of the classroom before class. Or walking back to your office with a student. There was even a cautionary note to avoid requiring students to turn on their cameras, as this was a glimpse into their personal environments and that in itself could be distressing. Admittedly, I could relate to this fear myself, as juggling instruction and family responsibilities exclusively from home took its toll on my ability to maintain a pristine front.

And then there's the Zoom fatigue. Even now as many meetings remain remote, colleagues will cycle between on-camera and off-camera participation. The

thought of constant online meetings is, simply put, exhausting. Many institutions are advocating for a return to "near as normal" conditions as possible, though the ever-changing COVID-19 landscape does not paint a picture of stability with regard to in-person instruction. So, given the anxiety of the past and the future, no less, what are we to do in the here and now to prepare ourselves for the calm and the troubled waters, for certain upheaval in the classroom environment we want to provide? The answer, I believe, is similar to an important lesson in negotiation: be flexible. It is advisable to approach a negotiation with multiple elements you are willing to exchange. Avoid an all or nothing approach. Both parties are likely to leave more satisfied with the former scenario. If this lesson is to be extrapolated to higher education, it is to be cognizant of the elements of the classroom that must be maintained, and those that can work alternatively, but collectively toward your main goal.

For example, when designing elements of classroom engagement for last year, I had to consider what was reasonable to ask of my students. Was it reasonable to ask them to turn on their cameras if presenting to the class or participating in small group discussion? Yes. This was a stipulation that they could prepare for if notified in advance, and it added to the classroom feel of engagement. Secondly, in what ways could I cultivate rapport in the virtual classroom? It's true that I could not meet them at the front of the classroom, but I could type "Good morning" in the chat and ask how their week was going. I could weave some of my own experiences into the lesson to narrow the power gap and encourage them to see me as a fellow human—a surprising, welcomed silver lining from the pandemic zoom engagement. Moreover, throughout the abundance of online meetings with fellow colleagues and administrators last year, I found myself enjoying seeing them in a different, less formal environment. This glimpse into their personal world broke down the barriers of their offices in many ways. Similarly, we can foster this kinship for our students as well, whether online or in-person.

I imagine that the community in the classroom is only as strong as the community members are willing to make it. Perhaps this closeness has always been in reach, but is only now at-hand. The last year has brought the well-being of students and faculty to the forefront. It is now more acceptable to see educators as more than distributors and facilitators of information. We are encouragers, listeners, and confidants, too. Some of my most readily recalled and rewarding classroom encounters have been with students with whom I've reflected on their learning experience and passion for their future career. Or learned about their personal

connection between the didactic content and a loved one, such as guiding the student's mastery of the brain regions/function and acknowledging the grief and loss that family members experience when their loved one suffers from Alzheimer's dementia. These memorable encounters most always involve moments of connection beyond the didactics. Essentially, I will carry forward the classroom lessons I learned from 2020 in the form of emphasizing the importance of faculty and student engagement in the material and with each other.

Discussion

There is no doubt that March of 2020 and the months (perhaps years) to follow will be burned into the memories of everyone who lived through that time. Everyone had to adapt and learn new strategies for navigating the turbulent nature of such a catastrophic, life-changing situation. On an uplifting note, good things do come from difficult times in terms of the Academy. Examples include advances in technological applications, elevated compassion and accommodation for unique student circumstances, and more fluidity for the demands of family care and sick leave. Technology has been embraced at the University level since March 2020 as never seen prior. Before the pandemic, many universities had begun to explore the advantages of digital teaching, but almost overnight, teaching through technology became a necessity instead of a novelty (Tolks et al., 2020). Utilizing software such as Zoom or Microsoft Teams, instructors were able to continue synchronized instruction, while also having the capability to record their presentations to post for students to watch at their convenience. Breakout rooms in these programs also provided a space for group activities and team building when the students could not be with their friends and colleagues in person. Other social media platforms such as Slack, WhatsApp, and Twitter have allowed students to share information or simply maintain contact in order to support each other as they each coped with their new circumstances (Almarzooq et al., 2020; Burgos et al., 2020). For course assessments, learning platforms such as Canvas or Blackboard and applications such as Lockdown Browser and Monitor allow exams to be administered securely online. For more casual evaluations, sites like Mentimeter and Kahoot! provide a platform for polling and quizzing students in real-time.

As necessity bred innovation, the local and international teaching communities began sharing resources and advice on how to use technology most effectively for distance learning. At the University of Kentucky, the Center for the Enhancement of Learning and Teaching launched a "Teach Anywhere" website (https://

teachanywhere.uky.edu/) to provide resources and tutorials to aid instructors in finding and mastering tools that would best serve their needs. Likewise, faculty began publishing both general and discipline-specific tips and lists of online resources that could ease the transition to virtual teaching (Almarzooq et al., 2020; Jiang et al., 2021; Mukhopadhyay et al., 2020).

Faculty have been both more compassionate and more accommodating for student needs as they arise. The global pandemic and national lock-down created a shared experience for students and educators alike. While each experienced their own unique struggles inside the classroom, we were all exposed to similar disorder as the volcano erupted. Compassion is a multidimensional state, in which one first becomes aware and concerned for the situation another is in, which is then followed by a desire to alleviate the issue (Jazaieri, 2018). Teachers and students alike were aware of the chaos that erupted in the academic world because of the COVID-19 crisis. While the toll of this crisis remains to be calculated, it is already evident that the increased empathy for our peers is a major positive. Compassion not only benefits those who receive it but also those who give it and is a reason why many students go into medical fields (Hofmeyer et al., 2020).

The University administration has been much more accommodating for faculty and staff. For example, the working environment is more fluid. It is easier to take personal sick leave and/or sick leave to care for family without feeling abashed. One report finds that 46% of study participants expect their supervisors to be more supportive of them working from home in the future, and that 57% of study participants would like to do so (Pluut & Wonders, 2020). Some studies suggest that at-home workers may actually be more productive & engaged in the context of the pandemic because it alleviates them from fear of contracting the virus (Galanti et al., 2021). Several strategies for maximizing work from home time have been proposed. For example, Paola et al suggest twelve strategies, including having routines, organizational strategies, and an appropriate home-work space (Lopez-Leon et al., 2020). However, focusing on the positives in terms of homeworker satisfaction can be dangerous because this could lead to neglecting to acknowledge the risks in terms of personal well-being (Wood et al., 2021).

On a separate note, academic lessons learned over the last year continue to be unearthed, especially common factors that led to the ability of faculty to successfully respond to emergency remote teaching (ERT) (Weidlich & Kalz, 2021). This concept captures the gravity of switching to remote teaching despite the lack of intention or preparedness for delivering a fully online course. One of

the notable factors that contributed to success in this switch, while maintaining quality of teaching, was instructional resilience -a combination of "attitudes, abilities, and resources that allows Higher Education (HE) lecturers to adapt their teaching without sacrificing too much educational quality" (Naidu, 2021; Weidlich & Kalz, 2021). Resilience in general is a critical attribute necessary for maintaining a positive attitude and forward momentum in challenging circumstances, and to essentially have the "grit" to pick oneself up after a momentary failure and have the perseverance to keep going. More simply put, it is the ability to "cope" with the challenging substances at hand and is increasingly viewed as a dynamic process that is dependent on context, resources available, and attitude as much as individual personality differences (Gu & Day, 2007; Sattler, et al., 2014). Moreover, instructional resilience utilizes prior teaching experience, self-motivation, and available resources to move beyond merely pushing through adversity; in fact, prior teaching experience is a stronger predictor of instructional resilience than institutional support and conscientious instructors displaying self-discipline and strong work ethic are solid predictors of instructional resilience (Helker et. al., 2018; Weidlich & Kalz, 2021).

Faculty are often seen as role models, and their lead will be followed by their students. Thus, faculty need to be well in order to promote wellness in their classroom. As educators, we can impress upon our students how the ability to reflect on one's successes and failures and adapt accordingly is imperative to the goal of maintaining personal momentum to tackle the challenges that inevitably come our way. Last year, the abrupt change in instruction was jarring for everyone. Classes that were not originally intended to be online, and therefore carefully planned around this mode of instruction, were suddenly transferred to a virtual format. Many educators grappled with reorganizing notes, recording lectures, restructuring hands-on activities, and engaging learners in a new medium. Students struggled with the loss of personal interactions with their instructor, radically different classroom interactions with peers, and the engulfing feeling of loss of control over their previously structured learning environment.

However, it would behoove us to take a second look at the positive aspects that emerged in our teaching approach credited to resourceful educators and students. For example, classroom discussions can easily now incorporate a national or international audience with a simple invitation to the virtual platform. This was possible before the pandemic but was not readily incorporated into a classroom experience. The common use of and expectation for online meetings now empowers the students to request a meeting with someone beyond their core

faculty and student acquaintances and into a wide array of possibilities. High-impact collaborations are within reach or a virtual click away. While the impacts of the last year on higher education are resounding, further research will more fully illuminate the advantages and disadvantages of this involuntary learning experience for faculty and students alike.

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