

Call for Participants in the roundtable “Teaching in Exceptional Circumstances: Non-Traditional Sources in Online Instruction” (sponsored by the Critical European Studies Research Network)

Measures taken to stem the spread of the novel coronavirus have caused many of us to rethink our approach to pedagogy to better fit online formats. Publishers were already somewhat prepared for this as they had been producing prefabricated online packages for years. Many instructors, however, do not use such materials exclusively. Instead, we have been introducing less-traditional readings and media into the classroom for years, albeit often with little regard to how we can convert these lessons into online classroom settings.

This CFP seeks participants for a roundtable devoted to teaching non-traditional sources online classes. The roundtable will consist of around four members, each of whom will briefly present on their experiences teaching non-traditional materials in the synchronous and/or asynchronous virtual classroom before we open the table to wider discussion about online pedagogy and less conventional learning materials. I will prepare a presentation on my experiences teaching *The Arab of the Future*, a graphic memoir by Riad Sattouf, in both synchronous and asynchronous online history courses this semester. Ideas for other presentations include teaching Europe through other graphic novels, experimental literature, music, video games, online artifact depositories, or any other media that reaches beyond the traditional classroom source base of your field and may not be intuitively adaptable to online settings.

In several brief presentations on classroom experiences using these materials, this panel will address the following questions:

Questions to be considered include the following. How do you teach these innovative sources with limited direct interaction with students and when the luxury of real-time interaction with students has been attenuated, if not altogether eliminated? What are the challenges and benefits to teaching these sources online? Do these challenges and benefits pervade the synchronous-asynchronous divide, or are they unique to one course modality? How do you provide the appropriate scaffolding for reading, watching, and interacting with non-traditional media in an academic setting? How do you keep students accountable for grappling with these materials in a sophisticated manner through graded and non-graded activities? Naturally, questions can be tweaked, removed from, and added to this list.

Please contact me, Nick Ostrum (nostrum@uno.edu), if you are interested in joining the roundtable as a presenter with a brief explanation of your intended presentation topic. Final proposals are due to the CES by November 16 and I would like to have next weekend to collate the materials and finalize the proposal. Therefore, please reach out ASAP if you have any inquiries or interest.