



**Pedagogies  
of Care**

**Open Resources  
Student-Centered & Adaptive Strategies  
in the New Higher-Ed Landscape**

[tinyurl.com/pedagogiesofcare](https://tinyurl.com/pedagogiesofcare)

**FROM THE AUTHORS IN THE TEACHING & LEARNING IN HIGHER EDUCATION BOOK SERIES FROM WEST VIRGINIA UNIVERSITY PRESS**

**PRESS RELEASE**

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**Sixteen Leading Educators from the Teaching & Learning series at West Virginia University Press Lead  
Conversation on Pedagogies of Care**

(COLUMBIA, Mo, JUNE 17, 2020) Sixteen leading college and university educators have produced a collection of open-source resources, which focus on the notion of care, to share expert insights for faculty amid emergency remote instruction. The materials are based on pedagogy from their recent books, all of which have been —or will soon be—published, in West Virginia University Press’ Teaching and Learning in Higher Education series, edited by James M. Lang. All authors have substantial experience both teaching and advising others about teaching during the pandemic—and beyond.

The resources in this collection span a range of topics from connecting with students in Zoom to infusing play into your curriculum. They take a variety of forms, including videos, audio files, infographics, and articles, and none require more than 25 minutes to watch, listen to or read.

While some of the materials are focused on the sudden transition to online instruction, others are more foundational and will be useful to educators beyond this particular moment. They all provide basic principles along with very concrete examples of practices— specific techniques that every college and university instructor can adopt immediately. And they all put the wellbeing of students—and their instructors— at the center of the pedagogy.

This unique resource collection includes contributions from the following experts in teaching and learning from institutions across the nation:

- Joe Bisz, CUNY Borough of Manhattan Community College, Department of English; The CUNY Games Network
- Susan D Blum, The University of Notre Dame, Department of Anthropology
- Sarah Rose Cavanagh, Assumption University, Department of Psychology and D'Amour Center for Teaching Excellence
- Jenae Druckman Cohen, Stanford University, Program of Writing and Rhetoric
- Joshua R. Eyler, University of Mississippi, Faculty Development and Department of Writing and Rhetoric
- Kevin Gannon, Grand View University, Center for Excellence in Teaching and Learning and History Department
- Natasha Haugnes, Academy of Art University, English for Art Purposes Department
- Kelly Hogan, University of North Carolina at Chapel Hill, Department of Biology
- Susan Hrach, Columbus State University, Department of English and Faculty Center for the Enhancement of Teaching and Learning
- Cynthia Kernahan, University of Wisconsin-River Falls, Center for Excellence in Teaching and Learning and Department of Psychology
- Michelle Denise Miller, Northern Arizona University, Department of Psychological Sciences
- Victoria Mondelli, University of Missouri, Teaching for Learning Center
- Jessamyn Neuhaus, State University of New York-Plattsburgh, History Department and Center for Teaching Excellence
- Viji Sathy, University of North Carolina at Chapel Hill, Department of Psychology and Neuroscience
- Martin Springborg, Dakota County Technical College and Inver Hills Community College, Center for Teaching and Learning
- Thomas J. Tobin, University of Wisconsin-Madison, Learning Design, Development, & Innovation

### **About the West Virginia University Press series, Teaching and Learning in Higher Education**

Teaching and Learning in Higher Education features compact, practical books about how to teach at the college level. Series books are attentive to challenges and opportunities related to new technologies and incorporate the latest insights from the burgeoning field of cognitive science to impart perspectives on how students actually learn. Emphasizing the importance of “books written by human beings,” the series provides a welcome antidote to jargon-heavy prose more typical of books about higher education. All books in the series have a solid theoretical foundation in the learning sciences, offer practical strategies to working faculty, and provide guidance for further reading and study.

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