

## Editorial Introduction

When choosing a theme for the Winter 2021-22 issue of *Educator Perspectives*, we felt compelled to contribute to the body of knowledge surrounding the ways educators navigated the unprecedented global pandemic. Educators tried new ways to teach content and assess student mastery. Some of these strategies worked beautifully; and some of the techniques were difficult to implement or simply did not work. It is important to hear educators explain what they learned from this transition and which techniques are worth continuing beyond the pandemic. We hope that this issue's theme, Lessons Learned During the Pandemic, and the cover art by Becca Butler, captures the global impact of COVID-19 and educators' extraordinary response.

Starting with *Online Learning, a Pandemic, and its Toll on Mental Health: The Role of Faculty Addressing Student Needs*, authors Kelly, Heron, and Atwood uncover issues which became evident during the pandemic: the disparity of availability and access to campus mental health resources between traditional and online students. The authors provide a protocol faculty can implement to identify warning signs and provide help to a potentially distressed student. Briwa and Dickmeyer's autoethnography study *Learning from Pandemic Pedagogy: Empathy and Care in University Classrooms* focuses on faculty-led interventions which incorporate a pedagogy of empathy and care to promote equitable learning experiences for university students. Free and Casarez's article *Building Student Resilience Through Mindfulness and Social Emotional Learning* elaborates on the use of empathy and care to help alleviate mental health issues and create resiliency through social emotional learning. They extend this focus by explaining how an emotional intelligence framework creates an environment of self-care in which all members of the learning community are equipped for resilience.

Zhou, Weldon, Hou, & Zhang's article *Chinese Language Teachers' Perspectives of Online Teaching During COVID-19* outlines difficulties language teachers in the United Kingdom faced in delivering online teaching and recommends future research on the impact of the pandemic on education. (Note: We made the editorial decision to keep this article's UK spelling conventions.) Wilson, Resenblatt, and Badgett's research in the final article *Working Together Apart: Lessons Learned During the Pandemic* details how educators at one institution pulled together to find ways to advance program effectiveness while ensuring state and accreditation requirements were met.

Educators can be proud of the way we handled the global pandemic. These articles highlight just a few of the ways we pulled together to create systems and environments full of empathy and care that were conducive to healthy results for students.

Tia L. Agan, Editor

### ***Educator Perspectives* Editorial Team**

Kinsey Hansen  
Leah Carruth

Brook Dickison  
Tia L. Agan

Carlos A. Flores, Jr.  
Marva J. Solomon