

DIÁLOGOS VIRTUALES

A Lecture-Discussion Series on Diversity, Equity, Inclusion & the Global Dimensions of Education

Wednesday, April 27th, 4:00 – 5:30 p.m. PST • [Zoom Registration](#) 

Teaching and Learning During COVID-19: Non-trivial Findings From a 118-Country Study

We examine the transition to emergency remote instruction during the pandemic based on questionnaire responses from educators and students from 118 countries. Inferential analyses of instructors' responses indicate that: i) context-wise, they coped better when they worked in higher education and used synchronous delivery, and were more engaged in economically developing countries; ii) psychological overload was mediated by perception of student coping; iii) stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of situational impact, course optionality, and perceived effectiveness of virtual delivery; iv) language teachers felt that remote instruction depressed students' progress by 64%, with future learning outcomes the biggest cause for concern in beginner-level courses; v) breakups of some constructs in clusters of naturally correlating variables suggest that in crisis situations these may function differently than during 'business as usual', supporting the Strong Situation Hypothesis. We also demonstrate how participants' coping behavior and attitudes were moderated by multilingualism, as well as discuss factors distinguishing better- and worse-coping students. Lastly, we will canvass the impact of personality traits.



Michał B. Paradowski, Ph.D., is an Associate Professor and teacher trainer at the Institute of Applied Linguistics, University of Warsaw, and a research and teaching consultant. His interests include educational psychology, emergency remote instruction, second language acquisition research, foreign language teaching, multilingualism, translanguaging, English as a lingua franca, Study Abroad, and social network analysis. To date he gave over 190 invited lectures, seminars and workshops worldwide.

Local Action – Global Questions: Toward More Equitable School Leadership Through a (Virtual) Community of Practice and the Comparative Educational Leadership Lab

We investigate the emergence of an intercultural community of practice through a research project on educational leadership with the aim of developing a virtual learning platform (the Comparative Educational Leadership Lab). Drawing from partners' self-reflections collected and analyzed during the project, we engage with concepts including transformative leadership, practice architecture, and Northern/Western power and privilege. We argue that trust and norms of engagement take time to build in non-hierarchical education practice architecture, however the resulting holistic and capacitating co-production of knowledge can be a model for academic development in individuals, in higher education institutions, and in international project work.



Anna Becker is a Ph.D. Candidate and Research & Teaching Assistant in the Faculty of Education at the University of Fribourg, Switzerland. She is responsible for supervising student internships and teaches seminars on educational linguistics and professional development. Her lines of research focus on multilingualism, migration, and language and power.