

Abstract

The pandemic of COVID-19, while devastating, has provided a space and opportunity for K-16 educators to reconsider teaching methods. By sharing our experiences, we aim to provide a glimpse of how we have chosen to positively respond to the pandemic and invite criticality. Through conversations and intentionality, we share our strategies and the theoretical underpinnings that have guided this effort.

Keywords: Criticality, pandemic, teaching and learning, positivity