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## Review of *Radical Solutions for Education in a Crisis Context: COVID-19 as an Opportunity for Global Learning*



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***Radical Solutions for Education in a Crisis Context: COVID-19 as an Opportunity for Global Learning*** edited by Daniel Burgos, Ahmed Tlili, and Anita Tabacco, Springer, 2021, 323pp., \$149.00 (Hardcover) \$109.00 (eBook). ISBN 9789811578687.

The COVID-19 pandemic has engendered frightening momentum in education. Each day has dawned with new records of cases, infections, and insecurity regarding the virus, leading to confusion and uncertainty across the globe, including teaching and learning in educational contexts worldwide. Meanwhile, many educators, professionals, and researchers have strived to overcome these challenges and the COVID-19 debacle by sharing how they cope with it in their educational contexts.

This book, *Radical solutions for education in a crisis context: COVID-19 as an opportunity for global learning*, edited by Burgos, Tlili, and Tabacco, addresses the educational practices and experiences of treating educational challenges during the COVID-19 viral pandemic. This specially edited book gathered a multitude of studies and educators to exemplify how COVID-19 shapes learning and teaching processes in different contexts, aiming to share the practices and lessons learned among different stakeholders and the aspects to be considered for the next uncertain predicament.

This book is comprised of four major parts with numerous related chapters, providing diverse vantage points on the circumstances that influence every stakeholder, such as students, teachers, parents, schools, and societies.

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Part I, Global Learning and Crisis, discusses the issues of administration and instruction in a crisis context. Chapter 1 provides an overview of the insights on practice for learners and teachers. To cope with adversity and uncertainty in crisis, several key elements are delineated: a step-to-step action plan (Chapter 2), a strategy to prevent dropping out and demotivation (Chapter 3), the application of the Analysis-Design-Development-Implementation-Evaluation (ADDIE) instructional design (Chapter 4), a focus on global mobility and international recruitment (Chapter 5), functional diversity (Chapter 6), and online assessment in higher education (Chapter 7). Part I concludes with the challenges in higher education (Chapter 8) during the COVID-19 outbreak.

Part II, Teachers Support in Crisis, presents challenges from teachers' perspectives. With the implementation of adaptive methodology from onsite to online instruction (Chapter 9), teachers should play the role of instructional designers of learning (Chapter 10). Hence, educators and researchers have closely examined the transition to online learning in a crisis context (Chapters 11-13).

Part III, Students Support in Crisis, focuses on facilitating students' online learning processes. This section presents instructional strategies with technological requirements (Chapter 14), self-assessment as a key for quality education (Chapter 15), and digital inclusion (Chapter 16), especially for students with disabilities.

Part IV, Case Studies, includes case studies conducted in China (Chapter 17), Uzbekistan (Chapter 18), Spain (Chapter 19), Italy (Chapter 20), Korea (Chapter 21), Morocco (Chapter 22), and Canada (Chapter 23). All these case studies are insightful in considering adaptation and innovation toward successful learning and teaching in their respective contexts.

I found the book invaluable for several reasons. First, this edited book will be a resource for those who need theoretical and pedagogical support in encountering challenges and uniqueness in a crisis context because it offers diverse perspectives from different stakeholders: institutions, teachers, and students. It also includes COVID-19 stories from across the world. For example, Higuera *et al.*'s Open Spaces Educational Framework (OSEF) in Morocco (Chapter 22) caught my attention because OSEF as a socio-constructivist model of instruction would be applied to other contexts and practices. This authentic example of the educational movement may inspire the audience to deeply consider how to manage contingency plans in future crises. Second, preservice teachers will vicariously learn and experience challenging moments in school contexts. In Chapter 12, for example, Mays draws upon supporting teacher development and professionalism by revisiting the concepts of campus-based provision, educational systems, and teaching. Preservice teachers will benefit from reflecting on their teaching philosophy and practice and learn the lessons by reading these pertinent chapters. Third, because the book involves the stories that have occurred during the COVID-19 pandemic, most references are up to date and easily accessed through web links. This volume includes theoretical and pedagogical issues related to the curriculum, instruction, administration, and policy in the field of education. Therefore, I kept several state-of-the-art references in my repository for my research agenda. Hence, this book will constitute an invaluable resource for those who undertake relevant projects or conduct research in the post-pandemic era.

Possible improvements may be presented for a potential series based on this edited book. Evidently, we have overcome challenges and obstacles through technology use. Without technological devices and equipment, it would be impossible to continue educating learners during the crisis. In addition to diverse stakeholders' perspectives and tactics in overcoming the COVID-19 pandemic in this volume, however, I was unable to locate the pedagogical implications of technology use in the post-COVID-19 era. For example, Ferdig *et al.*'s edited volume collected stories about teaching,

technology, and teacher education during the COVID-19 pandemic. As can be seen in its title, “technology” is the key to effective instruction and implementation in a crisis context. Accordingly, I would be happy to see an additional part, including experiences and reflection on technology use in different contexts. Another improvement that I suggest is to consider ethical issues. Numerous aspects have to be considered regarding ethics, including confidentiality, privacy, data and human protection, fairness, equity, and so forth in ways that may differ significantly from face-to-face environments. It is crucial to inform stakeholders, including teachers, professionals, administrators, students, and parents of how online safety and security are ensured in the virtual context. It would be exceptionally beneficial if the volume were to include the content of ethical considerations and online/web-based guidelines regarding protection and safety to raise awareness about protecting humans and securing data in the online space.

Overall, this edited volume offers a wide range of perspectives into potential solutions for education in a crisis context. It addresses administrative and pedagogical issues and concerns that may occur during emergencies and crises. These thought-provoking chapters may be useful in improving instructional and pedagogical practices, driving critical educational policy questions, and informing current and future research. Therefore, in-service teachers and professionals and preservice teachers will benefit from the varied content included in this volume, which will also be a valuable and productive guide for the development of curricula and instruction in the field of education.

### References

- Ferdig, R. E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R., & Mouza, C. (Eds). (2020). *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/p/216903/>