



Teaching with Compassion: Autoethnographies from the Front Lines of E-Learning

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Abstract

In 2020 the landscape of teaching in higher education was forced to change given a global pandemic. As a result there were/are inevitable shifts in how course instructors develop and deliver their courses, as well as how they connect with students. Using self ethnography and drawing on examples from their own classroom experiences, in this paper, the authors discuss i) what has worked well in delivering small and large courses online; 2) what specific online tools have proven invaluable for instructors; and 3) what additional skill sets are important from the perspective of instructors and learners. The paper highlights the importance of teaching with compassion as it fosters better relationships between instructors and students and helps to build community in learning environments. Relationships facilitate learning and this is especially important in the time of COVID-19.

Keywords: communication, community of learning, compassion, course design, digital pedagogy, engagement, differentiated learning, e learning, engagement, teacher presence