

Pedagogy Series

Issue 3, October 2021

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The crisis of Lebanese Higher Education or the Crisis of the Lebanese Political System?

Hala Awada

From the Editors

Dear colleagues,

As the fall term commences, we share the third issue of the *Pedagogy Series*, housed on the ISA's *Social Justice and Democratization Space*. The goal of the *Pedagogy Series* is to facilitate the global exchange of dialogue between sociology educators. This issue examines shifting education systems within national context, specifically highlighting conditions for teaching and learning within India and Lebanon in times of rapid change.

We begin with two papers from India, focusing on the transition to online and blended learning under COVID-19 within the context of India's 2020 National Education Policy. Rituparna Patgiri draws upon her experience teaching sociology in New Delhi during the pandemic, raising pedagogical questions about student privacy and possibilities for teaching sensitive topics online. Writing from Koraput, sociologist Nupur Pattanaik reflects on similar pedagogical shifts through the lens of the digital divide, highlighting challenges faced by students in remote locations. Pattanaik emphasizes that the discipline of sociology teaches student and teachers alike to be adaptable to societies in changing circumstances, positioning sociology as a survival resource in this tumultuous period.

Written by Hala Awada, the final article draws links between Lebanon's severe economic crisis, a political system rooted in neoliberal policies and laced with corruption, and the structure of higher education. Taking a lens informed by sociology of education more than the scholarship of teaching and learning, Awada examines how the private and public post-secondary systems have responded in unique ways to these broader crises, and with particular implications.

Thank you for your readership.

Sincerely,



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Editors, ISA Pedagogy Series
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