

Call for Papers - TAN Interim Meeting 2023 (online event/no associated fees)

New normalities? Rethinking educational practices in times of crisis and challenge

This TAN interim meeting is part of a series of online events preceding the [RoyalAnthropological Institute conference on Anthropology and Education](#) in June, 2024

ATTENTION: EXTENDED DEADLINE Call for Contributions:

In March 2021 TAN held the webinar “Teaching and Learning Anthropology during the Pandemic: Dilemmas, Challenges and Opportunities”, attempting to take stock of the situation during the height of the Covid pandemic. It provided a space for sharing and reflecting on how the current situation affected the teaching and learning of anthropology in different contexts and at different levels. Now, more than two years later, we are confronting a polycrisis (consisting of a combination of environmental disasters, the Russia-Ukraine war, a global increase of populist and antidemocratic waves, and energy crises, not to mention the continuing effects of the pandemic). In our upcoming meeting, we would like to re-evaluate the current state of affairs. We imagine our interactive Webinar to address the following questions:

How have educational infrastructures and educational systems been challenged, changed, and diversified?

The Covid pandemic had a global, extensive reach, in which different educational systems were not exempt. Differences due to internet accessibility, sanitary systems, and so on were brought to the fore and debates emerged around the best strategies for maintaining didactical practices in such an emergency context (Bidwell, Boyle, Boyle, 2020). Meanwhile, new information and communication technologies have facilitated learning across borders, increased collaboration and cultural exchange between regions, countries, and continents. The communication is supported not only by written documents, but also and especially by oral and visual documentation. We would like to maintain the momentum of our earlier webinar and continue discussing key aspects of the contemporary teaching and learning of anthropology in this context.

This includes, but is not limited to, both “post-colonial” and “post-coronial” challenges. How does the diversity of anthropology translate to teaching and learning practices and how do we re-frame contemporary debates? Besides constituting anthropology’s disciplinary interest, diversity is encompassed in concrete institutional arrangements that include disciplinary traditions, student and teacher demographics, funding systems, curricula, etc. What we earlier defined and understood as the ‘classroom’ has undergone significant changes, as learning environments have transformed and

expanded in digital spaces that demand new teaching and pedagogical tools and skills. Additionally, it has caused borders and demarcations that were already fuzzy to diffuse even further or to disappear altogether (between home and the campus, field and the university, synchronous and asynchronous interaction, and individual versus group learning).

What are contemporary practices of 'inclusivity', 'diversity', 'engagement' and 'activism' in teaching?

The pandemic accelerated students and academics alike to learn how to use certain technical devices and digital communication tools like Zoom. On the one hand this enabled the inclusion of a certain strata of students who could not participate in classes before (for example, because of health issues or care-taking responsibilities). On the other hand, it excluded those students who could not afford or had no access to certain devices, infrastructure like internet or private space to take part in online meetings. Terms such as 'inclusivity' and 'diversity' are at risk of becoming formulaic and possibly tokenistic under such circumstances.

We invite papers that instead extend these concepts: for example, does language operate to exclude or to homogenize in the context of changing technologies and the influence of artificial intelligence? are oral and literate forms of language affected by new discourse structures that emerge in these contexts? can indigenous educational or knowledge systems become part of classroom practices? and how should we consider precarity, in all its forms, as it affects teachers and learners alike, acknowledging the mental health and behavioral challenges that have emerged in the classroom as a consequence of the pandemic? Additionally, the different crises and new ways of teaching have taught us about new forms of solidarity and engagement. We are interested in how and if this has also changed how we interact and engage with our students. Do we also see engagement with communities outside the classroom? Which forms of support, activism, and inclusion of anthropological practices into teaching can we observe in our discipline in the contemporary context?

Papers need not be limited to only these suggestions; participants are encouraged to submit abstracts that may not be in direct response to these questions but are relevant to the larger issues we aim to explore. ***We encourage students and scholars at all career levels to participate and are open to experimental formats.***

NEW Deadline for abstract submission: 13 July, 2023 (150 to 200 words/20-word title)

Participants will be notified by July 31st, 2023. Details about the event will follow in due time.

Please send the abstract to all the TAN network convenors:

- Lorenzo Cañas Bottos ([canas.bottos\(at\)ntnu.no](mailto:canas.bottos@ntnu.no))
- Giovanna Guslini ([g.guslini\(at\)gmail.com](mailto:g.guslini@gmail.com))
- Annika Strauss ([annika.strauss\(at\)uni-muenster.de](mailto:annika.strauss@uni-muenster.de))
- Shukti Chaudhuri-Brill ([scb9\(at\)nyu.edu](mailto:scb9@nyu.edu))

Days and time of the event:

Thursday, 21st September and Friday, 22nd September, 2023
13.00-15.30 ([UTC](#))

Please suggest a format for your contribution (We are open to experimental formats):

- prerecorded talk/presentation
- workshop
- film
- roundtable discussion
- virtual/live presentation
- other experimental formats