Paper / Proposal Title:
Sustainability and Resilience: The Importance of Educators’ Resiliency in the Uncharted Territory of the Online Learning Environment

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Abstract (300 words):
Teachers across the country and across the globe may continue to face unprecedented challenges due to the Coronavirus Pandemic. Mandated school shut downs, similar to those in the spring of 2020, may once again occur requiring educators with little or no formal training in online teaching to quickly adapt to this uncharted territory. Many teachers will again need to examine news ways to facilitate knowledge building due to changes within their brick and mortar schools or districts’ commitments to continuing online teaching and learning. At the time of this submission, June 2020, many districts throughout the United States are still deciding whether or not brick and mortar buildings will open during the 2020-2021 school year. Even if schools do resume face-to-face instruction, many states are mandating districts to have plans that include virtual teaching and learning in the case of another pandemic or other crisis that causes brick and mortar school shut downs. K-12 teachers and students returning to school in the fall of 2020 will face fall terms full of challenges and uncertainty regardless of whether or not they return to traditional instruction or virtual teaching and learning. Additional stress, due to lack of familiarity with the online platform, will be a consideration for those teachers expected to resume teaching and learning in unfamiliar online environments. Many teachers will not be able to redesign their pedagogy in the case of a switch from face-to-face instruction to virtual learning as quickly as they would like. Knowledge of resiliency...
and other related non-cognitive characteristics can help. By recognizing the benefits of resiliency and other non-cognitive characteristics that support well-being, educators will be more equipped to positively address their own and their students’ social and emotional needs while facilitating students’ acquisition of 21st Century skills.

• Author(s) Biography (200 words each):
Dr. Vicki Jones is an assistant professor in the Wilkes University School of Education’s Graduate Department. She holds a Master of Science in Education with Reading Specialist Certification from Old Dominion University, another Master of Science in Educational Leadership from Virginia Polytechnic Institute and State University, and a Bachelor of Science in Education from East Stroudsburg University. She earned a doctorate in Curriculum and Instruction from Wilkes University in Pennsylvania in 2018. Dr. Jones worked in both Virginia and Pennsylvania as either a public school teacher, reading specialist, building administrator, central office administrator and/or adjunct professor before joining Wilkes University. She currently teaches in and oversees both graduate teacher programs and initial teacher certification programs at Wilkes University. Her research agenda includes the impact of interpersonal and intrapersonal competencies on students’ and teachers’ academic and personal achievement. Dr. Jones presented on the topic above at the Pennsylvania Association for Supervision and Curriculum Development in November of 2019. She has been accepted to present at the Keystone State Literacy Association (KSLA), the Association for Middle Level Education (AMLE), and the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) on educational issues associated with teaching/learning and interpersonal and intrapersonal characteristics in 2020.