

Call for Papers: *Flow* Volume 27 Special Issue
“Essentials, Dilemmas, & ProTips: Teaching Media Studies”

Since *Flow*'s last pedagogy-focused special issue, 2015's “[Public and Digital Pedagogies](#),” our collective teaching tools have become increasingly digitized. Within media studies and related fields, teaching with media content presents unique pedagogical challenges related to digitization, transcription, copyright, platforms, audio/visual quality, and content warnings, especially in an online environment. The COVID-19 pandemic has prioritized the skills and insights of online educators, and required face-to-face instructors to learn how to teach in a new medium. In June 2020, national #BlackLivesMatter protests also brought attention to how diversity and activism are valued within the academy, and urged educators to consider trauma-informed approaches to support students. Online groups and hashtags abound for educators to discuss concerns and share resources. Many of these forums have grown in popularity over the past year, but the collaborative spirit in which educators supported one another with knowledge of new tools, shared teaching materials and best practices, and reflected on their experiences is one we hope will continue. This special issue of *Flow* asks media studies educators to consider the fundamental strategies of their teaching, key issues they face, and their most useful tips in order to showcase a media studies' approach to pedagogy.

Possible topics include, but are by no means limited to:

- Copyright/Sharing
- Inclusive Pedagogy
- Transcription/Captioning
- Scholarly Networks & Crowdsourcing
- The Limits of Media Literacy Training
- Assignments, Activities, & Assessment
- Department and Curriculum Innovations
- The Syllabus: De-colonization & Accessibility
- Centering global and non-US/UK Media Studies
- Canvas, Blackboard, and other 3rd Party Platforms
- Incorporating Race, Gender, Class across Curricula
- Labor and Service in Diversity & Inclusion Initiatives
- Valuing Academic Activism, Public Pedagogy, and Service Learning
- Personal Reflections on Teaching during COVID-19, and/or of Media Studies Pedagogy

To be considered for this issue, please submit a completed short column of 1200-1500 words, along with at least three images (.gif or .png) or embeddable audiovisual material(s). Video essays and podcast episodes will also be accepted for review, though publication is not guaranteed. We also encourage you to consider other interactive or digital forms but recommend that you contact the co-managing editors to discuss if *Flow* will be able to host such content. Feel free to show off your creativity and ingenuity!

To submit: Send your column, media files (with image credits), and a short bio, to Maggie Steinhauer and Nathan Rossi at flowjournaleditors@gmail.com by **Friday, February 19th, 2021**. The Special Issue will be published at flowjournal.org on **Friday, March 12th, 2021**.