

Volume 24 (2)/ Special Issue 2022 • ISSN 1523-1615 • http://www.tc.edu/cice

Teaching and Learning During the COVID-19 Pandemic: Challenges and Opportunities Amidst Educational Inequalities 2022 Special Issue

4 Editorial Introduction

Marcella Winter

Articles

- Resilience and Despair: Exploring the Educational Experiences of Graduate Students during the COVID-19 Pandemic to Guide Strategies for Action Frank O. Ely, Fallon R. Mitchell, Katherine E. Hirsch, Michael Diana, Krista J. Munroe-Chandler, Paula M. van Wyk & Cheri L. McGowan
- Blurred Boundaries: An Examination of Learning and Working in the Home During the Covid-19 Pandemic

 Junjian Gao, Brittany Kenyon, Yangwahn Choi, Isaely Echavarria, Ling Qiu & Hope Jensen Leichter
- 50 Covid and Higher Education: Crossed Perspectives in the Construction of Knowledge and the Rise of Citizen Science. Theoretical reflections and practical approach in the 11th Encounter of CeiED researchers

 Sandrine Simon & Lucimar Dantas
- 71 Reimagining Education: Restore, Rebuild, Curate, Uplift, and Celebrate Dawn Brooks DeCosta, Danica Goyens Ward & Michael Cornell
- 88 Shifting from the Hidden Shadow to the Bright Sunshine under the COVID-19 Pandemic: Implications for the Education New Normal from Hong Kong's Learning System

 Man Ho Adrian Lam

Essays

- Innovation in Times of Crisis: Using the COVID-19 Pandemic to Reevaluate Curricula

 Samantha Harrienger
- 115 Culturally Relevant Pedagogy Post-COVID-19 *Kevin Cataldo*
- Equity for Multilingual Learners: A Global Network Response to the Pandemic Jon Nordmeyer & Esther Bettney

Reports

- 123 Brazilian Digital Learning Strategies During the COVID-19 Pandemic and Their Impact on Socio-Educational Gaps: An Exploratory Study on Manaus, Rio de Janeiro, and São Paulo

 Marcella Winter
- 136 Chile's Digital Learning Strategy During the COVID-19 Pandemic: Connecting Policy with Social Realities?

 Romina Quezada Morales
- 151 Uncovering Educational Inequalities: COVID-19 Digital Learning Strategies in the Dominican Republic

 Katia Diaz
- 163 Impacts of Remote Learning Measures on Educational Access and Quality in Ecuador

 Hannah Stinson
- 173 Digital Learning Measures in Honduras During the COVID-19 Pandemic *Judith Pineda Munguia*
- 189 The Provision of Learning in Mexico During the COVID-19 Pandemic: Defining the Digital Divide

 *Romina Quezada Morales**
- 204 Advancing Digital Learning in a Traditional System: Uruguay During the COVID-19 Pandemic Romina Quezada Morales

CURRENT ISSUES IN COMPARATIVE EDUCATION

Volume 24, Issue 2 (Special Issue 2022)

Editor-in-Chief: Marcella Winter

Senior Editors: Abbas Abbasov, Obi Eneh, Danilo Fernandes Lima da Silva, Erika Kessler, Yvonne Thevenot

Editors: Quinn Do, Emily Irvin, Tracie Jarrard, Sumit Karn, Yutong Su, Jade Sheinwald, Angelo Luiz Viana Santos

Guest Editors (Reports Section): Gabriela Chacon Ugarte, Kevin Henderson, and Romina Ouezada Morales.

Copyeditors: Sarah Fisher, Damion Mannings, Rachel McDaniel, Laura Montalvo, Amanda Petraglia Nunes de Andrade, Taylor Schulte, Welton da Silva, Ashlynn Wittchow Digital Engagement Manager: Amanda Petraglia Nunes de Andrade

Faculty Advisor: Regina Cortina

International Advisory Board: Michelle Bellino, Regina Cortina, Radhika Iyengar, Tavis D. Jules, Paula Louzano, Oren Pizmony-Levy, Keita Takayama.

Copyright

CICE provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. Users are allowed to read, download, copy, distribute, print, search, or link to the full texts of the articles in this journal without asking prior permission from the publisher or the author.

Authors retain their copyright and agree to license their articles with a Creative Commons "Attribution" (CC-BY) license. Articles published prior to 2020 are not subject to a Creative Commons license; to request permission for these articles please contact the author directly. You can read more about Creative Commons licenses at creative commons.org.

CICE reserves the right to amend or change this copyright policy. For the most current version of this copyright policy, please contact cice@tc.columbia.edu. Questions about the journal's copyright policy should be directed to the Editorial Board.

Disclaimer

The opinions and ideas expressed in the CICE are solely those held by the authors and are not necessarily shared by the editors of the Journal. Teachers College, Columbia University (CU) as a publisher makes no warranty of any kind, either expressed or implied, for information on its CICE Web site or in any issue of CICE, which are provided on an "as is" basis. Teachers College, CU does not assume and hereby disclaim any liability to any party for any loss or damage resulting from the use of information on its CICE Web site or in any issue of CICE.