



# NEWSLETTER

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## MESSAGE FROM THE PRESIDENT

Dear Colleagues,

This issue of the TG09 Newsletter contains three exciting announcements about ways to contribute to global teaching dialogues!

First, TG09 will be hosting several sessions at the upcoming 2025 ISA Forum of Sociology in Rabat, Morocco. Learn about submitting a session proposal on page 2.

Second, TG09 has posted an open call for teaching and pedagogy-related proposals for online workshops / seminars / panels in 2024. See more on page 3.

Third, we invite you to submit a manuscript to the new TG09 official publication, *Sociological Teaching*. This is a peer-reviewed, indexed, open-access journal publishing accepting a variety of papers (see page 4).

Happy teaching and learning!  
Katherine Lyon, TG09 President

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# THE V ISA FORUM OF SOCIOLOGY

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RABAT



V ISA Forum of Sociology  
6-11 July, 2025

#ISAforum25 #Morocco

We are getting ready for the 2025 ISA Forum of Sociology titled “Knowing Justice in the Anthropocene” in Rabat, Morocco from July 6-11, 2025. TG09 Sociological Teaching will host several conference sessions covering a range of topics, as well as a business meeting during which we will set the direction of our future collaboration. Please note that the ISA decided to hold the 2025 Forum of Sociology fully in person.

Our program coordinators Dr. Sharmila Rama (Inyuvesi Yakwazulu-Natali, South Africa), and Dr. Annette Tézli (University of Calgary, Canada) will reach out to all members of the TG09 Sociological Teaching to solicit session proposals. Session proposals can be submitted between May 2 and July 2024 online via the [Confex platform](#). Select Thematic Groups and then TG09 Sociological Teaching.

We encourage linguistic diversity and are welcoming a range of session formats for the upcoming forum, such as paper presentations, poster sessions, panels, roundtable discussions, and any other format that session organizers suggest. If you have any suggestions for keynote speakers, please let the program coordinator Dr. Sharmila Rama know via email ([ramas@ukzn.ac.za](mailto:ramas@ukzn.ac.za)).

More detailed conference information can be found on the [ISA website](#).

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# CALL FOR PROPOSALS

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## VIRTUAL WORKSHOPS/ SEMINARS/ PANEL DISCUSSIONS/ LECTURES

We want to provide an enabling interactional space for you to hear about and share your theoretical work, empirical studies, descriptions of teaching practices, reflections, or commentaries related to the broader fields of teaching sociology and sociological teaching.

TG09, therefore, invites all members to submit a proposal/s for virtual Workshops/ Seminars/ Panel Discussions/ Lectures in 2024. We welcome proposals from junior to senior scholars, as well as graduate students. The Board will review all submissions, and submitters will receive an e-mail notification on the outcome of their proposal. The Conference Session Organisers will host the Zoom session and forward invites to the TG09 membership.

We hope these dialogues and engagements will encourage research, publications, and teaching collaborations to advance sociological teaching and learning internationally. It will also contribute to our development, curating, and coordination of a peer-reviewed global repository of sociology teaching exemplars, including syllabi, teaching practices (including integration of theory and practice from different world contexts) and strategies, lesson plans and assessments, teaching philosophies and dossiers.

Upload the proposal using MS Forms. It must be in English and include the following:

- Title, Name, Surname, Email and Institution of Proposer
- Type/ Format – workshop/ seminar/ panel discussions/ lecture/ other
- Time: 2 hours or 3 hours workshop/ seminar/panel/ lecture (limit to 1 and ½ hours if this is by a single presenter for the lecture format)
- Possible list of presenters/ co-presenters/ discussants
- Proposed Chair for the session
- Proposed dates and times (use GMT)
- Title and Sub-title for the workshop/ seminar/ panel discussion/ lecture/ other
- Abstract (350 words) – aim, objective, key focus/ message/ questions, how the session contributes to the objectives of TG09, a detailed description of the session structure, activities to ensure the session is interactive, etc.



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## PUBLISHING OPPORTUNITY

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### Publication Opportunity: New Journal Accepting Manuscripts

Since 2021, the TG09 published the **Pedagogy Series** in collaboration with the ISA's Social Justice and Democratization Space (SJDS). Marcelo Cigales has taken our publication in a new direction. Articles will now be published in our journal ***Sociological Teaching***, a peer-reviewed, and indexed open-access publication.



Creator: Janko Ferlic



Sociological  
Teaching

Sociological Teaching brings together international sociologists who have an active research interest in the Scholarship of Teaching and Learning, that specialize in teaching sociology, and incorporate sociological insights into their teaching practices. Sociological Teaching aims to facilitate transnational discussions and to promote the exchange of both research findings and specific teaching practices. It intends to develop, curate, and coordinate a peer-reviewed journal of sociology teaching examples, including articles, teaching practices and strategies (encompassing the integration of theory and practice from different world contexts), interviews and dossiers.



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## MEMBER HIGHLIGHTS

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### **Research Grants:**

Annette Tézli and J Overholser successfully applied for a University of Calgary Teaching and Learning Grant (CAN\$15,000) for a qualitative research project that will examine the effectiveness of teaching Social Research Methods online.



### **Public Engagement:**

On April 11, Professor Marcelo Cigales of the University of Brasília (Brazil), a member of TG 09, took part in a public hearing with Brazilian parliamentarians to discuss the importance of teaching sociology. On the occasion, Professor Cigales highlighted the importance of teaching sociology to strengthen democracy, critical citizenship and the cultural enrichment of young students. He also highlighted the development of the field of international research, making reference to the debate produced by TG 09, as well as the attack that Sociology has received when addressing the discussion on gender and racial inequalities. Since 2008, Sociology has been a compulsory subject in Brazilian secondary education, but with the Reform of Secondary Education in 2017, the subject has been losing space in the school curriculum. The public hearing in the National Parliament of Brazil aimed to discuss the importance of teaching Sociology, among deputies and senators of the federative republic of the country. Find out more at the link: <https://www.youtube.com/watch?v=venq1LX3fUY&t=9807s>



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## MEMBER HIGHLIGHTS

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### **Publications:**

Estefan, M., Selbin, J. C., & Macdonald, S. (2023). From Inclusive to Equitable Pedagogy: How to Design Course Assignments and Learning Activities That Address Structural Inequalities. *Teaching Sociology*, 51(3), 262-274. <https://doi.org/10.1177/0092055X231174515>

### **Abstract**

Current approaches to building inclusive classrooms for first-generation and working-class students tend to emphasize communicative strategies: receiving students with welcoming messages that acknowledge and value their life experience and promoting a growth mindset. These methods are important, but they do little to address structural sources of exclusion, such as academic inequities and disadvantages in resources like time. Communicative strategies alone secure inclusion without equity. Equity, however, involves teaching and learning activities that promote fair treatment and access at a structural level in order to offer students a concrete path to classroom success. In this article, we develop a framework for designing assignments and learning activities that addresses the type of structural barriers that most affect first-generation, working-class, and racially minoritized students. We identify three distinct types of structural disadvantages—academic inequities, resource disadvantages, and cultural discrimination—and propose three strategies for equitable design: deliberative interdependence, transformative translation, and proactive engagement. We illustrate each strategy with concrete teaching methods. We conclude by suggesting that only a transformative, comprehensive shift to equity mindedness is capable of doing justice to the increasing diversity of college classrooms.



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## MEMBER HIGHLIGHTS

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### **Publications:**

Estefan, M. (2024). Deliberative Interdependence: A Durkheimian Approach to Promoting Collaborative Learning in Diverse Classrooms. *Sociological Focus*, 57(1), 21-26.

<https://doi.org/10.1080/00380237.2023.2283722>

### **Abstract**

As institutions of higher education have become more diverse over the past several decades, building a strong sense of community in the classroom has emerged as a core moral and pedagogical imperative to make students from all backgrounds feel welcome and promote their academic success. In this paper, I argue that the pedagogy underlying the impetus for community building in the classroom is premised on a problematic understanding of the type of bonds that connect students in a genuinely diverse classroom. In Durkheimian terms, these bonds are more akin to organic solidarity (bonds by virtue of mutual reliance) than mechanical solidarity (bonds by virtue of shared cultural and moral beliefs). Instead of community building, I propose deliberative interdependence as a more effective model for generating collaborative learning in diverse classrooms. I illustrate how to apply this model through innovative learning and assessment methods and draw on student course evaluations to document their effectiveness.

