

Section 3—Humanizing Learning Activities

Jessa Henderson and Natalie B. Milman

This section includes articles that describe humanization of individual virtual learning activities and the pedagogies behind them. The first two articles in this section describe efforts to humanize pedagogy in virtual learning spaces by using a variety of examples of learning activities. These learning activities aim to build critical consciousness and empower multilingual learners, respectively. Anderson and colleagues investigate opportunities for fostering critical consciousness in a virtual elementary setting, giving examples of the teacher facilitation of learning activities for each of the five main strategies for developing critical consciousness that they identify. Ding discusses the benefits of translingual and transmodal practices for empowering multilingual learners in K12 virtual spaces, sharing examples of two learning activities to illustrate these practices. The last two articles of this section describe specific examples of engaging virtual higher education students in text creation. Shelton details how she

humanizes her virtual class through student-created texts, sharing the detailed instructions provided to learners. Romero-Hall writes about providing her students the opportunity to be co-creators of knowledge through the publication of an open access book of their work.

1. Anderson, E., Darling-Aduana, J., Shapiro, B., Amoako Kayser, A.A., Harris, J., & Alridge, D.P. (2024). *Critical Consciousness: Strategies to humanize pedagogy in virtual elementary classrooms*.
2. Ding, A. (2024). *Empowering multilingual learners through translingual and transmodal practices in virtual learning spaces*.
3. Shelton, C. (2024). *Engaging Freire's humanizing pedagogy with student-created texts*.
4. Romero-Hall, E. (2024). *Learners as co-creators of an open-access book*.