

## Review Form 1.6

Journal Name:	<b>Journal of Education, Society and Behavioural Science</b>
Manuscript Number:	<b>Ms_JESBS_92935</b>
Title of the Manuscript:	<b>Black Ice: Teaching and Learning during COVID 19 - A Reflection</b>
Type of the Article	<b>Commentary</b>

### **General guideline for Peer Review process:**

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<https://www.journaljesbs.com/index.php/JESBS/editorial-policy> )

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### PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<b>Compulsory</b> REVISION comments	None	
<b>Minor</b> REVISION comments	<p>This paper recounts how the beginning of the 2020 pandemic affected schooling, teachers, and teacher education. This short paper recounts how the teachers and educators reacted to and continued working through the initial phases of the COVID-19 pandemic. There are <b>recounts</b> about working with students and teacher education from a cooperating teacher, a student teacher, and a university supervisor.</p> <ul style="list-style-type: none"> <li>- <b>Word choice</b></li> </ul> <p>We saw a swing in the public perceptions of education front and center as the pandemic unfolded. Early in the pandemic, educators were lauded for the incredible energy, time, and resources they provide to learning and to communities. On Facebook and Reddit, fathers and mothers alike lauded the second-grade teacher that could handle their child, let alone work on learning and development. Heartwarming stories of a math teacher working with students at their front door peppered feeds (Lee n.d.). From March of 2020, 65% of secondary learners in K – 12 settings had shifted to whole or partial remote learning worldwide (UNESCO 2020). These upheavals disproportionately affected students from marginalized groups (Centers for Disease Control and Prevention 2021, Gold, et al. 2020). As COVID-19 continued, there was a shift in discourse, where teachers were being seen as obstacles to a return to normal for wanting and demanding safe working conditions (Dawson n.d.). And here we are over two years in, and the struggle for normalcy continues.</p> <p>During the initial phase of the pandemic, the disruption to systems rippled across every sector of society but seemed to affect the poorest particularly hard. We have seen calls to reflect on whether we should return to our pre-pandemic educational stances or if we have been presented a unique opportunity to make real changes to an education system in need of great attention (Superville n.d., Spector n.d.).</p> <ul style="list-style-type: none"> <li>- <b>Passive voice misuse</b></li> <li>- <b>Word choice</b></li> <li>- <b>Wordy sentences</b></li> <li>- <b>Text inconsistencies</b></li> <li>- <b>Punctuation in compound/complex sentences</b></li> </ul> <p>With the above stories we hope to have shared with you our small stories about working with students during the pandemic age. The education of students and teachers continued during these extenuating circumstances. We were challenged to do what we could to make a teachable moment out of a unique circumstance. Even though it was out of script and not included in the theories that guide our practice, the crisis offered a chance to learn from our students and integrate education with life: to learn about our students' context, to be creative and engaged in personally meaningful ways, to cooperate and share with our colleagues the journey of learning and teaching.</p> <ul style="list-style-type: none"> <li>- <b>Word choice</b></li> <li>- <b>Wordy sentences</b></li> <li>- <b>Passive voice misuse</b></li> <li>- <b>Hard to read text</b></li> </ul>	
<b>Optional/General</b> comments	None	

### PART 2:

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

### Reviewer Details:

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