



Along with the rest of the world, the educational system was turned upside down by the COVID-19 pandemic. Schools at every level, private and public, were shuttered. Some restarted after a few weeks with teachers trying to complete curriculum online. Others assigned work to reinforce what had been learned up to the school's closing. Still others never returned. The beginning of the 2020-2021 school year has seen a variety of proposals for getting students back into classrooms, none of which are a sure thing. This leaves the prospect of teaching in the coming year uncertain at best. With all of this uncertainty, faculty will be trying a wide variety of techniques.

This special issue of the *Journal of Economics Teaching (JET)* seeks papers that provide insight and tools for teaching during a pandemic. Many schools are not returning to face-to-face classes opting to expand their online offerings, forcing educators to, at least in the short run, rethink the way they teach. Furthermore, social distancing will have prevented many of the activities that we have come to depend on to make our classrooms interesting. Sharing what we have learned and are learning will help us assist our students, not to mention our teaching colleagues, through trying times if things do not return to normal, or if online learning becomes more commonplace.

We invite contributions from teachers who have interesting and novel ideas about how to teach under these circumstances. We are looking for papers addressing the following areas, but other ideas will certainly be given consideration:

- In class activities that can be conducted while social distancing.
- Taking existing activities online - how do you make this happen.
- Techniques to explain the economic consequences of COVID.
- Innovative assessment techniques.
- How to prepare high school students for the Advanced Placement economics exam.
- How to flip your class on the run.
- What does a socially distanced classroom look like when you teach large sections?

#### Submission Instructions:

Submission of manuscripts occurs via the *Journal of Economics Teaching* website. Author guidelines can be found [here](#). When entering your title, please precede the title with the words "FOR SPECIAL ISSUE". Papers will be subject to the same double-blind, peer-review process we normally utilize for *JET*. Please contact Brian O'Roark ([oroark@rmu.edu](mailto:oroark@rmu.edu)) with questions about the special issue.