



Foreword: Turning Research into Practice

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In his foreword to *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors*, Scott Warnock (2019) described Jessie Borgman and Casey McArdle as hard working, creative & spirited.

“They are *doers*,” Scott wrote (p. vii). With their first book and in their OWI Community website, Jessie and Casey invited online instructors into their classrooms, and now they’ve done it again with their second book, the collection you are now either holding in your hands or reading on the screen. In *PARS in Practice: More Strategies and Resources for Online Writing Instructors*, Jessie and Casey bring together online writing instructors, scholars, and administrators to share practical ideas for how they implemented the PARS approach in their classes, programs, and departments.

In Spring 2020, the phrase “we are all online writing instructors” took on a new meaning (Borgman & McArdle, 2019, p. 3) as educators moved to emergency remote instruction (Hodges et al., 2020). Although this book was not planned for the spring move to remote learning, it could not be more timely. While some students and instructors made the transition seamlessly, others were caught totally unprepared. The shift from brick-and-mortar to remote learning, and the lack of adequate online professional development at most institutions, highlighted the urgent need for collections such as this one.

Their second book, coming only a year after their first one, extends the hos-

pitality, humor, and good will that they have established in The Online Writing Instruction Community (owicommunity.org) and through free professional development activities, such as the OWI Symposiums in August and September of 2020 (owicommunity.org/owi-symposium.html). These symposiums brought together 27 experienced online instructors to share expertise in the form of Ignite talks (ignitetalks.io/) supported with slide decks and handouts posted on the OWI Community website.

In fact, the story of how the OWI Symposiums began exemplifies the spirit Jessie and Casey have created through the OWI Community. They noted the need for professional development that would inject new ideas and energy into writing teachers on the precipice of an uncertain fall semester. They sent out a call to see if anyone would be interested in presenting an idea to new online instructors, expecting seven to ten responses. To their surprise, over 30 people responded to their impromptu call for volunteer presenters, and Jessie and Casey changed the one-day symposium to a two-day, two symposium series. Over 500 people registered for the first August Symposium, and over half of registrants had less than one year of teaching experience in online classes. Jessie and Casey invited those teaching writing online into a community with a shared purpose: making online learning personal, accessible, responsive, and strategic (their PARS approach).

Whether you have taught online for 20 years or are just getting started, the ideas in *PARS in Practice* extend the initial PARS approach through case studies and examples of online writing instruction and administration that reaches students and refreshes faculty. The authors in this collection are like the competitors at the U.S. Open who aren't all pros—they are graduate students, adjunct faculty, tenure-track and tenured professors, WPAs, graduate coordinators, deans, and independent scholars. They teach freshman composition, technical writing, online writing instruction. They study accessibility, gender, digital rhetoric, user experience (UX), creative nonfiction, linguistics, anti-racist practices, hybrid learning, multimodality, and labor practices. They are web designers, non-designers, and multimedia designers.

Just skimming the credentials of the authors in this book shows that *PARS in Practice* is a model of how to build community. That community extends from major conferences (like CCCC and *Computers and Writing*), to virtual spaces (the OWI Community webpage and symposium), and now to the classroom.

The PARS approach aligns golf concepts with learning to teach online. As Jessie and Casey mention in their first book, golf is a sport in which you compete against yourself. I played golf with my family, picking up my first golf club at the age of 12, and by the age of 22, I had become a less than stellar golfer but a seasoned putter hurler. I never mastered the sport, or even came close. But some of my fondest memories from the golf course are those where my family bonded around our shared love of the sport, in spite of our lack of mastery.

I had 10 years of preparation to play golf, but I had only three days of preparation to teach online. I no longer play golf (although I have clubs in the garage),

but I do still teach online, where for almost two decades, I have been an active part of the group of scholars and teachers who, much like me, improved their online teaching game slowly. Just like my time golfing, my classes might have landed in the weeds more often than not, but the company I've had along the way has more than made up for the blisters.

I am honored to have the opportunity to be a part of this collection and of the OWI Community. Thank you to all of you for your dedication to online instruction. I look forward to many years of sharing online teaching success with all of you.

References

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