

Thriving in the Classroom

Toolkit in Practice

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Today's agenda:

1. Overview of the Thriving in the Classroom Toolkit
 - www.thrivingclassrooms.ca
2. Unpacking Identity and Positionality in Curriculum
3. Embracing Autonomy and Flexibility in Learning Assessments - UDL
4. Topical Issues in the Classroom & How the Toolkit Can Help
5. Questions

Thriving in the Classroom

A digital toolkit to support resilience in post-secondary educators and their students

Resilience experts distinguish between four distinct kinds of resilience.

Which of these are you interested in today?

Community
resilience

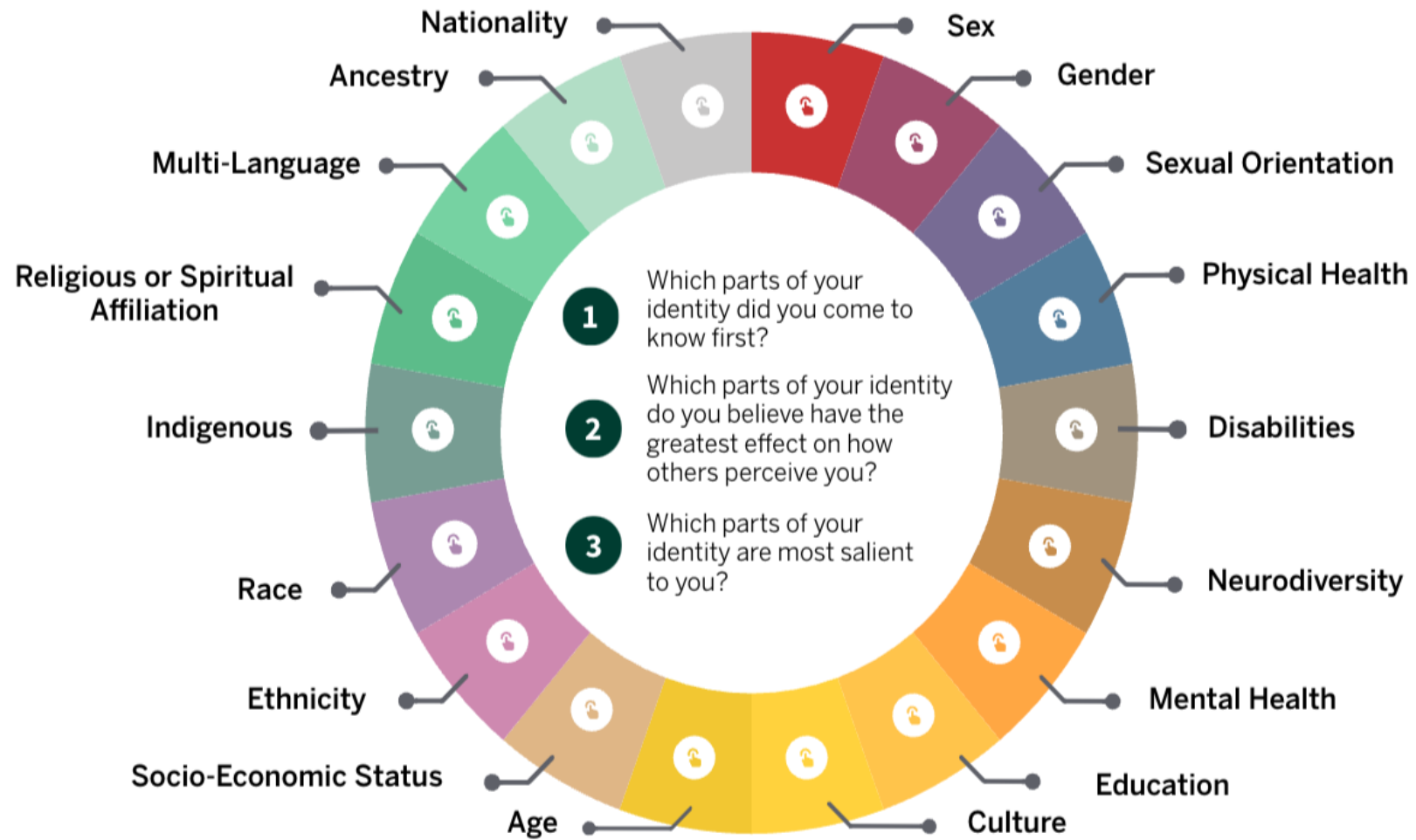
Personal
resilience

Academic
resilience

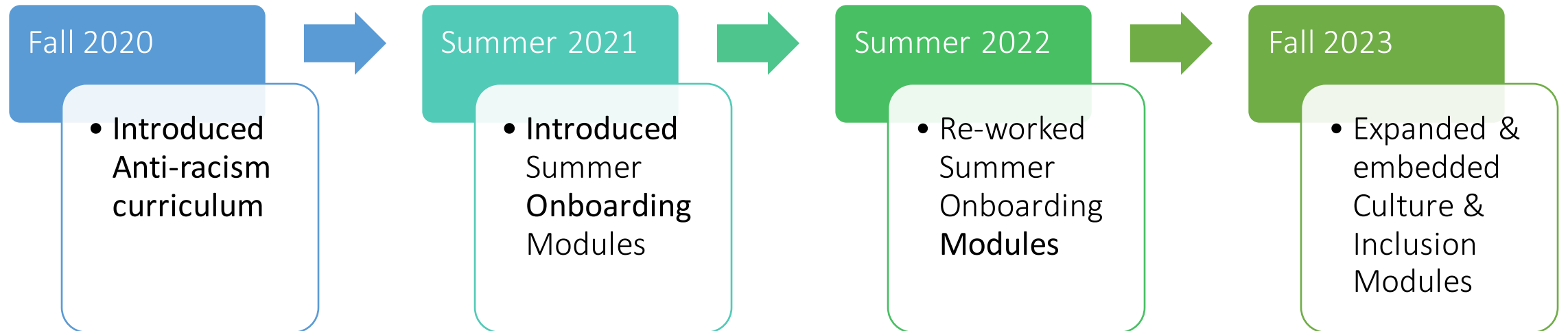
Career
resilience

Unpacking Identity and Positionality in Curriculum

Positionality Wheel



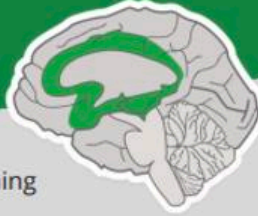
Iterations of change



Embracing Autonomy and Flexibility in Learning Assessments


Universal Design for Learning

Provide multiple means of Engagement



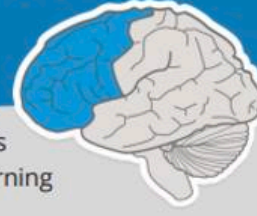
Affective Networks
The "WHY" of Learning

Provide multiple means of Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of Action & Expression



Strategic Networks
The "HOW" of Learning

Access

Provide options for **Recruiting Interest**

Provide options for **Perception**

Provide options for **Physical Action**

Build

Provide options for **Sustaining Effort & Persistence**

Provide options for **Language & Symbols**

Provide options for **Expression & Communication**

Internalize

Provide options for **Self Regulation**

Provide options for **Comprehension**

Provide options for **Executive Functions**

Goal

Expert learners who are...

Purposeful & Motivated **Resourceful & Knowledgeable** **Strategic & Goal-Directed**



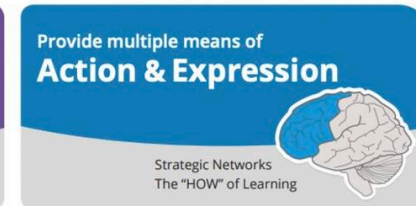
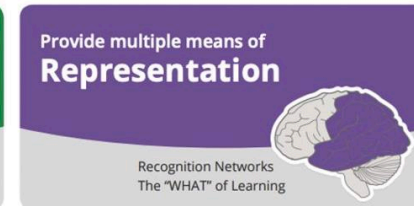
APD 1206H: Mind, Brain and Instruction

- Applied Psychology and Human Development program
- Graduate level – primarily masters / doctoral students completing their M.Ed., Ph.D., or Ed.D. in developmental psychology and education
- Virtual
- Intersession – 12 weeks, July-August

1. UDL Principles in Learning Assessment

Evaluation Scheme:

1. Participation (15%) - in class OR online
2. Questions a teacher or parent may wonder: Critically evaluating Chat GPT as a tool for educators (15%)
3. Problem-based learning assignment: final deliverable (40%)
4. Problem based learning assignment: presentation (30%)



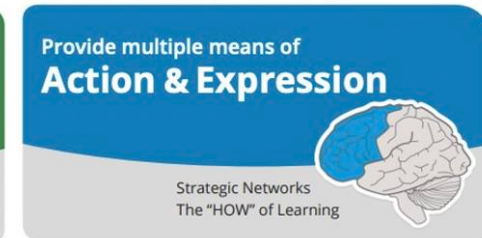
2. Student interest-driven reflection

Questions a teacher or parent may wonder: Critically evaluating Chat GPT as a tool for educators

Every second week, students will identify one question you think a parent or teacher may have, as it relates to the class topics of the past 2 weeks. Students will ask Chat GPT the question, via the online or App based OpenAI platform:

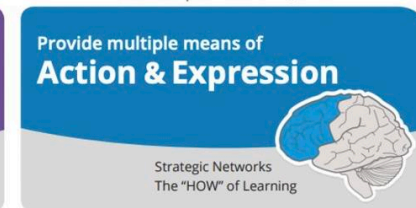
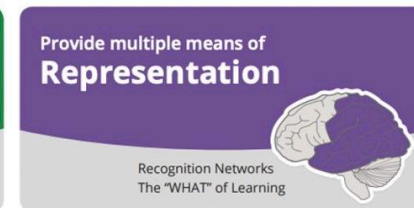
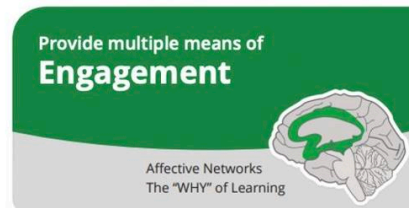
Students will then submit the response (copied and pasted from online is fine), alongside their own critical reflection (maximum 2 pages, in addition to the ChatGPT response) evaluating:

1. The accuracy of the response, based on your learning in class and/or additional research if needed;
2. How effectively the response contributed to your learning; and,
3. The potential benefits and limitations of using artificial intelligence platforms to promote access to information about developmental cognitive neuroscience among parents, teachers, or the broader population.



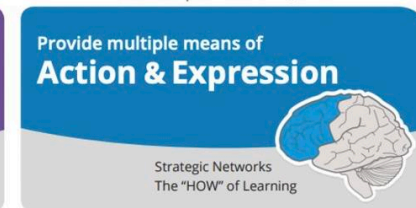
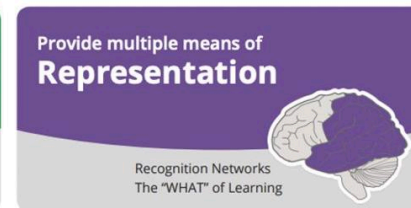
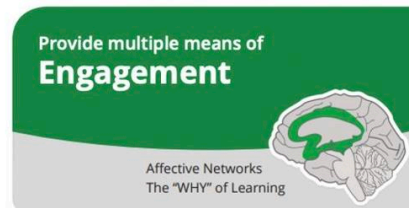
3. Class Structure

- Review of last class and follow-up questions
- Interactive lecture
- Facilitated discussion (case-based)
- Designated small group assignment time



4. "Life happens clause"

"Recognizing that unexpected life events happen, students will be given up to 3 days of flexibility in submitting their assignments without academic penalty, which would also allow for flexibility for students with accommodations to submit late assignments."



How students experience the class

Questions & discussion

References

Ezekiel, F., Amoakohene, C., Brecher, D., Chiodo, D., de Gannes, N., Lloyd, T., MacIsaac, K., Robinson, B., Shaffer, D. (2022). Thriving in the Classroom Toolkit. eCampus Ontario. Available online: www.thrivingclassrooms.ca

The UDL Guidelines. CAST, Available Online: <https://udlguidelines.cast.org/>

Meet the toolkit authors and collaborators: <https://www.youtube.com/watch?v=wmJNYkeDx-k>