Teaching in the COVID-19 Era: A Pedagogy of Care

August 14, 2020

Interdisciplinary Pedagogy of Care Taskforce:

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Click here for a link to this pre-semester session recording (with audio transcript & participant chat)

Note: All hyperlinks provided in the PDF version of the slides are clickable

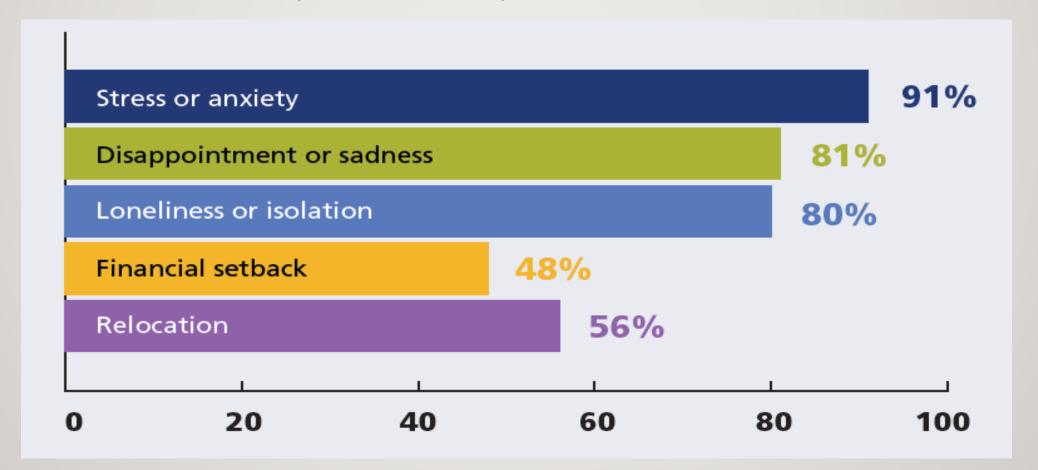
Agenda

- Context of COVID-19
- Trauma in your classroom
- Foundations of care-based pedagogy
- Adopting a pedagogy of care
- Main takeaways
- Audience workshop/Q&A



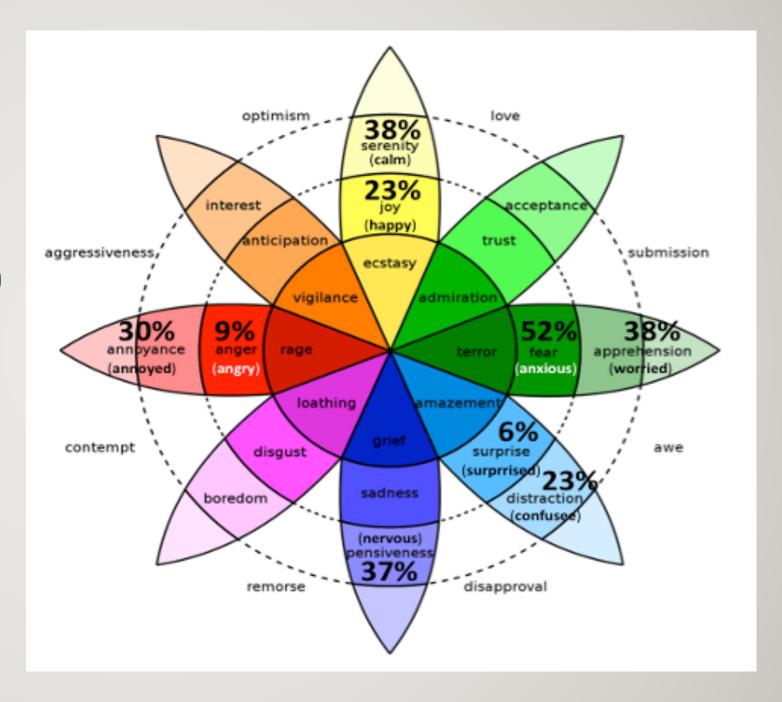
Context of COVID-19

• The most common ways that C-19 has impacted students' lives:



Context of COVID-19

Plutchik's Wheel of Emotion



Context of COVID-19

Self-care has been challenging for college students



76% have trouble maintaining a routine



73% struggle to get enough physical activity



63% find it challenging to stay connected with others

How might trauma present in your classroom?

isolation

physical health

anxiety / depression

↑ ↓ work hours/load

job/financial insecurity

food insecurity

child care & school uncertainties

other caregiving responsibilities

change & confusion in state, county, & school safety guidelines

ONGOING LIFE

STRESSORS

COVID-19

TRAUMA IN YOUR CLASSROOM racial Injustice / protests

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CLASS

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police brutality / violence

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immigration uncertainties

economic decline

culture wars (statue removal, mask wearing)

information wars (anti-science, fake news)

strained social/family support around these Issues

self-care

social support

time management

mental/physical health

balance of school/work/life

reliable transportation

financial responsibilities

home environment & responsibilities

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Foundations of Care-Based Pedagogy

Trauma-Informed Pedagogy

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

Engaged Pedagogy (hooks, 1994)

- She argued for a progressive, holistic education
- To educate as the practice of freedom is a way of teaching that anyone can learn. That learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin (hooks 1994: 13)

Adopting a Pedagogy of Care

PEDAGOGY OF CARE

tips for faculty



PREDICT

- Develop weekly schedule
- Build out course schedule for term (include due dates, etc.)
- Use consistent due dates across term
- Offer frequent reminders
- Communicate to students in a consistent, caring, & clear way

FLEX



- Offer wide & diverse submission windows
- Provide flexible late policies
- Try repeatable low-stakes assignments
- Enable students to work ahead if/when possible
- Build contingency policies into syllabi for possible disruptions



- Be an active, authentic presence throughout the semester
- Create solidarity with your students'
- Foster community & belonging
- Initiate informal weekly check-ins
- Allow class time/space to discuss issues
- Facilitate peer support intentionally

EMPOWER

- Empower student voices via survey (e.g., How can I help you
- Provide diverse assessment options & an up-to-date D2L gradebook

during this time?)

- Infuse course content with diverse authors/viewpoints
- Create emotional space in the classroom
- Provide "grounding" tools

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Predictability

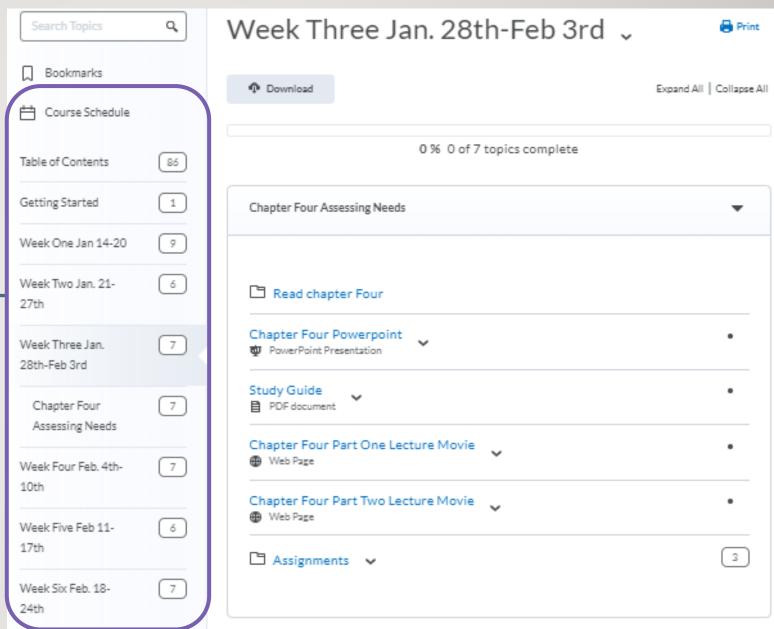


- Organize D2L content by time
 - e.g., modules should follow the order of the course: Week 1 or Chapter 1
- Regular, consistent, timely feedback—about assignments, grades, course progress, course agenda, & changes
- REMINDERS—the physical reminder of "going to" class no longer applies regularly enough to work.
 - Use the "announcements" feature to post reminders, updates, & changes
- Keep the course layout consistent across the course/semester.
 - Clean, organized, intuitive navigation saves you & students stress & confusion.
- Clearly communicate assessment expectations to help students understand how points are earned



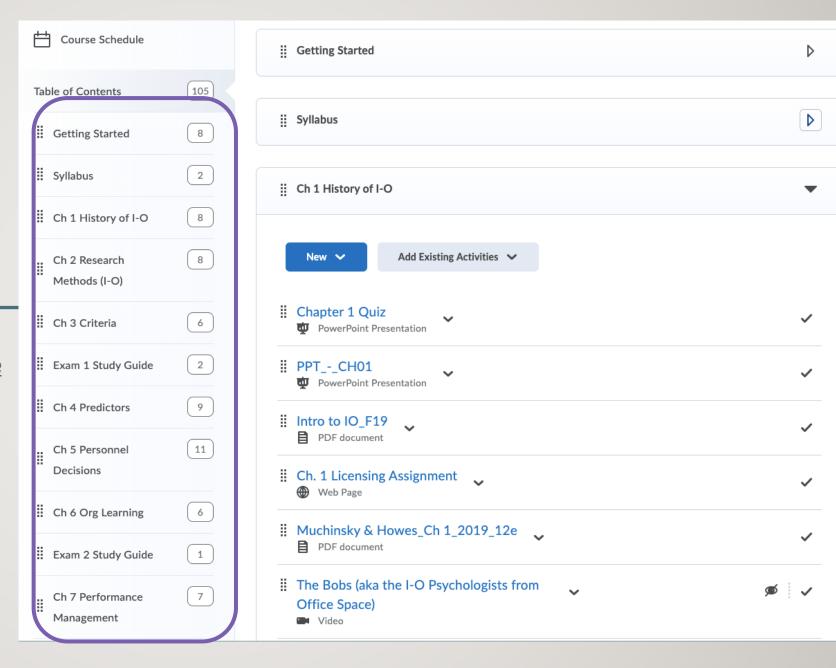
Clean, Consistent, Intuitive course organization by <u>time</u>

* all example screenshots slides are spread across multiple slides due to animation in the original presentation.



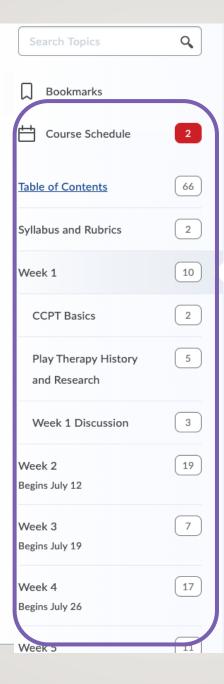


Clean, Consistent, Intuitive course organization by <u>time</u>





Clean, Consistent, Intuitive course organization by <u>time</u>



Week 1 🗸

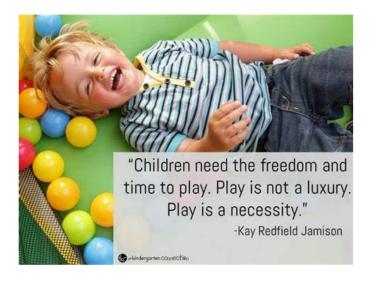
Welcome to Play Therapy!

This week we will be covering the Basics of Child Centered Play Therapy, Play Therapy History a Research, and (of course) the syllabus.

The optional synchronous meeting this week will be to review the syllabus and answer question. Here is the zoom link: https://apsu.zoom.us/j/95170484298

Assignments to be turned in this week include:

- * Dibs Discussion Board
- * Video Clip Discussion Board

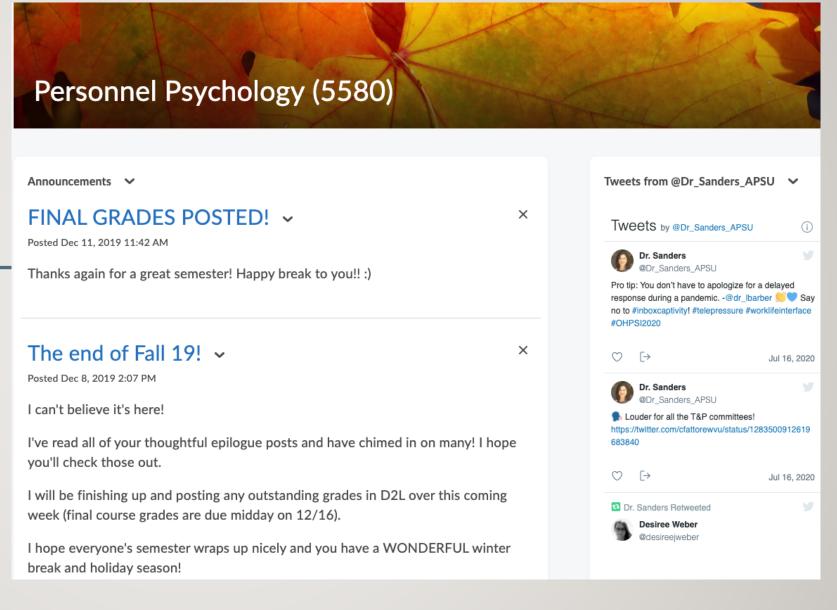




Expand All | Collap



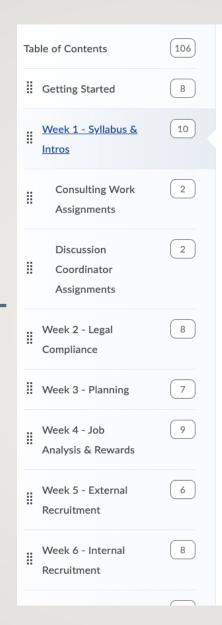
Announcements

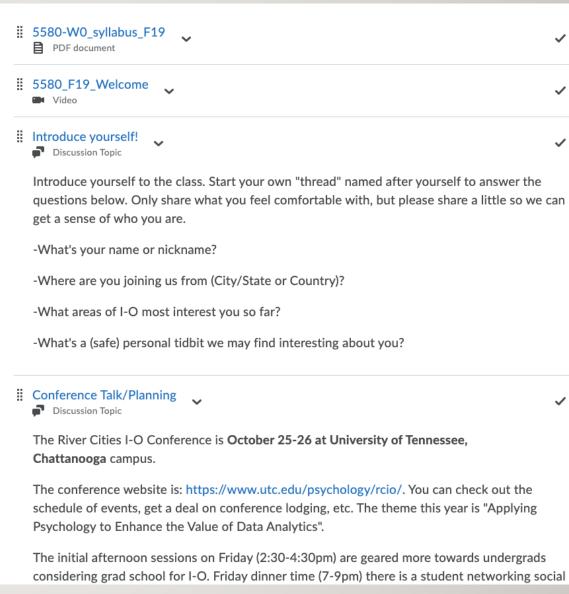


BONUS: Also examples of active presence & fostering community (see more coming up in *Connection*!)



- Self-contained modules (reduces navigation)
- How to pull in "existing activities" into modules:
 - See live demo in the session recording ~1:09 timestamp.
 - D2L Quick How2s





BONUS: Also examples of active presence & fostering community (see more coming up in Connection!)



Flexibility

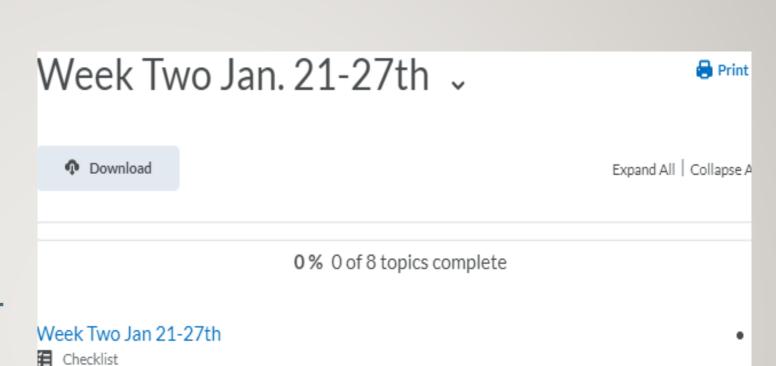


- Build out the full course skeleton in D2L early, even if it's not a fully online course
 - Creates structure and normalcy
 - Offer wide & diverse submission windows (e.g., an exam/dropbox is open across week & weekend days & nights)
 - Try repeatable low-stakes assignments (e.g., multiple quiz attempts)
 - Enable students to work ahead if/when possible
- Attendance & Makeup policies:
 - Flexible late policies
 - Remember the trauma in your classroom? Reconsider how you define "extenuating circumstances"
- Determine the non-negotiable SLOs & activities of your class and pair down
 - When class or student accommodations need to be made, you'll already know what can go
 - Build contingency policies into syllabi for possible disruptions (student/family illness)
 - Don't be afraid to make changes when needed (in class structure, assignments, policies)



Flex

Structure



This contains all the assignments, objectives, readings, and quizzes needed to be done

You may want to print this to have it handy throughout the week.

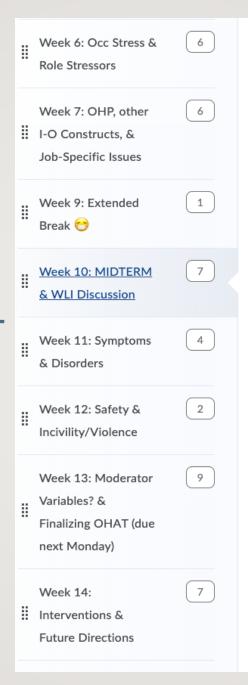
before Jan. 27th 11pm

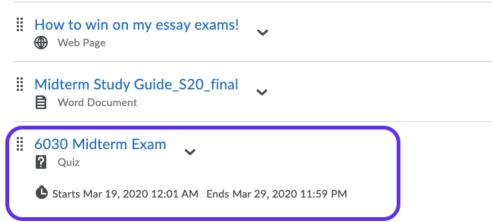
The Nature of Stress Chapter One



Flex

- Wide & diverse submission windows
 - Windows spanning week/end days/nights
 - The example window here runs from 12:01am Thursday to 11:59pm Sunday (my go-to window).





Unless otherwise specified, each essay response should demonstrate comprehend breadth of all relevant articles and chapters from the corresponding weekly real any corresponding lecturecasts. All answers should be written in paragraph for grammar, spelling, and sentence structure (no short hand, bulleted lists, etc.). The provide should be your thoughts/words and demonstrate your comprehension not simple summaries of other authors' or peers' work (some paraphrasing of dock; please credit authors for any direct quotes/findings in your exam responses are not open book or group activities. In other words, don't do anything you we me watching you take the exam in a classroom.

There is no required answer length or word count. However, the questions are such a way that they cannot be sufficiently answered in just a few sentences. <u>Cantal Adequately Address all Question components will be eligible for full points.</u>

The exam is out of 50 points and you will have 90 minutes to complete it.

You can do it!! :)



connection

- Have an Active, AUTHENTIC Course Presence
- Create Community/Solidarity/Belonging
- Informal Weekly Check-ins
- Allow Time/Space to Discuss Issues/Concerns
- Intentionally Facilitate Peer Support

PEDAGOGY OF CARE









Connect

Authentic Presence:

- Create a Bio
- Live/Virtual Zoom Office Hours
- Post/upload weekly announcements, module overviews
- Reveal your humanity embrace imperfection and vulnerability, model self-disclosure
- Core Conditions: Empathy, Genuineness, Unconditional Positive Regard

Creating Community:

- Break out rooms in Zoom for small group discussion
- Use Discussion Boards to facilitate connection around interests, non-course related
- Small Group Activities and assignments
- Buddy System exchange contact info
- Facebook, GroupMe, other Social Media

Empowerment



- Empower students through anonymous survey at beginning of course assess living situations, health, access to tech
- If possible, build in choice for assignments or diversity of assessments (may be easier for student to take a test than do research at library)
- Infuse course content with diverse authors / viewpoints it is empowering for students to see their own stories and those who look like them included in content (symbolic annihilation)
- Create emotional space in the classroom holistic approach to learning during this time;
 create space for students to discuss fear, disappoint, etc. (happy hour room, informal discussion space)
- Utilize Grounding Tools short free-writes / journaling, breath exercises, reframing



Empower

Grounding Tools

- Free writes/journaling
 - At the beginning of class you can allow 2 minutes for students to free write in a notebook
 - Centers and focuses the students for your class
- Mindful moment
 - Take a minute at the beginning of class for silence
 - 3 breaths
- Reframe thinking/gratitude practice
 - Helping remind students to find gratitude in the every day moments gives a sense of control back when there are feelings of chaos
 - e.g., instead of feeling like class is "one more thing I have to do" look at it as time away from everything else going on in your life and a gift to focus on one thing
- If virtual:
 - Same things can apply
 - Remind students to take brain breaks: turn off (technology) and tune in (to self)
- Links to free mindfulness resources at mindfulinmemphis.org

Main Takeaways

- Approach your teaching, students, & self with:
 - Care, Compassion, Respect, & Grace
- Be aware of the emotional impact of the pandemic on students of color given the health disparities in African American and Latinx communities
- Be sensitive to the burden of women and other caregivers during this time
- Don't feel pressure to add fancy gadgets & tech KISS method
- Care-based pedagogy is NOT discipline specific

Thank you!

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 - patrickA@apsu.edu
- Adriane Sanders (PSYC)
 - sandersAM@apsu.edu



Zoom Quick Tips

• Scheduling:

- Set a recurring meeting for optional synchronous classes or virtual office hours (see PDF included in resources)
- Can host group office hours or utilize the "waiting room" (in advanced settings) to admit students individually

Meetings:

- Screensharing pro tip: share your <u>desktop</u> rather than a specific application to have full access to multiple file/application types you may want to share during a presentation
- Want to play a video with sound (from your powerpoint or another application)? A simple click ensures all attendees get the sound: How to play audio during a Zoom meeting
- How to use "breakout rooms"
- Record to sessions to the cloud rather than local drive (select this option after you click "record").
 Once the meeting is recorded, it can be downloaded to a computer or streamed from the cloud. For more information: Zoom Cloud Recording

D2L Quick Tips

- Jane Semler recently worked with Amor in DE to create two specific "quick guides" for faculty. It's just the need to know info! Bonus: Following these quick tips also aligns your course with Quality Matters best-practices for course organization.
 - D2L Quick How2s
 - <u>D2L Grades Basics</u>
 - Full APSU D2L Resources Site: https://www.apsu.edu/online/technology/d2l

References & Additional Resources

- hooks, bell (1994) *Teaching to Transgress. Education as the practice of freedom*, London: Routledge.
- Top Hat: Results from a Covid-19 Student Survey of Online Learning, May 1, 2020
- Active Minds: The Impact of Covid-19 on Student Mental Health, April 10-18, 2020
- Trauma-Informed Teaching & Learning in Higher Ed
- Defining Remote Education in Place of Seated Education: What and How
- Open Access & Digital Pedagogy
- How to Make your Teaching More Inclusive (Chronicle)
- <u>Creating Inclusive College Classrooms</u> (U Michigan)
- Inclusive Pedagogy: Resources & Ideas for Teaching (Georgetown)
- Pedagogies of Care Collection of Resources
- Quick examples of discipline-specific professional organizations providing resources relevant to Pedagogy of Care (check your own societies/orgs, you may be surprised!):
 - American Mathematical Society: <u>Can mathematics be antiracist?</u>
 - Society for Teaching Psychology: BIPOC-authored Psyc Papers organized by specialty (ongoing updates)

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PEDAGOGY OF CARE TASKFORCE

PEDAGOGY OF CARE

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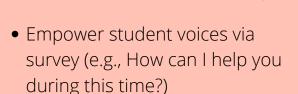
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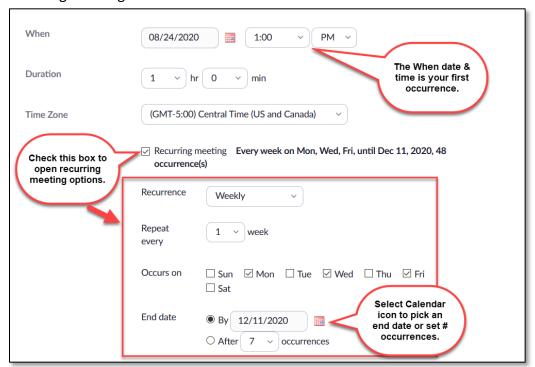
- Provide diverse assessment options & an up-to-date D2L gradebook
- Infuse course content with diverse authors/viewpoints
- Create emotional space in the classroom
- Provide "grounding" tools

Zoom for Office Hours?

Yep, just another awesome way to use Zoom! Set up a recurring meeting in Zoom to allow students to stop by and ask questions.

Set up your Zoom meetings:

- 1. Go to https://apsu.zoom.us to log into your APSU Zoom account.
- 2. Under Meetings, select Schedule a New Meeting.
- 3. Complete the Schedule a Meeting form. Special considerations for office hours:
 - a. Recurring meetings settings are activated by selecting the check box next to Recurring Meeting.

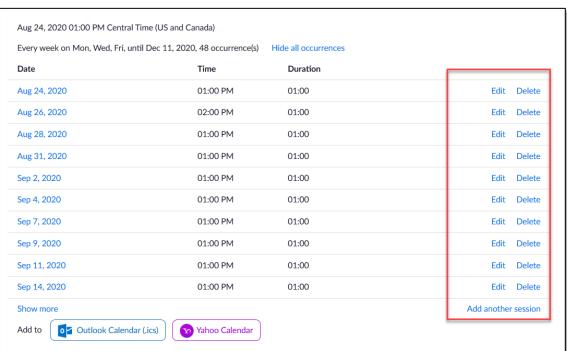


- b. Recurring meetings selected to occur daily, weekly, or monthly are limited to 50 occurences. If you need more than 50 occurences, select No Fixed Time to create an open meeting you can start at any time with the same link. No Fixed Time is also a good option if your office hours do not fit the traditional recurring options.*
- c. Select the box next to Waiting Room. This way you can control who is in the meeting with you i.e. in your office versus who is in the waiting room i.e. next in line sitting in the hallway.
- d. Do no select Enable join before host.
- e. Do not select Record the meeting automatically. This will create a huge file recording your entire office hours. Instead enable recording as needed during

the meeting, for example, to record an explanation or demonstration for a student.

4. On the meeting page, select Show all occurences to review, edit, delete, or add occurrences.





- 5. *Are your office hours irregular (so not MWF 1:00-3:00pm but M 2:00-3:00pm, W 8:00-10:00am, and F 12:00-2:00pm, etc.), but you want to have only one link for office hours? Two options:
 - a. Set a recurring meeting that meets the majority of your office hours. Then, use the options under Show all occurrences to edit, delete, and/or add sessions as needed.
 - b. When scheduling the office hours meeting, instead of selecting daily, weekly, or monthly as the recurrence, select No Fixed Time to create an open meeting you can start at any time with the same link.

6. Share the meeting link with your students. You can add it to your course syllabus, add as a link in your D2L Content, and/or make a D2L Announcement. Do NOT post your link publicly.

Running office hours:

- 1. At the designated time, go to https://apsu.zoom.us and Start the meeting. Make sure your computer volume is on and audible.
- 2. Use your computer as usual to work! Listen for a door bell like sound to announce that a student has entered your waiting room.
- 3. On the Participants list, you can Admit them to the meeting and engage with them.
- 4. If another student enters the waiting room, you choose what to do! Do they stay in the waiting room or do you permit them into the meeting room to engage with you and the other student(s)?
- 5. If you decide to keep them in the waiting room, use Chat to message those in the waiting room. Consider something like, "Thank you for attending office hours. I am currently assisting another student and will admit you into the meeting as soon as possible. If you are unable to wait at this time, please contact me at yourname@apsu.edu to schedule an appointment."
- 6. When the student is done, they leave and you keep the meeting open for the duration of your office hours block.

Additional resources:

- Distance Education's Zoom website
- Zoom Help Center
 - Scheduling Recurring Meetings
 - o Waiting Room
 - Starting a Cloud Recording (while in a meeting)