Welcome to our Workshop. Please take a few minutes to share ideas:

(1) What ways do emotions impact learning in your class?
(2) Can you think of a story you would like to share?
Teaching and Lunching
Part One of a Three Part Series

February 5, 2020

Cydney Delia, Director, Learning Resource Center
Jeanette Gerrity Gomez, Assistant Chair, HMST, ELL Specialist
**Agenda**

- Intro & Overview [5 mins]
- Emotions [20 mins]
  - Creating Engagement
  - Impacting Opportunities
  - Influencing Interest
- Discussion of Article [20 mins]
- Applying Strategies & Methods to Your Course [5 mins]
- Reflection & Looking Forward

**Workshop Objectives**

Participants will:

1. Demonstrate understanding of connections between emotions and learning;
2. Examine three ways in which emotional responses can be mitigated through adaptation of materials;
3. Identify ways to create outlets for emotion during tasks;
4. Analyse outside reading about failure for connections to our work
Emotions and Learning
Universal Design for Learning

- Temperament and disposition
- Current mood
- Similar related experiences
- Skills and background knowledge
- Personal goals
- Coping, self-regulation strategies
- Feedback received
- Available external support
- Nature of instructions

Variables mostly about the learner — Interaction — Variables mostly about the activity/task

Image from CAST.org
Three Ways to Make Learning Emotionally Accessible
Perceive
Creating Engagement

Demonstrate
Impacting Opportunities

Sustain
Influencing Interest
PERCEIVE: Creating Engagement

ADJUST THE ACTIVITY/TASK

- What language are we using to inform and to explain?
- What are our own emotions and disposition?
- Offer alternative forms of information--diagrams, photographs, storyboards, multimedia

SUPPORT THE LEARNER TO COPE WITH THE COMPLEXITY OF THE ACTIVITY/TASK

- Invite students to share their own knowledge, emotions, and experience about content/process
- Pre-teach critical background information and emphasize relationships between concepts through multiple representations
- Introduce info progressively with scaffolds to help students manage content
- Model ways to solve new problems with previously learned skills and guide application of learning to new concepts by providing supported learning opportunities

Adapted from CAST.org
DEMONSTRATE: Impacting Opportunities

ADJUST THE ACTIVITY/TASK

- Adjust activity so students can express knowledge effectively and with multiple tools for composition--e.g., written, voice recordings, multimedia variations

SUPPORT THE LEARNER TO COPE WITH THE COMPLEXITY OF THE ACTIVITY/TASK

- Support executive functions--model and require goal setting, planning, organization and info-management strategies
- Create moments in class for reflection (private/public) about work and progress
- Monitor progress: embed formative and low-stakes assessments to collect actionable information to guide instructional decision making
- Give specific targeted and timely feedback

Adapted from CAST.org
SUSTAIN: Influencing Interest

ADJUST THE ACTIVITY/TASK

- Offer choices when possible:
  - activity (personal, research based, or initial response to prompt)
  - manner of work (group, pair, individual)
  - response - audio, visual, or written, private or public
- Allow for low stakes practice leading to culminating event
- Organize project teams around shared interests - ex. by discipline or personal interest

SUPPORT THE LEARNER TO COPE WITH THE COMPLEXITY OF THE ACTIVITY/TASK

- Offer explanation and build in rewards for evidence of emotional engagement and motivation
- Elicit feedback (individual, peer to peer) and respond to it
- Encourage self-monitoring of difficulties and provide ways to discuss these
- Explain pedagogical reasoning for activities - link to SLOs and assessments

Adapted from CAST.org
Failure and Learning


Come up with three take-aways from it that you can use in your own classroom.

Report out to the larger group.
Wrapping it Up for Today
Reflection

(1) Write two statements about what you learned at this session.

(2) What is one question that you still have about this topic?
Mark Your Calendars

WED, February 5, 12:30-1:30pm: Emotion & Learning: Designing and monitoring activities to engage all students while increasing content accessibility

WED, March 4, 12:30-1:30pm: Valuing the Outcome OR Separating the Means from the Ends: Ensuring your course learning goals are attainable by all learners in different ways

WED, April 1, 12:30-1:30pm: Accessible Learning Centered Syllabus Design: Creating a syllabus that is accessible and useful for all students

Bunting 390
Lunch Provided

Interested in Joining Us as a Presenter?

Contact Cydney cdelia01@mica.edu

or Jeanette igerritygomez@mica.edu