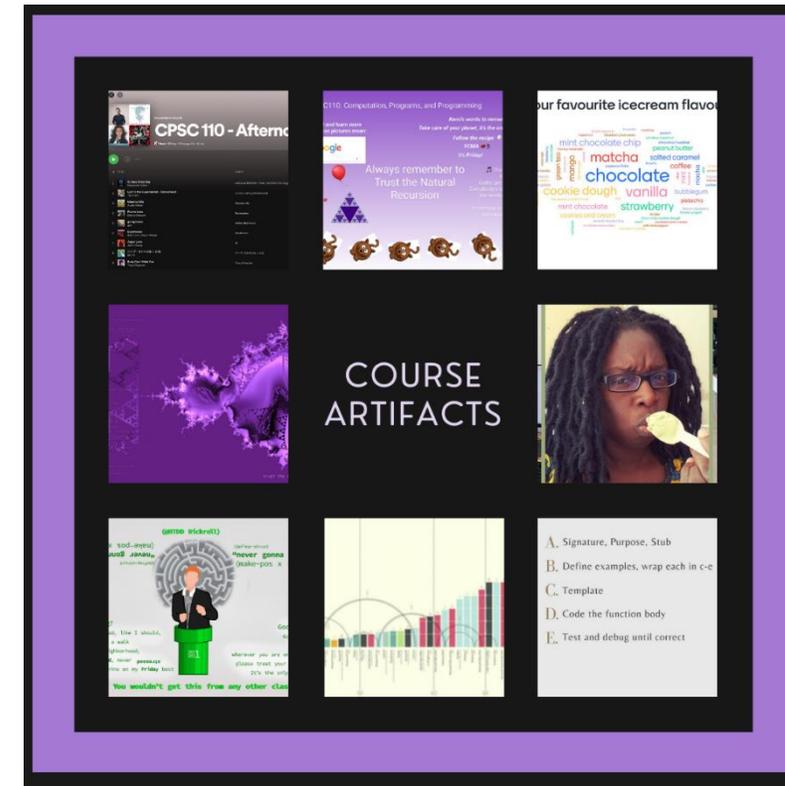


Lightweight Integrated Socio-emotional Practices to Support Students' Wellbeing

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THINGS

YOU MAY NOT KNOW

ABOUT

THE INDIAN ACT

Helping Canadians Make Reconciliation
with Indigenous Peoples a Reality

Housekeeping Notes

- If you wish to speak or ask a question, click the “Raise Hand” button and wait for the host to call on you.
- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Feel free to use the chat to communicate with other participants
- The host will access the chat only during activities
- **During Breakout activities:** consider turning your video on if it is not already on.
- Download a copy of the slides @ <https://tinyurl.com/CTLT-0>

Setting Expectations

The title of the workshop is *Lightweight Integrated Socio-emotional Practices to Support Students' Wellbeing*

Please use the Padlet board to answer the following questions:

- What are you hoping to get out of this workshop?
- What (if any) reservations do you have about the topic?

Padlet Board: <https://tinyurl.com/CTLT-1>

Workshop Outcomes

By the end of this workshop, engaged participants will be able to:

- Justify the use of lightweight, integrated socio-emotional practices in their courses
- Use appreciative inquiry to determine practices best suitable for your context
- Develop a plan to integrate and evaluate the practices you select

Outline

- Introduction – 10 minutes
- Socioemotional Practices – 20 minutes
 - Definitions
 - Challenges
 - Benefits
 - Practices
- Application – 20 minutes
- Summary – 5 minutes

Definitions

Integrated

blended into or included within

Socio-emotional

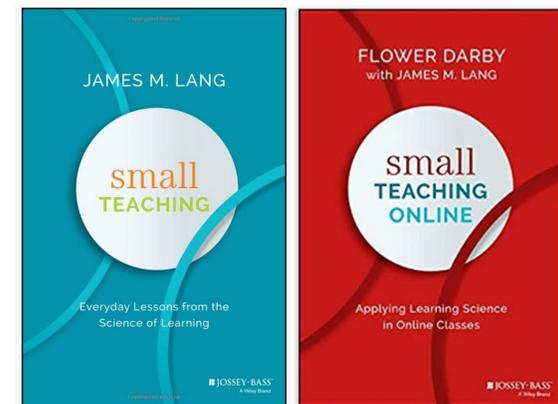
refers to students' feelings, sense of acknowledgment and belonging, through their relatedness with peers and staff.

Lightweight

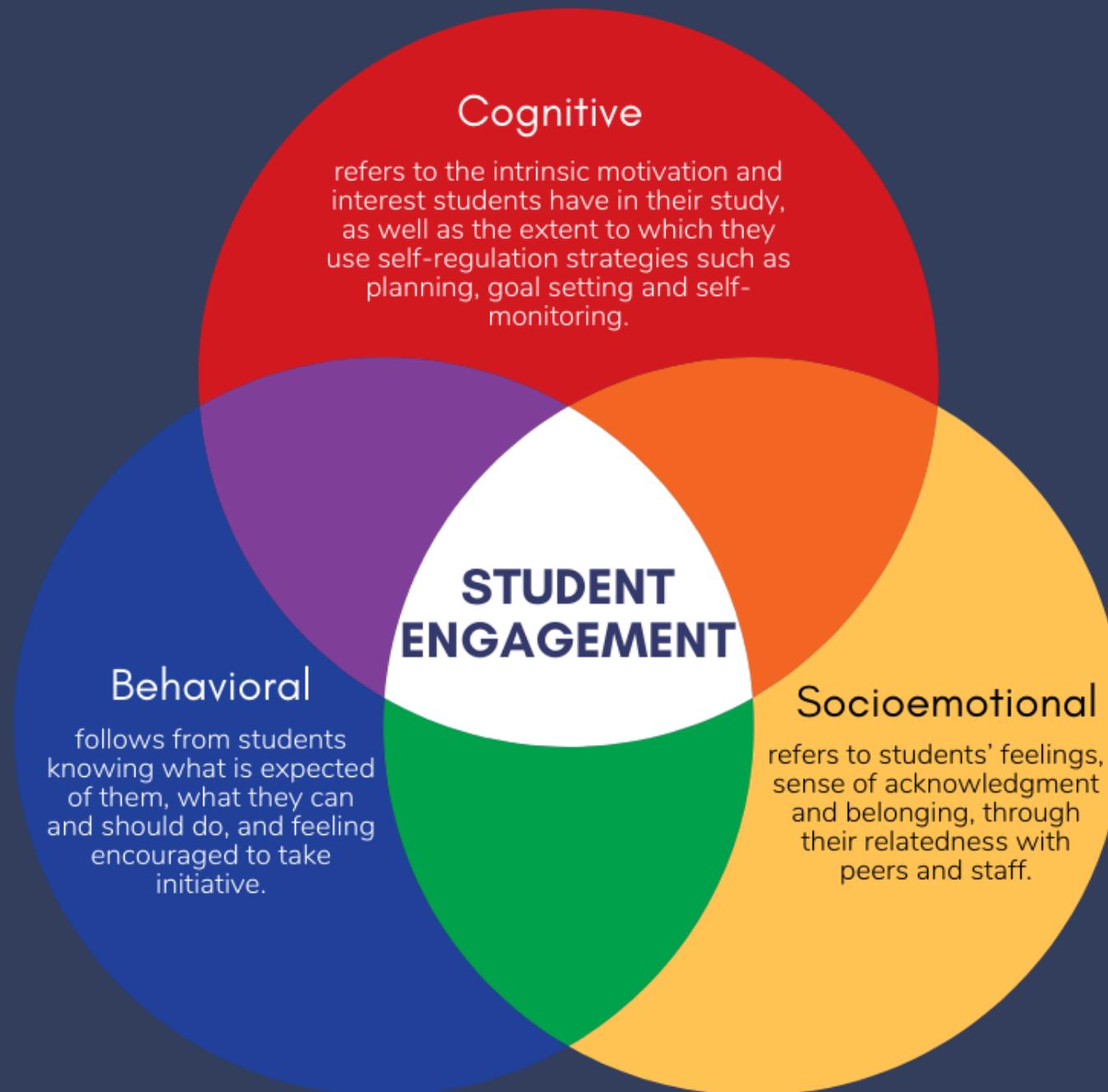
course activities that an instructor can facilitate, require little-to-no grading or preparation, are brief, easy to execute, and adaptive to various educational contexts

PREP: < 10 minutes/week

DEPLOYMENT: 2 – 5 minutes/week



Lightweight Integrated Socio-emotional Practices to Support Students' Wellbeing



Classroom Climate

Large undergraduate university classrooms have been characterized as

- marginalizing
- hierarchical
- defensive
- competitive
- impersonal



- [1] Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman, and Richard E. Mayer. 2010. *How Learning Works: Seven Research-Based Principles for Smart Teaching* (1st editio ed.). Jossey-Bass, San Fransisco, CA, USA.
- [2] Lecia Jane Barker, Kathy Garvin-Doxas, and Michele Jackson. 2002. Defensive climate in the computer science classroom. In *Proceedings of the 33rd SIGCSE Technical Symposium on Computer Science Education (SIGCSE '02)*, ACM Press, New York, New York, USA, 43. DOI:<https://doi.org/10.1145/563340.563354>
- [3] Kathy Garvin-Doxas and Lecia J. Barker. 2004. Communication in computer science classrooms: understanding defensive climates as a means of creating supportive behaviors. *J. Educ. Resour. Comput.* 4, 1 (March 2004), 1–18. DOI:<https://doi.org/10.1145/1060071.1060073>
- [4] An Nguyen and Colleen M. Lewis. 2020. Competitive enrollment policies in computing departments negatively predict first-year students' sense of belonging, self-efficacy, and perception of department. In *Proceedings of the 25th ACM Conference on Innovation and Technology in Computer Science Education (ITICSE '20)*, ACM, New York, NY, USA, 685–691. DOI:<https://doi.org/10.1145/3328778.3366805>
- [5] Julia Yates and Anke C. Plagnol. 2021. Female computer science students: A qualitative exploration of women's experiences studying computer science at university in the UK. *Educ. Inf. Technol.* (September 2021), 1–27. DOI:<https://doi.org/10.1007/S10639-021-10743-5>

Benefits of Integrating Socio-emotional Engagement into Learning

Socioemotional engagement can positively impact

- motivation
- self-efficacy
- sense of belonging
- persistence
- performance



Integrated Lightweight Socioemotional Practices

Course activities that an instructor can facilitate,

- require little-to-no grading or preparation,
- are brief, easy to execute,
- adaptive to various educational contexts
- focus on improving socio-emotional engagement
- are integrated into regular lecture activities.

Practices

- Student-generated musical playlist
- Micro-narrative content-related stories
- Short activities to gauge students' emotions
- Birthday Celebrations
- Interest List

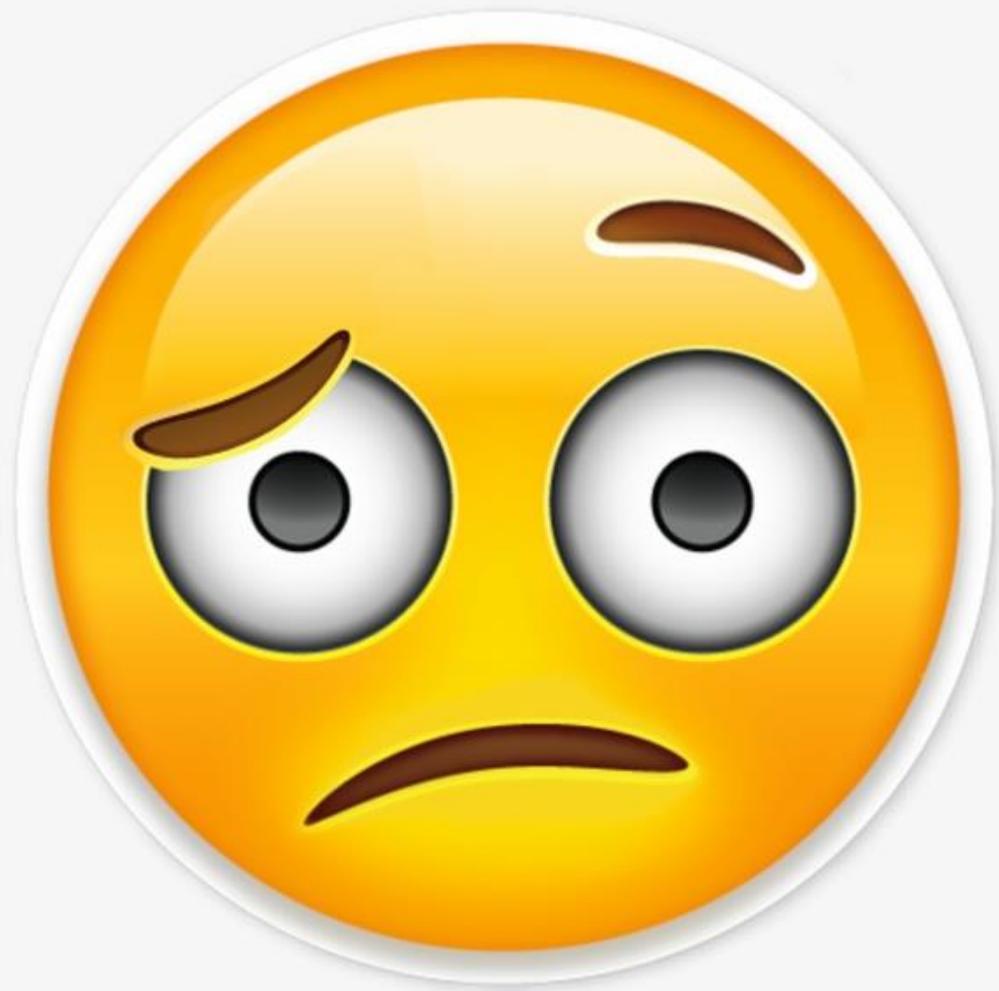


Practices

- Swag Artistic Expressions
- Physical activity/stretch breaks
- Taglines
- Games
- Sketches
- Motivational Pictures



**Good morning,
good afternoon, good night
Wherever you are on this
spinning, rotating, beautiful
planet
Treat your planet right
why?
Because it's the only one we have**



Situational Factors

- Class size – large, small
- Room constraints – transition time, seat configuration
- Modality – online, in-person, hybrid
- Course structure – multi-sectional vs single-section

Limiting Beliefs

- *Class is for learning*
- *Emotions should be left outside of the classroom*
- *Non-academic content takes away from learning*
- *These practices only work for a certain personality*



Finding Your Fit

Appreciative Inquiry is a process that explores our past experiences and passions to unearth our strengths. It allows us to highlight and harness our strengths within our work.

Questions to ask yourself

- What do I love doing?
- What am I good at?
- What are my hobbies?
- How can I infuse my hobbies into my course



Reflective Activity (7 minutes)

Analyze your context

- Your situational limitations
- Your strengths

Select an existing practice or come up with your own

After selection develop a plan for deployment

Integration challenges: What challenges may impede integration? What are some limiting beliefs you have?

- Context: Multi-sectional course – I have limited control over content. The room is in-use before I arrive. I teach twice a week.
- Strengths: I love Pinterest
- Practice: Infuse motivational quotes into my course.
- How: I will add an image during the break of my class once a week.
- Challenges: When do I look for images, how long will it take, should I use Pinterest or another platform, how do I determine images that will resonate with students

Breakout Room Activity (10 minutes)

Instructions: Now that you have developed a plan for next term, we ask that you pair up with another participant and share your plan and get feedback. If you end up in a room alone, please return to the main room so we can reassign.

Outline

- Introductions (1 min)
- Person 1 shares (2 min)
- Person 2 provides feedback (2 min)
- Person 2 shares (2 min)
- Person 1 provides feedback (2 min)

Evaluation

What are you evaluating

- Engagement
- Belonging
- Motivation
- Performance

How to evaluate

- Mid-course evaluations
- Short clicker questions
- Minute paper
- Activity



Takeaways

- Be emotionally present
- Be intentional
- Be consistent
- Be simple
- Be authentic

