

SILVER LININGS

Leveraging Teaching & Learning to
Cultivate Resilience in Challenging Times

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RESILIENCE

is the ability to mentally, physically, and emotionally renew ourselves during and after difficult or traumatic experiences.

is the ability to shift from an alert, on-guard response to a calmed, cohesive state.

is the capacity to transition from a perspective of immediate survival to a forward-thinking and positive imagination for the future.

Resilience allows for both safety and connection to be re-established.



As you think about your own COVID-19 coping experiences, what are some of the resilience mechanisms that you have turned to?

What are some of the resilience mechanisms that your students have turned to?

RESILIENCE MECHANISMS

- 01 A connection to nature
- 02 Spirituality and religion
- 03 Art and music
- 04 Creativity
- 05 Connections to humans or animals
- 06 The ability to help others





TODAY'S AGENDA



01

Begin with reflective questions to help you explore what you have learned during this period that can contribute to your personal and professional growth

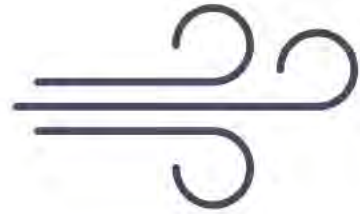
02

Explore two frameworks to guide our actions in the classroom: trauma-informed pedagogy and values-based, meaning-infused education

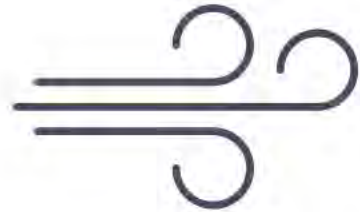
03

Talk about some concrete tools and strategies that can be implemented into classrooms of any modality to support learners' perseverance and resilience

Let's Reflect (2 minutes each)

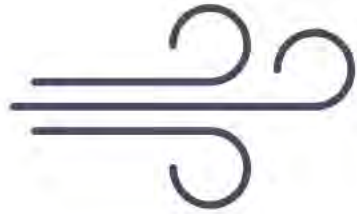


What are one or more takeaways that you have from the last two months related to your professional identities and/or skills?

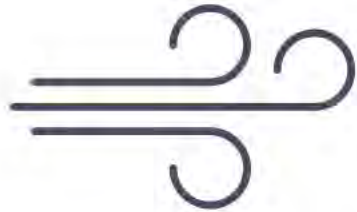


What are one or more takeaways that you have from the last two months related to your personal identities and/or relationships?

Let's Debrief (7 minutes)



What are one or more takeaways that you have from the last two months related to your professional identities and/or skills?



What are one or more takeaways that you have from the last two months related to your personal identities and/or relationships?



GUIDING FRAMEWORKS

Trauma-Informed Pedagogy

Values-based,
Meaning-infused Education



Consider:

What parts of these frameworks are you already using in your classroom?

What parts of these frameworks would you like to incorporate more?

Trauma-informed Pedagogy

- A focus on healing and the validation of students' lived experience that looks like:
 - Safety → predictability and structure
 - Trustworthiness & transparency → consistent and frequent communication
 - Peer support → ability to connect with peers and instructor in multiple ways
 - Collaboration & mutuality → focus on relationship-building and care
 - Empowerment & choice → help make learning meaningful through independence and autonomy

Values-based & Meaning-infused Education

- Asking students what they value so they can make meaningful connections between their values and what they are learning
- Values-based education can help students to:
 - Be motivated when they experience a challenge
 - Prioritize their learning in relation to other responsibilities and obligations
 - Make decisions about how to pursue their learning (i.e. choosing a major, choosing a modality, etc.)
 - Feel confident about what to do with what they have learned after college



Share:

What parts of these frameworks are you already using in your classroom?

What parts of these frameworks would you like to incorporate more?

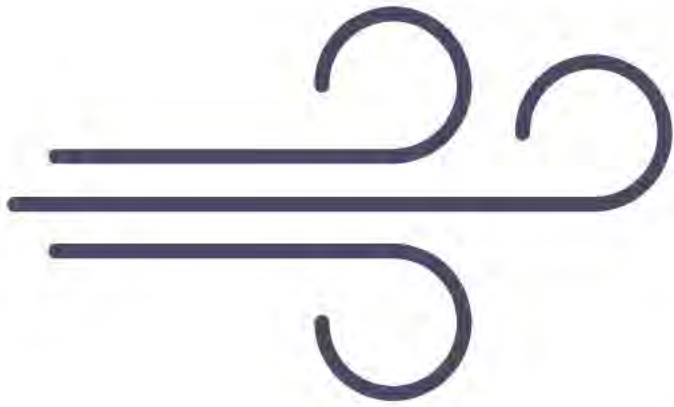
Tool # 1: Identify Takeaways



We just did this!

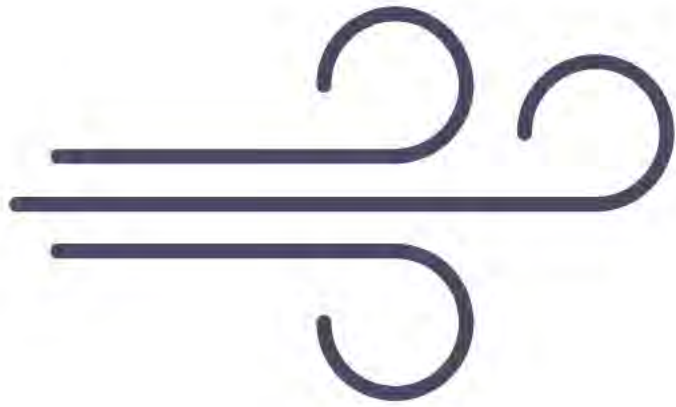
Ask students what their takeaways are from their experience so far.

What are they learning about themselves, their abilities, their strengths?





Tool # 2: Reflect on Mindset

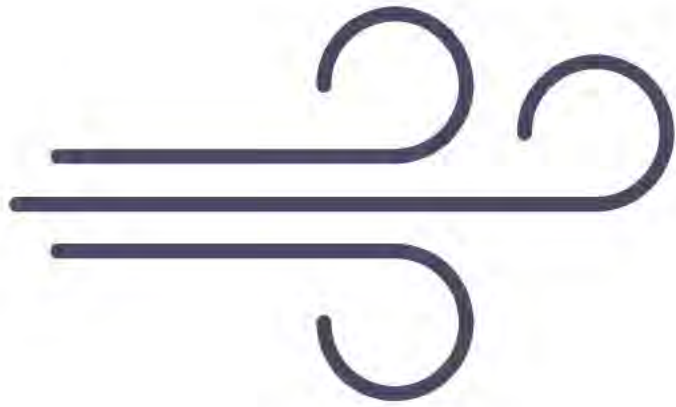


Mindset = an established set of attitudes and beliefs that shape your thoughts, actions, and feelings.

Many of us have encountered the literature on growth and fixed mindsets, but there are a lot of other kinds of mindsets that our students may be bringing into the classroom.

Mindsets are built on assumptions, or when we take an unproven thought and decide that it is true. Assumptions can also be things that we take for granted.

Assumptions are important to explore because they often impact our perspectives and the actions that we take.



Here's one example of opposing assumptions:

- One person cannot create a large change.
- I have the capacity to make a big impact.

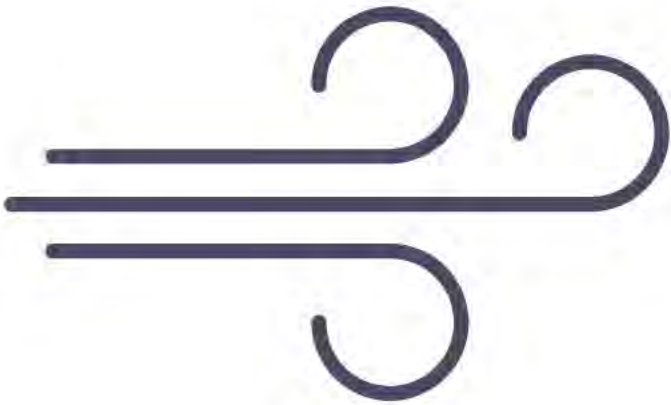
What are some examples of mindsets (assumptions, attitudes or beliefs that shape actions) that you see in your classrooms?

Here is a simple activity to help you and your students to explore your positive and negative assumptions.

Choose a negative assumption that you have about yourself.

Then, do the following:

- Explore the perspectives that arise from that assumption.
- Write a list of the actions (or lack of action) that would be taken from that perspective.
- Note the results that would come from those actions.
- How would those results reinforce the original assumption?

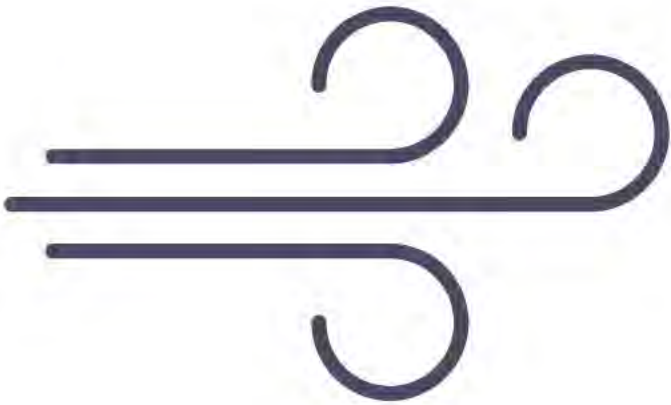


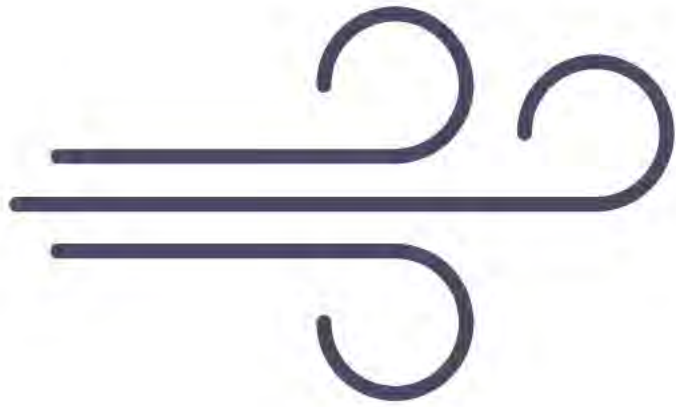
Now, choose a positive assumption that you have about yourself.

Then, do the following:

- Explore the perspectives that arise from that assumption.
- Write a list of the actions (or lack of action) that would be taken from that perspective.
- Note the results that would come from those actions.
- How would those results reinforce the original assumption?

How do your actions and results change when positive assumptions are in place?





This activity can help students (and us!) to:

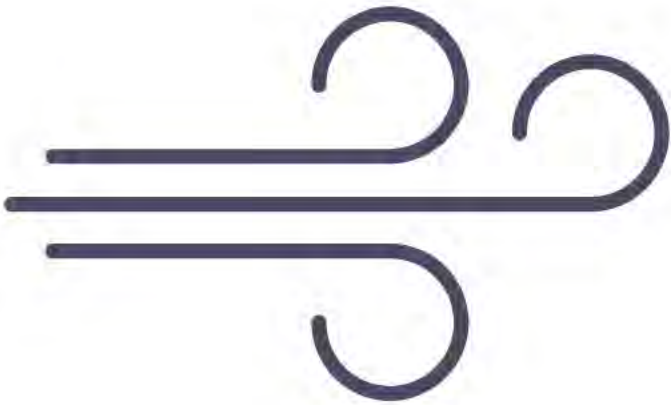
- Identify mindsets that they might be experiencing
- Explore their assumptions
- Shift their mindset by identifying assumptions they might be making that are negatively impacting their actions
- Change their actions
- Experience better results with a new mindset

Tool # 3: Identify Values



Part 1

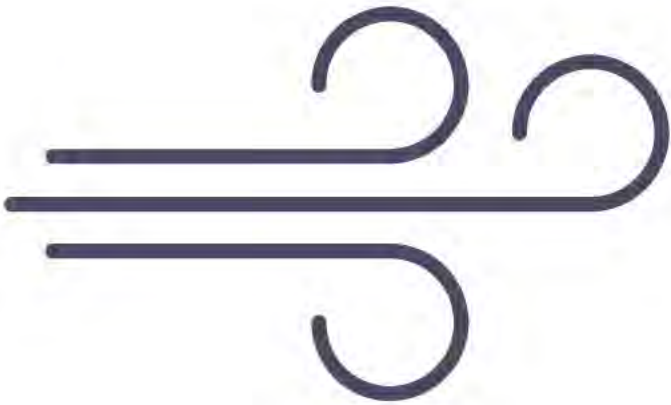
- Share a list of values words (handout)
- Ask students to circle or highlight the ones that resonate with them
- Then have students take those resonating words and try to group them into themes
- Ask students to narrow their list to 3-5 values words or themes
- Have students choose a value for the following crosswalking activity

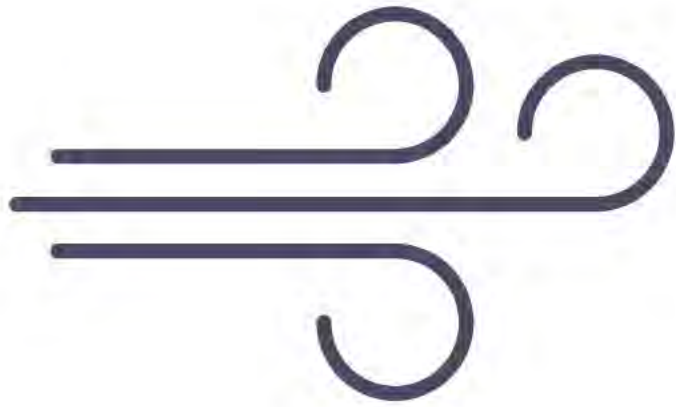


Part 2

Crosswalking is an alignment activity that requires you to:

- ask whether the evidence of a value is clear in your life
- see whether and how a value is present in a meaningful way
- explore how your different values are interacting with one another
- brainstorm where you might want to add more of a value into your actions





Ask your students to reflect on their educational experiences thus far.

Where do they see their values represented in the coursework they have done or the assignments they have completed?

This activity can show students that their education can be tied to their values.

How do they want their values to be present in their learning experiences? How have their values motivated them to keep going on their learning pathways?

What does this mean for our classrooms?

- Creating opportunities for students to heal and share their experiences during and after difficult experiences
- Designing environments that are caring and community-focused
- Offering students ways to connect their larger values to what they are learning so that they are motivated to keep going
- Sharing your values with students and how they impact your actions and choices
- Providing opportunities for more and deeper connections between your students, their peers, and you as their instructor



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Talked about concrete tools and strategies that can be implemented into classrooms of any modality to support learners' perseverance and resilience

Want to further explore these ideas?

I recommend checking out:

Onward: Cultivating Emotional Resilience in Educators
by Elena Aguilar

Understanding and Clarifying Your Values
by William O. Blackwood & L. Ray Mauser

Finding Meaning: The Sixth Stage of Grief
by David Kessler





QUESTIONS?

