

# Fostering Academic Resilience **Thriving in the Classroom** Toolkit Practice Session

<https://www.thrivingclassrooms.ca/#/>

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she, her, hers

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**WE ARE  
HUMBER**

# Land Acknowledgement

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# Learning Goals

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Understand **academic stressors** and learner needs.

Learn evidence-based strategies for fostering **academic resilience** in learning environments.

Use techniques in the **Thriving in Action** toolkit to inform your teaching practice.

# 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

<https://www.thrivingclassrooms.ca/#/>

# disrupting the term "resilience"

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- systemic and structural injustice
  - collective learning, growth and empowerment
  - strength-based language
  - changing campus environments
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# Student Resilience and Coping

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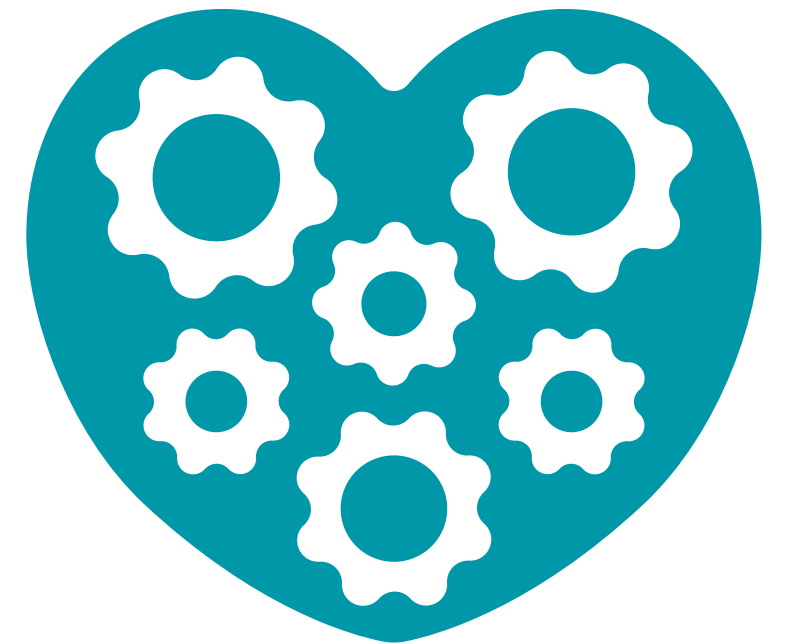
## Fall 2022 Student Success and Engagement

**89%** Humber students persist when things are difficult.

**80%** Humber students cope with stressors in their life.

**67%** Humber is a place where I feel like I belong.

**65%** Humber student developed a good connection with one or more professor.



# fostering academic resilience

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- Define the hidden curriculum
  - Change mindsets
  - Increase social belonging
  - Encourage self-reflection
  - Increase self-regulation
  - Integrate learning strategies

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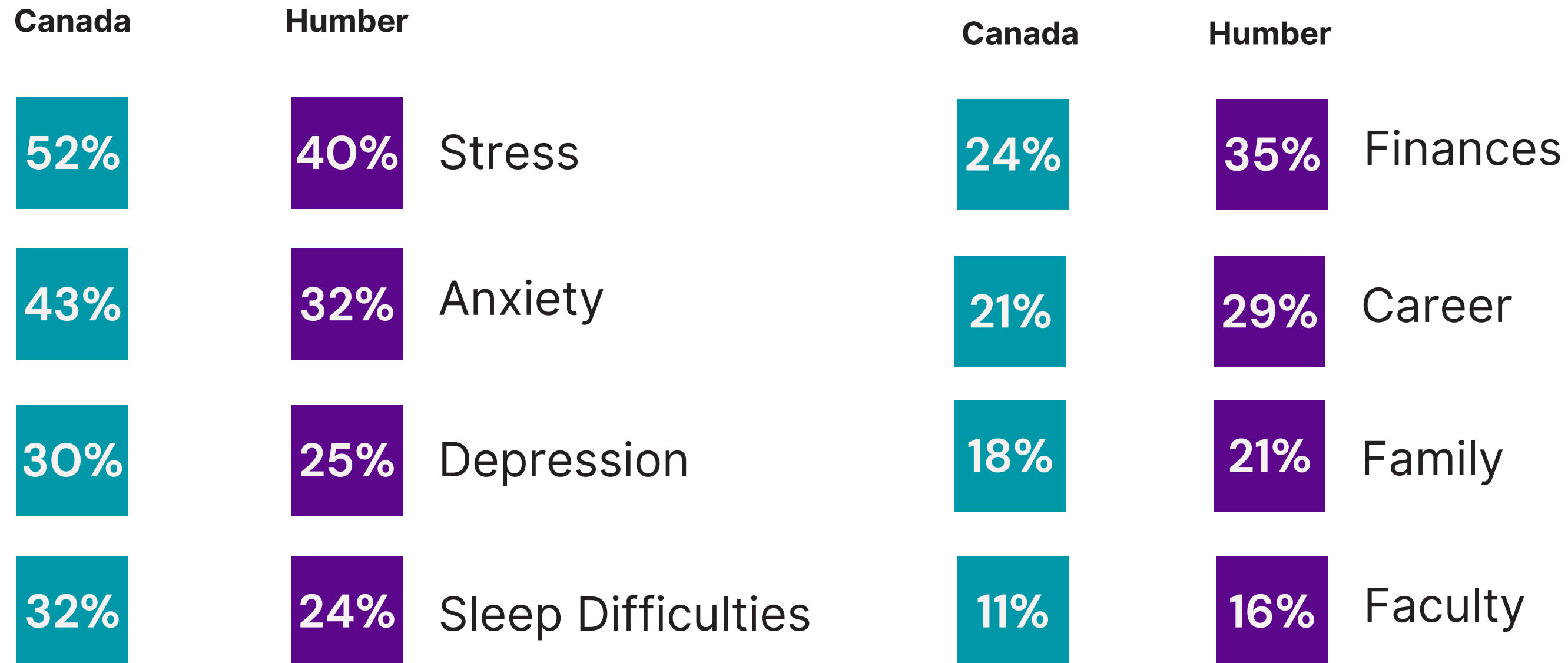
Source: Thriving in Classrooms

<https://www.thrivingclassrooms.ca/#/students-resilience/academic/learn/04>

# National College Health Assessment Data (2022)



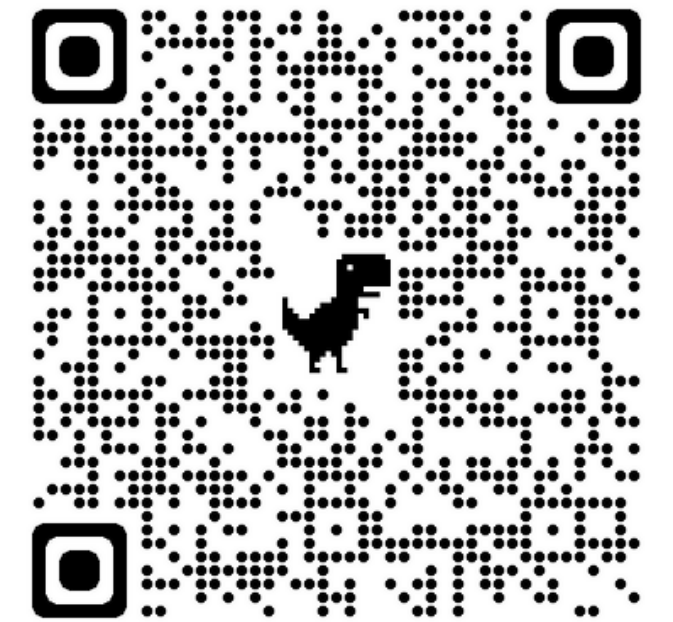
## Academic Impacts







# Join on Padlet



Reflect on a memorable or amazing faculty member.

- What made them a good educator?
- How did they offer support during a stressful time?
- Was there a particular way they provided support that made it a positive learning experience?

# Welcome to this section on academic resilience

## Meet Deena

**Deena Kara Shaffer**, PhD, MEd, BEd, (Hons)BA, OCT is the Coordinator of Student Transitions & Retention in Student Wellbeing, Adjunct Faculty in the Sociology Department, and Lecturer in the Psychology Department, at X University. Deena is the President of the Learning Specialists Association of Canada (2nd term). A former learning strategist for students with disabilities, and a skilled certified high school teacher, Deena offers an inclusive, equity-guided, research-driven, health-promoting, holistic pedagogical stance to every educational encounter. Deena is co-initiator of the [Thriving in Action](#) resilience intervention, [Portage](#) paddling program, and [Mood Routes](#) campus outdoor st/rolling initiative. Deena holds a doctorate in nature-based pedagogy and learning strategies; is a trained yoga teacher (200 hr), restorative yoga teacher (60 hr), and mindfulness meditation teacher; is published poet (The Grey Tote, Véhicule Press, 2013); and is a thought leader, writer, and public speaker on learning and well-becoming. Deena is also the owner of [Awakened Learning](#) academic resilience coaching and consulting.



How would you like to support your students today?

**Learn**  
about academic  
resilience

**Discuss**  
resilience with  
students

**Share**  
resources with  
students

**Design**  
curriculum that  
promotes resilience

**Review**  
research by  
resilience experts

<https://www.thrivingclassrooms.ca/#/>



Do you have a hidden curriculum?

*Toolkit post*

“Unhiding” a hidden curriculum

*Toolkit post*

Why should you create inclusive and brave learning spaces?

*Toolkit post*

Adopting resilient pedagogy

*Website*

What is resilient course design?

*Website*

Providing quality feedback

*Multiple*

[Incorporating resilient learning strategy and skill-building](#)

*Report*

Helping students embrace and learn from failure

*Toolkit post*

“The Holistic Learning Strategies

Toolbox: Bringing in the Breath and the Body”

## Incorporating resilient learning strategy and skill-building

Ever wonder about your students' foundational learning skills?

Inefficient or shaky academic skills like time management, note-taking, or studying can significantly impact students' academic performance and resilience.

This multi-campus [investigation, report, and call to action](#) indicates high levels of “deficient” learning skills across campuses.

To bolster your students' learning skills, with tips on things like, how to prioritize, reading comprehension, remembering material for tests and working collaboratively in groups, explore [Thriving in Action Online](#).

<https://www.thrivingclassrooms.ca/#/students-resilience/academic/design/07>

# Toolkit in Action

It's the start of the semester and you want to integrate **1 or 2 strategies** from the toolkit to foster academic resilience in the classroom.

**Take 5 min to review the toolkit.**

Which strategies from the toolkit did you select? How will these address learner needs at Humber?



# Academic Resilience Practices



## **SELF-REFLECT**

Pick 2 or 3 items that you are proud of – how do you practice them?



## **THINK-PAIR-SHARE**

Share your strategies with a colleague.



## **GROUP DISCUSSION**

Share your strategies with the group.

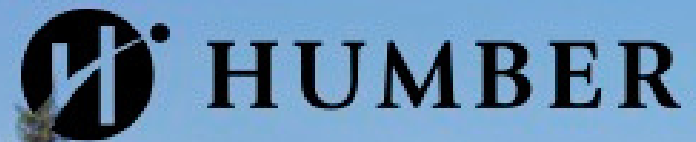
# Student Wellness & Equitable Learning

I want help with...	SWEL Support
accommodations, technology for students with disabilities, accomodated testing	Accessible Learning Services Team
housing, finances, food, sexual violence resources	Student Support Intervention Coordinators
coping with stress, anxiety, relationships, body image, identity, trauma etc.	Counsellors
talking about consent, healthy boundaries, sexual intimacy, sexual health	Sexual Violence Prevention and Education Team, Health Centre
working towards wellness goals (physical, social, mental, financial etc.)	Peer Wellness Education and Programs
making a complaint about harassmnet, bullying, discrimination etc.	Student Connection and Community Care Team

**North Campus** - Student Wellness and Accessibility Centre, 2nd Floor, Learning Resource Commons

**Lakeshore Campus** - Student Wellness and Accessibility Centre, 2nd Floor, Humber Student Welcome and Resource Centre

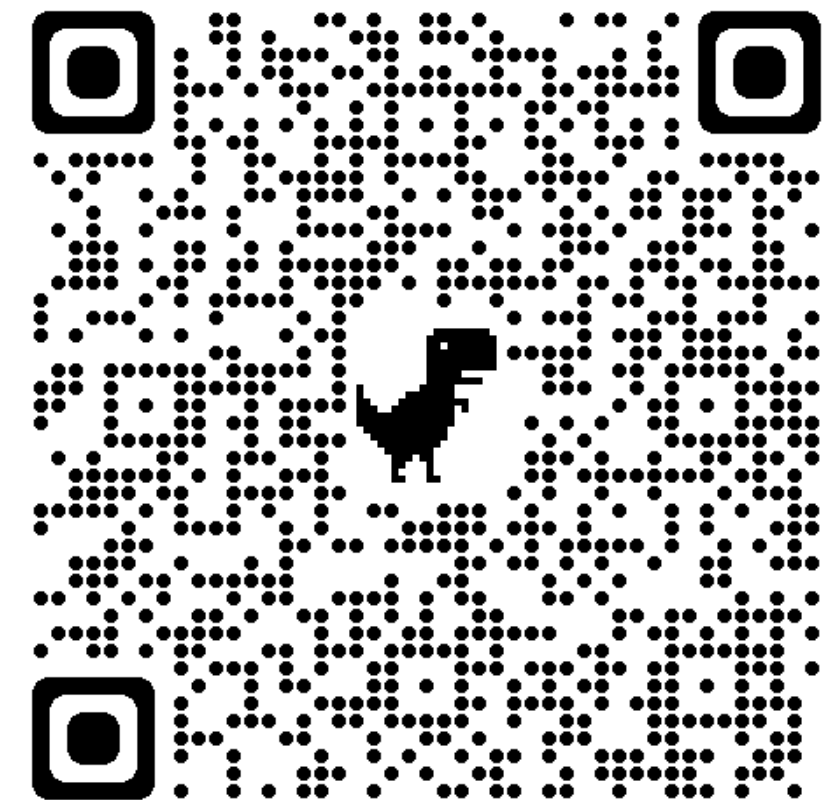
[swac@humber.ca](mailto:swac@humber.ca)



# Student Wellness and Equitable Learning

Recognize, Respond and Support Learners in Distress

Request a training or download the guide



# Student Wellness and Equitable Learning

[www.humber.ca/student-life/swac](http://www.humber.ca/student-life/swac)

<https://www.thrivingclassrooms.ca/#>

**Ask me** about strategies for cultivating academic resilience and well-being in learning environments.

**[Download the session guide.](#)**

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## **ESTEFANIA TOLEDO**

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