



# PART-TIME TEACHERS' CONFERENCE

## Supporting Achievement among all Learners

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# IGS Land Acknowledgement

We acknowledge that the land that we are meeting on is in the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg (ah-nish-ih-nah'-bey), the Chippewa (chi-puh-waa), the Haudenosaunee (hoe-dee-no-show-nee) and the Wendat (wendat) peoples and is now home to many diverse First Nations, Inuit and Métis peoples. Toronto is covered by Treaty 13 with the Mississaugas of the Credit, also known as the Toronto Purchase, and is in the “dish with one spoon territory, which is a treaty between the Anishinaabe, Mississaugas and the Haudenosaunee bounding them to share the territory and protect the land. Indigenous Nations and peoples, Europeans and all newcomers have since been invited into this treaty in the spirit of peace, friendship, and respect.

# Learning Outcomes

1

Reflect on **teaching frameworks** that inform SDL teaching practices.

2

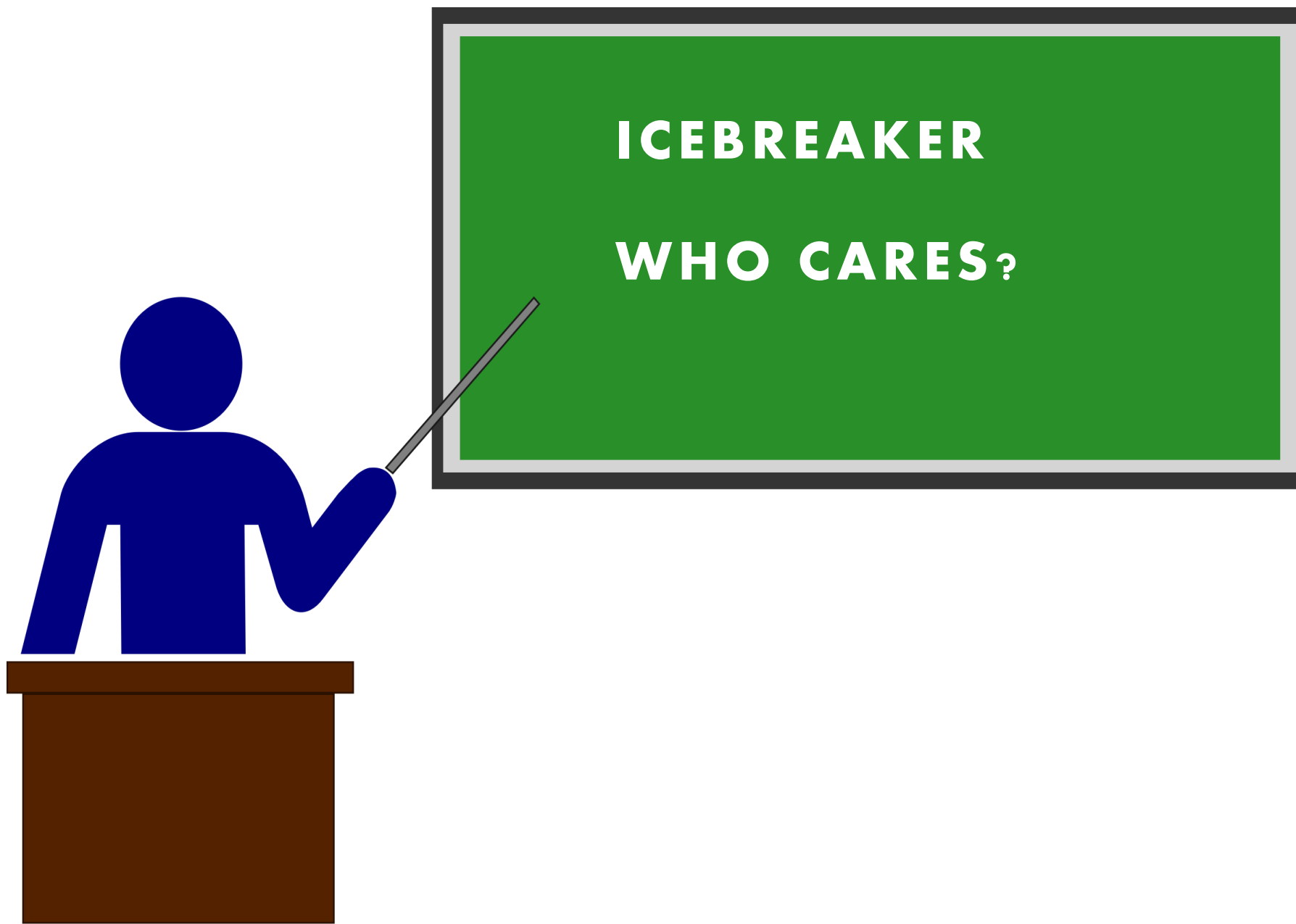
Examine SDL through the lens of **EDI(B), Web 2.0 tools**

3

Design learner engagement activities and assessments that **rely on learners' personal and workplace experiences**

4

Align SDL activities in Design, TS, and Assessments for learner engagement



**ICEBREAKER**

**WHO CARES?**

SELF-  
DETERMINED  
LEARNING  
(SDL)

MOVING FROM  
COMPETENCIES  
TO  
CAPABILITIES

SDL applies a holistic approach to developing learner capabilities, with learning as an active and proactive process, and learners serving as “***the major agent in their own learning***, which occurs as a result of personal experiences.” It is also referred to as Heutagogy

# SELF DETERMINED LEARNING.....2

A key concept of SDL is that of double-loop learning and self-reflection.

Double-loop learning occurs when learners question and test one's personal values and assumptions as being central to enhancing learning how to learn.

- In double-loop learning, learners consider the problem and the resulting action and outcomes, in addition to reflecting upon the problem-solving process and how it influences the learner's own beliefs and actions.



## SELF-DETERMINED LEARNING...3

- Self-efficacy, in knowing how to learn and continuously reflect on the learning process.
- Communication and teamwork skills, working well with others and being openly communicative.
- Using creativity, particularly in applying competencies to new and unfamiliar situations and being adaptable and flexible in approach.

## Promoting Capability





THE EDUCATIONAL LANDSCAPE



- Teaching quality throughout the world is also influenced by contextual shifts within the higher education environment. Current factors influencing the quality of teaching include the:
  1. **Internationalization of higher education (higher percentages of international students in the classrooms)**
  2. **Increasingly broadening scope of education and greater diversity of student profiles**
  3. **Rapid changes in technology, which can quickly make program content and pedagogies obsolete**
  4. **There is the ongoing need to produce a skilled workforce to meet the challenges of the 21st century**





# WHO ARE YOUR LEARNERS? WHAT THE RESEARCH ARE SAYING.....



The new generation of learners are “hyper-learners” (i.e. non-linear in their approach to accessing and processing information)



Power dynamics in the classroom are shifting towards learner-as consumer



Information explosion, suggest that we should now embrace an Educational approach where the learner determines what and how



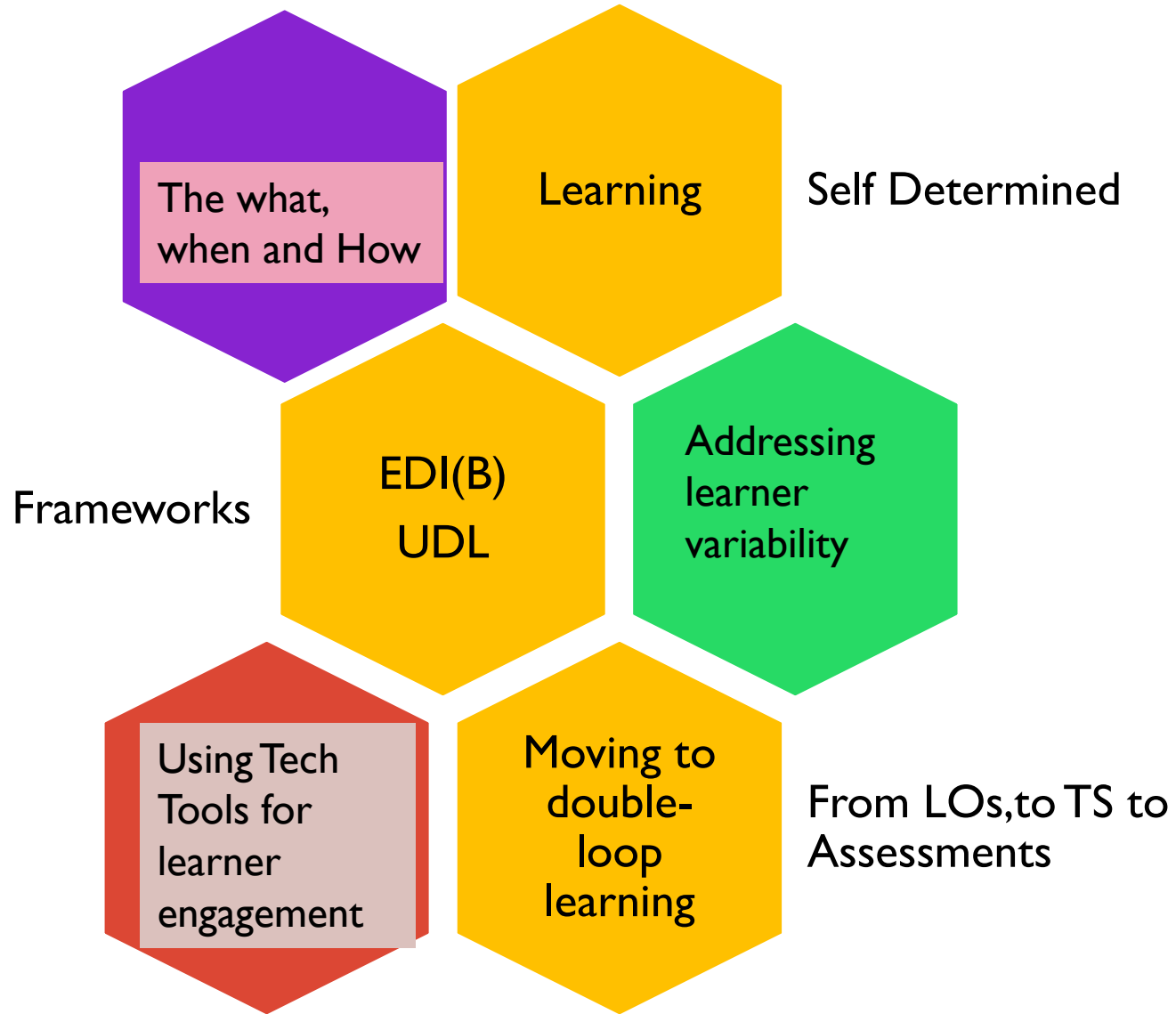
Learning are becoming more self-paced (self-determined learning).



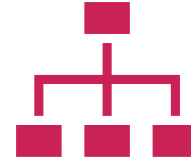
Twitter: A study by Junco, Heiberger, and Loken (2010) showed that students who used Twitter (as compared to those who did not) were more actively engaged in their learning processes and had higher GPAs.



Junco et al. (2010) also found that the use of Twitter boosted student-student and student-instructor interaction, as well as promoted active learning.



STRUCTURE  
FOR PLANNING  
A SELF  
DETERMINED  
ACTIVITY



Provide structure not control.



Encourage choice.



Positively worded expectations.



Build and maintain relationships with participants.

## SDL REQUIRE A CARING ATMOSPHERE

### The what

- Building a solid teacher-student relationship
  - Through this relationship both the teacher and student can become meaning makers
- Students not being just the listener but being a participant in the learning process

Some strategies we can use to build caring relationships with students:

Introduce yourself before the semester start and ask students to do the same. Show your humanity.

Create an activity that put the student in the middle of the narrative

Guide the atmosphere you /learning environment you would like to set up in the course.

# STARTING SMALL - SDL ACTIVITIES

- Create at least 2-3 learning outcomes for the activity based on the course LOs
- Think of how learners can benefit from the information generated
- Establish the specifics that you require to determine they have demonstrated the competencies required
- Craft the directions so that it is open ended and learners have the autonomy to interject their personal experiences
- Create a reflective process to debrief the learnings and balance the articulated outcomes...



## EXAMPLES

- Share some examples you have used in your classrooms
- Discussion Groups

# SUPPORTING ACHIEVEMENT AMONG ALL LEARNERS

*Looking at self-determined learning  
through an EDI(B) lens*

*It's not enough to simply  
include people at the table,  
but to amplify everyone's  
voices, clear barriers ... and  
appreciate each other for our  
unique backgrounds.*





## PROMOTING EQUITY IN THE CLASSROOM

1. Reflect on your own beliefs
2. Reduce race and gender barriers to learning.
3. Don't ask students of different racial backgrounds to be “experts” on their race.
4. Diversify your curriculum.
5. Hold every student to high expectations.
6. Avoid assumptions about students' backgrounds

# DIVERSITY AND SELF DETERMINED LEARNING SHARING STORIES

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Start by  
asking  
yourself a  
few  
questions.

What has formed my  
implicit biases?

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Do I interact with  
people that have  
different lived  
experiences than me?

---

Which issues do I not  
care about as much?

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What privileges do I  
have that others do  
not?

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## Example of implicit bias in the classroom?

- We may assume that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions.
- We might assume that a student from a certain background will be satisfied with lower achievement levels.

# Promoting EDI(B) in our courses



**Listening and having a conversation  
with our students,**



**From “interference” to  
conversations-**



**Engaging in Conversation.**



**Redevelop lesson plans and activities  
to suit the needs of our students.**

# THREADED CONVERSATIONS





## USING WEB2.0 TOOLS FOR SDL

- Web 2.0 tools can very broadly be defined as end-user applications that require dynamic interaction, social networking, or user interfacing between people and information.
- They almost always have accompanying websites and associated apps for smart devices.
- In a Web 2.0 environment users decide how they want to use, interact with, and create information. This contrasts with earlier Web 1.0 environments where one simply read static information on the Web (Morrison & Lowther, 2005).



## THESE TOOLS FACILITATE STUDENTS' CREATIVE PROCESSES.

- Examples of Web 2.0 sites and tools include wikis and blogs ([PBworks](#) and [WordPress](#)), social networking sites ([Facebook](#) and [Twitter](#)), image and video hosting sites ([Flicker](#) and [YouTube](#)), and applications to generate Web content for education,
- The tools **facilitate interactive learning** and innovative responses to assignments and assessments.
- These tools offer students opportunities to **solve real-world problems** and to collaborate in meaningful ways with peers in face-to-face or online classrooms.



ShadowPuppet

Padlet

Thinglink

Voice hread

**POLL**

Some fun tools - Of the four tools shown which one might be most appropriate for an activity in your course?

# In Class activities allowing learners the autonomy of self determined strategies



**Use group response activities.** Whiteboards and markers, response cards, questions, probes. Online, discussion boards.



**Verbal prompts, visual cues,** (agenda, LOs, strike out when completed, brain breaks, makes connections through graphical representations on the board.



**Accommodation through repetition.** Restate instructions in different words, post infographics, timelines, shorten descriptions without compromise.



**Use graphical organizers for workplace application.** Assess students' understanding through graphic organizers such as maps, diagrams and charts.



**When students have a sense of control over their learning, their intrinsic motivation improves**

- Instead of assigning students a specific book to read, allow students to select from a reading list.
- Instead of students write an essay, offer them the opportunity to demonstrate understanding through digital and other mediums.

**Relatedness refers to the desire to feel connected to and cared for by others.**

- use of guided partner or group projects to help students feel connected to one another.

**Students need to be challenged by schoolwork and know that expectations are high, They need to know they are competent**

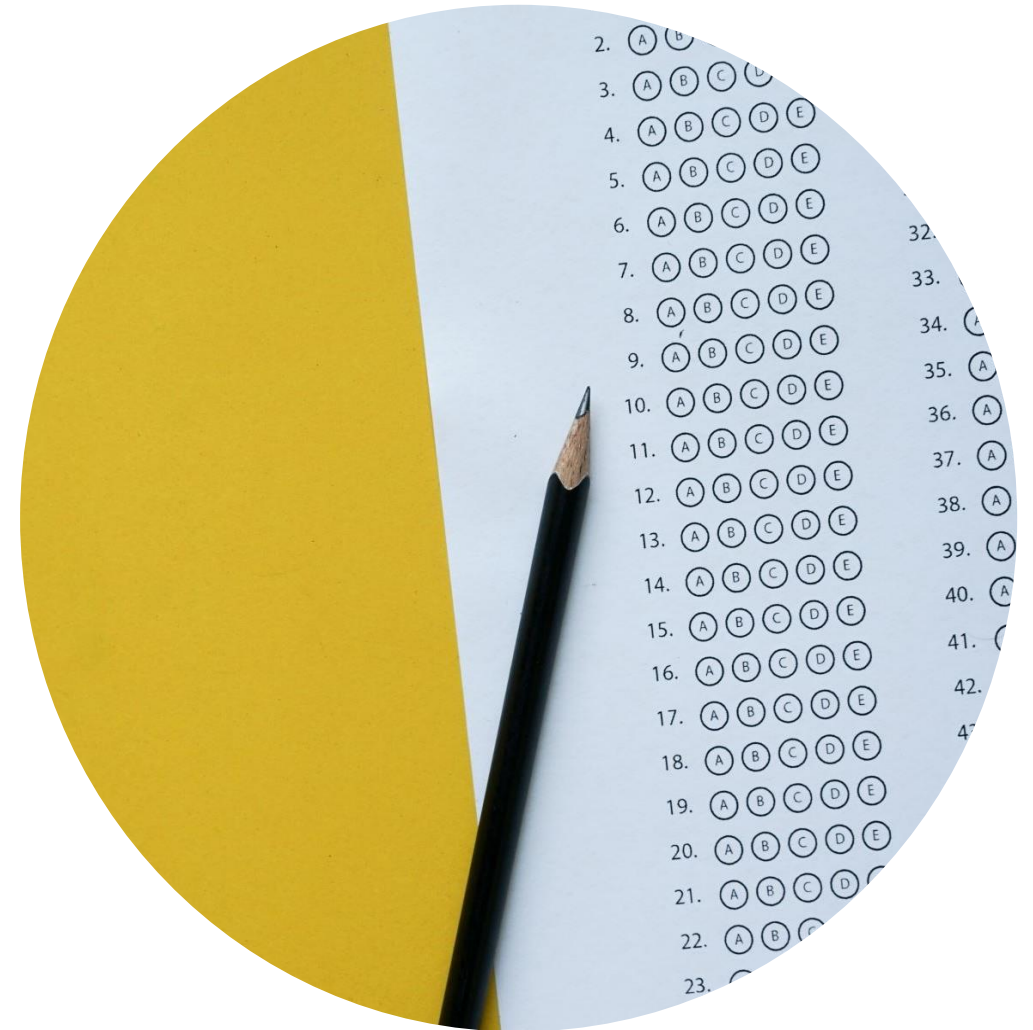
- Teachers can cultivate competence by introducing activities that are optimally challenging.

**Institutions need their graduates to be capable in the workplace**

- Display skills in practical ways

# STRATEGIES FOR SDL ASSIGNMENTS

- Break down larger assignments into smaller parts.
- Consider full workload and stress points.
- Adjust accordingly.
- Variate due dates
- Practice Caring



# BE THE GUIDE ON THE SIDE...BUILD BRIDGES FOR STUDENT SUCCESS

Knowledge is *constructed* (learning takes place) in contexts where people are acknowledged as individuals with emotion, creativity, intellect, and activity.



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Possible bridge:

Consider the principles of whole person learning.

Use the 3 domains of Blooms Taxonomy

Provide more autonomy and flexibility in student options

Embed in Teaching Strategies and informal assessments



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