

EXPLORING ACADEMIC RESILIENCE: RESEARCH AND STUDENT EXPERIENCES



Welcome!

While we wait to get started, please say hi in the chat and tell us something you like about spring!



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WHO WE ARE: THE ACADEMIC RESILIENCE INITIATIVES TEAM



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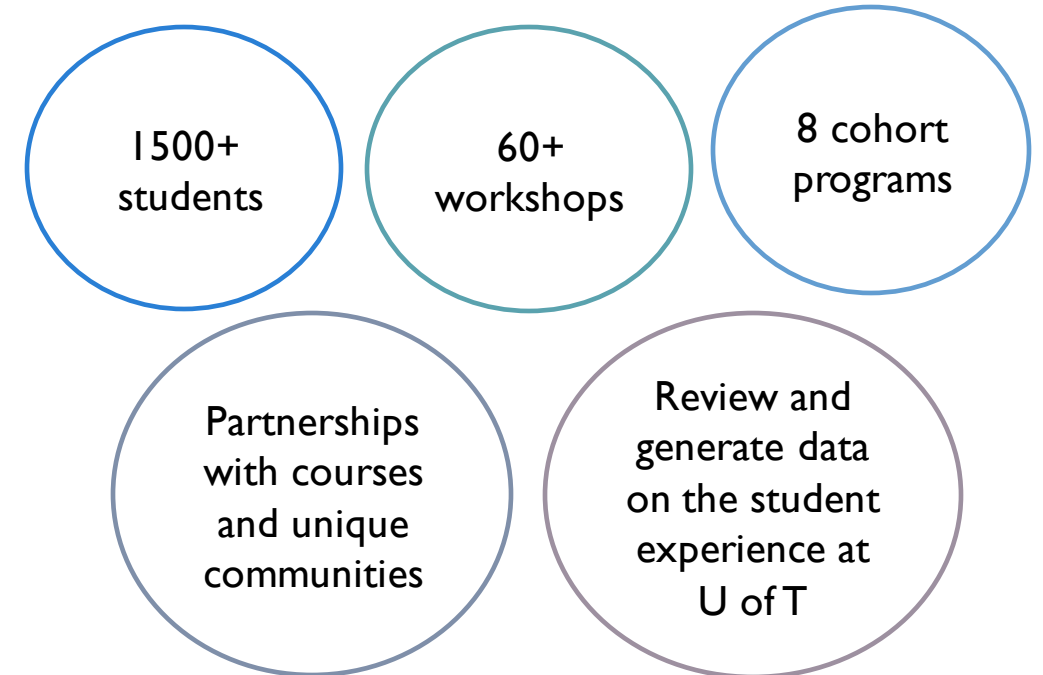


Kate Bowers (she/her)

Learning Strategist – Resilience Focus

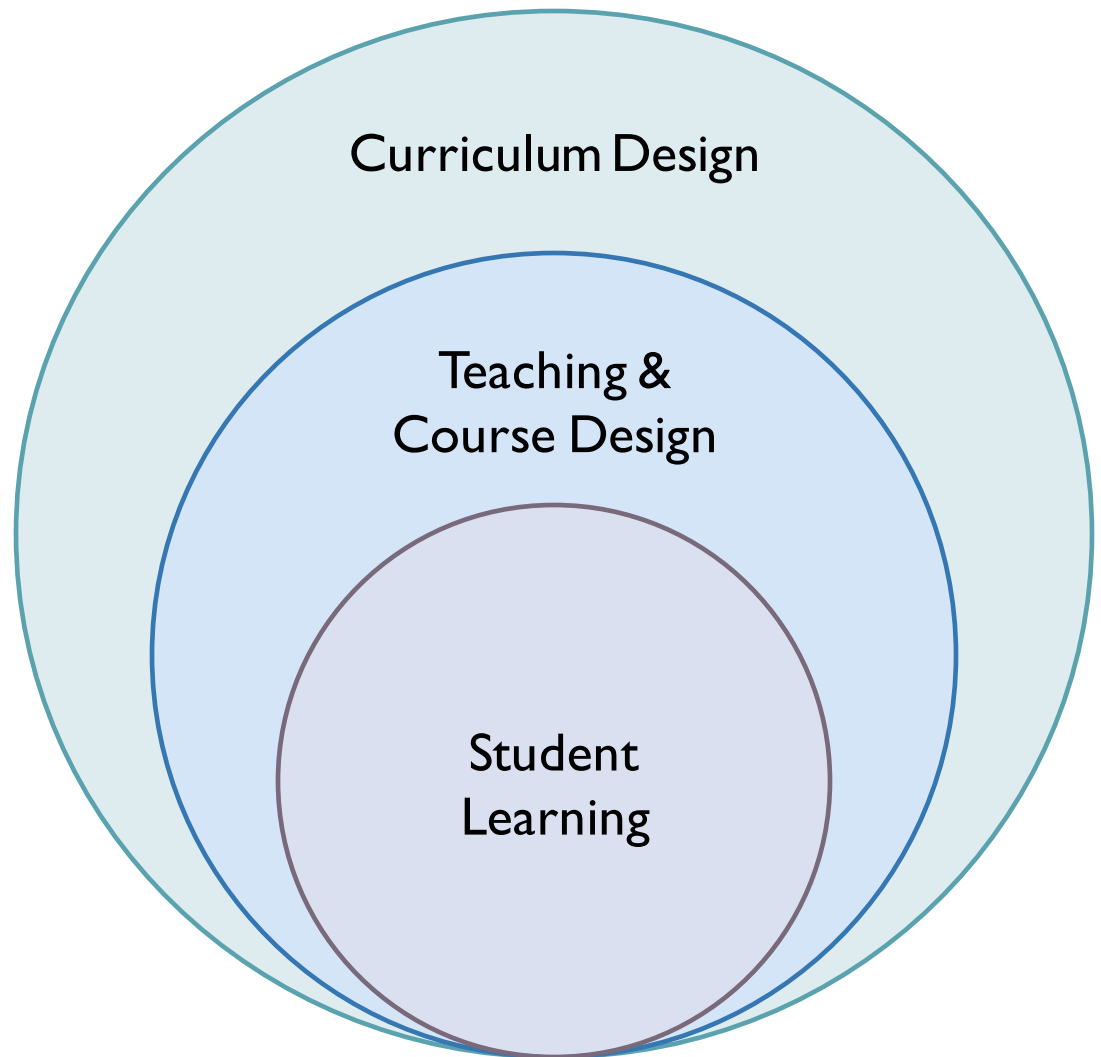
kate.bowers@utoronto.ca

In our work at U of T, we support students in becoming **resilient learners**.



ACADEMIC RESILIENCE SERIES OVERVIEW

In this series, we will build our understanding of academic resilience by looking at experiences of student learning, practices for teaching and course design, and approaches for curriculum design.



OUR PLAN FOR TODAY'S SESSION



Learning Outcomes

- Understand a definition of resilience in the academic context
- Explore dimensions of academic resilience that support student engagement and well-being
- Identify practices to support academic resilience in the classroom

Agenda

- 1) Defining Academic Resilience
- 2) Student Experiences at U of T
- 3) Fostering Academic Resilience
- 4) Sharing Practices & Discussion
- 5) Take-aways & Wrap-up



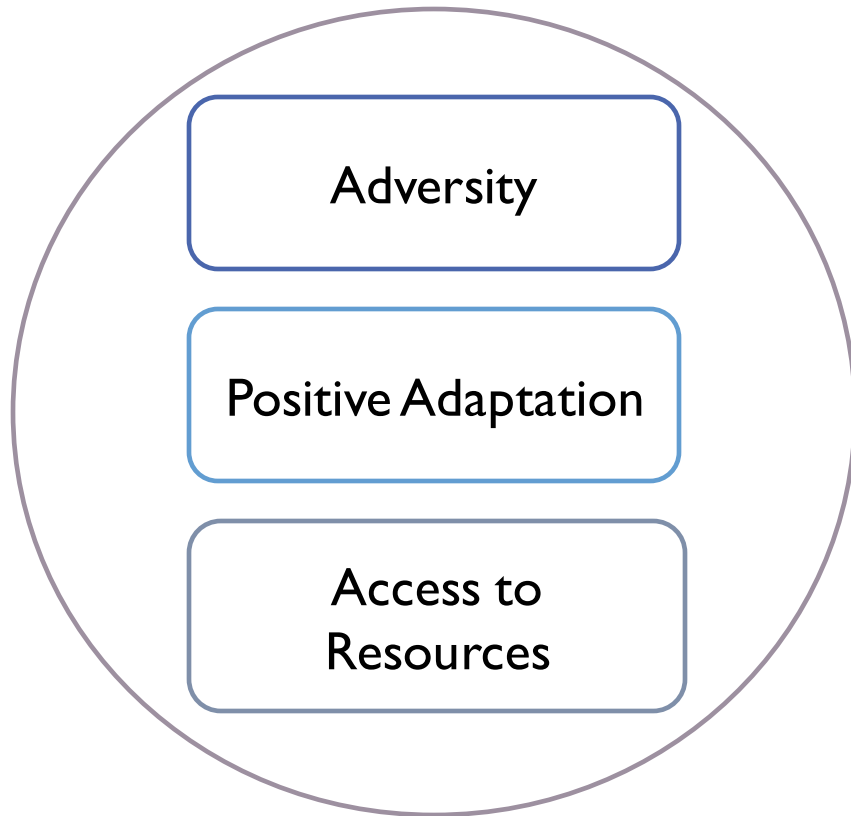
MENTI POLL: WHAT ARE THE FEATURES OF RESILIENCE?



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code: **4804 0490**



RESILIENCE DEFINED



- Resilience is the capacity to meet and positively adapt to adversity and the capacity to bounce back from setbacks.
- Resilience is not just an individual capacity – it is also the capacity of a community to provide relevant and accessible resources of support.

"We are resilient when the world around us provides us with the resources we need to do well."

-Michael Ungar



WHAT IS THE ADVERSITY?

It's hard work!

Struggling to meet new challenges

Cycle of stress, overwhelm, and burnout

Risk factors impacting academic engagement and preparedness

Pandemic fatigue and learning loss

What experiences of adversity are students facing? How are you coping now?

Learning and mental health in two words.



SO, WHAT CAN WE DO?



Support
positive
adaptation!

Positive adaptation looks like:

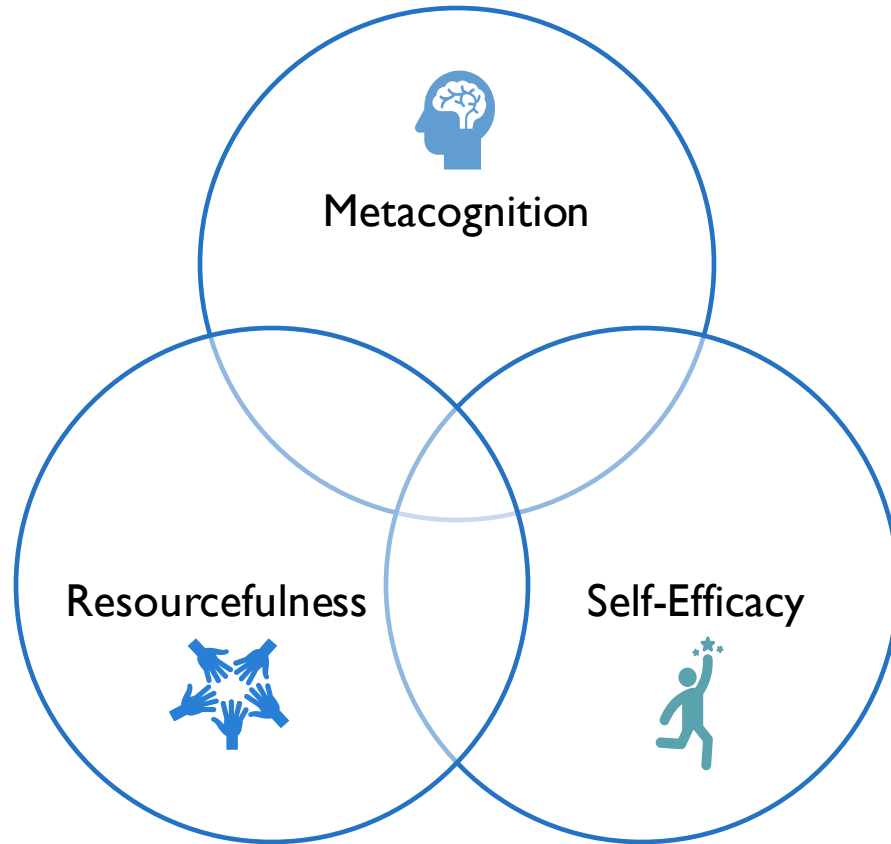
- Adapting to and learning from academic challenges
- Sustaining academic engagement despite risk factors
- Successfully access and navigate resources of support

We can support positive adaptation by:

- Integrating academic resilience within curricular spaces to support equitable learning
- Focusing on resources that are within our control as educators



RESOURCES TO FOSTER ACADEMIC RESILIENCE



Based on our experience, the aspects we want to discuss are:

- Metacognition
- Self-efficacy
- Resourcefulness

We have prioritized these because:

- They support and reinforce one another
- They are relevant to the context of student learning
- They are doable!



A woman with dark curly hair, wearing a green long-sleeved shirt, is performing a power stretch. She is standing with her back to the camera, her right arm bent at the elbow with her hand resting on her lower back, and her left arm bent at the elbow with her hand resting on her right shoulder. The background shows a wooden desk with a laptop, a calculator, and a mouse, and a window with white curtains. The text "THIRTY-SECOND POWER STRETCH!" is overlaid on the right side of the image in a bold, blue, sans-serif font.

**THIRTY-
SECOND
POWER
STRETCH!**

BUILDING RESILIENCE WITH... METACOGNITION



Metacognition is thinking about one's own thinking – the process of planning, monitoring, and assessing one's own learning.

- Increases student's abilities to adapt learning to new contexts and challenges.
- Involves becoming consciously aware of oneself as a problem-solver.
- Is most effective when adapted to reflect specific learning contexts for a topic or a discipline.

“Even more than learning tangible study strategies, I really valued the opportunity for self-reflection each week that I otherwise would not have taken the time to do by myself.” – Y2 undergrad



BUILDING RESILIENCE WITH... **SELF-EFFICACY**



Academic self-efficacy is a personal belief in one's capability to organize and execute effective action for academic engagement.

- Positively influences motivation and perseverance
- Is a strong predictor of academic success
- Can be developed vicariously, through reflection, and through direct instruction

“For a long time, I was just floating around doing work without much thought to it, but after this program I feel way more confident with developing strategies to tackle assignments and deal with stress and motivation.” – Y2 undergrad



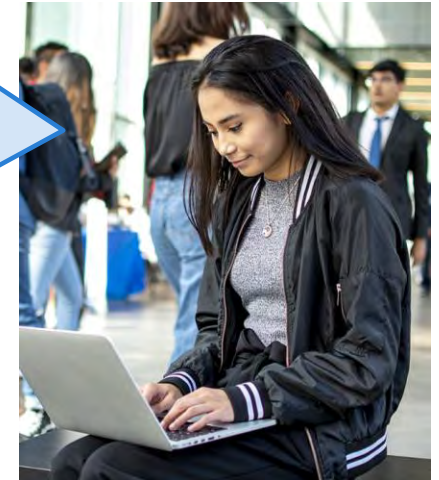
BUILDING RESILIENCE WITH... **RESOURCEFULNESS**



Academic resourcefulness is the ability to problem-solve and find ways to overcome academic challenges.

- Requires students to understand the multiple dimensions of a challenge or problem they face (prior knowledge, effective learning strategies, time management, mindset, and community)
- Effective navigation of resources (not just awareness)

“I wonder if I had learned some of these strategies in my first year, maybe I would’ve been more well-equipped for this year.” – Y2 undergrad



LEARNING PRACTICES THAT SUPPORT...



Metacognition

- Support the application of effective study strategies
- Engage students in the classroom in active reflection
- Provide opportunities for students to share muddy points and acknowledge desirable difficulty



Self-Efficacy

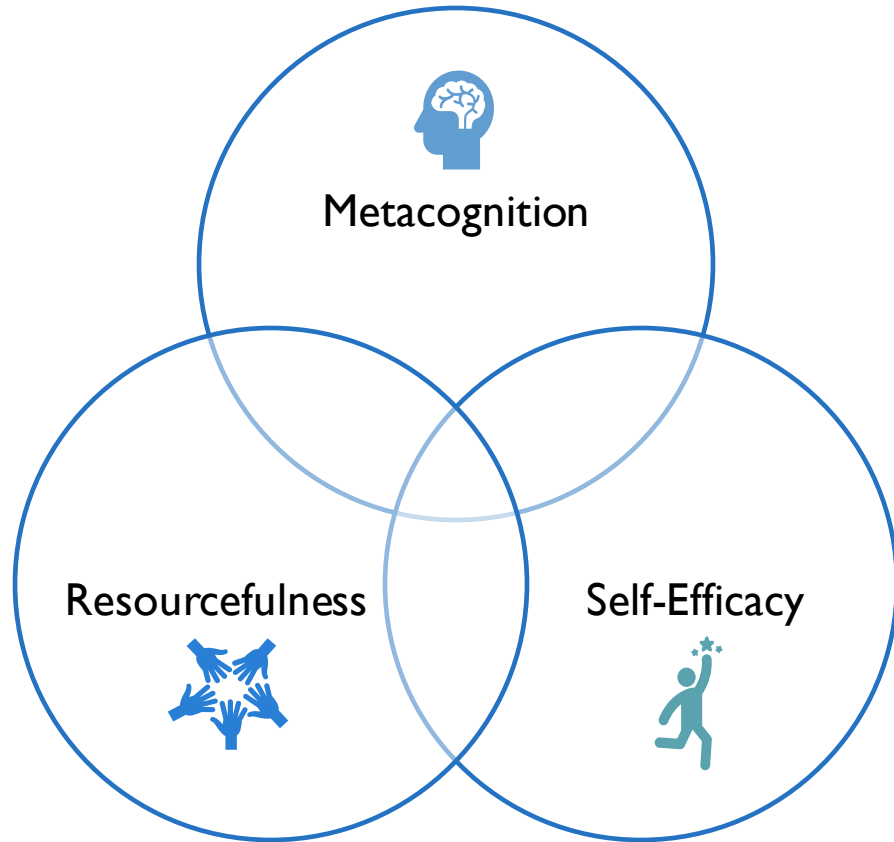
- Provide opportunities for productive successes and productive failures
- Explore opportunities for students to learn from others with role modelling to normalize difficulty
- Provide exemplars before or after an assignment or exam



Resourcefulness

- Encourage students to identify their needs and access relevant resources
- Model the thinking processes involved in your field
- Encourage positive coping strategies – for both learning and well-being

DISCUSSION



What are your thoughts and reactions to the idea of "academic resilience"?

How are the practices we shared similar to what you're currently doing?



A MODEL FOR FOSTERING ACADEMIC RESILIENCE: STATISTICS

Academic resilience

3:10 p.m. Wednesday, March 17 (L0201 time)

Join Rahul and Kate from Academic Success for a dynamic session on academic resilience and learn more about:

- What learning is and how it happens
- Why failure and challenge are key parts of learning
- Strategies to incorporate this mindset into your life as a student

They will also provide a brief overview of additional university resources and programs to support your learning.

- Connected with faculty & departmental staff to discuss student challenges
- Surveyed first-year students & held a focus group with upper-year mentors
- Facilitated sessions to address course-specific learning experiences and challenges in STA303 and STA490
- Developed workshops through the first-year mentorship program to support transition challenges in STA130



MENTI: FINAL REFLECTION



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Academic Resilience Series

Partnership with Academic Success, CTSI & OVPIUE

Session 2: Academic Resilience in Teaching Practices & Course Design

May 4, 10-11:30 am | [Register](#)

Session 3: Building Academic Resilience Across the Curriculum

May 25, 10-11:30 am | [Register](#)



THANK YOU!

Keep in touch:

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APPENDIX: ASSESSMENTS AND DATA

- 2021 University of Toronto Innovation Hub "Let's Talk About Failure" report
- 2020 University of Toronto Innovation Hub How Are You Doing report
- 2020 University of Toronto Faculty of Applied Science and Engineering – Transition to Remote Learning report
- 2020 University of Toronto Accessibility Services Report (St. George)
- 2019 Canadian Graduate and Professional Student Survey
- 2019 University of Toronto Presidential & Provostial Task Force on Mental Health Report
- 2018 University of Toronto Innovation Hub Resilience Project
- 2018 National Survey of Student Engagement
- 2017 Graduate Student Experience in the Research University Survey
- 2017 University of Toronto Student Health and Well-being Report
- 2016 Canadian Graduate & Professional Student Survey
- 2010 University of Toronto In Their Own Words report

