

Summarized Chat: Student Wellness and Online/Remote Teaching: Strategies for Enhancing Student Confidence in Your Course: March 30, 2021

CHAT Prompt: What are the learning behaviours or habits that demonstrate "student confidence" in the context of your current teaching?

Responses:

- I find allowing students to present preliminary drafts and get feedback before the final drafts are due, makes a huge difference in boosting student confidence and engagement.
- a combination of scaffolded assignments with increasing weight.
- Choice in mode of deliverable (paper, audio or video recording).
- Sharing examples of where past students struggled or succeeded helps to keep the conversation open and get them asking me for help when they need it.
- Student's expressing enjoyment with the material that is being presented and having alternative assessment opportunities
- Group sessions for student hours/extra help sessions so students don't feel on the spot with instructors
- Student-centred content (analyzed with professor-led methods)?
- Proving students with examples of what a "good" report looks like give students confidence when writing their own
- Address common mistakes after each assessment, and demonstrate the way to approach the questions.
- Negotiating weights of assignments throughout the term
- Timely feedback to students' queries also increase their engagement
- I am finding that even though lectures are completely recorded, i'm having pretty strong attendance for the live lectures, and they are actively participating in the lecture, and they are getting what is being taught. In relation, they are not afraid to email and get clarification, so there is strong communication
- Providing thorough feedback that is encouraging.
- Use of repeatable low-stakes Quizzes to boost learning of content. I think they really appreciate this.
- When students' reflections become more developed and use a process-centered language, I see these features as a sign of confidence.
- In order to create the right climate: 1) Letting students know that I am flexible with the course format, the assignments, the amount of materiel covered; 2) Then ask them for their input using the Start. Stop. Continue. approach.
- If others are interested in stop-start-continue or more formative feedback suggestions see this [\(CTSI resource\)](#)



CHAT Prompt: What are the learning behaviours or habits that demonstrate "student engagement" in the context of your current teaching?

Responses:

- Discussions in breakout groups
- When they ask questions or challenge the material
- discussion board activity
- A big thing I found is giving enough time for answers, then I get insightful comments.
- Rampant chat activity...!
- In large classes, I think to set the chat to host only and ask them questions through the synchronous session. That gives them the opportunity to ask and respond to questions without the cognitive load of the chat.
- Using the annotate feature through zoom
- Connected with the course material, that is.
- Give feedback on the course instructions to offer more clarity for the next term.
- Encouragement and motivation for their participation
- I am finding most of my students do not want the break-out groups. as there is too much silence. I wouldn't mind hearing people's views on this
- Make a student co-host so they can use the whiteboard to really explain their question or comment.
- Provide clear discussion prompts so students are clear on what they are discussion
- Discussion protocols are very effective - I [Cora] can share samples within the recorded chat post webinar (**attached to post-webinar email**)
- Responding to survey questions I asked them to fill out or referring to discussions they had with their peers outside class time (facebook class group) are, in my humble opinion, signs of student engagement.
- Live-polling has been great for students who are shy to speak up
- It helps when I assign roles to breakout group members: mediator, notetaker, etc.
- Sometimes it helps to have a clear objective for the breakout room discussion--like sharing with the whole class at the end
- Post-class survey forms (filled out by them, and acted on/mentioned by me).
- @Cora Mccloy that would be great, I like the idea of assigning roles, that is a good strategy too!
- Q: Can you distinguish between mini and nano assignments?
 - A: Yes. A small paper versus a reflection + 6 required chat posts every week.

Academic Success & Additional Resources

[Syllabus stability vs change \(and change process\)](#)

[Appointments, Workshops, Programs, Study Hubs, Graduate Writing Groups, Graduate Productivity Groups](#)

[Accessibility Services UID resources for Faculty](#)

[Documents to support faculty and instructors in delivering accessible online learning experiences](#)



Health & Wellness Resources & Chat

[H&W Centre](#)

[New Patient Registration](#)

[Identify, Assist, Refer \(IAR\)](#)

Q: Can staff take this IAR training?

A: yes, IAR training available to all faculty, staff and students

[Navi - Mental Health Wayfinder](#)

[Mental Health Website](#)

[MySSP](#)

[TogetherAll](#)

[Good2Talk](#)

[Crisis Text Line](#)

[H&W Peer Support Service](#)

Q: I have a question about crisis. If a student emails you referring to be in crisis, but they do not want you to go to the department, or any other institutional venue, how should you approach this situation?

A: In this situation, you want to get the student connected to an emergency resource as soon as possible first (if they are in an active crisis), and promise the student discretion, but not confidentiality. You can let the student know that you will need to provide information to the resources (e.g. emergency resources like Campus Police or urgent resources like Health & Wellness) that you are connecting them with and that you have internal protocol to let your direct supervisors know. If you are unsure about what your internal reporting protocol is, talk to your supervisor. You can also let the student know that you will only be reporting “up and not across”. You won’t be gossiping about the student, but you will be providing information to people and resources who have a role to play in supporting them.

Q: Would you recommend sharing this resource with all students - regardless of where they are mentally?

A: This is in reference to MySSP. The short answer is yes. MySSP offers a broad range of supports—it has curated self-help resources, offers phone and video conference counselling, and can refer students to other resources where necessary. If you are ever unsure about where to connect a student, you can refer them to the [H&W Peer Support Service](#) where they’ll receive short term support and a targeted referral to other supports.



Responses to Scenario: *The instructor felt this student needed more intensive support but didn't know what steps to take and where to direct the student.*

- Strategy - be available and supportive and caring
- Academic Success! Time management, organization etc.
- I think notifying students there are various avenues, both peer to peer and professional guidance will help them out. I think a number of students don't realize these resources are here
- One of the take-aways from this session seems to be to provide lots of resources to students and communicate a lot. I do worry about this overwhelming students and then being a lot of information for students to wade through. Thoughts?
- I am actually wondering if we want the student to have the best success whether or not should this also be reported to the department
- I think we need to have one to one meeting first and according to the need we can initiate the referral.
- Always enter the conversation from a place of curiosity, care, compassion.
- Peer Support Service (if it's open-- W-Friday to 11 AM to 4 PM)! And mySSP any time outside that range

