

Effective teaching requires paying attention to who our students are. This includes (1) how their brains work, (2) what they value, and (3) the array of sociocultural factors that make up a person.

In addition, all learning occurs within a specific learning environment. As an instructor you have the power to impact the learning environment either positively or negatively, through the choices you make along the way.

Describe situations where you have experienced positive or negative learning environments. What factors seem to contribute most to the nature of those learning environments?

A “chilly” course climate can adversely affect: ¹	Course climate can be impacted by: ²
<ul style="list-style-type: none"> • Student learning & critical thinking • Career preparation • General development of learning strategies and life skills • Student persistence • Student motivation • Student willingness to engage 	<ul style="list-style-type: none"> • Physical location and set-up • Interactions between instructors and students • Student and instructor perceptions of the course, each other, and the content • Student perceptions of what is/will be expected and/or how an instructor views them (e.g., stereotype threat)
Course climate impacts student learning by: ³	
<ul style="list-style-type: none"> • Producing emotional responses that impact learning • Channeling energy toward/away from learning • Communicating specific power dynamics • Building rapport with and between students in the class 	

We can impact our course climate through:		
Norms	Procedures	Structures
Standards and established expectations for behavior	Teaching and learning strategies aimed at accomplishing specific learning objectives	Organization of content, people, and rules of operation in a functioning learning environment

¹ Brookfield & Preskill 2005; Pascarella *et al* 1997; Tinto 1993; Whit *et al* 1999.

² Abualrub *et al* 2013; Barr 2016; Radovan & Makovec 2015; Rosenthal & Jacobson 1992; Steele & Aronson 1995; Warger & Dobbin 2009.

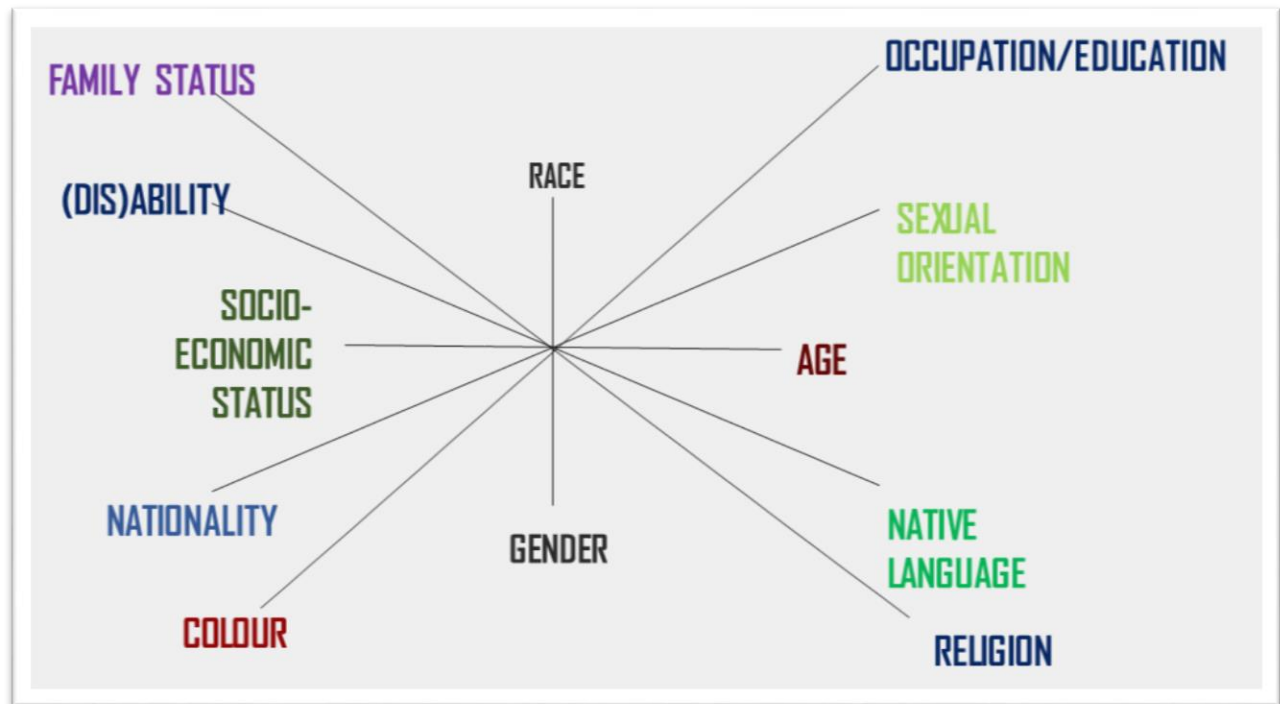
³ Frisby & Martin 2010; Kohl 1994; Myers *et al* 2014; Renn 1998; Umbach & Wawrzynski 2005.

CULTIVATING A CONSTRUCTIVE COURSE CLIMATE

Norms	Procedures	Structures
<i>Norms provide a shared understanding that helps engender intrinsic motivation among learners. They are the core constructs held in common that help build community among learners, and set expectations for behaviours.</i>	<i>Teaching and learning strategies used by instructor and student to accomplish desired learning objectives.</i>	<i>Organization of content and people, and rules of operation that determine how instructors and students function together in the learning environment.</i>
e.g., everyone has the right to speak from their own experience and perspective	e.g., using cooperative learning to increase inclusion	e.g., policy about use of mobile devices in the classroom
How/where in your courses might you set norms that create a positive course climate?	What are some procedures you might use to create a positive course climate?	What structures can you leverage to support your quest for a positive course climate?

Challenge #1: Intersectionality & the Impact of Difference

An individual's identity is made up of an array of factors, and each one impacts the ways in which they interact with and view their environment. At different times we may be more focused on different parts of our identity, and that focus can also impact and change the ways we interact with our environment.



How might each dimension of identity play a role in your students' ability to succeed in your class?

What might an instructor need to do, to create an environment conducive to success for all students, when it comes to differences around these features?

To what extent is it the instructor's job to create an environment that caters to student difference?

Challenge #2: Chickering's Dimensions of Development

This theory of student development identifies seven areas in which individuals typically experience growth through their college years and into adulthood. This development is not linear, and a student's proficiency in one context may not translate to proficiency in a second context – and so their ability to manage life in general may be radically different from their ability to manage life in your course.



What are some ways in which your students' stage of development might affect their interactions with you, their classmates, and the course content?

What can you do, when you teach, to help move your students forward in their development (thus increasing their chances of success both in your course and beyond)?

To what extent is a student's development according to Chickering's 7 Vectors something you should worry about?

Challenge #3: The Nature of Generation Z

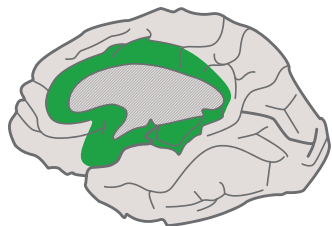
<p>WHO IS GENERATION Z?</p> <p>Generation Z or iGen</p> <p>Born 1995-2012</p> <p>24% of US population/ 74 million</p> <p>Defined by internet access & smartphone usage</p>	<p>WHAT DOES GEN Z VALUE?</p> <p>Personal interaction/experience</p> <p>Differentiated learning</p> <p>Transparency and fairness</p> <p>Close connection with family</p> <p>Social change and the environment</p>
<p>WHAT HAS IMPACTED GENERATION Z?</p> <p>Post-9/11 and recession</p> <p>Co-pilot parents</p> <p>Multi-tasking</p> <p>Rapid communication</p> <p>Fear of missing out (FOMO)</p>	<p>WHAT ARE CHARACTERISTICS OF GENERATION Z?</p> <p>Mature Risk averse</p> <p>Socially engaged Short attention span</p> <p>Less physically active Stressed and anxious</p> <p>Lacking in situational awareness</p> <p>Comfortable multi-tasking</p> <p>Eager to start working</p>

What are some ways in which today's students are different than you?

What are some difficulties these features of GenZ students may give rise to, in the college classroom?

What sorts of things might you do, as an instructor, to motivate and engage students from Generation Z?

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

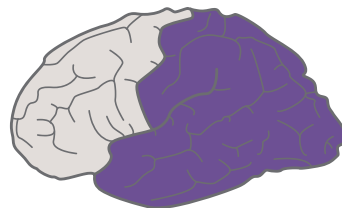
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

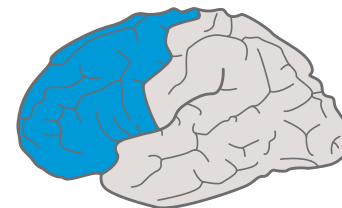
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

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