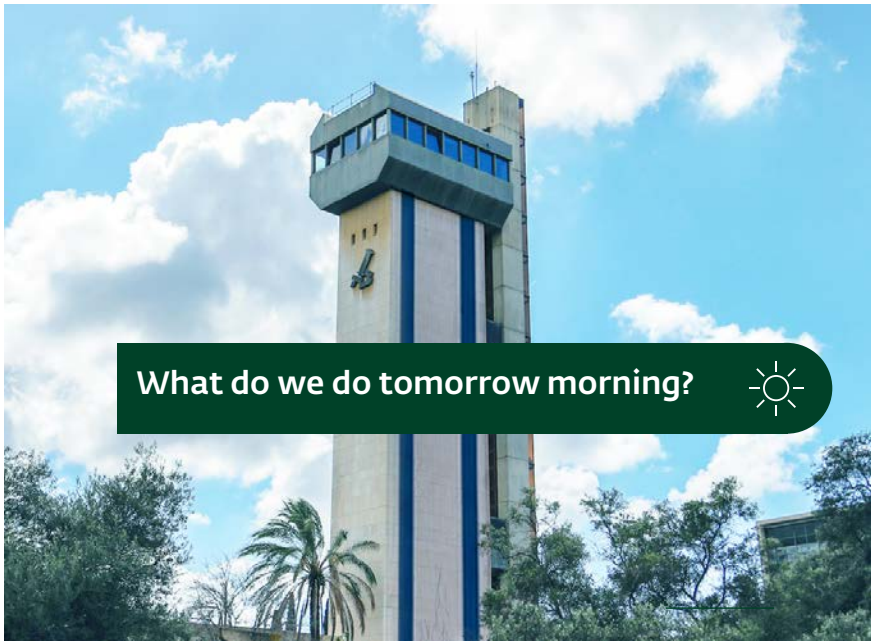# Pedagogy of Wellness In complex times

Resources and recommendations for planning and managing Learning processes.

Rationale

What do we do tomorrow morning?

In complex times, teaching and learning processes can be planned and managed around 3 anchors
Click on the icons to expand

Pedagog

Certaint

Belongin

The rationale behind this document

The events of the past few weeks have had a profound impact on all citizens of Israel, and especially on those whose lives it touched directly and personally.

Loss, trauma, anxiety and helplessness are among the most difficult feelings experienced with varying degrees of severity. Personal experiences are inherently different and there is a need for awareness and sensitivity to their impact on students' functioning and emotional and general needs.

Maintaining a learning routine in difficult times, such as wars or crises, has significant advantages in aspects: <u>cognitive</u>, <u>emotional</u> and <u>social</u> – of individuals and communities. This document offers key emphases for teaching in complex times regarding the beneficial aspects of learning, and how learning can be enabled and promoted even under suboptimal conditions.

The foundational principles are the principles of MDA – active learning, skills, digital and process evaluation, plus another principle of empathy, which is so vital now, more than ever. The recommendations offer their practical translation.

›

What do we do tomorrow morning?

Waiting period for the start of the semester

Preliminary Zoom meeting with students or recording them a message.

Reducing the material for the short semester.

Preparing for hybrid/distance learning.

Creating a rich and organized course site in Moodle. Recommended template.

Training materials. Support: 03-5317712/4, email.

Appointing students to share class notes and communicate with absent students.

Re-examination of assessment processes in light of the short semester – with an emphasis on formative assessment that contributes to reducing stress and load.

Preparation of an intro lesson and presentation to present the course to students.

Reduce teaching and learning time

The semester will be shortened, and <u>adjustment</u> of the course will be required. Remember that students' learning time is reduced, and do not overestimate their ability to independently compensate for learning that did not take place in the classroom.

Assessment

<u>Assessment</u> will have to accommodate the short semester as well. It is important to use a <u>rubric</u>.

Pedagogy

Pedagogical practices that promote learning at any time and especially in times of difficulty.

Teaching near and far

There are several <u>teaching models</u> and various <u>pedagogical practices</u> that will serve optimal learning in accordance with the needs of the course and the limitations of the time. The recommended <u>lesson structure</u> is an orderly and clear one that includes division into sections.

Self-management in learning

Creating ways and tools for students to <u>self-manage</u> their learning process.

Empathy point

It is important to pay attention, especially in collaborative learning processes, that there are no students left alone – without a group.

Pedagogy

Clarity

A structured and organized course both in the classroom and on the course website.
It is recommended to add a course map and present the course to students in advance (presentation template).

Relevance

Especially in complex times students should know: Why is this course important? And how it is relevant to the reality of their life in the labor market and in life itself (relevance is where academic theory meets reality).

Assessment

Well defined tasks and tests including a clear rubric and schedule for assessment and feedback.

Workload definition

Assessment and sharing in advance of the amount of work that will be required in each unit and task. A shortened semester does not mean the students' independent completion of learning in their free time – it means a reduction in material.

Certainty

In times of insecurity, certainty is required to learn. Certainty relies mainly on prior and orderly knowledge of the learning process.

Empathy point

It is important to be available and attentive to students' needs regarding assessment and feedback processes in terms of accurate planning and compliance with a schedule, providing meaningful and instructive feedback.

Certainty ⚓

Acquaintance

Getting to know the lecturer and the students, is important. We recommend holding an introductory meeting on Zoom before starting the course. Your communicating norms (times and means) should appear on the course website and the department or faculty website. Introductory lesson ideas. Points for introductory conversation with students.

Collaborative learning

Using collaborative learning practices helps students get to know and communicate with each other and increases their sense of connection and belonging.

Support Systems

Accessibility of the University's existing support systems and formats for contacting students and faculty as per job requirements. It is worthwhile to appoint students who will distribute class notes through the model.

Diversity and diversity

These days, it is important to be alert to the different populations in the course and to the tensions that may arise. Tools for dealing with diversity in the classroom (in Hebrew).

Belonging 👪
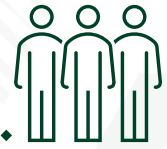
Belonging

The sense of belonging contributes to the quality of life of the individual and provides them an anchor for the learning processes. The feeling that I am seen and that others care about me is critical to my experience as part of a g

Empathy point 🔓

To promote a safe environment for self-expression of each student, it is worthwhile to create a collaborative board for expressing an opinion/suggesting a solution/sharing, etc. Mutual respect and listening must be observed with vigilance and response to inappropriate behaviors.

The Division's resources are at your service

The Division's Inquiry Center provides support at the course site (Lambda) and refers to additional pedagogical support.

Support email phone: 03-5317712/3 join our silent whatsapp group

Booking classrooms for active learning	Faculty Learning Leaders
Pedagogical consulting	Using Lamda
Our site	Filming classes Studio services
Digital tools	Live and recorded workshops (Hebrew)

עיצוב: עירית צוקר, צילום: עוזי פורת

›

Faculty (Learning) Leaders

Responsible for promoting learning and teaching processes in the various faculties and accompanying the faculty and faculty officials

Ely Merkel
Faculty of Engineering
and the Faculty of Exact
Sciences

Dr. Lihi Telem
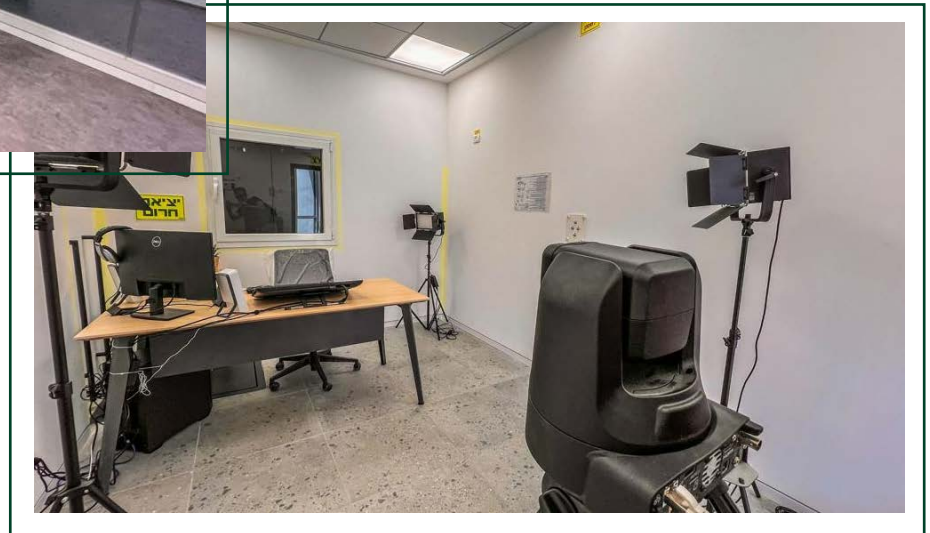Faculty of Education
and the Faculty of Humanities

Dr. Zvia Elgaly
Faculty of Law
and the Faculty of Life Sciences

›

Self-photography

You can schedule a high-quality self-photo shoot in the studio. Registration link

Introductory lesson ideas

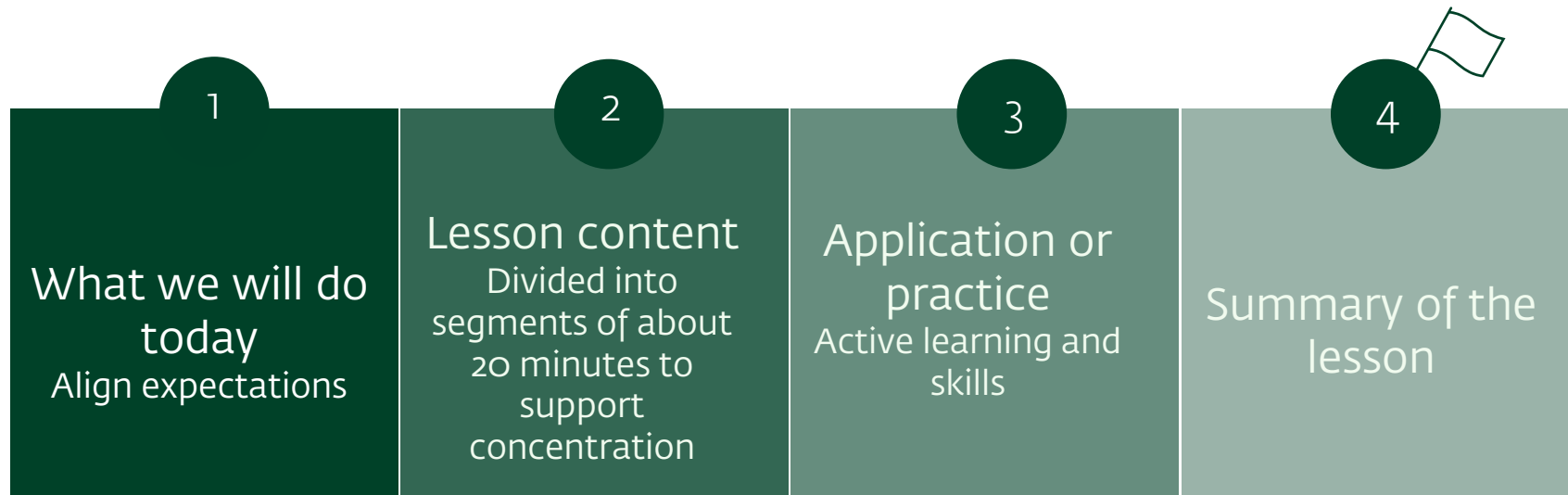|	**Small class (up to 20 students)**	**Large class**
In Class	• Personal acquaintance with the lecturer • True/False – Each student says 2 sentences, the class has to guess which are true and which are false • New students – speed date – divided into pairs, talking (introduction/topic related to the course), and changing partners.	• Introductory presentation with the lecturer • Ask all students to raise their hands, read out a statement, for example: "Anyone who has been on vacation abroad" - the relevant participants lower their hand. • Use of cohesion regarding basic concepts that will be taught in the course.
Remote	• Introductory presentation with the lecturer • Padlet – Ask each student to share where they are located and what their expectations are from the course • Go through one by one and ask to share one concern about what is expected in the course. • More gamification ideas - click here	• Introductory presentation with the lecturer • A series of surveys for students – for example: What area am I currently in? (South, North, Center, Abroad). • Ask all participants to close cameras. Reading a statement, for example: "Anyone who does not have a Facebook account" - the relevant participants turn on the cameras.

Recommended lesson structure

1	2	3	4
What we will do today Align expectations	**Lesson content** Divided into segments of about 20 minutes to support concentration	**Application or practice** Active learning and skills	**Summary of the lesson**

Formative assessment

In stressful times, using an assessment based primarily on a single summative exam may generate additional stress and is not recommended. In addition, the break between semesters devoted to taking the tests will also be shortened. Therefore, it is preferable to spread the assessment process over several separate events during the course, allowing students to learn from the evaluation process and continuous improvement while creating the feeling that each assessment event is not "high stake" but constitutes a stage in learning and serves it.

Portfolio

Submitting various deliverables during the learning process and receiving feedback in each submission and finally selecting a sample of works from which the final grade will be given.

Peer Evaluation

Students submit an assignment, and evaluate the same assignment submitted by other students in the course according to a predetermined rubric.

Self-assessment using a rubric

Involving students in the rubric creation – students' self-examination of the task, grading and correction.

Automatic Quizzes and exercises

Multiple choice quizzes are built into the Lambda system and are independently reviewed by the system. Instruction for use.

Learning Models

	Distance	**Face to face**
Synchronous	**Distance learning** Learning using the Zoom platform when everyone is in different places.	**Face to face** If possible, it is important to hold a physical encounter, to strengthen the bond between group members.
Asynchronous	**Asynchronous learning** Accessibility of all content and activities on the course website for self-paced or predetermined pace. (fully online)	-----
Hybrid	Teaching in a dedicated classroom of students who are on campus and students who connect remotely. To facilitate the management of the lesson, questions may be concentrated remotely by a student in the classroom for an orderly response.	

A clear and pre-planned course map as well as advance notice of any changes is essential.

Examples of self-management tools

Track task execution in the Moodle

Using a component in the model that allows tracking the performance of the various tasks.
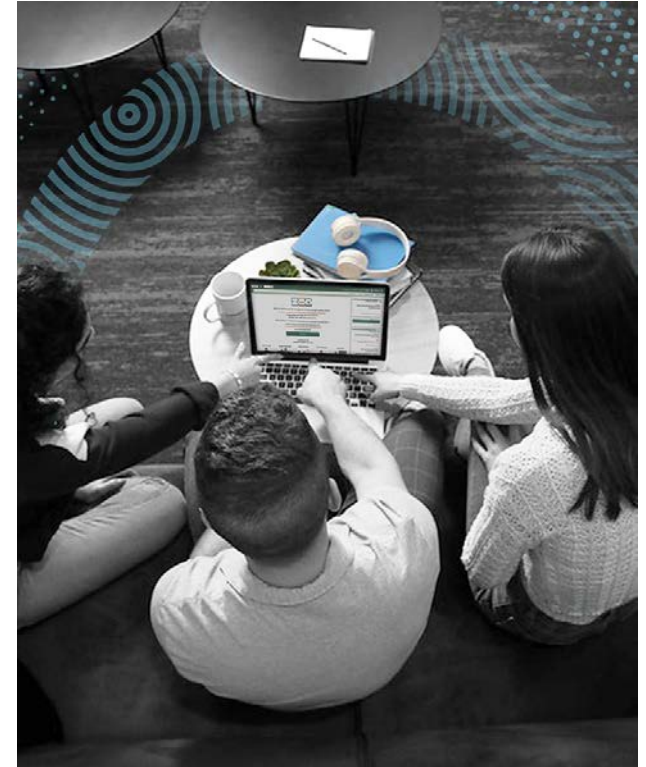
Time management

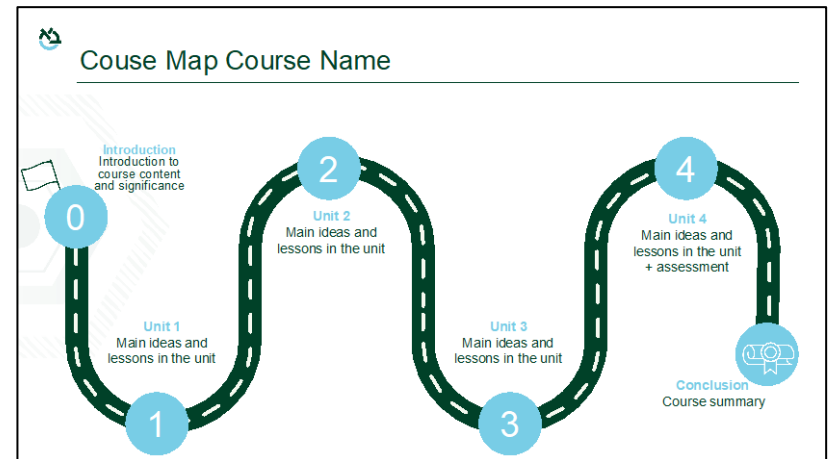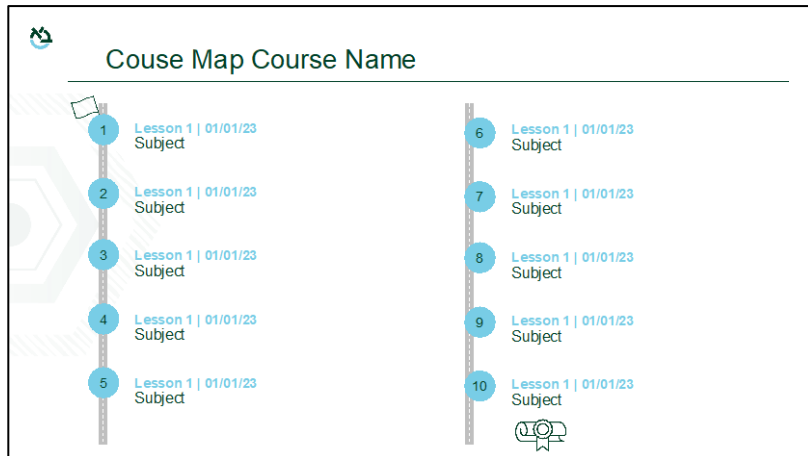Reserve weekly learning times in the calendar.

Pomodoro method

Work in fixed time segments alone or together.

Learning together

Commitment to partners in learning promotes commitment to learning.

Course map templates

Klick do download and English template

Cognitive Benefits of Learning in Difficult Times

Developing cognitive skills

Learning routines help develop essential cognitive skills such as problem solving, critical thinking, and decision making, which can be especially valuable during difficult times.

Mental stimulation

Engaging in learning activities provides mental stimulation, which is essential for keeping the brain active and functioning optimally.

Memory retention

Regular learning routines can help preserve memory and improve the ability to remember information, which can be helpful in high-stress situations such as wars or crises.

Cognitive flexibility

Continuous learning promotes cognitive flexibility, which allows people to adapt to new information and changing circumstances effectively.

Emotional benefits for learning in difficult times

Self-efficacy

Learning increases self-efficacy by empowering people to develop new knowledge and skills and fostering a sense of overall control.

Resilience

Engaging in structured learning routines fosters emotional resilience by providing a sense of normalcy and routine amidst chaos.

Emotional regulation

Learning routines can provide an opportunity to process emotions and experiences, to promote emotional regulation.

Stress reduction

A structured routine helps reduce anxiety and stress that are common during difficult times.

Social benefits for learning in difficult times

Cultural preservation

Learning routines help sustain cultural values and knowledge, essential for maintaining a sense of identity and belonging.

Community cohesion

Learning in a community setting, even if virtual, promotes social cohesion and provides a support network.

Social mobility

Education is often associated with social mobility. Maintaining learning routines in difficult times can provide opportunities for better future prospects once normalcy is restored.

Developing social skills

Maintaining learning routines with others fosters the development of social skills such as communication, cooperation and empathy.

›

Emotional Support

Routine Support

Support and accessibility section – mentoring for academic support – in situations of learning disabilities and attention deficit disorders, providing administrative response and mentoring for students with physical disabilities and/or emotional coping, who are eligible for the Ministry of Health's rehabilitation basket. Building 407, first floor.
Section Head: Ms. Sharon Kazdan Phone: 03-5318491.

Psychological counseling services for students - psychological treatment for students in emotional distress by psychologists in a variety of modalities as well as various workshops. Building 407 on the ground floor.
Service Manager: Dr. Avinoam Dar. Phone: 03-5318450.

In the coming weeks, the counseling services will hold group workshops on Zoom in preparation for the start of the academic year for students who need tools for coping with the routine of war.

Emergency Support

Hotline - 03-5318811

Graduate students and faculty from the departments of psychology, social work, student counseling, visual arts therapy, and the Community Clinic in the Department of Psychology are available to assist students, faculty and the public. Sunday-Thursday 8:00-22:00 and Friday and Saturday 10:00-14:00.

The Proactive Support Line - For students, faculty, and others in great distress, a senior therapist can call them instead contacting the hotline independently. Make sure the person you're referring agrees to be called. Please send the following details to the coordinator, Ai-la (054-629-4644) in a WhatsApp message: your name + phone, person's name + phone, status or need.

Comfort room – a social event taking place daily, from 8:00 a.m. onwards, in building 403, 2nd floor, the safe room on minus 1).

The Community Welfare Clinic of the Department of Psychology - The clinic provides solutions for the public with a variety of evidence-based approaches for all ages. The treatment is provided by graduate students in the clinical track who are supervised by senior faculty members. Clinic Directors: Prof. Yari Giv'on and Dr. Maya Wolf. The clinic is in the building of the Department of Psychology (902) Phone: 03-5318541.

›

Letter templates for department heads, Administrative and Dean Deputies

Below are templates (Hebrew) for contacting students or faculty in these complex times.

Coping with a war situation

הסברים והמלצות מאת דר' אבינועם דאר – ראש שירותי הייעוץ לסטודנט.ית בבר אילן

Informing Students

הצעה לנוסח יידוע סטודנטים בשוטף על ידי בעלי תפקידים.

הצעה לנוסח הודעה לסטודנטים על חלל.

טיפים לשיחות טלפון עם סטודנטים.

Informing faculty

הצעה לנוסח יידוע הסגל בשוטף על ידי בעלי תפקידים.

›