



SUPPORTING FLEXIBLE INSTRUCTIONAL SKILLS DEVELOPMENT:

A Collaborative Teaching
and Learning Series



COLLEGE of SOCIAL AND
APPLIED HUMAN SCIENCES



Teaching with Wellness

Housekeeping



Please remain on mute during the presentation. Feel free to ask questions in the chat. We will also hold space for questions at the end.



The first half of this session will be recorded and the recording will be made available to those unable to attend synchronously. We will not be recording any group activities.



Supplemental materials, including this presentation, will be circulated to registered attendees and available online on our respective CSAHS and LANG websites.

Thank you from your facilitators

Jacqueline Hamilton BAsc MEd

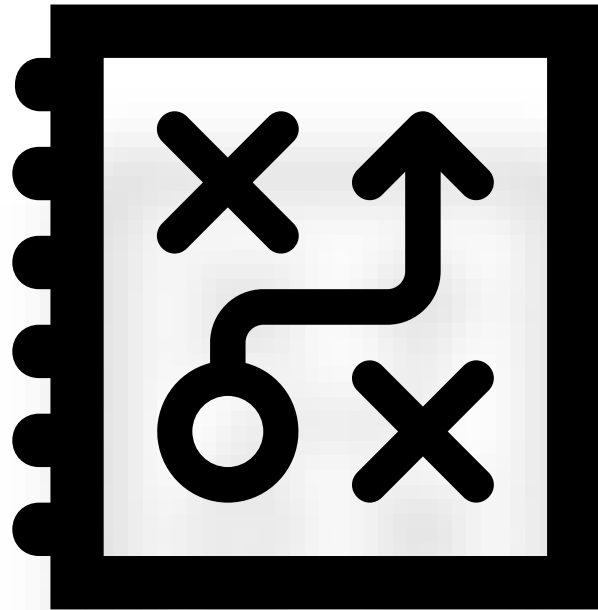
Senior Manager, Learning, Assessment, and Accreditation

Gordon S. Lang School of Business and Economics

Special thank you to

Victoria Fritz, Learning Specialist

PhD Candidate, FRHD



Let's get started

By the end of today's session, we will:

- Examine evidence-focused, tangible wellness strategies in teaching;
- Consider how we might evaluate what might work best in our own teaching practices; and
- Reflect on our current practices and actions and how they impact our wellness, especially in a pandemic.



Instructor Wellness

What does instructor wellness look like?

Structure of this session



Part A: Discuss an evidence-informed principle, with tangible examples of how to incorporate this into your teaching



Part B: Provide optional ways to engage with this practice with us, throughout the semester.



Principle: Community

- Community can be a great way to feel supported and validated. Building community means you have likeminded individuals to talk about challenges, brainstorm solutions, and allows you to feel like you are not alone.

Ways of Building Community in Teaching:

- Connecting with your support system
- Building a supportive environment in your classroom
- Find ways to share ideas, co-innovate



Optional Opt-in: Community

- You can be paired up with another instructor for the duration of the semester. Throughout the semester you and your partner would receive:
 - Prompts for discussion
 - Support setting up meeting times
 - Information on teaching and learning resources



Principle: Mindfulness Practice

- Mindfulness helps us to become aware of our thoughts, emotions, and physical needs. It is linked to increased coping skills, particularly with stress, increased life satisfaction, and decreased ill health (Black, 2020).

Ways of Incorporating Mindfulness in Teaching Practice

- Try grounding exercises (see worksheet!)
- Practice checking in with yourself a few times per day. What are you thinking? What are you feeling? What are you noticing?
- Consider incorporating mindfulness activities in the classroom

Tools:

<https://www.mindfulnessstudies.com/>

<https://insighttimer.com/>

<https://www.mindful.org/>



Optional Opt-in: Mindfulness Practice

- You can ask to receive mini mindfulness activities throughout the semester. If you opt-in to this, you would:
 - Select how often you want to receive emails
 - Weekly, Bi-weekly, Monthly
 - Receive short mindfulness activities
 - Activities would take no longer than 5 minutes

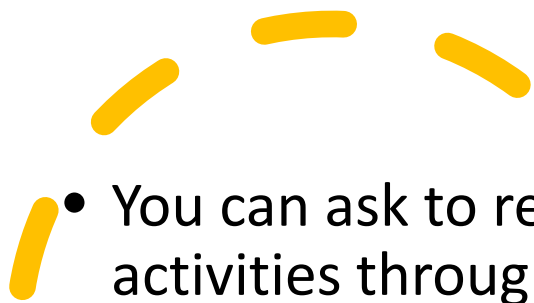


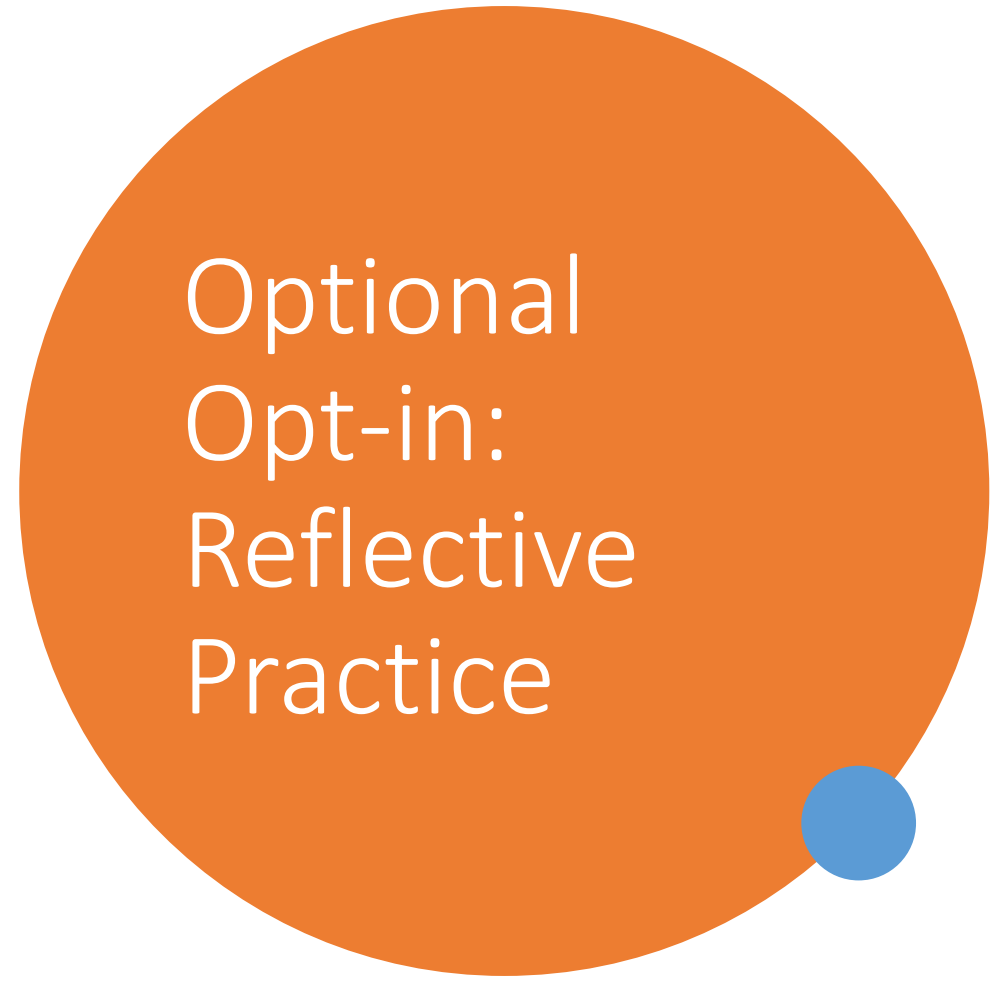
Principle: Reflective Practice

- Reflective practice helps us to recognize where we are doing well, and where we might want to improve or gain support. It helps us prevent repeating mistakes. How many times have you had an idea that would improve efficiencies in your course, only to forget it until you teach the same topic next year or semester?

Ways to incorporate Reflective Practice in Teaching:

- Start a teaching journal
- Add reflective notes to your lecture slides

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- You can ask to receive reflective practice activities throughout the semester. If you opt-in to this, you would:
 - Receive short prompts about how the semester is going
 - Have brief email check-ins to see if there are any teaching and learning resources who need
 - Receive an end of semester one page reflective practice worksheet



Optional
Opt-in:
Reflective
Practice

Principle: Boundary Setting

- Boundaries are an essential part of our wellness. We need to set boundaries not only with others, but also with ourselves. In academia, setting personal boundaries can be a challenge for high-achieving faculty members.

Ways to set boundaries in your teaching practice

- Block off time in your schedule and protect this time.
- Set goals now. Be realistic about what you can accomplish this semester
- Say no where possible, and look for opportunities to delegate
- Taking breaks is another way of setting boundaries



Optional Opt-in: Boundary Setting

- You can decide to ask for support setting up and maintaining boundaries. If you opt-in to this, you will receive:
 - A goal setting sheet set up in a semesterly format to help set and maintain professional goals
 - Calendar invites to nothing- this is a recurring invite that would sit in your calendar, protecting your time.
 - You can set the parameters and customize what this would look like

How to Cope with Teaching Burnout

Instructor well-being is a pedagogical issue. The best way to address burnout is to proactively take steps to prevent it.

3 tips to consider (Magner 2020):

1. Take time off, if only for an evening
2. Your job is a job, even if you love it
3. Sleep is critical, over extra-prep time



Opting in



In the chat you will see a Qualtrics link. You can complete the survey to decide what you would like to opt-in to.



You can opt-in to one activity, or two – you do not have to do all of them



You can change your mind – if the activities aren't for you, you don't have to do them.

Resource Reminders



Lang and CSAHS Remote Teaching websites

<https://www.uoguelph.ca/lang/teaching-learning-summer-webinar-series>

<https://csahs.uoguelph.ca/faculty-research/teaching-learning-summer-webinar-series>



[OpenEd Workshops](#)

OpenEd's Instructional Technology team is offering Zoom and MS Teams trainings for teaching remotely



[OTL Events](#)

Course Redesign

The Spark of Learning Book Club

Resource Reminders



Wellness at Work

<https://www.uoguelph.ca/wellnessatwork/>



COVID-19 Wellness Resources

<https://www.uoguelph.ca/wellnessatwork/COVID19-wellness-resources>




Employee and Family Assistant Program

<https://www.uoguelph.ca/hr/node/4141/>



Urgent Wellness Support

<https://wellness.uoguelph.ca/urgent-help>



Let's Talk

- In small breakout rooms, you will have a chance to connect with colleagues. Some prompts:
 - What is one thing that could be provided to you that would make your experience less stressful?
 - What is one challenge you are aware of you will face this semester?
 - What is something that you currently do that helps you maintain your personal wellness?
 - What is something you would like to try, or that has you curious?



Thank you and best wishes for a successful Winter 2021 semester

Please reach out with questions at any time:

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