

**Cultivating Connection,
Collaboration and Meaning
Within Online Teaching &
Learning**

Mari Todd



Session Plan

- Welcome and Introductions
- Building Connection, Collaboration and Meaning
- Emotional Load of Relational Teaching and Learning
- Self Care and Support

Getting to know me:



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Psychology
Community Health Worker
Health Promotion/NHS Work
Health Research
Lecturing
MSc Sport and Exercise
Psychology
Community Psychology
Research

Alternative Career as an
athlete when younger:
GB Orienteering
GB Mountain Running
GB Road Cycling

Break out rooms getting to know us tasks

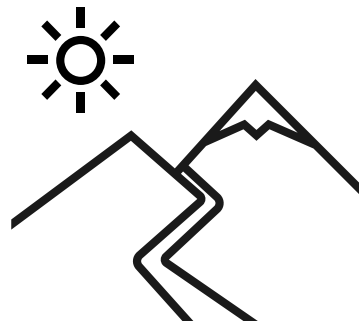
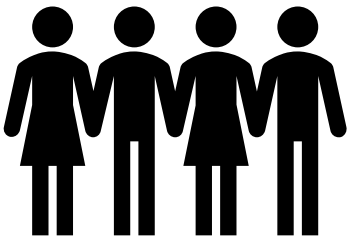
In your breakout rooms:

1. Find out the name of your partner.
2. What (if) they teach and ..
3. Their interest in connection and collaboration in online teaching
4. Something you have in common

Feedback

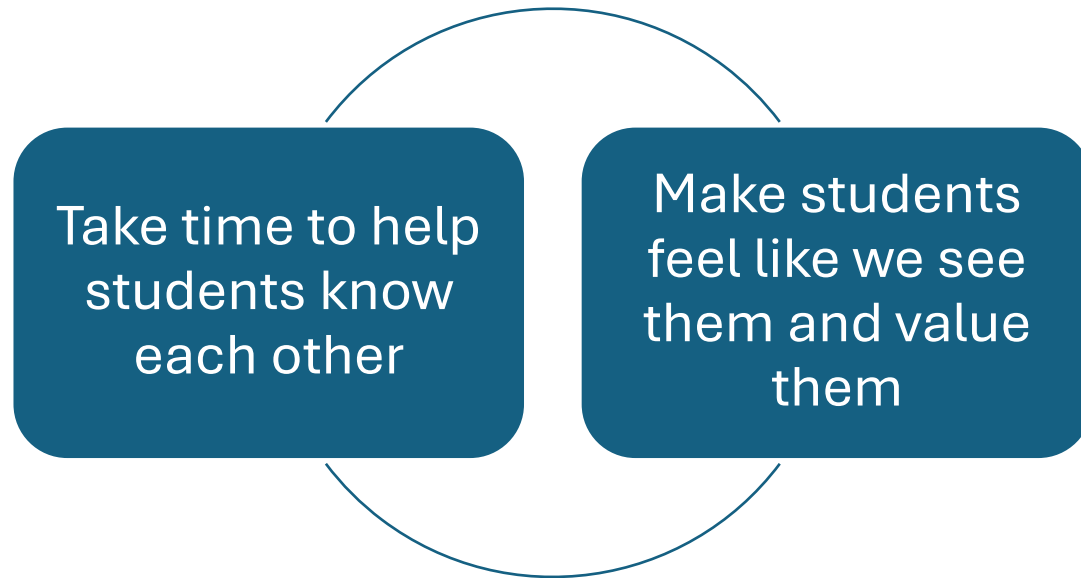
Connection, Collaboration & Meaning

- ✓ Welcome students and make them feel valued: show we care.
- ✓ Creating spaces to develop connections between learners, formal learning materials, and our local contexts.
- ✓ Build on our strengths as a diverse group with different individual experiences and capabilities.
- ✓ Together undertake sense making activities where we scaffold our learning by discussing how the formal learning relates to our experiences and local context.



Connection

Between students and with lecturer



Introductory Survey

- What are your goals for this Semester
- What questions or concerns do you have about this course?
- What challenges are you facing or expecting to face this Semester?
- Questions on IT accessibility/issues
- Caring responsibilities
- Is there anything it would be helpful for me to know about you or your situation this Semester?

**A space to discuss and
to get a deeper
understanding of the
learning materials.**



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Connecting Learning to Local Contexts and Prior Knowledge



Depth of analysis leads to better retention and learning: Craik & Lochhart (1972)



The more techniques we can use to stimulate deep learning the better information will be retained.

Advance Organisers to Support Learning

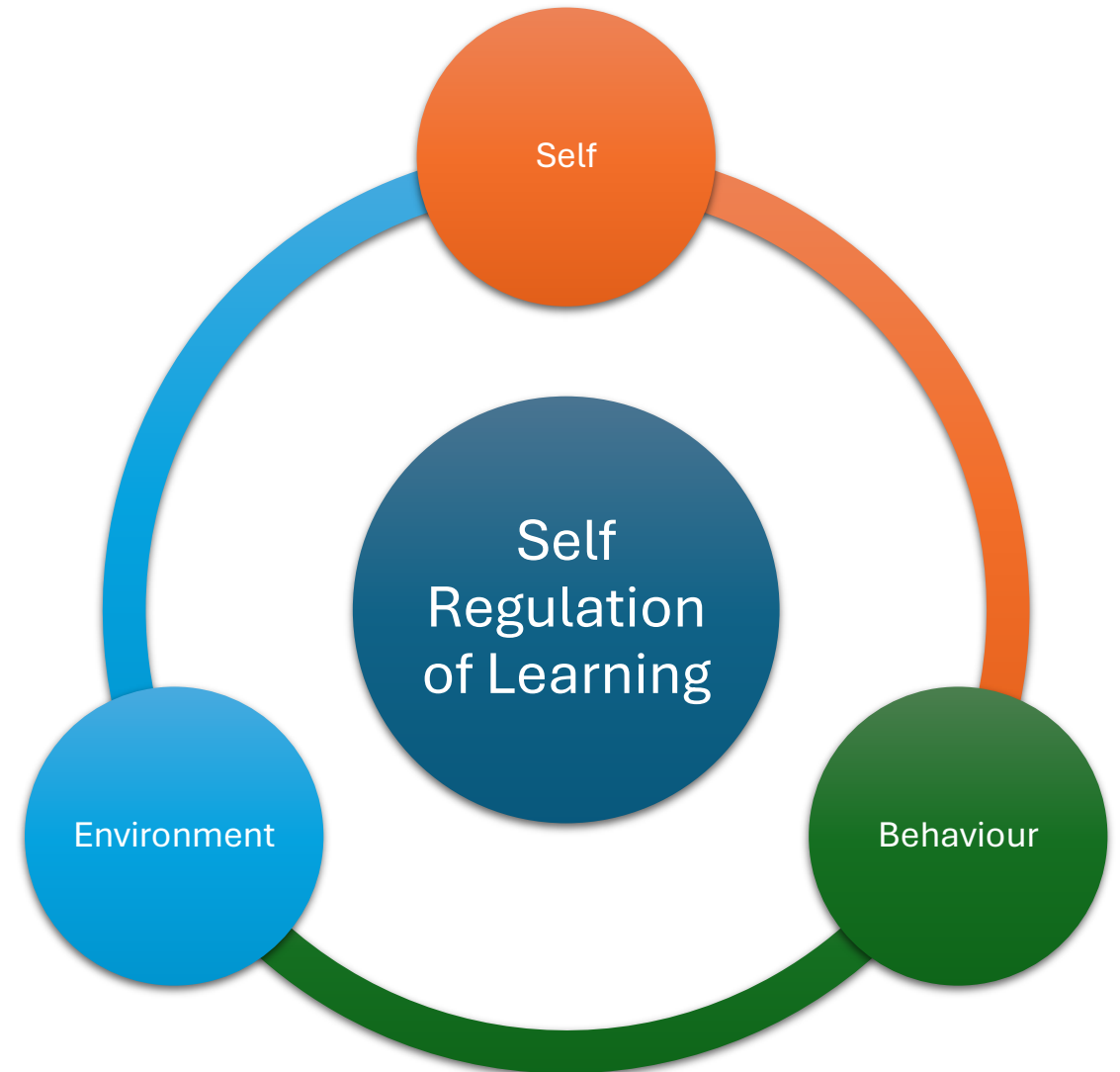
“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach them accordingly.” Ausubel (1968)

- ✓ **Create prior knowledge by providing them with a framework on which they can place the new knowledge.**
- ✓ **Start with general concepts and then become more specific**

External Factors and Self-regulated Learning

Self-regulated Learning

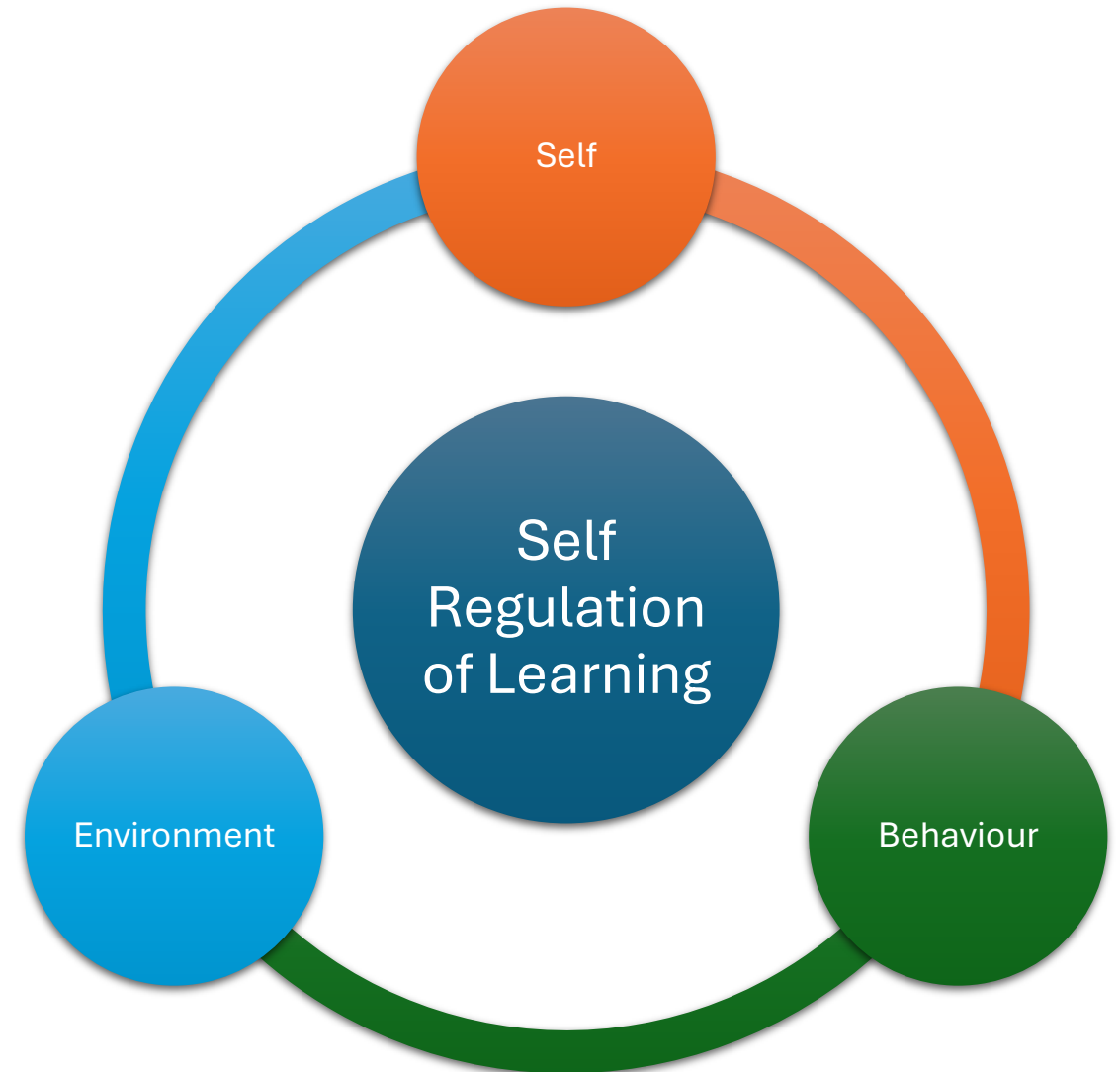
- Actions and processes aimed at acquiring or developing skills
- Agency, purpose and belief actions will meet goals
- Seeking information, organising information, transforming information into something with personal meaning and value, and rewarding oneself for success.



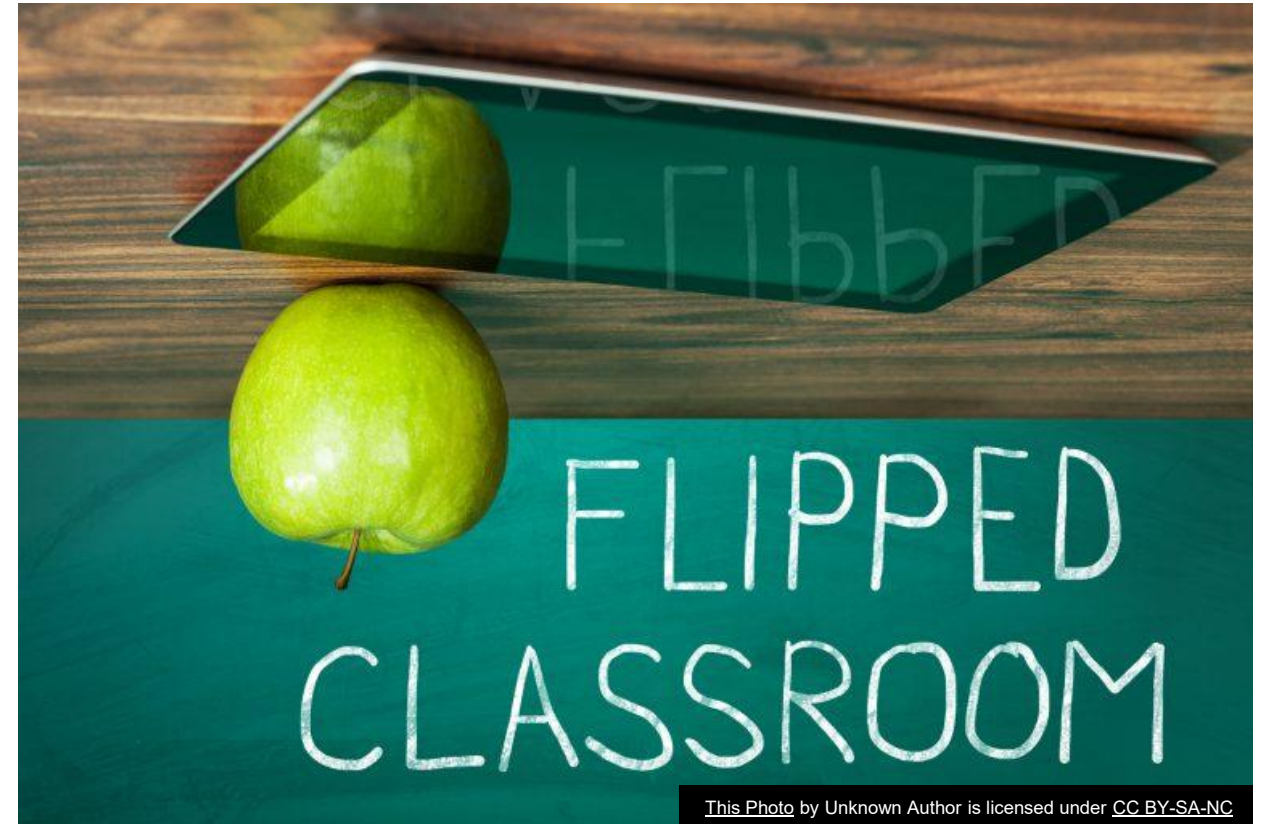
External Factors and Self-regulated Learning

Self-regulated Learning

- Modelling successful solutions and giving clear guidance.
- Verbal persuasion and encouragement.
- Peer learning: those with more knowledge in a particular domain can think metacognitively about their learning and scaffold learning for their peers.



- Develop academic skills of critical reading and evaluation
- Present strengths and weaknesses from evidence on a weekly topic.
- Opportunity for peer learning: build self-efficacy



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UHI Mission: Strategic Plan 2030

To have a transformational impact on the people, communities and economy of our regions.



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Where learning means more



Emotional Load of Relational Teaching & Learning



Is this model missing something?

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Supporting
Students

Replenishing
your own
Resources

Supporting
Colleagues

Supporting Family



Step 1

Knowing your warning signs

The first step to looking after your own wellbeing is to look out for and recognise the early warning signs that tell you your wellbeing might be at risk. Use the first “traffic light” section of the plan to reflect on what your own early warning signs are, and what red, amber and green look like for you.



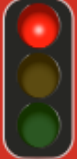
Step 2

Actively manage your wellbeing

We are all different and have our own unique ways of managing stress at work, and at home. Use the second step of the plan to reflect on what works for you, and what you will commit to doing in order to maintain your wellbeing when you notice your own warning signs.

At risk warning	Type of wellbeing		
	Physical wellbeing Examples:	Psychological Wellbeing Examples:	Social Wellbeing Examples:
 Red Stop, take action	+ Disrupted / no sleep + Exhausted or lethargic + Drinking alcohol / abusing substances to cope + No physical or leisure activity	+ Feeling unable to cope or afraid nearly all the time + Becoming angry at work and at home + Totally absorbed in thoughts about difficult or terrifying work events	+ Isolated from or avoiding connections with colleagues + Cut off from family and friends + Avoiding and/or dreading any social activity, social isolation
 Amber Possible risk: time to do something	+ More tired / weak than normal + Reducing activities that bring sense of enjoyment / meaning + Infrequent or unhealthy eating and drinking	+ Feeling angry or anxious, low or sad at work much of the time + Difficult to focus: At the edge of your personal "stretch" zone + Can't stop thinking about difficult events from the work shift	+ Limited sense of connection with work colleagues / team + Reduced social contact + Withdrawing mentally from loved ones
 Green None	+ Physically fit and strong, exercising as normal + Sleeping well, rested + Eating and drinking as normal	+ Enjoying leisure activities + Feeling mentally well, focussed + Being interested and curious about the world	+ Feeling connected to colleagues, regular opportunity for check ins + Regular meaningful restorative contact with loved ones

Step 1: What are your personal warning signs?

What are my warning signs? What tells me I'm feeling stressed?	Physical	Psychological	Social
 Red Feeling stressed, stop – time to do something straight away			
 Amber Feeling a little stressed, time to do something different			
 Green I'm ok, no need to do anything differently			

DURING WORK

Physical wellbeing - Doing

- + Permission from self and others to take breaks in a safe environment
- + Eat and drink well
- + Pace yourself



Psychological wellbeing - Thinking and Feeling

- + Focus attention on what you can control
- + Notice and limit repeatedly thinking about challenging events
- + Understand normal responses to stress
- + Notice your own stress response, acknowledge it is OK and normal to feel stress
- + Take mental 'breathing space' breaks when physical ones may be impossible

Social wellbeing - Connecting

- + Opportunities for regular check in with colleagues
- + Work with a buddy where possible
- + Maintain a connection with outside support in breaks

LEAVING WORK

Physical wellbeing - Doing

- + Do a physical 'check in' - "Am I OK?"
- + What steps do I need to take to be OK?
- + Who can I speak to / what do I need?

Psychological wellbeing - Thinking and Feeling

- + Take a moment to say to yourself "Today's shift is over. I have done what I can"
- + Reflect on your day and acknowledge your feelings. What went well?
- + Intentionally switch your attention to home, restore, recharge, replenish and rest

Social wellbeing - Connecting

- + Connect and share with colleagues
- + Check on your colleagues before you leave. Are they OK?



AT HOME

Physical wellbeing - Doing

- + **Balance** - try to plan activities that you know help you relax and that provide light to the shade of the day's work
- + Prioritise rest, exercise and eating
- + Plan a wind-down routine to sleep

Psychological wellbeing - Thinking and Feeling

- + **Awareness** - notice the day's impact on your Body, Emotions, Relationships and Activity
- + Plan a wind-down routine to mentally and physically disconnect from work
- + Take time to consciously switch off mentally from work



Social wellbeing - Connecting

- + **Connection** - create and sustain mental and physical connections to people and activities that are important
- + Connect also to your values - why is this work important to you and your community?



References:

Ausubel, D. P. (1978). In defense of advance organizers: A reply to the critics. *Review of Educational research*, 48(2), 251-257.

Kirschner, P. A., & Hendrick, C. (2024). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge.

Lockhart, R. S., & Craik, F. I. (1990). Levels of processing: A retrospective commentary on a framework for memory research. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 44(1), 87.

Tapadh Leibh