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**Pedagogy and Wellness in the Classroom**  
**Portfolio Artifact**

**1. Portfolio Project**

In general, I am going to add a wellness statement to all of my syllabi.

Specifically, for AY 26-27, in ARSC 2000: Constructions of Knowledge/Ways of Knowing, I am going to revise a midsemester module, following the flipped classroom approach.

My plan is to revise either the module on Mindfulness or Heritage Months (or maybe both) using the flipped classroom approach. I will work with my instructional assistants (both also undergraduates) to select a video (or maybe create a video) that introduces the module topic we choose, and then we can spend one or two class periods doing small group learning sessions, with guided questions for discussion and sharing out of learning. This will also incorporate a bit of students as pedagogical partners.

The primary rationale for this plan is that many (if not most) undergraduates are overwhelmed with coursework loads, and particularly the students in my ARSC 2000 who are all first generation and typically are in the first semester of their first year as an undergraduate. Because my class can be more flexible than so many others, I want to work on students internalizing a sense that they can be successful, that there many ways to engage with their own learning, and that all of that happens better in community.

I believe that pretty much all of EPICC will be represented in some way – initially, it seemed to me that Engagement, Purpose, and Connection would be the most explicit.

Success metrics will be in the form of written reflection, designed as a pre-post, on the process of learning and also student thoughts on classroom structures such as flipped classroom.

Feedback from peers in the PWC cohort that I will incorporate included setting the stage for how curriculum content is constructed by:

- Posing the question “What is Learning?”
- Giving different student groups different textbook excerpts on the same subject, and noting the similarities and differences, to foreground that ‘knowledge’ and content can be organized and framed in a variety of ways.
- Being mindful about the student groups, and the ways that classroom environments and interactions can produce anxiety.

**2. Goal – Stress and Emotion Coping**

I have identified that I stress out most often when I am 1) tired 2) overwhelmed 3) not managing my expectations. My goal for managing stress and emotion coping is to continue on getting the sleep and down time that I need, making manageable to do lists with reasonable priorities, and investing in all of the ways I can ‘nourish’ myself (this nourishing strategy came for the PWC discussion(s) on Tuesday 5/12. Specifically this summer, too, I am going to write for myself (journal, poetry, and essays I’ve been drafting) at least once a week.

**3. EPICC Model Teaching Strategies – highlights below**

Intend to Use-Engagement	Using
Flipped classroom	Discussion board with intention
	Small group discussions
Intend to Use-Purpose	
Field trips and treasure hunts	Learning about student goals
Intend to Use-Inclusive Teaching	
Increasing clarity on expectations	Include multiple perspectives in materials
Intend to Use-Compassion	Using
Do more wellness-related discussions	Messaging that I am here and outreach
Intend to Use-Connection	Using
Moving students around more often	Think-Pair-Share

#### 4. Communication Strategies

Intend to use	How	Already Using	How
The LARA method generally speaking	I will keep the LARA acronym at my desk as a reminder of how to enter into every communication, with students and co-workers, to maintain composure and be fully present. I will use LARA as a strategy for keeping myself from jumping right to problem-solving mode.	I already use an ethic of care with students and co-workers.	I convey that I am genuinely interested in the well-being of those in my SASC community in a variety of ways depending on the interaction. I am committed to the belief that “I am because We are” and that even during concern and conflict, well-being is first and foremost.