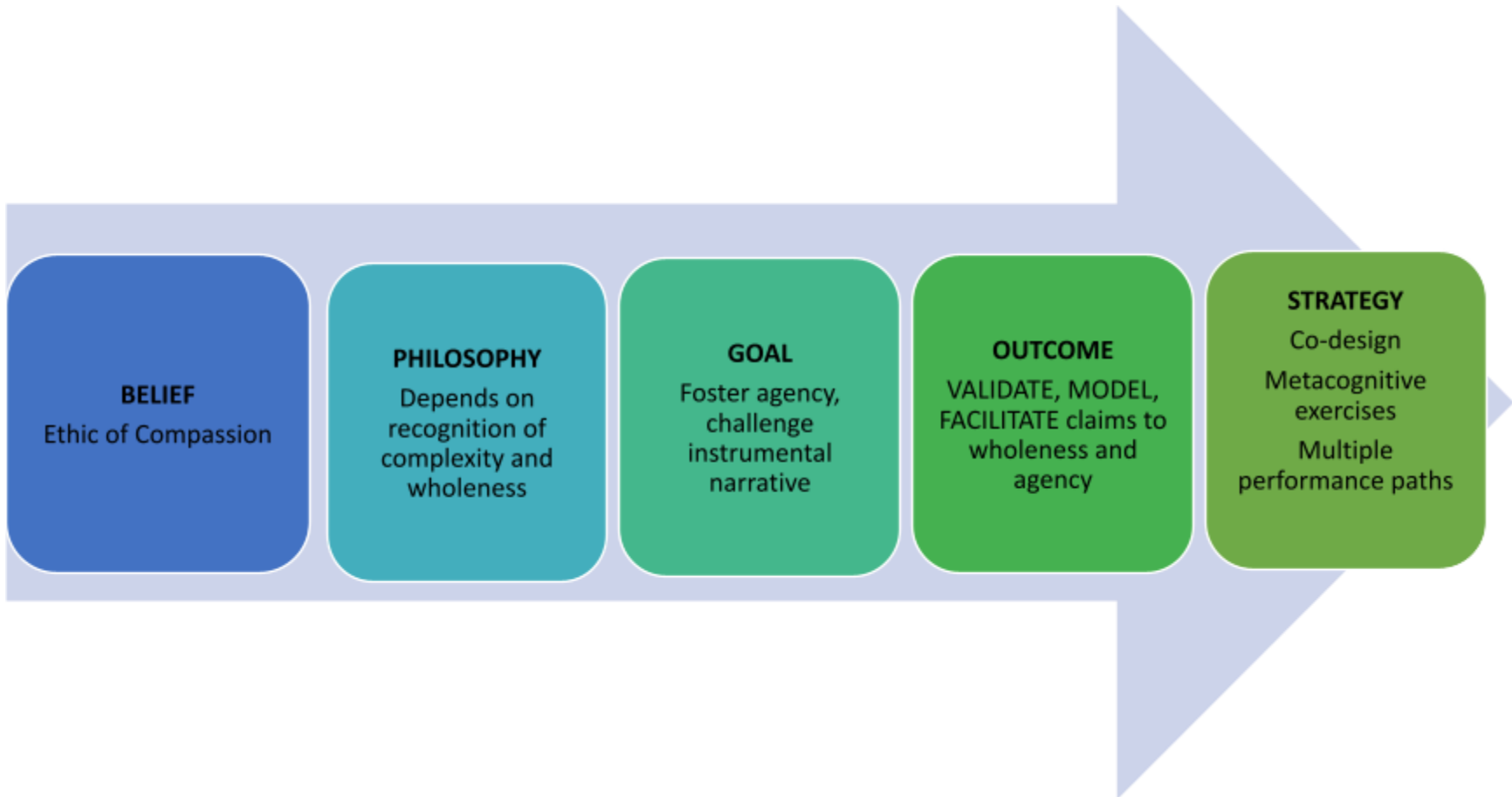


Sample Reflection and Design Path for the COMPASSION Pillar
by Lisa Dickson (UNBC) for the Pedagogy Visioning Committee



BELIEF	PHILOSOPHY	GOAL	OUTCOME	STRATEGY
<p>Compassion is an ethical starting point for pedagogy</p> <p>We have an ethical imperative to model and foster a culture of care.</p>	<p>Compassionate pedagogy depends on recognizing and prioritizing participants as whole people with complex identities, contexts and motivations.</p> <p>Learning happens best when participants are engaged as agents (a community of selves) rather than as objects of an impersonal system.</p> <p>An engaged community of selves demands empathy, flexibility and a willingness to grapple with complexity.</p>	<p>To create a learning environment that supports and validates compassion as a legitimate mode of engagement</p> <p>To engage with the whole person</p> <p>To challenge the predominate academic narrative that demands that participants leave their complex lives “at the door” a position rooted in a myth of dispassionate rational engagement</p> <p>To model and foster agency of participants as those who are empowered to make decisions about how their academic work fits in to their individual</p>	<p>EVALUATE the expectations of the course</p> <p>VALIDATE claims to wholeness</p> <p>CULTIVATE relationships based on agency and selfhood</p> <p>MODEL wellness and willingness to engage with complexity</p> <p>FACILITATE the negotiation of conflicting demands on time and resources</p>	<p>Shared course planning and design</p> <p>Metacognitive exercises (Learning Journals, Wellness Inventories)</p> <p>Multiple modes to demonstrate outcomes</p> <p>Flexible or adaptable due date schedules (“No Questions Asked” Extension Vouchers)</p>

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