

INTRODUCTION

The research shows that trauma:

- is a strong predictor of academic failure;
- is connected to low student engagement, high absenteeism, and poor academic performance;
- affects students' capacity to learn and develop academic skills;
- affects students' self-regulation skills and makes it harder for students to focus, maintain attention, plan, remember and organise new information, problem solve or follow instruction (Davidson, 2017; Harrison et al., 2020; Kroó, 2020)

Creating a safe learning environment is crucial for student learning and instructors play a vital role in providing mental health and psychosocial support to students. However, instructors are vulnerable to the effects of trauma, and keeping the balance between empathy and overidentification is critical.

CASE STUDY: OPEN LEARNING INITIATIVE (OLIVE)

Two non-degree programs:

- OLIVE Weekend Program (OLIVE-WP): designed for asylum seekers and refugees in Hungary, aiming to provide access to education, job market training, and English language skills.
- OLIVE University Preparatory Program (OLIVE-UP): full-time, one year, fully funded university preparatory program for people with refugee status.

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FACILITATING A SOTL COMMUNITY OF PRACTICE FOR TEACHING IN A TRAUMA- SENSITIVE CLASSROOM

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How can we support faculty in enhancing student learning and creating a welcoming learning environment in a trauma-sensitive classroom?

The research shows that fostering SoTL is more effective through faculty learning communities - compared to individual teaching grants, seminars, and workshops for faculty (see Cox, 2003; Wenger et al., 2002).

IMPLICATIONS AND CONCLUSION

- Learners: more nuanced teaching strategies and responses to students' needs, but also being able to follow overall student progress.
- Instructors: individual development of educators prompting them to move along the level of complexity in teaching practices, as well as entering into professional discussions with colleagues and engaging with SoTL.
- Strengthening the CoP: institutionalising the process as a regular professional development option for instructors.
- Faculty Development: FDFs as an intermediary took an important role in fostering the evolution of CoP by facilitating meaningful interactions among instructors about their practice, and by helping them conceptualise their practice via SoTL models and principles.

REFERENCES

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THE MODEL

adapted from
Weston &
McAlpine
(2001)

Online asynchronous
reflection and sharing
practice ahead of a
synchronous meeting

Growth in
own teaching

Discussion and
sharing in a
synchronous
facilitated meeting;
peer learning

Dialogue with
colleagues about
teaching and
learning

Collaboration
and growth in
scholarship of
teaching

Growth in
scholarship
of teaching