




# Moderators



EDUCATOR-SOURCED



## CURRICULUM DESIGN



**OPEN PEDAGOGY**

Less prescriptive guidelines, flexible assessments, and/or removing summative grading.



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**SCAFFOLDING UNCERTAINTY**

Slowly increasing exposures to uncertainty.



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**UNCERTAINTY DRESS REHEARSAL**

Practicing applying learned knowledge into real-life scenarios (cases).



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**ORIENTATION**

Minimize uncertainties unrelated to the learning task (i.e. where to park, who to go to etc).

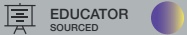

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**CAREER VALUE**

Explain the role, and value, of uncertainty in learners' future careers.



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**SETTING CLEAR EXPECTATIONS**

Transparency about the necessity of the discomfort learners will experience when participating in uncertainty tolerance curriculum.



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**DIVERSE TEAMWORK**

Generating teams comprised of learners from different backgrounds, disciplines, cultures etc. to solve a problem or complete a task.

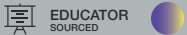

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**SETTING CLEAR ROLES**

Defining clear roles for learners within a team and/or within a learning activity.



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**ANONYMITY**

Learners who are not identifiably linked to their ability to convey knowledge (i.e. anonymous forums).


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**RESPONSIBLE FOR KNOWLEDGE**

Learners who feel individually responsible for knowledge, (i.e. identifiable when answering questions), this hinders uncertainty tolerance.

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**REFLECTIVE LEARNING**

Incorporating self-reflection opportunities about how learners thought, felt, and acted in the face of uncertainty.

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## EDUCATOR TEACHING PRACTICES



**INTELLECTUAL CANDOUR**

Educators sharing similar bounded experiences (i.e. vulnerability) with uncertainty to the learners' experiencing educational uncertainty.



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**INTELLECTUAL STREAKING**

Over-sharing and illustrating that the educator has a great deal of uncertainty (losing credibility).



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**PASTORAL CARE**

Teaching practices that support learners to manage discomfort with uncertainty.



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**EXPERT GUIDANCE**

Educators facilitate student-centered learning, including approaches such as the Socratic method and the provision of resources to provide boundaries on discipline content uncertainty (e.g. professional guidelines, databases)


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**DIDACTIC TEACHING**

Teacher-focused learning approach centered on communicating 'knowns' to learners.

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## ASSESSMENTS



**FLEXIBLE ASSESSMENTS**

Generating assessment tasks and exams where more than one approach and/or answer gets credit.

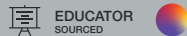
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**INFLEXIBLE ASSESSMENTS**

Tends to discourage cognitive flexibility, but could improve uncertainty tolerance by providing boundaries.

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Use these cards when designing uncertainty tolerance teaching activities.