



# MODERATOR UNCERTAINTY CARDS

Play these cards when designing activities which impact learners' uncertainty tolerance.

## STUDENT-SOURCED

<p><b>UNCERTAINTY TOLERANCE</b></p> <p>LEARNER SOURCED</p>	<p><b>HIGH SUBJECT MASTERY</b></p> <p>Learners with more discipline knowledge. These learners are typically later in their degree/year level.</p> <p>MODERATOR - GREEN</p> <p>LEARNER SOURCED</p>	<p><b>LOW SUBJECT MASTERY</b></p> <p>Learners with less discipline knowledge. These learners are typically early in their degree/year level.</p> <p>MODERATOR - RED</p> <p>LEARNER SOURCED</p>	<p><b>OBJECTIVE WORLDVIEW</b></p> <p>Learners with an objective worldview, and belief in singular truths.</p> <p>MODERATOR - RED</p> <p>LEARNER SOURCED</p>	<p><b>EVOLVING WORLDVIEW</b></p> <p>Learners with a subjective worldview and a belief in contextual truths.</p> <p>MODERATOR - GREEN</p> <p>LEARNER SOURCED</p>	<p><b>DISCIPLINE BACKGROUND TENSION</b></p> <p>Learners who have undecided worldviews tend to have a higher tolerance of uncertainty.</p> <p>MODERATOR - YELLOW</p> <p>LEARNER SOURCED</p>
<p><b>MERIT MINDED</b></p> <p>Learners focused on extrinsic motivators (i.e. grades).</p> <p>MODERATOR - RED</p> <p>LEARNER SOURCED</p>	<p><b>HUMILITY</b></p> <p>Humility is linked to higher uncertainty tolerance as this trait allows room for alternative views.</p> <p>MODERATOR - GREEN</p> <p>LEARNER SOURCED</p>	<p><b>COGNITIVE FLEXIBILITY</b></p> <p>Learners who can think more laterally, and sift through information for relevancy.</p> <p>MODERATOR - GREEN</p> <p>LEARNER SOURCED</p>	<p><b>COGNITIVE INFLEXIBILITY</b></p> <p>Learners who have linear thinking, and tend to privilege "recipes", to address problems and complete tasks and/or assignments.</p> <p>MODERATOR - RED</p> <p>LEARNER SOURCED</p>	<p><b>SENSE OF PURPOSE</b></p> <p>Learners who can think more laterally, and sift through information for relevancy. Learners who identify a purpose in their studies.</p> <p>MODERATOR - GREEN</p> <p>LEARNER SOURCED</p>	<p><b>COMPARING SELF TO OTHERS</b></p> <p>Learners who compare their own capabilities to others.</p> <p>MODERATOR - RED</p> <p>LEARNER SOURCED</p>

## EDUCATOR-SOURCED

<p><b>UNCERTAINTY TOLERANCE</b></p> <p>EDUCATOR SOURCED</p>	<p><b>AMBIGUITY EXPOSURE</b></p> <p>Immersing learners in ambiguity, through novel experiences, is variable depending on the extent of other sources of learners' uncertainty.</p> <p>MODERATOR - YELLOW</p> <p>EDUCATOR SOURCED</p>	<p><b>SELF-REFLECTION</b></p> <p>Incorporating self-reflection opportunities about how learners thought, felt, and acted in the face of uncertainty.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>OPEN PEDAGOGY</b></p> <p>Less prescriptive guidelines, flexible assessments, and/or removing summative grading.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>SCAFFOLDING UNCERTAINTY</b></p> <p>Slowly increasing exposures to uncertainty.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>UNCERTAINTY DRESS REHEARSAL</b></p> <p>Practicing applying learned knowledge into real-life scenarios (cases).</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>
<p><b>DIDACTIC TEACHING</b></p> <p>Educators who respond to learners' uncertainty with didactic knowledge communication and convey knowledge as finite.</p> <p>MODERATOR - RED</p> <p>EDUCATOR SOURCED</p>	<p><b>DIVERSE TEAMWORK</b></p> <p>Generating teams comprised of learners from different backgrounds, disciplines, cultures etc. to solve a problem or complete a task.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>SETTING CLEAR EXPECTATIONS</b></p> <p>Transparency about the necessity of the discomfort learners will experience when participating in uncertainty tolerance curriculum.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>INTELLECTUAL CANDOUR</b></p> <p>Educators sharing similar bounded experiences (i.e. vulnerability) with uncertainty to the learners' experiencing educational uncertainty.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>INTELLECTUAL STREAKING</b></p> <p>Over-sharing and illustrating that the educator has a great deal of uncertainty (losing credibility).</p> <p>MODERATOR - BLACK</p> <p>EDUCATOR SOURCED</p>	<p><b>CLEAR ROLES</b></p> <p>Defining clear roles for learners within a team and/or within a learning activity.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>
<p><b>ORIENTATION</b></p> <p>Minimize uncertainties unrelated to the learning task (i.e. where to park, who to go to etc).</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>FREE ASSESSMENT</b></p> <p>Generating assessment tasks and exams where more than one approach and/or answer gets credit.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>SINGLE-BEST ANSWER ASSESSMENTS</b></p> <p>Tends to discourage cognitive flexibility, but could improve uncertainty tolerance by providing boundaries.</p> <p>MODERATOR - YELLOW</p> <p>EDUCATOR SOURCED</p>	<p><b>ANONYMITY</b></p> <p>Learners who are not identifiably linked to their ability to convey knowledge (i.e. anonymous forums).</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>	<p><b>RESPONSIBLE FOR KNOWLEDGE</b></p> <p>Learners who feel individually responsible for knowledge, (i.e. identifiable when answering questions), this hinders uncertainty tolerance.</p> <p>MODERATOR - RED</p> <p>EDUCATOR SOURCED</p>	<p><b>CAREER VALUE</b></p> <p>Explain the role, and value, of uncertainty in learners' future careers.</p> <p>MODERATOR - GREEN</p> <p>EDUCATOR SOURCED</p>