

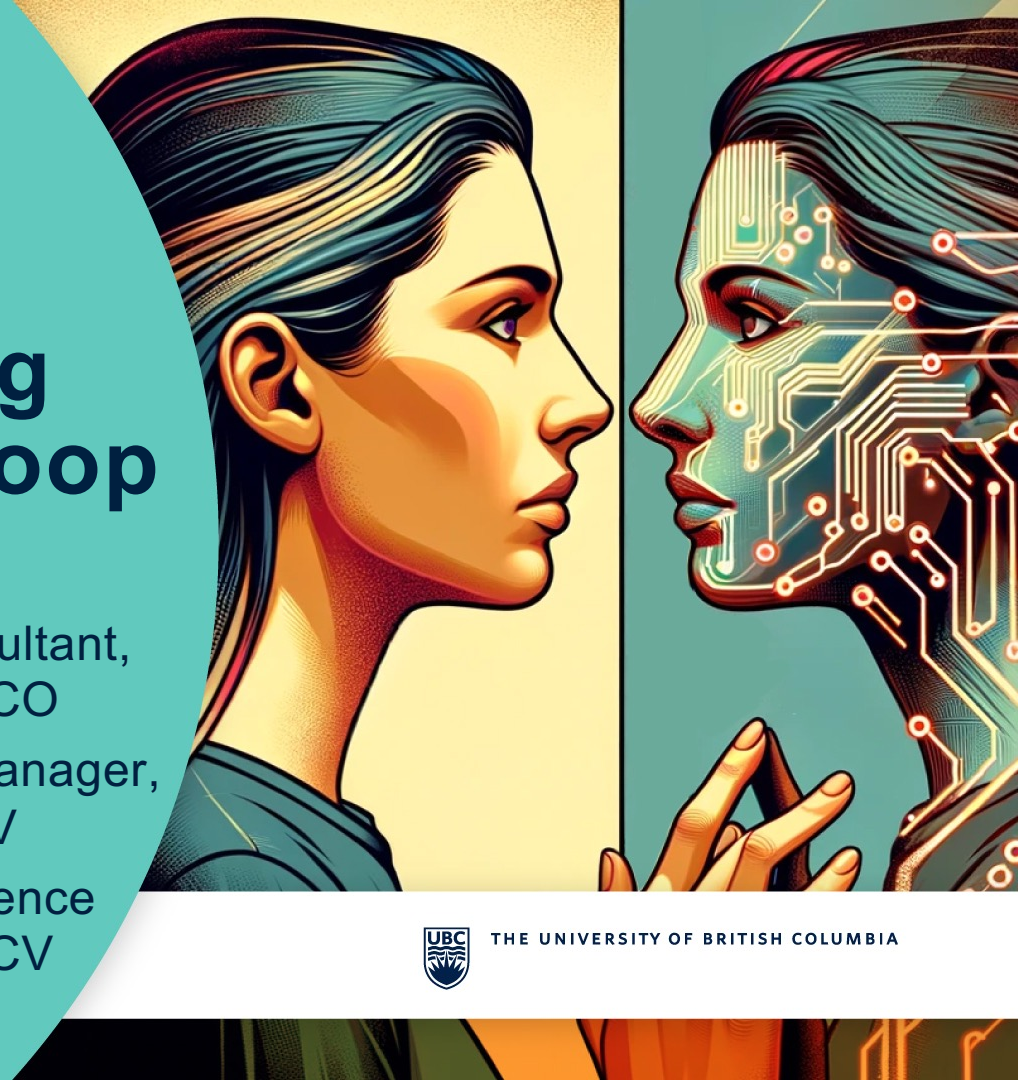
**CELEBRATE  
LEARNING  
WEEK**

# Keeping Wellbeing in the Teaching Loop

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Centre for Teaching & Learning, UBCO

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Centre for Learning & Teaching, UBCV



THE UNIVERSITY OF BRITISH COLUMBIA

We would like to acknowledge that the **UBC Okanagan campus** is on the traditional, ancestral, unceded territory of the Syilx People of the Okanagan Nation.



We would like to acknowledge that **UBC Point Grey** campus is on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People.





"Health-promoting universities and colleges infuse health into everyday operations;...enhance the success of our institutions; create campus cultures of compassion, wellbeing, equity and social justice; improve the health of the people who live, learn, work, play, and love on our campuses..."

(UBC Wellbeing Strategic Framework, 2019)

# Outline



- Teaching Practices Survey overview & demographics of participants
- Goals/inspiration/motivation for this particular work
- 2024 TPS results focused on teaching practices & wellbeing
- Research on impact of teaching practices on student & instructor wellbeing
- Interwoven discussion: Your experiences and practices
- Resources & References

# Teaching Practices Survey Overview



# Team Members



## Centre for Teaching, Learning, and Technology, UBCV

- **Dr. Andrea Han**, Associate Director, Curriculum and Course Services
- **Dr. Adriana Briseño-Garzón**, Senior Manager, Research and Evaluation
- **Dr. Trish Varao-Sousa**, Evaluation and Research Consultant

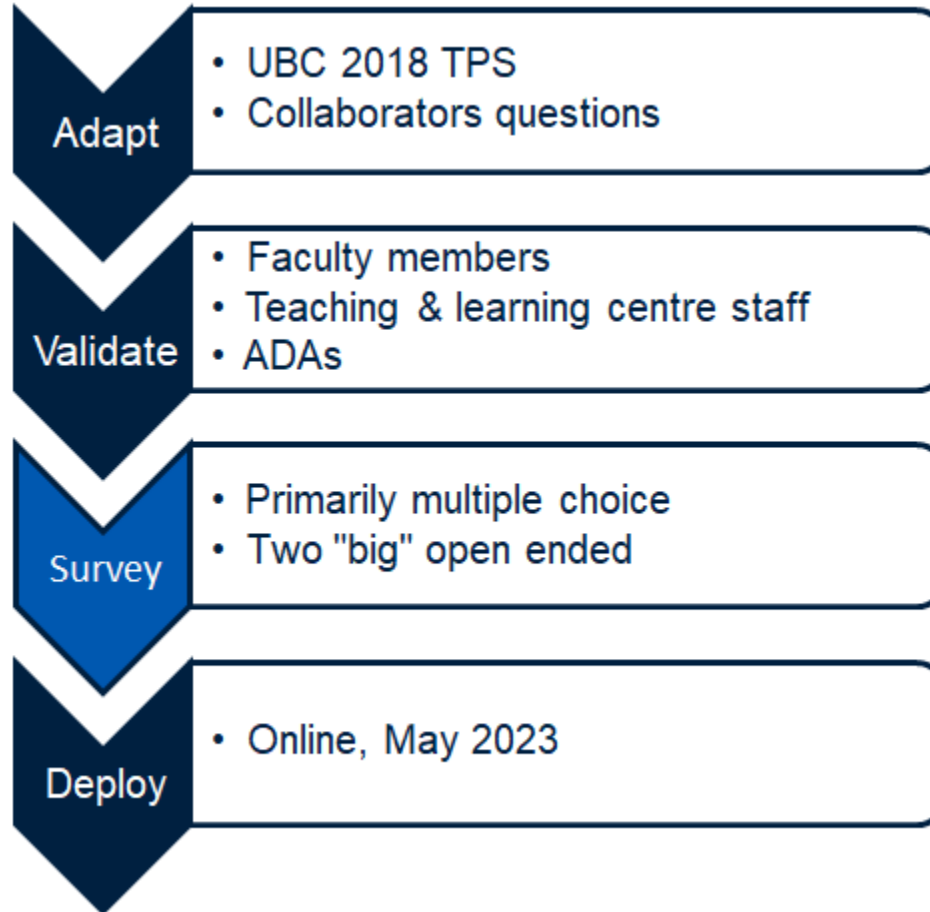
## Centre for Teaching and Learning, UBCO

- **Dr. Barbara Komlos**, Educational Consultant, Faculty and Curriculum Development

## Science Centre for Learning and Teaching, UBCV

- **Dr. Gülnur Birol**, Director
- **Dr. Warren Code**, Associate Director
- **Zohreh Moradi**, Research Analyst

# Survey Development & Structure



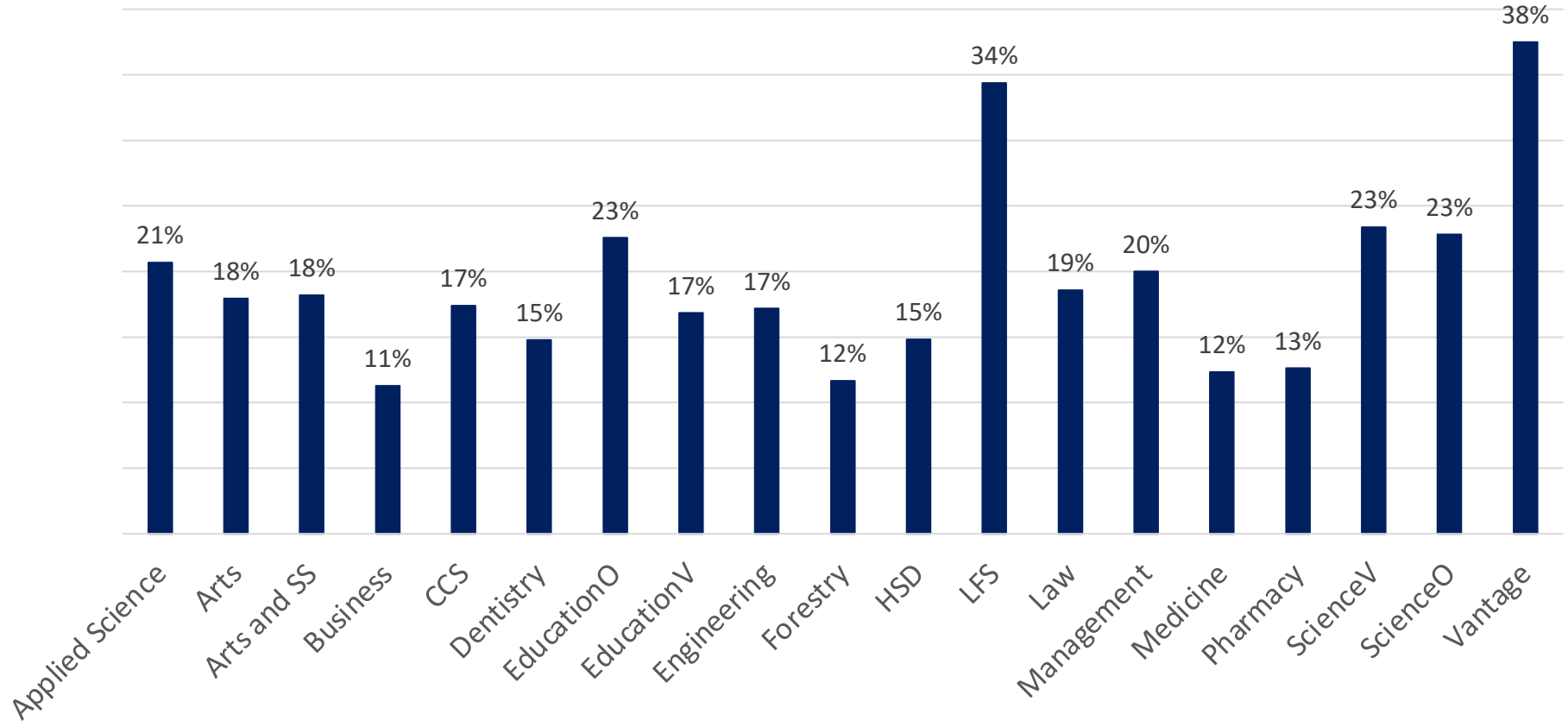
# Survey Motivation & Goals



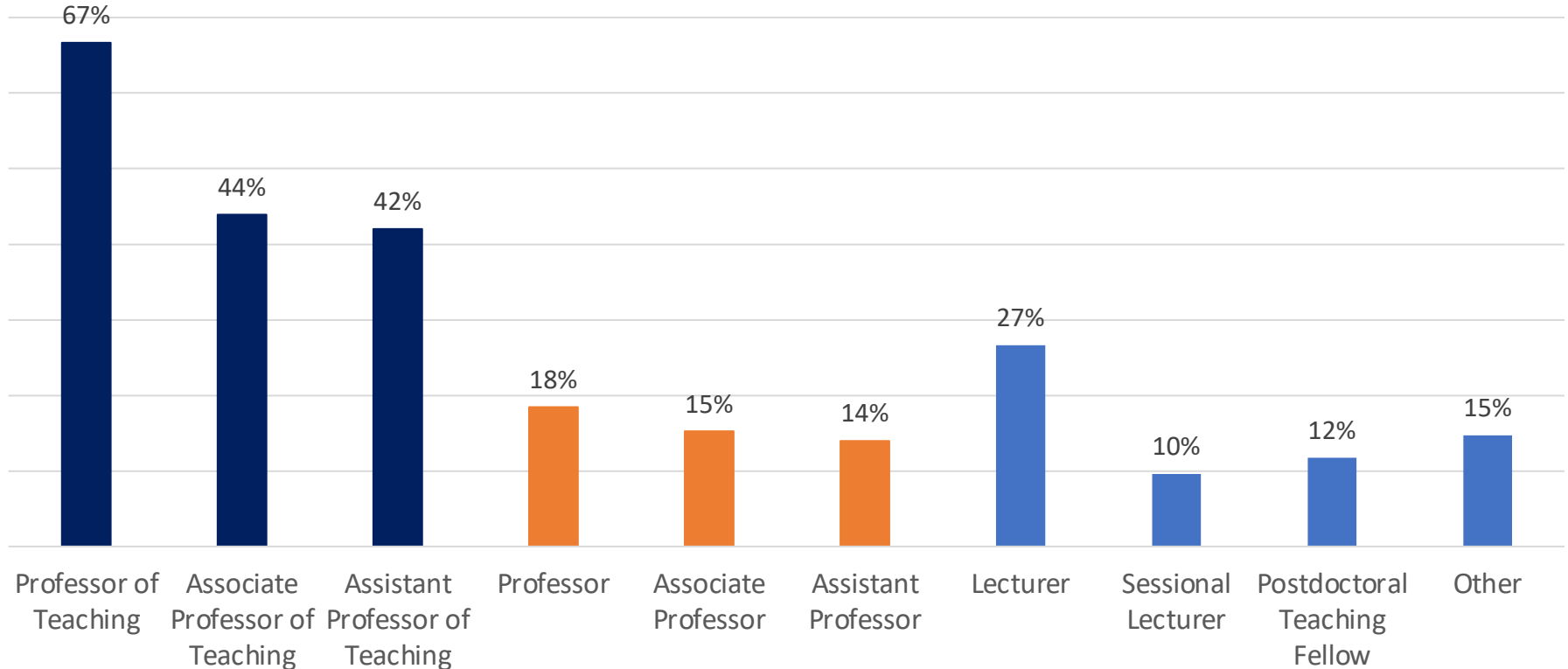
- Glimpse into how teaching happens
- Better understand connections between practice and values
- Opportunity for confidential feedback around teaching climate at UBC
- Inform decisions around support for teaching and learning



# Response Rates by Faculty



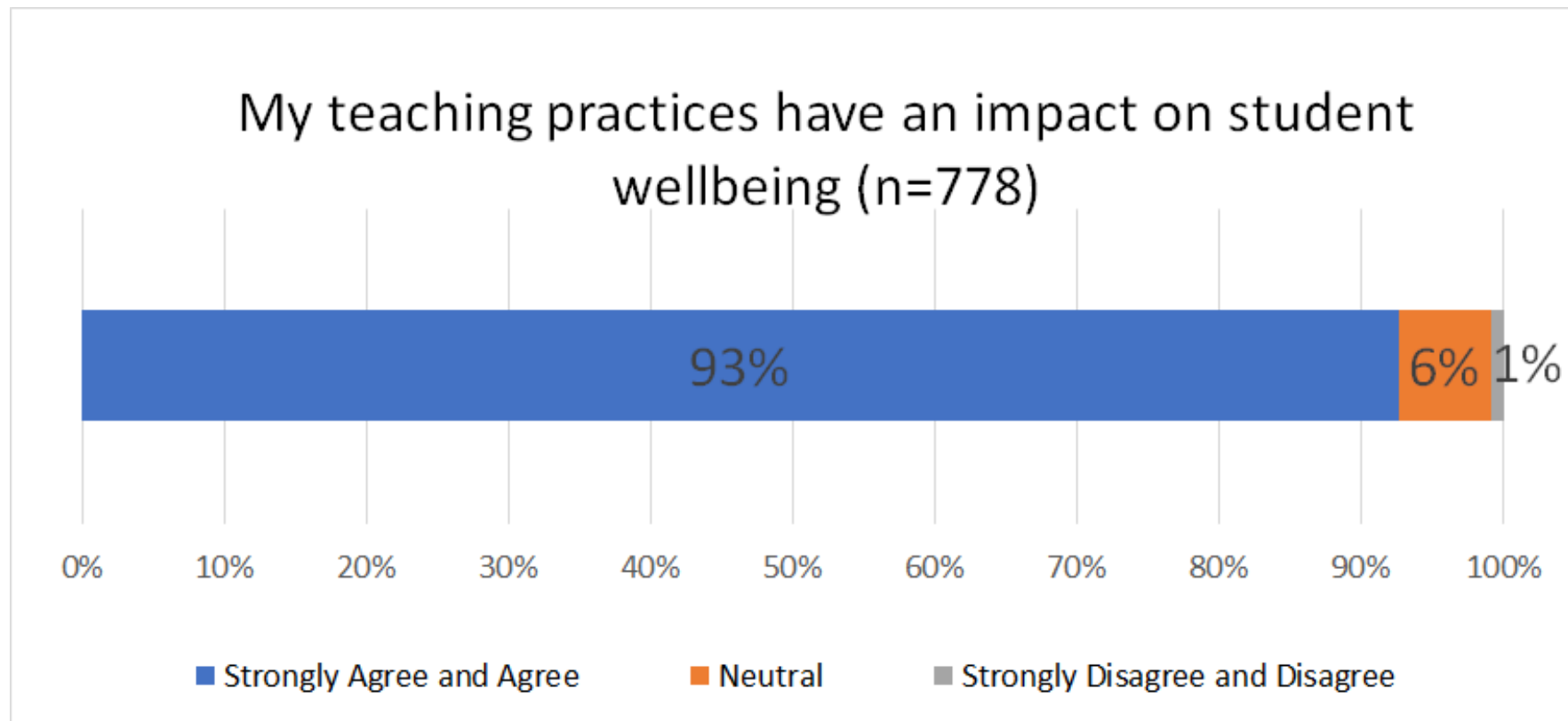
# Response Rates by Appointment



# 2024 TPS Results Related to Teaching Practices & Wellbeing



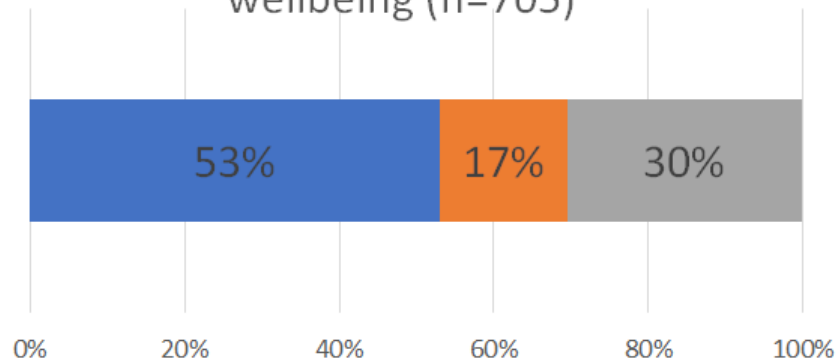
# Teaching practice - Impact on student wellbeing



# Explicit practices

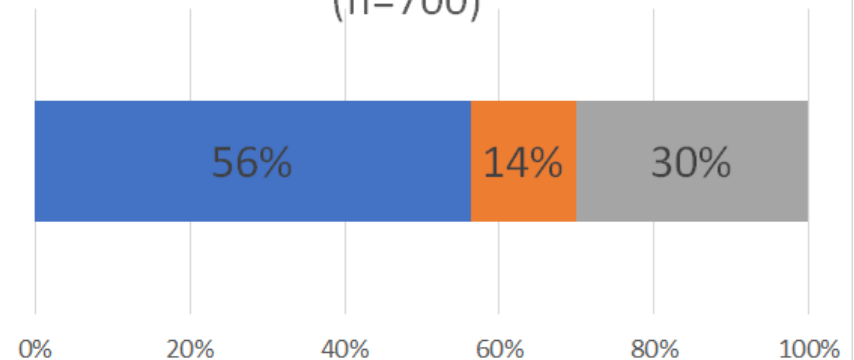


During class time, I share resources to help students manage their wellbeing (n=705)



- I currently do this in the course.
- I do not currently do this, but I intend to in the near future.
- I currently do not have plans to do this in the near future.

During class time, I discuss wellbeing topics with my students (n=700)



- I currently do this in the course.
- I do not currently do this, but I intend to in the near future.
- I currently do not have plans to do this in the near future.

# Is there a connection between faculty belief their teaching practices impact student wellbeing and whether they employ explicit wellbeing practices?



Of people who **agree** that their teaching practices have an impact on student wellbeing.

- 55% use class time to share resources
- 58% use class time to discuss wellbeing topics

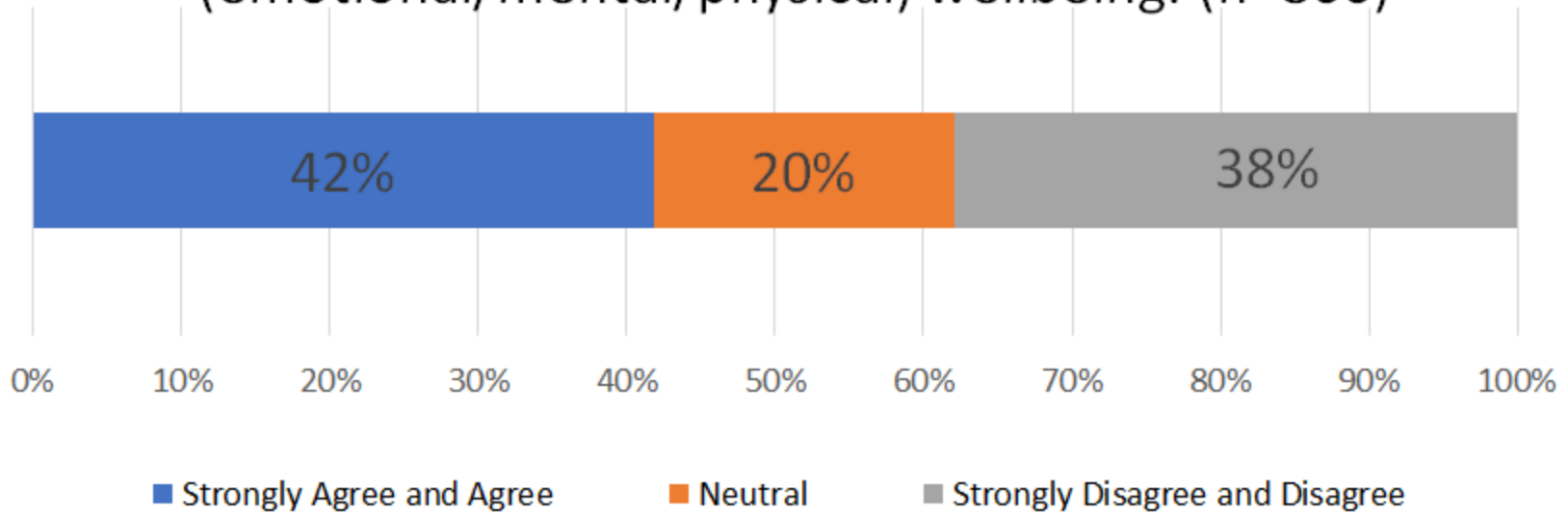
Of people who **did not agree** that their teaching practices have an impact on student wellbeing.

- 33% use class time to share resources
- 33% use class time to discuss wellbeing topics

# Teaching workload – impact on wellbeing



My teaching workload negatively affects my (emotional/mental/physical) wellbeing. (n=866)



# Does faculty perception of workload negatively impacting their wellbeing influence whether they employ explicit wellbeing practices?



Of people **who strongly agree** that their teaching workload negatively affects their wellbeing

- 63% use class time to share resources
- 66% use class time to discuss wellbeing topics

Of people **who strongly disagree** that their teaching workload negatively affects their wellbeing

- 33% use class time to share resources
- 46% use class time to discuss wellbeing topics



# Are faculty who employ explicit wellbeing practices more likely to employ implicit wellbeing practices?



Subset of participants

- 298 participants use class time to both share resources and discuss wellbeing topics with students
- 161 participants use class time to do neither

Of people who employ...

**both** explicit practices,  
% who employ implicit

<b>Implicit practice employed</b>	<b>Currently do</b>	<b>Do not plan to do</b>
During class time, I share study strategies for the course with students	88%	6%
I communicate to students that they can consult me directly if they need temporary adjustments to course requirements for things not covered by the Centre for Accessibility/DRC such as short-term illness, life events, etc.	92%	5%
I intentionally build a culture of community and collaboration amongst students.	95%	2%

Of people who employ...

**both** explicit practices, **neither** explicit practice,  
 % who employ implicit % who employ implicit

<b>Implicit practice employed</b>	<b>Currently do</b>	<b>Do not plan to do</b>	<b>Currently do</b>	<b>Do not plan to do</b>
During class time, I share study strategies for the course with students	88%	6%	76%	22%
I communicate to students that they can consult me directly if they need temporary adjustments to course requirements for things not covered by the Centre for Accessibility/DRC such as short-term illness, life events, etc.	92%	5%	79%	18%
I intentionally build a culture of community and collaboration amongst students.	95%	2%	81%	14%

# Summary of Findings



## Perceptions and Practices

- Majority (93%) **believe** that their practices impact student wellbeing
- Considerably less likely (~55%) to employ practices that **explicitly** mention wellbeing
- Are highly likely (87% on average) to employ practices that **implicitly** support student wellbeing
- Faculty who employ explicit teaching practices are **more likely** to employ practices that implicitly support wellbeing.

## Perception of Workload

- Faculty who report their teaching workload having a negative effect on their own wellbeing are **more likely** to employ teaching practices that **explicitly** mention wellbeing
- Perception of their workload having a negative effect on their wellbeing **does not appear to be related** to their belief about their practices impacting student wellbeing.

# We Would Like to Hear from You...



- What findings that we shared **resonate** with you?  
Or **do not align** with your experiences/perceptions?
- What might be the reasons for faculty **not planning to talk about wellbeing or share wellbeing resources** in class even though they agree that teaching practices impact student wellbeing?

# Research on Impact of Teaching Practices on Wellbeing



# Research on Wellbeing in Teaching



- Students' wellbeing gains (4yrs) are attributed to **frequency and perceived quality** of student-faculty interactions (Teniell, et.al. 2022).
- Student success & wellbeing are influenced largely by instructors, whose ability to inspire and lead depends on their own wellbeing (Roos, et.al., 2021).
- Interplay between student & teacher wellbeing is meaningful and prevalent: positive, negative, reciprocal (Kiltz, et.al., 2020).
- Interviews with UGs provide evidence that certain teaching, pedagogy, and assessment practices support student wellbeing (Upsher, et. al., 2023).

# Teaching Practices that Support Wellbeing



- 1) Recognizing that students have lives outside of academics
  - providing flexibility (deadline leniency, different assessment formats)
  - communicating clear expectations and guidelines
- 2) Openly discuss wellbeing related topics
  - embedding wellbeing activities into curriculum
  - relate course content to wellbeing
- 3) Creating a safe/supportive learning environment
  - respecting student autonomy



# Teaching Practices that Support Wellbeing



## 4) Fostering instructor-student relationship

- open communication
- being receptive to feedback

## 5) Fostering peer-to-peer relationships

## 6) Helping students find value in the subject matter

## 7) Helping students find value in the learning process

# Teaching Practices that Support Wellbeing



## 8) Structuring the course effectively

- considering pedagogy from the perspective of wellbeing
- designing assessments that allow students to demonstrate learning
- following assessments with effective feedback

## 9) Delivering the material effectively

- applying active learning techniques

## 10) Supporting learning outside the classroom

- assigning challenging work/having high expectations with appropriate scaffolding

# We Would Like to Hear from You...



- What **practices are you engaging in** that impact wellbeing that may not be explicit wellbeing strategies?
- In what ways do you support your own wellbeing in the classroom/workplace?

"We can only teach what we are, and when instructors have strong wellbeing, they are able to bring their authentic selves to the classroom. They have the capacity to see their students, make connections, build community, and engage in ways that foster trust, which enables deep learning."

--Parker Palmer, *The Courage to Teach*

Take care of yourselves!



# Resources



- Teaching Practices Survey:

<https://ctl.t.ubc.ca/resources/teaching-practices-survey/>

- Wellbeing in Learning Environments at UBC:

<https://wellbeing.ubc.ca/wellbeing-learning-environments-ubc>

- How Teaching Practices Influence Student Mental Health & Wellbeing: <https://blogs.ubc.ca/teachingandwellbeing/>

- UBCO Senate Policy O-130 (effective May 1st) requires all syllabi to include student support resources; See the Syllabus Checklist:

- <https://ctl.ok.ubc.ca/teaching/course-design/course-syllabus/>

# References



- Kiltz Lisa, Rinas Raven, Daumiller Martin, Fokkens-Bruinsma Marjon, Jansen Ellen P. W. A. (2020). ‘When They Struggle, I Cannot Sleep Well Either’: Perceptions and Interactions Surrounding University Student and Teacher Well-Being. *Frontiers in Psychology*, 11 DOI=10.3389/fpsyg.2020.578378
- Roos, Brianne H.; Borkoski, Carey C. In *Perspectives of the ASHA Special Interest Groups*. Aug 2021 6(4):831-840. Language: English. DOI: 10.1044/2021\_PERSP-21-00006, Database: ERIC
- Teniell L. Trolan, Gwendolyn C. Archibald & Elizabeth A. Jach (2022) Well-being and student–faculty interactions in higher education, *Higher Education Research & Development*, 41:2, 562-576, DOI: [10.1080/07294360.2020.1839023](https://doi.org/10.1080/07294360.2020.1839023)
- Upsher, R., Percy, Z., Cappiello, L. *et al.* Understanding how the university curriculum impacts student wellbeing: a qualitative study. *High Educ* **86**, 1213–1232 (2023). <https://doi.org/10.1007/s10734-022-00969-8>