



Student and Teacher Wellbeing: Simple Strategies for Positive Impact

Teaching & Wellbeing CoP

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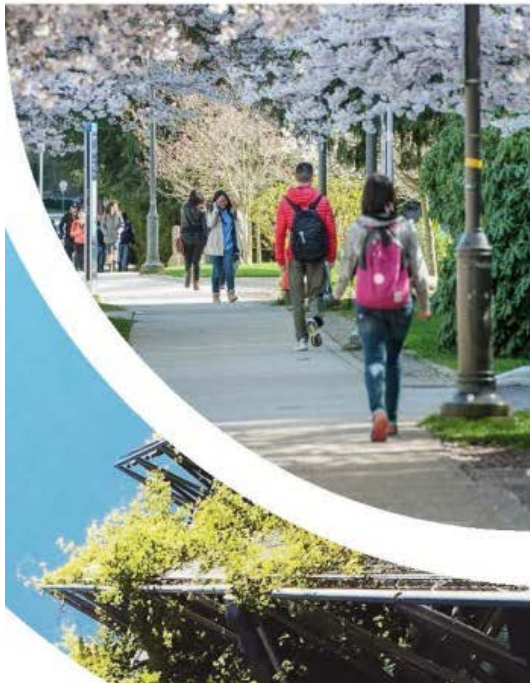
University of British Columbia, Vancouver Campus

Think about a time
when you were a
student ...



An aerial, wide-angle photograph of the University of British Columbia (UBC) Vancouver campus. The campus is situated on a large, forested hillside overlooking the city of Vancouver and the Pacific Ocean. The foreground is dominated by dense green trees. In the middle ground, several large, modern university buildings are visible, interspersed with more trees. The background shows the city of Vancouver, including the downtown skyline and the harbor, under a clear blue sky with light clouds. The text "UBC Vancouver Context" is overlaid in the lower-left quadrant of the image.

UBC Vancouver Context



OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health
Promoting Universities and Colleges / VII International Congress

Kelowna, British Columbia, Canada

1. Embed health into all aspects of campus culture, across the administration, operations and academic mandates.

- Embed health in all campus policies
- Create supportive campus environments
- Create thriving communities and a culture of wellbeing
- Support personal development
- Create or re-orient campus services

2. Lead health promotion action and collaboration locally and globally.

THE UNIVERSITY OF BRITISH COLUMBIA

shaping

UBC's next century

Strategic Plan 2018-2028



vision

Inspiring people, ideas and actions for a better world

purpose

Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world

HEALTH PROMOTION & EDUCATION

Vision: *A flourishing community where students develop their capacity to lead healthier lives.*

Mission: *Create and facilitate opportunities for students to be part of a healthy university community, to learn health-based skills, and to develop their leadership for a healthier campus.*

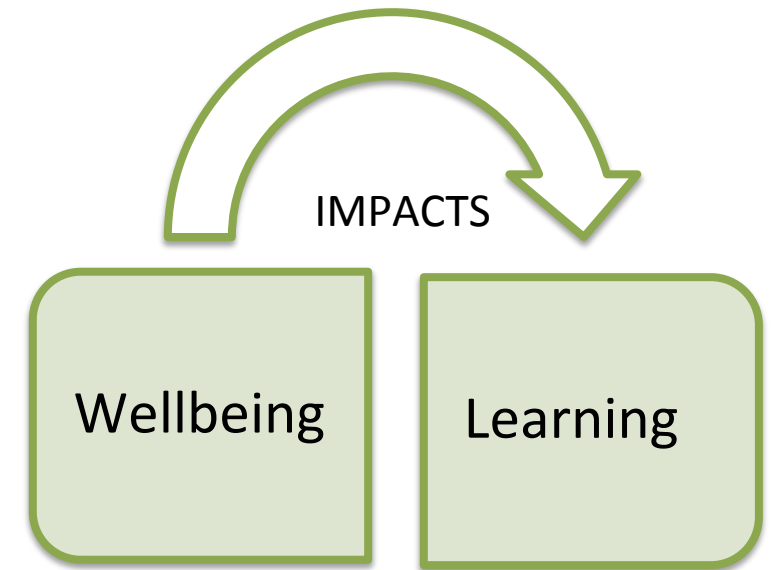
Key Goals: *Health information, health education, and health promotion & culture change*



Wellbeing & Learning Environments

STUDENT WELLBEING IMPACTS LEARNING

- Positive mental health (flourishing) results in students' adopting more of a deep approach to learning (Trigwell, et al., 2012)
- Strengthening self-esteem and self-efficacy through pedagogical interventions (e.g., assessment and feedback) can positively impact academic performance (Gebka, 2014)
- Depression is a significant predictor of lower academic performance (GPA) and drop-out in university, particularly among students who also experience anxiety (Eisenberg, et al., 2009)



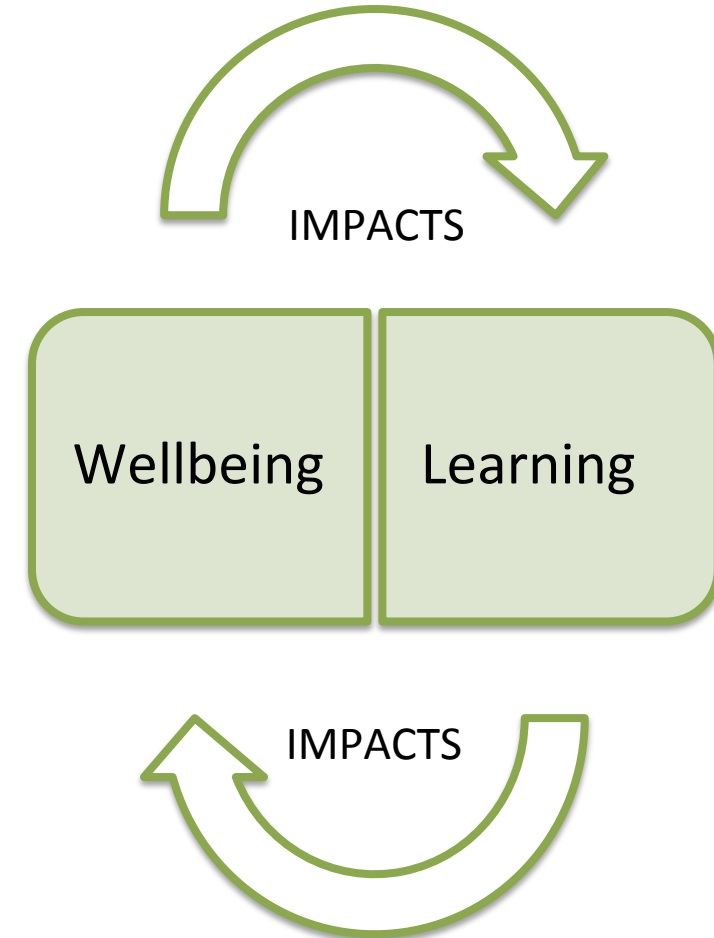
LEARNING ENVIRONMENTS IMPACT STUDENT WELLBEING



A recent review of the literature on health promotion at universities found:

- “The most promising strategies to promote mental wellbeing included **changes in the way students are taught and assessed.** “

(Fernandez, et al., 2015)





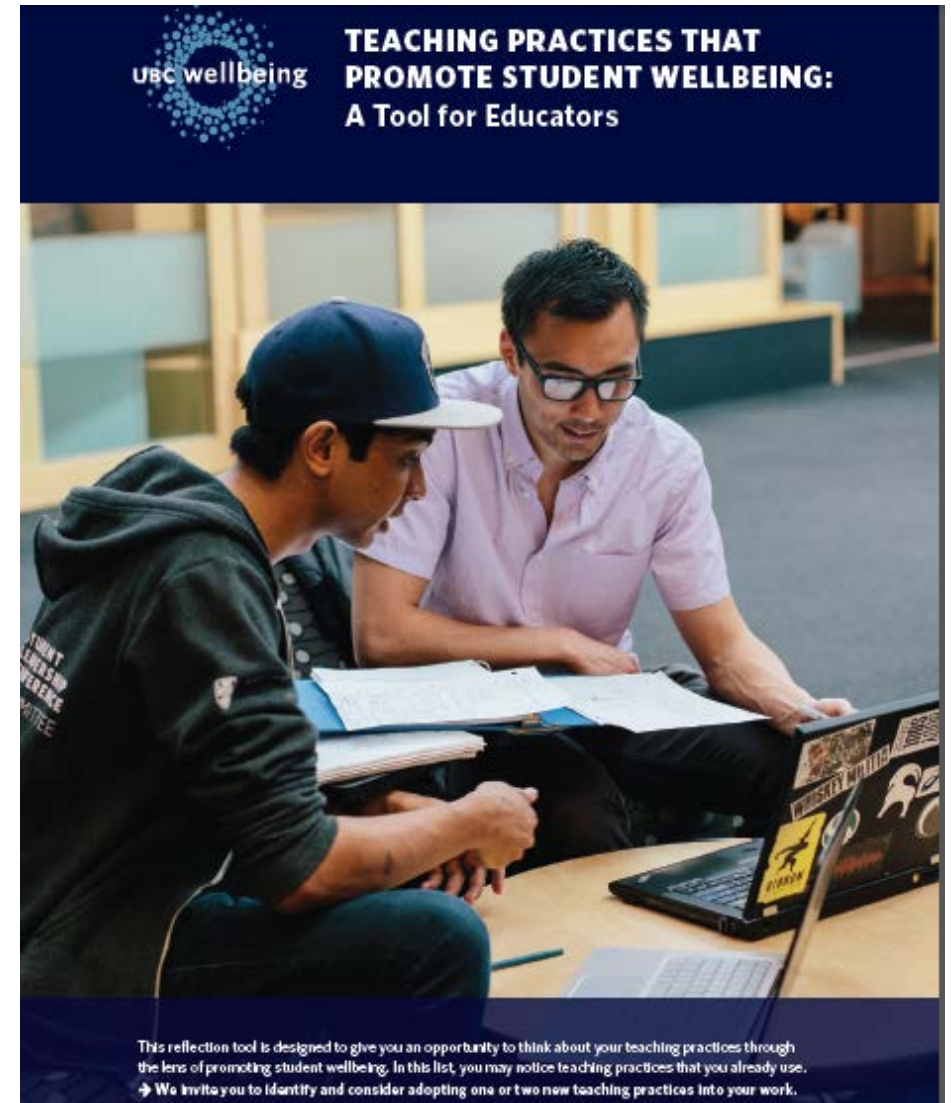
TEACHING PRACTICES & WELLBEING REFLECTION TOOL



Identifying the influence of teaching practices on undergraduate students' mental health and wellbeing in the Faculties of Arts and Science

Mixed methods approach

Funded by the Teaching & Learning Enhancement Fund (2015-2017)



KEY FINDINGS

Students wellbeing is improved when



1 Students are motivated to learn and feel they are learning successfully

- ✓ Helping students find value in the subject matter
- ✓ Helping students find value in the learning process
- ✓ Structuring the course effectively
- ✓ Delivering the material effectively
- ✓ Supporting learning outside the classroom



2 Students feel connected to their peers and instructors

- ✓ Fostering instructor-student relationship
- ✓ Fostering peer-to-peer relationships



3 Instructors recognize that the students' experience extends beyond academics

- ✓ Recognizing that students have lives outside academics
- ✓ Openly discuss wellbeing-related topics
- ✓ Creating a safe classroom environment

Case Study Scenarios

Scenario 1:

- 100+ Students
- Two hour long lecture
- Large lecture hall

Scenario 3:

- 100+ Students
- First day of a first year elective course

Scenario 2:

- 50 Students
- Preparing to write their second exam of the day

Case Study Scenarios

Scenario 1:

- Random act of exercise

Scenario 2:

- Mindful minute

Scenario 3:

- 100+ Students
- First day of a first year elective course

Debrief

1. What practices are you aware of that are taking place in your learning environments?
2. What barriers may instructors experience in implementing strategies in the classroom?
3. What opportunities are there to enhance opportunities to implement these strategies in learning environments?

Thank you

- Please take a moment to complete the session feedback form, bearing in mind that the facilitator's practice and future programming of CTLT Institutes will benefit from your thoughtfulness.
- For your ongoing learning, please visit the CTLT Events page (events.ctlt.ubc.ca) for additional professional development opportunities!
- If you are interested at joining the Teaching & Wellbeing Community of Practice, please contact either one of us (michael.lee@ubc.ca; gail.hammond@ubc.ca)
- We look forward to working with you in creating a healthier learning environment, a healthier campus!

An aerial, wide-angle photograph of the University of British Columbia (UBC) campus. The image shows a dense forest of green trees covering a hillside, with several modern university buildings interspersed throughout. In the background, a large body of water (likely the Burrard Inlet) is visible under a bright blue sky with wispy clouds. The overall scene is vibrant and scenic.

CONTACT INFORMATION

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References

- Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. *The BE Journal of Economic Analysis & Policy*, 9(1).
- Gębka, B. (2014). Psychological determinants of university students' academic performance: An empirical study. *Journal of Further and Higher Education*, 38(6), 813-837.
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- Trigwell, K., Ellis, R. A., & Han, F. (2012). Relations between students' approaches to learning, experienced emotions and outcomes of learning. *Studies in Higher Education*, 37(7), 811-824.