



## PRESENTER TEAM



Patty Hambler, MEd

Director, Health Promotion & Education



Michael Lee, MBA, PDOT

Senior Instructor, Faculty of Medicine





## WHO IS HERE TODAY?

### Poll

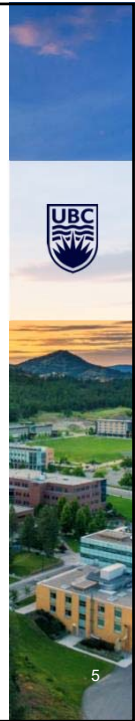
- Faculty member/instructor
- Student services staff
- Teaching and learning department staff
- TA or graduate student
- Undergraduate student
- Other



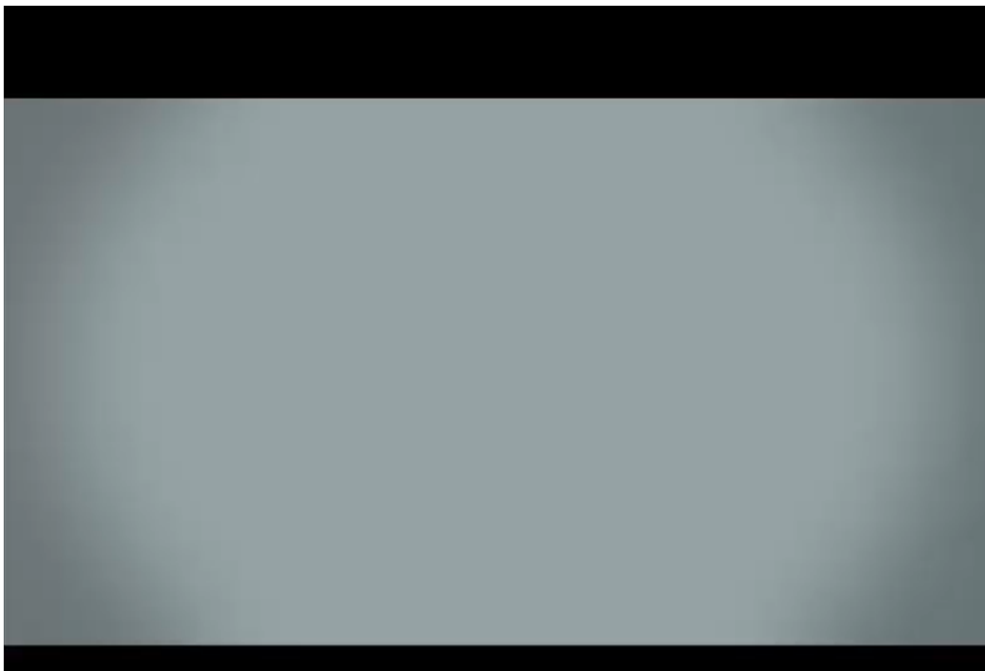
## TAKE A MOMENT...

To reflect on one of your best profs from your undergraduate or graduate experience. What made them a good professor? Did they offer support in a stressful time? Was there a particular way the professor taught that helped make it a positive learning experience?

Keep this in mind as the session proceeds... one of the key things we are learning in this work is that good teaching is inherently good for wellbeing.

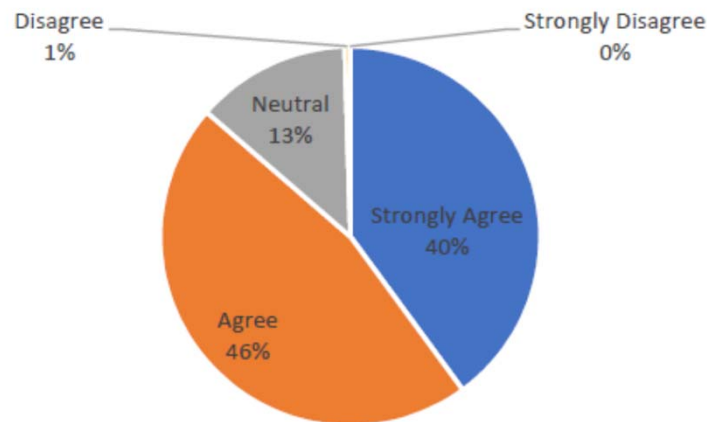


## STUDENT REFLECTIONS: THE ROLE OF FACULTY MEMBERS



*My teaching impacts student wellbeing:*

UBC 2018 Teaching Practices Survey (CTLT)



## LEARNING & WELLBEING IN HIGHER EDUCATION

- Student wellbeing is key to academic success (Keyes et al., 2012; El Ansari & Stock, 2010)
- Positive mental health (flourishing) results in students' adopting more of a deep approach to learning (Trigwell, et al., 2012)
- Depressed mood is negatively correlated with academic performance (Holmes et al., 1996)
- 43% of women and 34% of men self-reported that stress was negatively impacting their academic performance (National College Health Assessment)





## WHAT DO YOU THINK STUDENTS SAY HAS THE BIGGEST IMPACT ON THEIR WELLBEING?

### Poll: What is most important for student wellbeing?

- Assessment
- Course design
- Environment, culture, and communications
- Instructors and their teaching practices
- Program administration
- Student services and support
- Student society activities

Chi Baik, Wendy Larcombe & Abi Brooker, 2019

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## STUDENT RECOMMENDATIONS FOR IMPROVING WELLBEING

**Table 3.** Student recommendations for improving wellbeing by Cohort (% of respondents).

Theme	All cohorts (n = 2525)	Science (n = 935)	Arts (n = 619)	Biomed (n = 324)	Eng (n = 271)	Law (n = 182)	Vet (n = 194)
Academic teachers and teaching practices <sup>a</sup>	37.2%	37.5	38.1	47.5	32.5	27.5	31.4
Student services and support	27.3	28.1	28.9	26.9	24.7	25.3	24.7
Environment, culture, and communications <sup>a</sup>	24.7	26.5	22.5	13.0	28.4	35.7	27.3
Course design <sup>a</sup>	15.5	12.9	8.7	21.0	16.2	16.5	38.7
Program administration <sup>a</sup>	11.3	9.7	8.6	7.1	13.7	20.3	23.2
Assessment <sup>a</sup>	10.1	7.1	8.6	4.6	12.5	24.2	22.7
Student society activities <sup>a</sup>	9.3	10.8	9.4	14.5	5.2	4.9	3.1

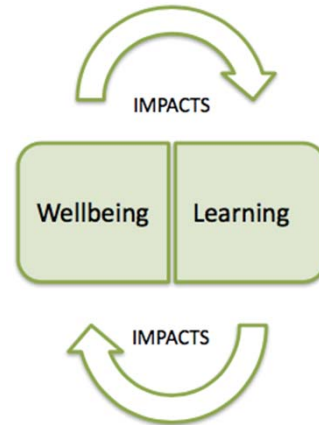
Note: <sup>a</sup>In Chi square analyses of this theme across cohorts,  $p < .0005$ .

Chi Baik, Wendy Larcombe & Abi Brooker, 2019

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## LEARNING & WELLBEING IN HIGHER EDUCATION

- “It is clear that, from the student perspective, university teachers and their teaching practice have the potential to enhance and support student mental wellbeing (and conversely, to have a negative effect on wellbeing).” (Baik, Larcombe & Brooker, 2019)
- 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., 2016)
- Strengthening self-esteem and self-efficacy through pedagogical interventions (e.g., assessment and feedback) can positively impact academic performance (Gebka, 2014)



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EXECUTIVE UPDATE

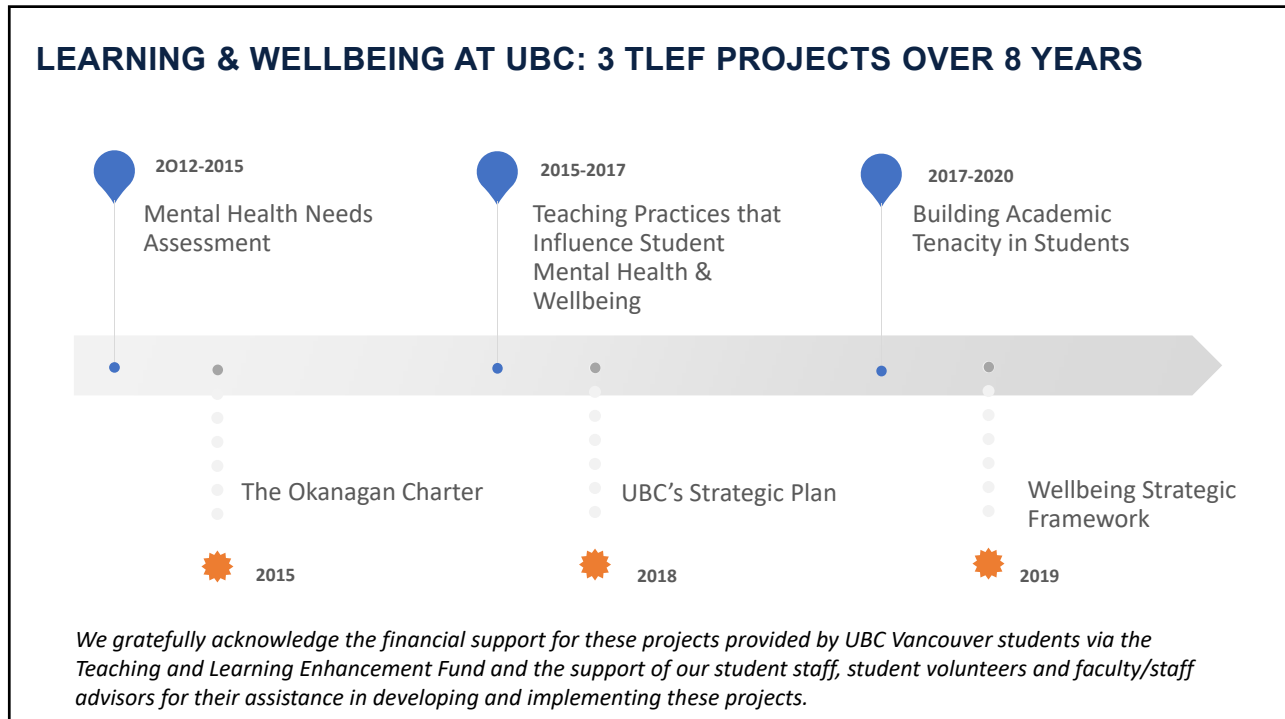
Features ▾ Innovations in Healthy Campus Design ▾ Executive Perspective ▾ We the Students ▾ Policy Updates ▾

# The “Well-Being in Learning Environments” Movement

Learning Teaching Practices that Support Student Mental Health

“One of the most powerful things we have learned is, that in many cases, practices that foster student well-being align very well with what we know are just effective teaching practices, and therefore accessible in a spirit of enhancement and trying to improve a course. It’s even better if [campus executives] can provide faculty with relatively easy things to try and get started with. There are many low barrier, high impact activities that anyone can introduce,” says Simon Bates, MA (Cantab), PhD, associate provost, Teaching and Learning at the University of British Columbia (UBC).

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## CONTEXT AND CALLS TO ACTION

- **Okanagan Charter (2015-2016)**
  - ✓ Embed health into all aspects of campus culture, across the administration, operations and academic mandates.
- **Strategic Plan (2018)**
  - ✓ Lead globally and locally in sustainability and wellbeing across our campuses and communities.
- **Wellbeing Strategic Framework (2019)**
  - ✓ Contribute to targets identified within Collaborative Leadership, Mental Health & Resilience, and Social Connection.



## MENTAL HEALTH NEEDS ASSESSMENT (2012-2015)



### KEY ACTIONS IDENTIFIED:

- Increase awareness of mental health among students, faculty, and staff
- Promote mental health resources and services
- Create a healthier campus community
- Increase the number of healthy, affordable food options on campus
- Improve teaching practices

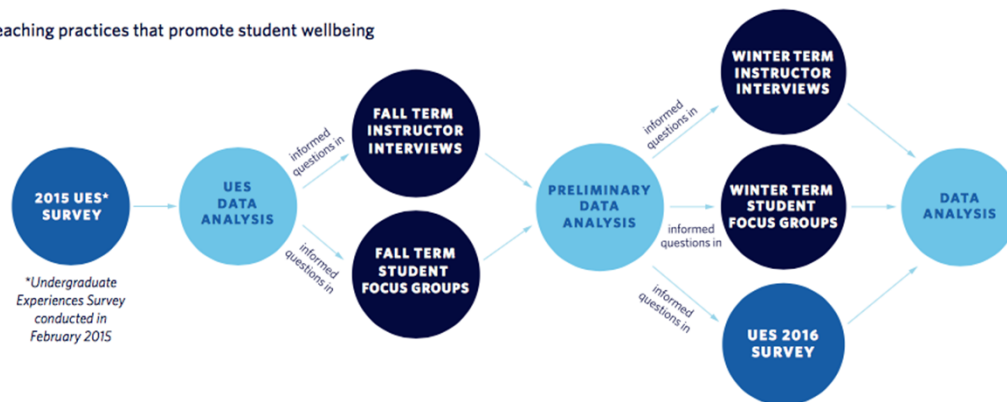




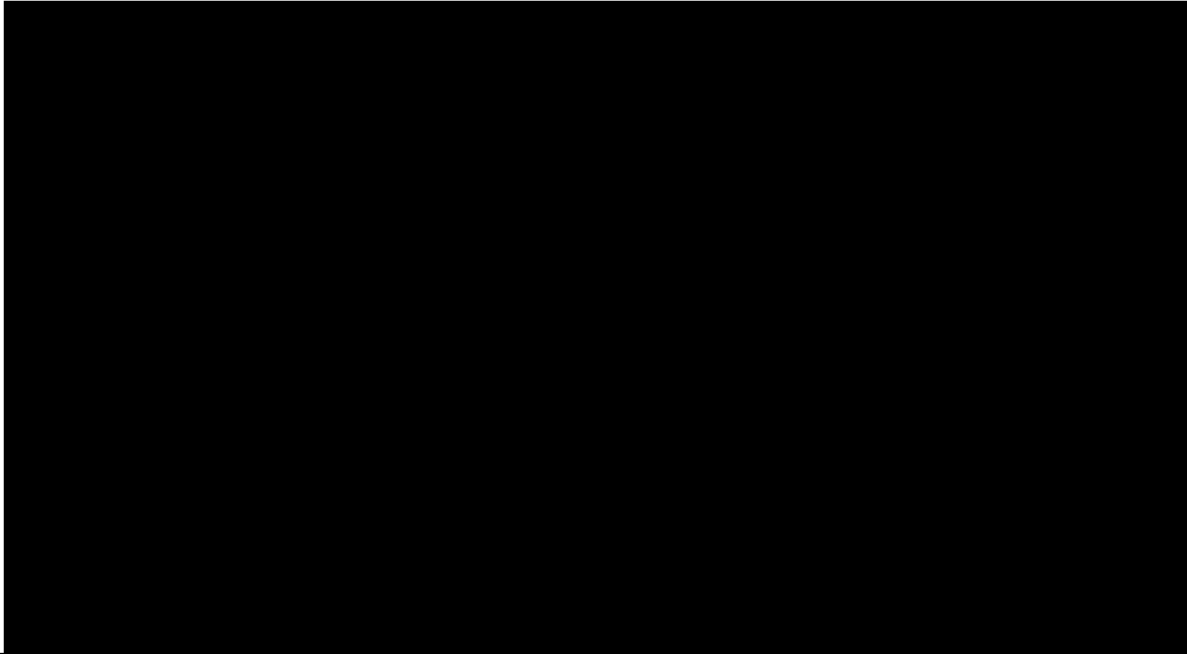
## TEACHING PRACTICES & WELLBEING: METHODOLOGY



Exploring teaching practices that promote student wellbeing



## TEACHING PRACTICES & WELLBEING: KEY FINDINGS



**TEACHING PRACTICES THAT PROMOTE STUDENT WELLBEING: A Tool for Educators**

This reflection tool is designed to give you an opportunity to think about your teaching practices through the lens of promoting student wellbeing. In this tool, you may notice teaching practices that you already use. We invite you to identify and consider adopting one or two new teaching practices into your work.

## TEACHING PRACTICES & WELLBEING: REFLECTION TOOL



Support for the whole student

Student learning and motivation

Belonging and social inclusion

<https://blogs.ubc.ca/teachingandwellbeing/resources/>



## BELONGING AND SOCIAL INCLUSION

Student wellbeing and learning are supported when students feel a sense of connection and social belonging.

Social inclusion directly supports student wellbeing. When students feel included, it is easier for them to achieve academic success and in turn, have a greater sense of wellbeing. Feeling connected to the instructor motivates students to work harder in the course and makes it easier to reach out for help when necessary. Instructors who get to know their students are better able to connect course materials to the students' interests, further motivating them to learn. Having peer relationships in the classroom motivates students to attend, helps them catch up if they miss something, and supports studying outside of class.

### FOSTERING INSTRUCTOR-STUDENT RELATIONSHIP

- Having short, informal conversations with students
- Encouraging students to attend office hours
- Introducing yourself
- Smiling
- Encouraging students to address you by your first name
- Displaying your passion for the subject
- Sharing personal anecdotes
- Using humour as appropriate
- Learning and using student names

### FOSTERING PEER-TO-PEER RELATIONSHIPS

- Maintaining the same groups throughout the term
- Encouraging group work and in-class discussions (especially when it is not for marks)
- Building learning communities (i.e. using icebreakers)
- Offering bonus marks for students to attend course-related community events
- Fostering a safe classroom environment
- Incorporating a lab, discussion group or tutorial
- Offering field trips or other informal learning environments

- *What strategies you have used to enhance belonging and social inclusion?*



**Increasing student capacity for academic success, deeper learning, and wellbeing**

## ACADEMIC TENACITY: PROJECT OVERVIEW

Which educational practices, in which types of learning environments, can positively impact student wellbeing, learning, and academic success?

- **Year 1 & 2:**
  - Pilot a series of strategies
  - Assess and share impact
- **Year 3 & beyond:**



Share what we have learned



Apply strategies in new contexts



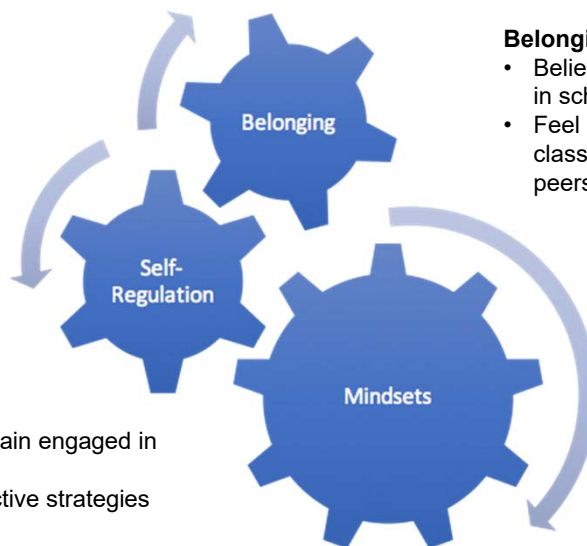
Support faculty champions



Engage in a campus-wide conversation about wellbeing in learning environments

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## ACADEMIC TENACITY: THE CONSTRUCT



### Self-Regulation

- Persist and remain engaged in complex tasks
- Enact new effective strategies

### Belonging

- Believe that they belong in school
- Feel comfortable in classrooms with their peers and instructors

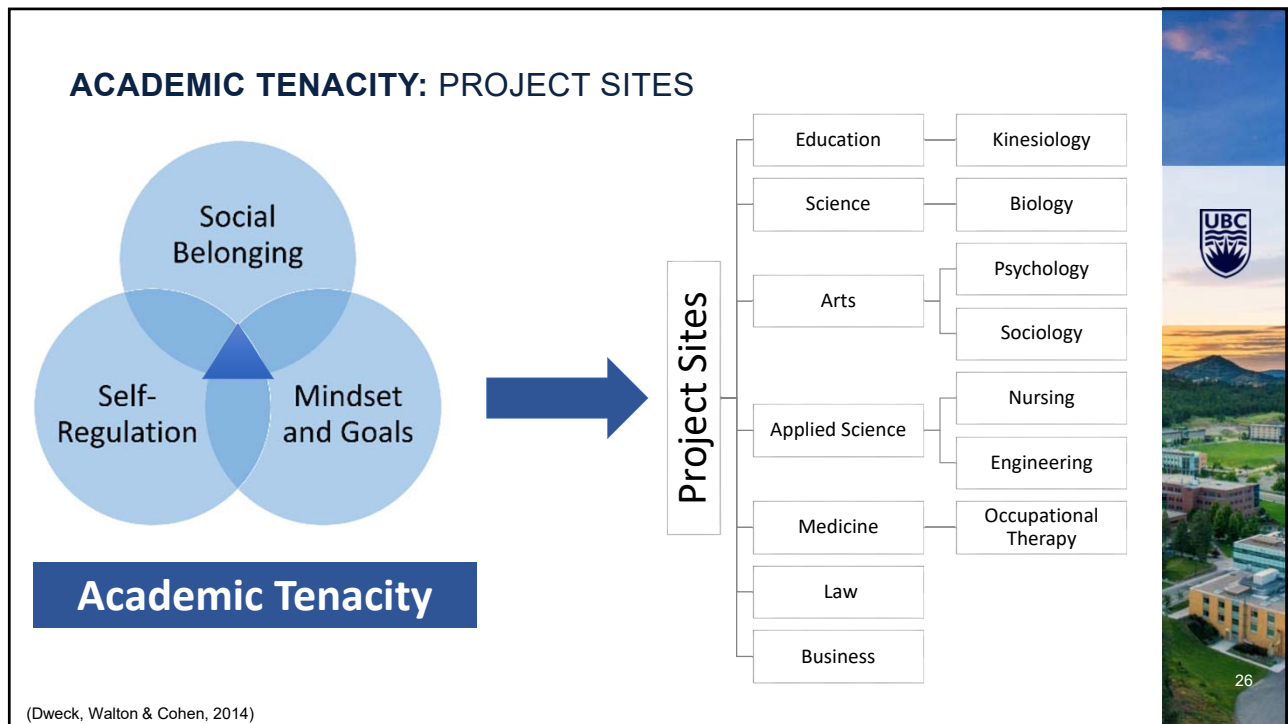
### Mindsets

- View effort positively
- Understand challenge as leading to growth

(Dweck, Walton & Cohen, 2014)

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### ACADEMIC TENACITY: EDUCATIONAL STRATEGIES

Social Belonging	Self-Regulation	Mindset & Goals
Embedding self-compassion in courses		
Promoting social belonging and self-regulation through the Academic Scholars Program		
Creating opportunities to connect in office hours		
Connecting to place and peers in the natural environment		
Fostering connection through improv pedagogy		
Building connections online		
	literacy into Embedded mental health the curriculum	

## ACADEMIC TENACITY: EXAMPLES OF EDUCATIONAL STRATEGIES



### Educational Strategy:

Students in a first-year biology course have the opportunity to engage in activities outside the classroom; prompted to reflect on their learnings from the activities for participation marks.

Students in a psychology research methods course are invited to engage their instructor in informal interactions related to learning outside of the classroom setting.

### Expected Outcome:

Enhanced self-regulation through successful use of learning strategies. Increased participation with campus activities and communities on campus.

Increased sense of belonging and enhanced perception of departmental support. Increased academic confidence and reduced academic anxiety.

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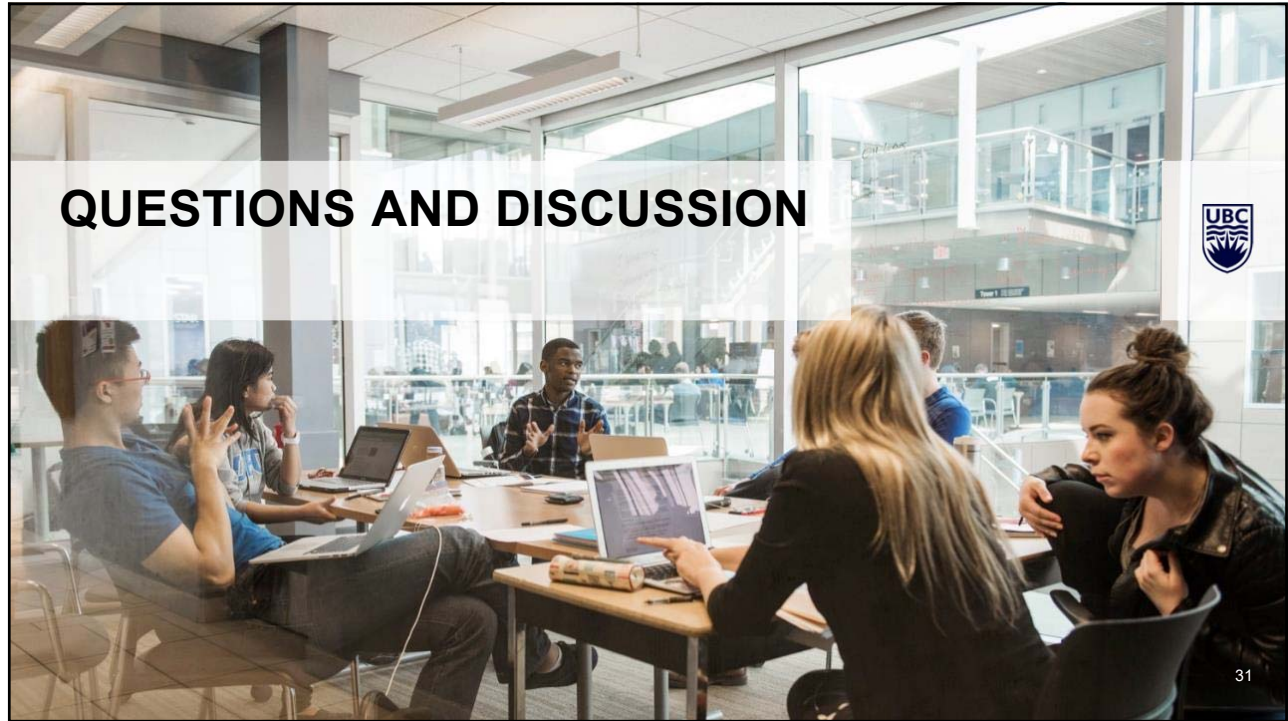
## THINK BACK...

To the faculty member you remembered at the beginning of this session.

How does what that faculty member did to create a supportive learning environment relate to what we've shared in this session?



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## RESOURCES

Teaching and learning resources

<https://wellbeing.ubc.ca/teaching-learning-resources>



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