

The TEACHERS Project

Training & Engaging Academics in their Classrooms to positively impact Health, Education, & Resiliency of our Students

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Purpose

To investigate the impact of supporting faculty members in adopting course-based interventions to **improve student well-being**.

Phase I and II of the project showed:

Over **70%** of students agreed that the interventions:

- Supported their well-being
- Helped with focus and class engagement
- Motivated them to learn
- Helped students feel more connected to the professor

Over **50%** of students agreed that the interventions

- Created a **sense** of community in the classroom

These results are consistent with current literature that student well-being is positively impacted by these interventions, and faculty members are more likely to integrate and maintain these interventions with direct support

Why is well-being in the classroom important?

Students are more vulnerable to a decline in health and well-being during the beginning of their university careers when academics can be overwhelming and social isolation is common.

There is a strong link between student wellbeing and resiliency, academic tenacity, and overall student success, and in addition, the classroom environment and instructor approaches positively impact student wellbeing, enjoyment and course engagement. As faculty, we can influence the academic environment to positively impact the challenged state of student wellbeing

Target interventions address 3 course aspects:

1. Activities

Movement

- E.g., standing breaks, stretches, exercises, encouraging standing desks

Intentional Arrivals

- E.g., encouraging phones away, make “to do” list, pause and take a breath

2. Instructor Approaches

Lectures & Assignments

- E.g., provide lecture material in advance and through several modes, feedback at each stage of larger assignments, publishing rubrics in advance

Intentional Kindness

- E.g., Use kind language in all communication and course documents, offer small check-ins, encourage kindness in all aspects of course (e.g., group work)

3. Course Logistics

Flexible Grading

- E.g., Choosing best 2/3 for assignments or quizzes, choice to set (within a given range) percentage weighting of assessments

Course Outline

- E.g., Variety of ways to contact instructor, avoid heavily weighted components (e.g., 50% exams), use inclusive language, use positive and proactive language

321

students responded across UBCO, UBCV & Capilano University



15

instructors interviewed across UBCO, UBCV, Capilano University, & SFU

Activities

Regarding **movement breaks & intentional arrivals**, over

70%

of students agreed:

They **enjoyed** these activities, thought these activities helped with **focus** and **class engagement**, felt the activities **supported** their **well-being**



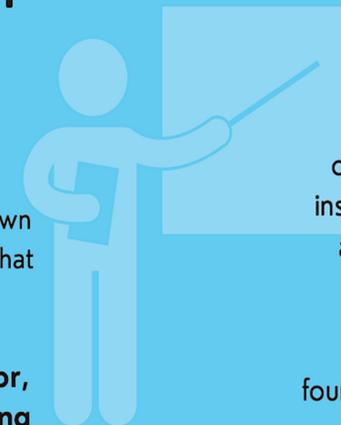
Instructor Approaches

Approximately

90%

of students **enjoyed** the **intentional kind acts** shown by instructors and agreed that they:

helped them **engage in class/with the instructor**, **supported** their **well-being**



97%

of students found their instructor to be **friendly** and **approachable**

90%

found this to **support** their **well-being**

Course Logistics

75%

of students felt they were given more **input and control** over tasks

80%

felt this **motivated** them to learn and **supported** their **well-being**



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Please reach out if you are interested in participating in phase III starting in January 2022 to sally.willis-stewart@ubc.ca