



TEACHING PRACTICES THAT
PROMOTE STUDENT WELLBEING



Supporting the Student as a Whole Person: Exploring the Connections Between Instructional Practices, Learning and Wellbeing

CTLT Classroom Climate Series
February 8, 2016

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Hambler | Lee | Lane | Teng | Barnes | Smith

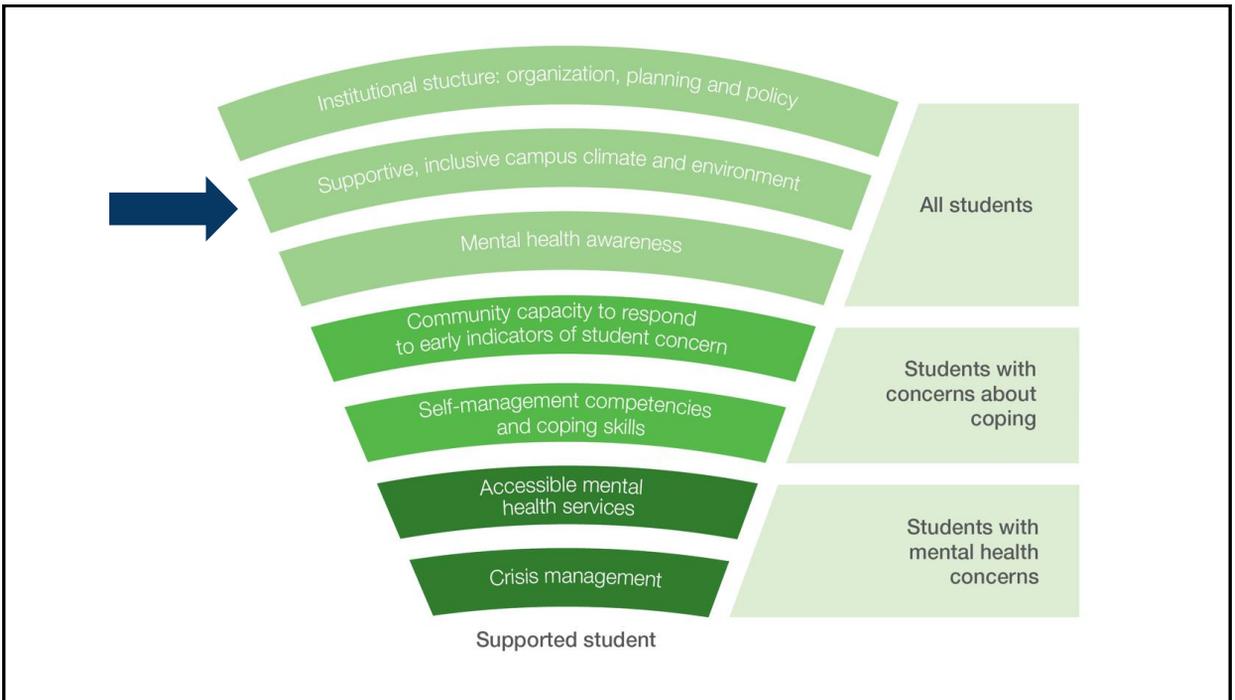
Agenda

Intro and Overview of Project

Project Results and Themes

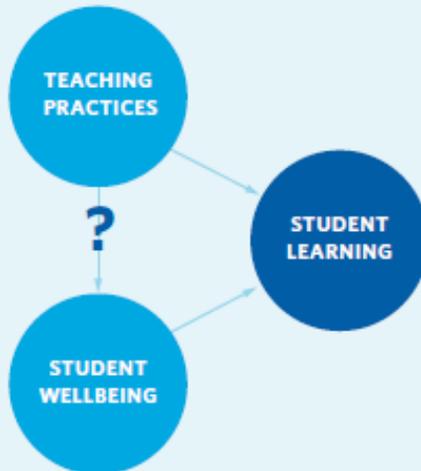
Small group: 3 topics of conversation

Wrap up and Self-Reflection



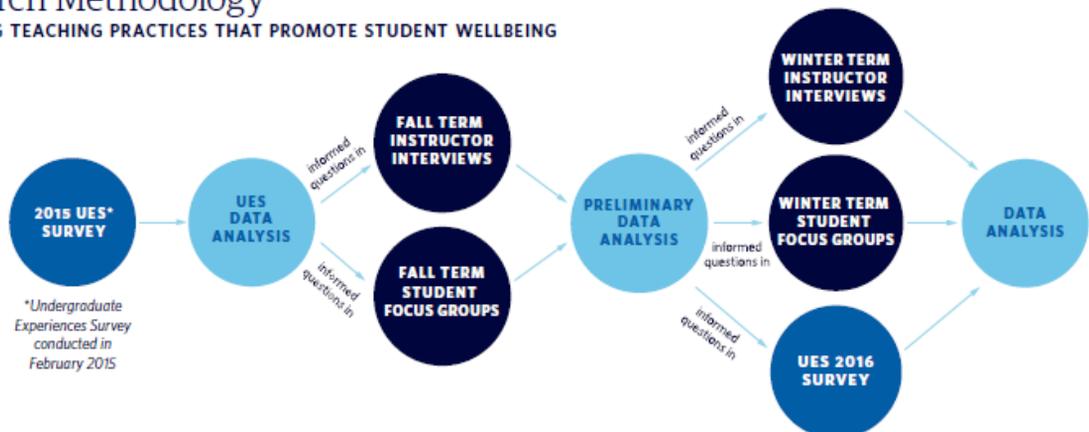
Our research question:

Research shows that effective teaching supports student learning and that wellbeing supports student learning. Our question was: how do instructional practices affect student wellbeing?



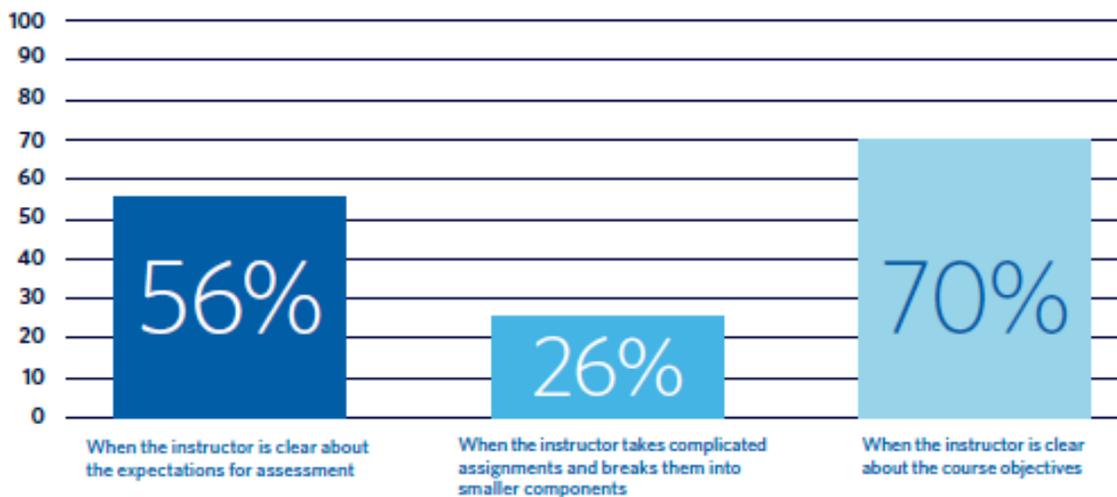
Research Methodology

EXPLORING TEACHING PRACTICES THAT PROMOTE STUDENT WELLBEING



Quantitative Findings

Top 3 factors affecting wellbeing and how often students experience these practices



Integrated Findings

STUDENT WELLBEING IS IMPROVED THROUGH



1 STUDENTS ARE MOTIVATED
TO LEARN AND FEEL THEY
ARE LEARNING SUCCESSFULLY



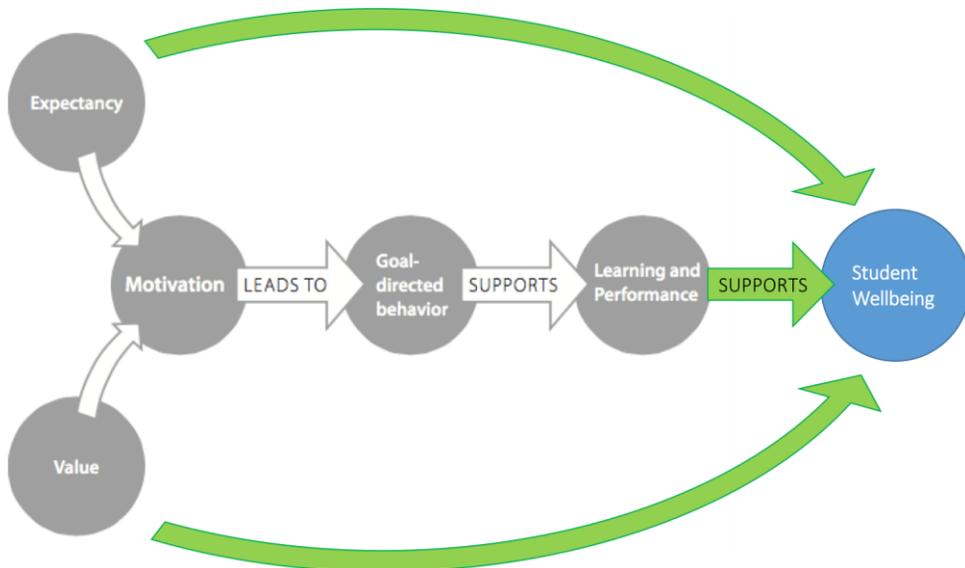
2 STUDENTS FEEL CONNECTE
TO THEIR PEERS AND
INSTRUCTORS



3 INSTRUCTORS RECOGNIZE THAT
THE STUDENTS' EXPERIENCE
EXTENDS BEYOND ACADEMICS



1 **STUDENTS ARE MOTIVATED
TO LEARN AND FEEL THEY
ARE LEARNING SUCCESSFULLY**



Effective Teaching Strategies

Enhancing student motivation to learn

Creating an engaging learning process

Delivering the material effectively

Structuring the course to support learning

Supporting learning outside the classroom

It would be great to understand why we're learning something, what knowing the material will aid us in, and what we can do with the material

~Student, 2016 UES

Posting notes online so we don't stress about writing everything down and therefore completely missing the actual lecture

~Student, 2016 UES



2

**STUDENTS FEEL CONNECTED
TO THEIR PEERS AND
INSTRUCTORS**

Belonging and Social Inclusion

Instructor-student relationship

Peer relationships

At the very least, let me choose my group if I'm going to be assessed with them. Instead I repeatedly get stuck with people who don't show up for meetings, don't care about the course, aren't prepared, etc., and now my learning experience and my grade suffers as a result

~Student, 2016 UES

Being accepted by your prof, knowing that he or she knows you ... you feel like you're welcome there and you feel part of a bigger group

~3rd year science student



3 INSTRUCTORS RECOGNIZE THAT THE STUDENTS' EXPERIENCE EXTENDS BEYOND ACADEMICS

Students have lives outside academics

- Conversations
- Accommodate student schedules
- Reasonable workload
- Reduce costs
- NOT requiring proof of a crisis
- Offer flexibility in grading scheme
- Communicate grading practices
- Set deadlines to encourage balance

Our instructor reminded us that it's an assessment, you should think it's important, but it's not the sole determinant of your worth as a human being

~3rd year science student

Openly discussing mental health and wellbeing

- Know your own boundaries
- Share general info
- Let students know about resources
- Check in with students
- Ask student how they are doing
- Discuss your own wellbeing
- Invite students to talk with you
- Address campus issues

Everybody experiences crisis at some point in their time, like this is not unusual. So just creating that environment of ... talking about mental health is really key for me

~Arts student

Creating a safer classroom environment

A safer classroom climate is one where **students will not feel judged for making a mistake** or holding a different opinion from the professor or their classmates and where **students can participate in a way they are comfortable.**

Trusting relationship with students

Treat student input as valuable, respect various perspectives

Allow students space to make mistakes

Use inclusive language and examples

Allow students input into how the class is structured

Respect student autonomy

Allow multiple forms of participation, avoid participation marks

Acknowledge the university can be scary to incoming students

Let's discuss

What surprises you, if anything, from these results?

As an instructor, how do these results resonate with your experiences?

What practices are you already engaging in that align with the results of this project?

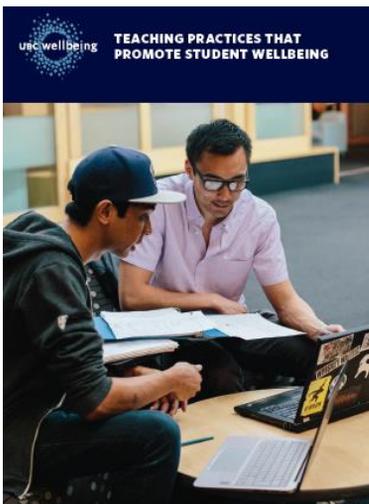
Small Group Explorations: The Whole Student

Group 1: Supporting students in distress (Patty)

Group 2: Assessment strategies (Michael)

Group 3: Classroom environment/climate through an anti-oppressive lens (Hanae and Amy)

Reflection Tool



Looking at the Whole Student theme (last page):

- Which practices are you already engaging in?
- What would you add?
- What might you consider trying?