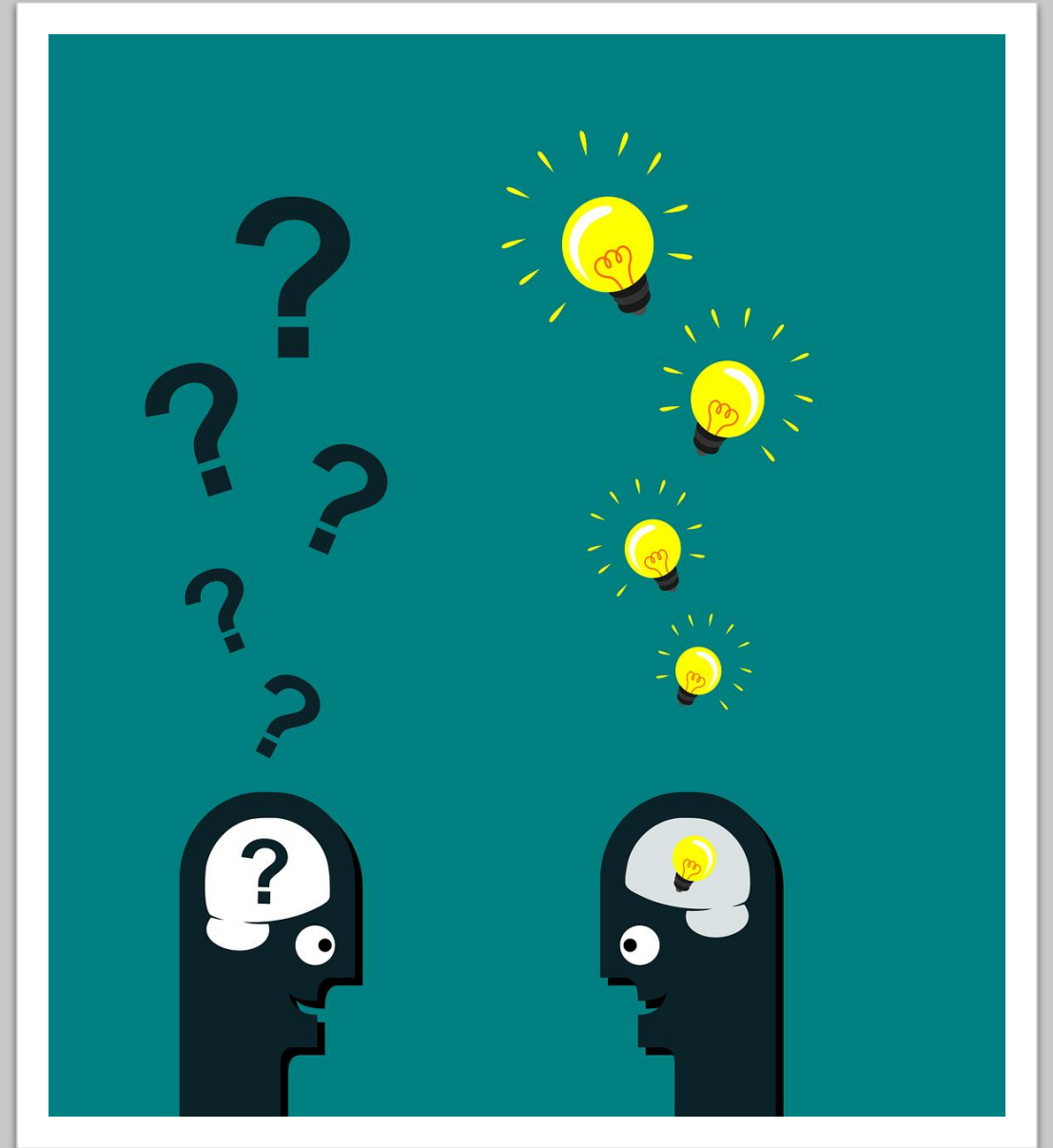


How can learning,
teaching
and assessment
positively
shape student
wellbeing?

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stated.





Exploring approaches to embedding wellbeing and compassion-focused pedagogy in the university curriculum

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Embedding Wellbeing in the Curriculum

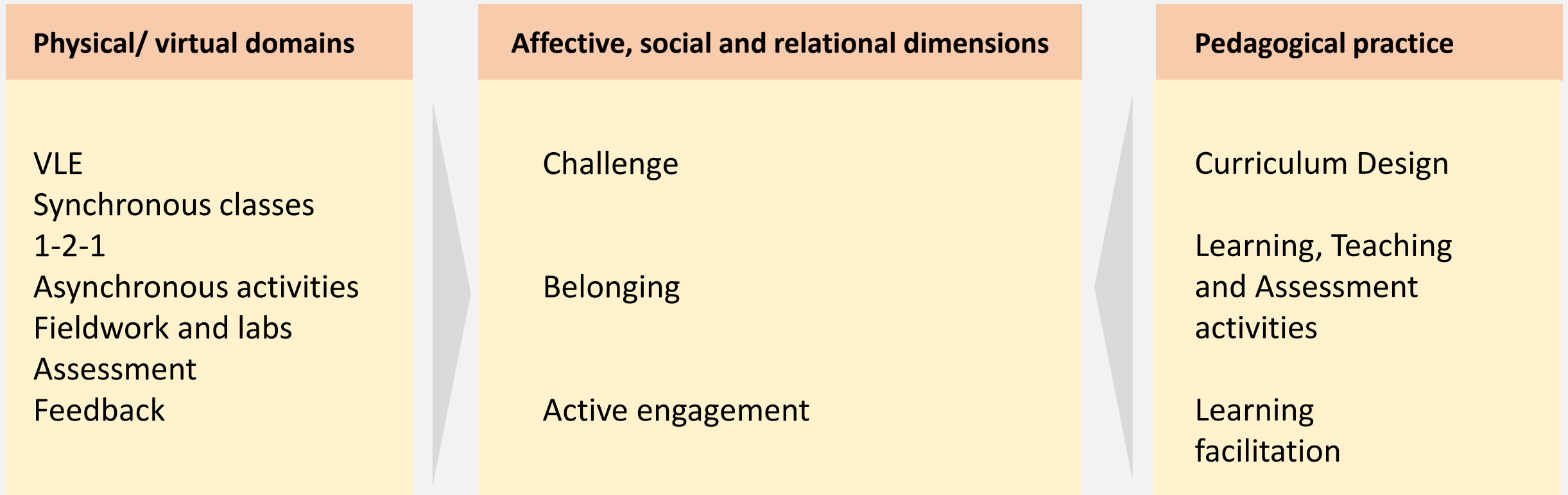
- 'For students, their curriculum and their engagement with academics are their only guaranteed points of contact with their university.' (Hughes et al., 2018: 12)
- Ann-Marie Houghton and Jill Anderson (2017) [*Embedding Mental Wellbeing in the Curriculum: Maximising Success in Higher Education.*](#)

Image: Houghton and Anderson, 2017: 15.

Figure 2: Enhancing student mental wellbeing – the curriculum at the core



Developing our thinking



N.B. This is very much a work in progress – to evolve a model to conceptualise the literature related to wellbeing and learning and teaching, which frames a resource toolkit. We would welcome your input!

Negotiating challenge

- Activities which normalise challenge (Jones et al., 2020) and 'maintain perspective' (Turner, Scott-Young and Holdsworth, 2017).
- Navigating challenge is associated with positive wellbeing and development of self-efficacy
 - a) Remove unnecessary stressors in the academic context
 - b) Explicitly engage with challenge: make this visible amongst peers and role model
 - c) Support reflection on transition through self-reflection activities, and development of skills and knowledge to negotiate challenge and support self-regulated learning.



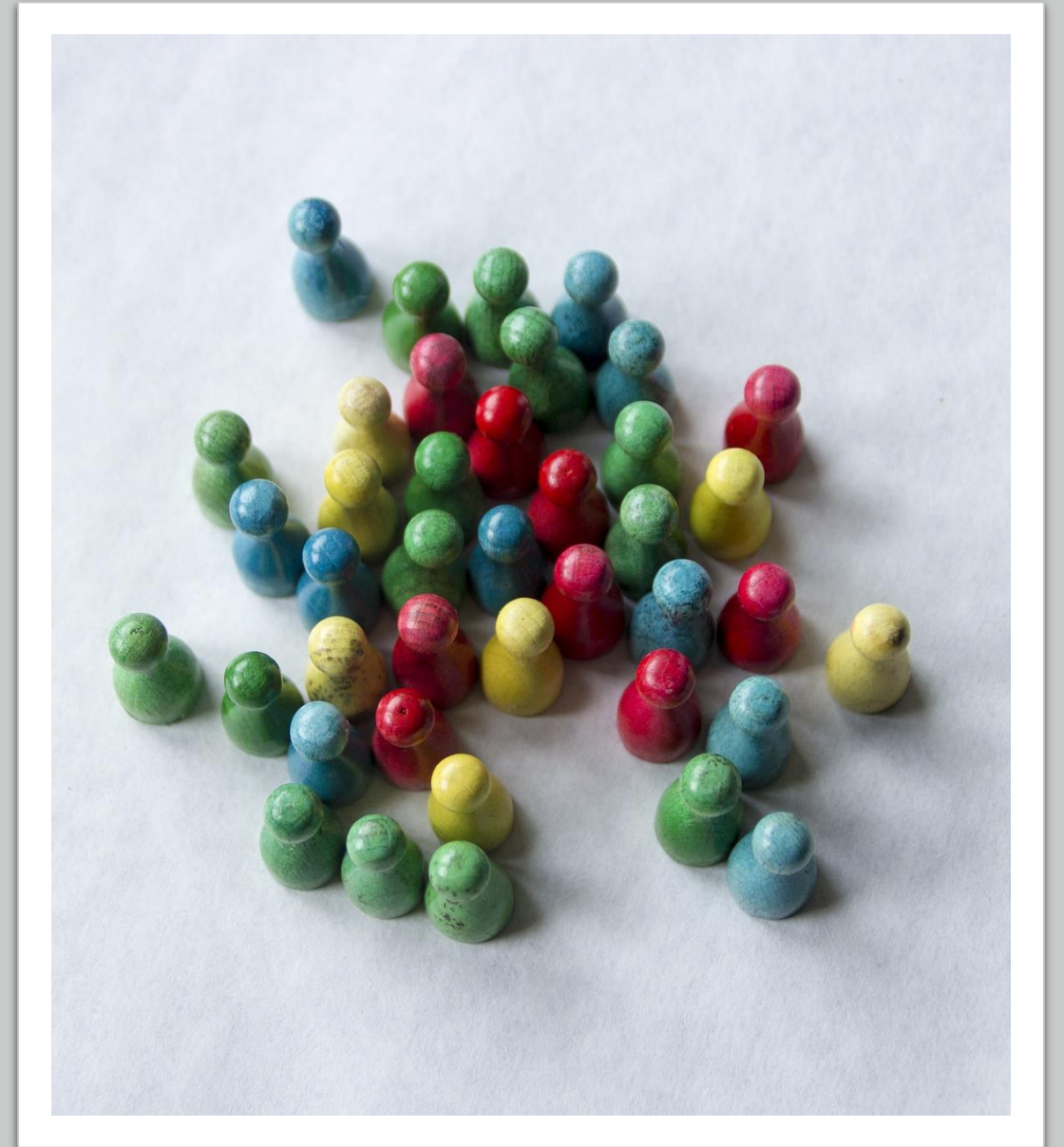
Connection, relationships and belonging

- Not just physical but social and emotional connection.
 - A critical component of wellbeing and student persistence and retention.
- a) Interaction and groupwork
 - b) Supporting the skills for groupwork e.g. Theo Gilbert (2017) and the micro-skills of compassion
 - c) Informal connections
 - d) Supporting and valuing different forms of engagement



Active Engagement

- Inclusive teaching design and empowering learners
 - a) Strategies for individual and group active learning e.g. flipped classroom approaches;
 - b) Empowerment through partnership and student voice e.g. annotate your syllabus
 - c) Authentic learning, teaching and assessment opportunities



Key takeaways

- Taking a wellbeing lens to our practice is an opportunity to revisit good pedagogical practice.
- Themes of inclusive teaching, student partnership and student-led teaching complement the three themes of normalising challenge, fostering belonging, and facilitating active engagement.
- Such support for wellbeing counters cultures of competitive individualism that undermine wellbeing. (Gilbert, 2017) and (Kinchin, 2019)



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