

The TEACHERS Project

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

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.

Students are more likely to achieve academic success, experience personal growth and develop independence with increased resiliency when they have a social support system and maintain positive health and well-being.



What is the TEACHERS Project?

A project designed to train and support faculty to address well-being in their classroom with simple, evidence-based interventions including:

Activities

- Intentional Arrivals
- Movement breaks

Instructor Approaches

- Intentional kindness/compassion
- Transparency/info around assignments

Course Logistics

- Input and control over tasks
- Positive, proactive and inclusive language



Who was involved?

Faculty from multiple universities including UBCO, UBCV, Capilano University and SFU came together to support student well-being by implementing interventions into their classrooms

321

students responded across UBCO, UBCV & Capilano University



15

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

FEEDBACK FROM STUDENTS

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**

Activities





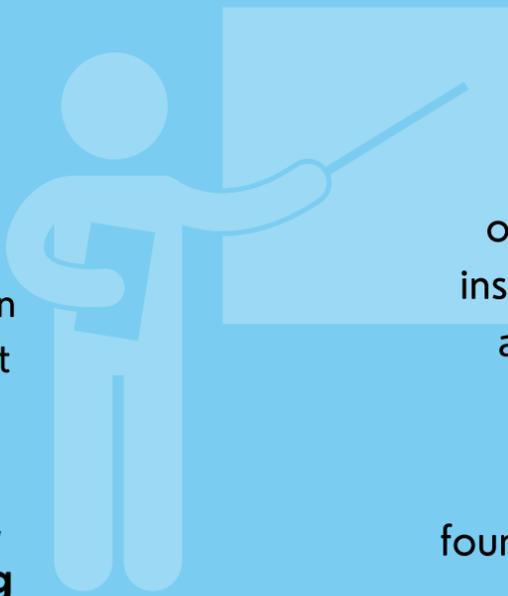
Approximately
65%
of students agreed
intentional arrivals
helped create a sense
of **community within**
the class

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

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

Course Logistics



FEEDBACK FROM INSTRUCTORS



Instructor Benefits

- More engagement with students
- Interventions are evidence-based
- Implementation relatively effortless

*"Relaying the **ease** at which you can **impact student wellness** without really even changing a ton of the way you structure your course is **really important** to us"*

Challenges

- Vulnerability & privacy of students
- Insight into student engagement and perception of interventions
- Time constraints



THE UNIVERSITY OF BRITISH COLUMBIA

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