



Pedagogical Wellbeing: Placing wellbeing at the heart of the curriculum

Quarterly update from LITE Fellow Dr Bridgette M Bewick

March/April 2020

Much has changed since the last update. Covid-19 has impacted all our lives. It's humbling to see students giving time and support despite the challenges faced while adapting to life with Covid-19.

Thanks to the guidance of the Student Expert Advisory Group and Faculty/Department student representatives we continue to move the project forward.

Special thanks to staff and students who have worked to ensure the project can continue during social distancing.

Thanks to student input :

- Interviews are being conducted remotely.
- PlusProgramme students now have their own survey.

PARTICIPANT INVOLVEMENT

Student surveys completed:

- Faculty Biological Sciences n≈160
- School of Design≈20
- School of Law≈70
- School of Mechanical Engineering n≈20
- School of Medicine≈80
- School of Music≈15

Student interviews completed:

- n≈20

STUDENT VOICE: Insights from student survey

What makes university more challenging and difficult than it need be?

... the university must find a better way to break up the years of study. It makes zero sense that first year is so easy and second year makes or breaks you...

In two weeks we have two deadlines and an exam on the same day ... too much at once ... I am going under with the pressure of it all.

Lecturers trying to fit 3 hours of work into 1 hour lecture ... I don't see the point in going ... they go so fast I don't learn anything.

The classes are quite isolating, there isn't much that encourages group work or allows for friend making.

... little interaction between students and staff ... make the transition ... harder than it would be with more frequent support.

PHOTO DIARY

WEDNESDAY 12TH FEBRUARY

Student mental health and the arts sandpit



THURSDAY 20TH FEBRUARY

Share, Adopt, Adapt: Placing wellbeing at the heart of the Leeds Curriculum.



TIME TO ACT: Staff and students pledge to act

Critically evaluate reading lists—do they need to be so long?

Visit the Student Minds website.

Find out more about 'do what moves you'.

Learn the names of my students.

Join the project network to share good practice to support student wellbeing.

Embed more wellbeing promotion and activity into welcome and induction.

Seek more feedback from students on placement to consider better ways to support student wellbeing on placement.

Establish Wellbeing Wednesdays...

Create a set of rules to organise Minerva folders. Supporting wellbeing one little step at a time!

Invite Bridgette to come to our School to talk about this project and its findings.

What is your pledge?

For further information or to get involved contact:
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<https://teachingexcellence.leeds.ac.uk/teaching-enhancement-projects-current/pedagogical-wellbeing-and-the-leeds-curriculum-the-embodiment-of-wellbeing-and-the-university-experience/>



UNIVERSITY OF LEEDS