



Pedagogical Wellbeing: Placing wellbeing at the heart of the curriculum

Quarterly update from LITE Fellow Dr Bridgette M Bewick

July 2020

Students and staff are busy preparing for 20/21. Our aim, to move beyond surviving alongside Covid-19 to developing an educational context that enables students and staff to thrive.

Faced with the realities of adapting to life with Covid-19 here we consider 'what worked before' and how we might transfer those successes to the current context.

Students share when they felt a sense of belonging. Their words challenge staff to ensure our 20/21 pedagogy retains opportunities for developing sense of community.

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

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≈90
- School of Music≈15
- Plus Programme ≈45

Student interviews completed:

- n≈30

Staff interview completed:

- n=4

When have you experienced feelings of belonging?

Student Voice: survey responses

On committees

Staff knowing names and stories really makes a difference

through talking with my personal tutor

... societies ...

having conversations with academic staff after a lecture

community engagement projects and group projects. Great to feel I can do something productive

Seeing lots of familiar faces around campus

we [students] all give one another encouragement ... in ... free periods we book a group study room ... and chat about how university is

When people sit next to me and start a conversation in lectures

in group work...

sports

meeting people like me on my course who share similar values

On campus in general, in the libraries and study area where everyone is in the same boat.

Free activities that encourage students to know each other

UPCOMING EVENTS



Moving from surviving to thriving:
embedding wellbeing into
educational practice for 20/21

THURSDAY 9TH JULY @10AM

and repeated on

MONDAY 13TH JULY @4PM

This event provides an opportunity for participants to reflect on how learnings from Bridgette's project could be applied during 20/21. The second half of the event is an optional extra – a chance to come together and problem-solve specific challenges when embedding wellbeing into practice.

Staff and students please register by filling in the [form](#), accepting the calendar invite on the Pedagogical Wellbeing MS Teams Network, or emailing b.m.bewick@leeds.ac.uk.



TIME TO ACT:

Some students reported never feeling a sense of belonging. What could you do to change their student experience?

I fail to have close friends on my course and I question if they want me to be around.

I do not feel like I belong.

... I am yet to feel like I belong ... a lot of support on the University website begins with 'it can be hard living away from home ... I am still at home. ... Hard to feel like you belong when support is catered towards people different from you.

The class sizes are so big there's no sense of community.

I was only able to make superficial connections with local students, despite my effort it seemed that they were disinterested in me, so I stopped trying

... whilst people have been more than happy to give me guidance ... I do feel very much alone.

I don't feel like I belong on my course at all. I feel like I am stupid because I rarely understand what is going on ... I don't understand anything but everyone else does

... it's hard seeing the majority of students look the same and come from the same background which differs from your own.

I am the only ... Muslim... student in my whole year ... I feel isolated and alone all the time. I still haven't made any friends in my classes and I'm very lonely.

What could you do?



UNIVERSITY OF LEEDS

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/>