



Wellbeing in the Teaching and Learning Environment: An Interdisciplinary Opportunity

**Dr Elena Riva, Associate Professor, Director of Studies, Institute for
Advanced Teaching and Learning, University of Warwick, UK
Sonoma, AIS Conference 2020**

Wellbeing in Higher Education

In the United Kingdom (UK) and internationally universities are facing a crisis of student wellbeing.¹

Students disclosing a mental illness has increased nearly five times since 2006.²

78% of student respondents had experienced mental health issues, and a third of respondents said that they had suicidal thoughts.³

Student wellbeing is less than that of the general population, and continues to decline.⁴

Wellbeing in Higher Education

Causes?

- Academic workload,
- high level expectancy of academic performance⁵
- financial burden⁶
- changes in lifestyle^{7,8}

Pressures from the Office for Students for institutions to effectively respond to this growing issue,⁹ has ensured that universities make student wellbeing a priority.¹⁰

Importance of considering wellbeing as it affects the whole students' population,¹¹ reinforcing the need for an urgent, timely action within the sector.

5. Kadison and DiGeronimo, 2004; Lu, 1994, Levecque et al., 2017 Thorley, 2017. 6. Cooke et al., 2004; Mowbray et al., 2006 Neves and Hillman, 2018

7. Kruisselbrink Flatt, 2013; Deasy et al. 2014; Wonkhe, 2019. 8. Bovier, Chamot, and Perneger, 2004; Pidgeon et al., 2014

9. University UK, 2015; University UK 2018. 10. Macaskill, 2012; Anderson, 2015. 11. Brown, 2018; Houghton and Anderson, 2017; Hughes et. al, 2018; Macaskill, 2012.

Why Wellbeing in Learning Environments?

In a HE institution, the learning environment is a central and crucial setting for creating a healthy campus community.

Why?

Student wellbeing is integral to learning,¹²

Poor student wellbeing can impact academic achievement,¹³

Lack of resilience to protect wellbeing can limit a student's learning capacity and engagement with consequences for continuation and attainment.¹⁴

HE is about the development of 'a whole, integrated person',¹⁵ preparing students to deal with an unknown future.^{16,17}

Teaching and learning can be framed as a process of 'becoming' and developing individual student agency, necessary for longer-term wellbeing.¹⁸

Why Wellbeing in Learning Environments?

Research indicates that wellbeing is associated with deep learning, and that teaching practices contribute to experiences of wellbeing.¹⁷

The experiences involved in learning (classroom culture, physical learning spaces, course design, curriculum, etc.) can have either a positive or a negative impact on health and wellbeing.²

The challenges posed by transitioning into HE settings need to be addressed not only by providing information and resources for students, but also by ensuring that classroom and learning environments support health and wellbeing, within the classroom's walls and as part of the curriculum.^{19,20}

17. Fernandez et al, 2016, Harward, 2016; Zandvliet, Stanton & Dhaliwal, 2016; Riva, Schrock, Jellicic, Ozer, Freeman, 2019, *submitted*

18. Di Placito-De Rango, 2018; Farr, 2018; Fernandez et al, 2016; Hammond, 2004; 19. Dooris, Cawood, Doherty & Powell, 2010; Royal College of Psychiatrists, 2011; 20. Houghton and Anderson, 2017; Stallman and King, 2016

Creating Conditions for Wellbeing in Learning Environments

The learning environment can impact:

- the level of **stress** that students feel,
- the degree to which they feel **connected** to others
- the extent to which they feel meaningfully **engaged** in their university experience.

What should we foster?

- Opportunities for social interaction,
- sense of control over workload,
- opportunities to make a valued contribution²¹
- optimal level of challenge/teacher support,
- positive classroom culture,
- access to resources²²

These psychosocial conditions combine together to create a healthy or unhealthy setting that can impact wellbeing.

Creating Conditions for Wellbeing in Learning Environments

@ Warwick²³

How the learning and teaching environments impact students' Wellbeing at Warwick?

Methodology which provided an opportunity for students and staff to conceptualise wellbeing issues within such setting and produce recommendations and solution.

Blending of students, of different years of study and disciplines, and staff, of both academic and non-academic roles.

Exploration of issues associated to students' wellbeing, extending beyond the classroom to include learning spaces such as the library, cafes, and virtual environments.

(Focus Groups, 120 University members participated, 47UGs, 27PGs, 46 Staff)

Creating Conditions for Wellbeing in Learning Environments @ Warwick

All the participants in our focus groups identified a **relationship between student wellbeing and the teaching and learning environment**.

Staff and students identified wellbeing as a holistic concept (physical, mental, social and, in some cases, spiritual WB) *and* as functioning well (*eudaimonic wellbeing*), as much as feeling well (*hedonic wellbeing*).²⁴

Four key themes emerged from the analysis:

- (1) a student-centred environment has a positive impact on students' wellbeing,
- (2) a lack of intercultural and international integration has a negative impact on students' wellbeing,
- (3) emotional intelligence has a positive impact on students' wellbeing, and
- (4) the recognition of a close, intertwined relationship between staff wellbeing and student wellbeing.

Positive impact of a student-centred environment

Staff and students identified this environment as personalised, flexible, open, active and engaging.

Students feel more **valued, engaged, and noticed**, highlighting a necessity for students to be looked at as a 'whole person' in the teaching and learning environment.²⁵

Where student-centred learning environments occur, students said that it alleviates stressors and enables greater engagement.

There is therefore a need to consider student-mindful learning across contexts and practices (e.g. in small and large groups teaching, in virtual learning environments, in different study spaces at university).

Positive impact of a student-centred environment

Personalisation

Examples of good practice includes:

- learning student names;
- 'checking- in' on students before, during, and after class to assess learning;
- showing an interest in student's lives and learning;
- seeking feedback from students throughout the module,

Positive impact of a student-centred environment

Flexibility

Negative example. In relation to assessments = stress experienced when assessment is rigidly concentrated at a few points during the academic year.

Positive example. In relation to online learning and resources = different ways/times of learning.

Examples of good practice includes:

- considering the timing of exams and assignments to alleviate undue stress (call for Departments!);
- offering students a higher degree of choice in designing assignments (e.g. [Student Devised Assessment](#));
- opportunities to set their own deadlines or percentage of final grade for assignments (e.g. [Contractual Agreement](#));
- provide frequent formal/informal feedback/help students progress to the next stage of larger projects;
- offering students the option to choose their “best two out of three” for assignments;
- providing students with lecture notes or PowerPoint slides ahead of class, and providing lecture recordings.

Positive impact of a student-centred environment

Openness, activeness, and engagement

(balance with not *forcing* engagement)

Facilitating interaction = creation of a sense of community (social network) and positive classroom culture. Resilience as outcome.

Examples of good practice includes:

- use a social connectedness start-up activity;
- fostering peer or group learning via the designing of lectures /seminars/ workshops/ assessments (e.g. Team-Based Learning; incorporation of kinaesthetic learning activities) and/or working with your teaching assistants to create opportunities for social connection and teamwork in tutorials or labs (any active learning!)
- suggesting opportunities for students to interact outside of class time;
- offering mini breaks in class and encourage students to take this time to get to know one another;
- guest speakers or alumni who can help relate the course material to real life issues and work skills.

Positive impact of a student-centred environment

Civic Engagement (5 ways of WB – Give)

- creation of assignments in which the results can be utilized by a community group or campus initiative;
- developing the leaders of tomorrow = encourage students to explore their own values and goals – assessment.

Negative impact of a lack of intercultural and international integration

Moments of isolation and discomfort that impact learning.

Lack of integration ferments complex issues of cultural misunderstanding and stigma (barriers to making friends or building relationships).²⁶

Barriers = inability to break into the conversation, lack of teacher-led group diversity, a fear or anxiety about the potential negative effect intercultural and international integration might have on assessment, lack of support/understanding by staff.

Students and staff identified the teaching and learning environment as a place where intercultural and international integration is often lacking but also a space where it can be fostered and facilitated.

Examples of good practice includes:

- intercultural training;
- norms for respectful classroom discussion/reflection on privilege – positive turn!;
- model, demonstrate and promote inclusive interpersonal interactions;
- inclusive curriculum/assessment opportunity;
- fostering of a responsible learning community (e.g. glossary; thoughtful group formations);
- ensuring students are able to reflect on course materials in light of their own experiences and backgrounds into discussion;
- encourage students to speak to you about any accessibility concerns they may have

Positive impact of emotional intelligence

Relevance of the role of human qualities and behaviours (to include care, kindness and compassion)²⁷ in **all** relationships within T&L (student-staff, student-student, staff-staff).

Staff members articulated the core need to possess emotional intelligence in their interaction with students = directing care by employing soft skills, such as *approachability, empathy, and showing a capacity for listening and communicating effectively*.

Qualities often associated to 'good teaching' practices

Examples of good practice includes:

- reminding ourselves and others that we all play an important role in setting a positive and supportive tone;
- sharing your teaching philosophy;
- introducing yourself to your class (yes, you are a person and not just a lecturer)/sharing your failings.
- whenever possible, letting students know you care about them and their success;
- seeking feedback from students throughout the module;
- considering alternative forms of office hours (e.g.: Skype, web-conferencing, group office hours, or One Note/Moodle Forum discussions, “student hour”, etc.).

The relation between staff wellbeing and student wellbeing

Wellbeing for staff and students are linked in a '*student/staff wellbeing loop*'.

Staff identified how their own precarious wellbeing restricts their ability to positively impact student wellbeing as it prevents them to be able to effectively contribute to a caring, kind, and compassionate learning environment.

Academic and non-academic staff wellbeing and mental health is deteriorating across the higher education sector.

Solutions for concerns linked to:

- increasing pressure to perform within the context of limited time,²⁸
- excessive workloads,
- precarious contracts,
- a culture of workplace surveillance and
- a lack of wellbeing support ²⁹

Such issues impact on staff own and students' wellbeing as a consequence.

The relation between staff wellbeing and student wellbeing

Wellbeing for staff and students are linked in a '*student/staff wellbeing loop*'.

Care, kindness and compassion for one-another in the teaching and learning environment **as well as** in the wider institutional context is supportive of well-being, for students, and staff members.

Lilius et al. (2008 and 2011) researched the positive 'consequences of compassion' in the workplace as well as the organization's responsibility.

'Compassion shown by work colleagues can strengthen emotional connections at work and boost people's ability to function as productive employees' and that 'whether the social coordination of compassion is activated and mobilized depends on an organization's social architecture and the agency of those in the organization'. (p.194)

The Online Warwick Wellbeing Pedagogies Library

The Warwick Wellbeing Pedagogies Library is a resource which has been co-developed by students and teachers in order to share practice and support our community to embed and sustain wellbeing in the curriculum, when planning modules, courses, and assessments.

It provides guidance and practical examples to build learning environments that are student-centred, emotionally intelligent and have intercultural and international integration at the heart. Over 75 pedagogies have been selected and compiled.

In the current context, protecting student and staff wellbeing is ever more important and the Wellbeing Library helps us to respond to this renewed challenge.

https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/wellbeingpedagogieslibrary/

‘Understanding Wellbeing - Theory and Practice’

The main aim of this module is therefore to engage students to look at a global, timely and relevant topic such as wellbeing in its complexity, discovering the potential of an interdisciplinary approach.

The module analyses the concept of wellbeing from the perspective of several disciplines (Biomedical disciplines, Sociology, Economics and Arts & Humanities) and helps students to understand the complexity of this crucial topic and the relevance of a holistic approach in order to solve the issues related to it.

Active, student-driven learning methods (e.g. Group Based Learning; Practice Based Learning) to heighten student engagement and understanding of the week’s topic.

“I learned a lot from other students from different disciplines and the way it was quite relaxed really helped.

Student devised assessment

Educational intervention for improving students and staff wellbeing..?

Understanding Wellbeing Team: Sarah Stewart-Brown (WMA), Janet Winter (Wellbeing Services), Jaeda Goodman (Wellbeing Services), Jina Tanton (Warwick Sport), Dean Howes (CLL), Jonny Heron (IATL), Nattavudh (Nick) Powdthavee (WBS), Emma O’Brien (Warwick Arts Centre)

‘Understanding Wellbeing - Theory and Practice’

THEORY:

Students become familiar with the different perspectives on wellbeing favoured by the different disciplines (Public Health, Medical Sciences, Psychology, Biology, Economics, etc.) and discuss the way these influence the measurement of wellbeing, research methodologies and approaches to improving wellbeing at the personal and population levels.

- 5 sessions

Students Testimonials on Interdisciplinarity:

“This module showed me the value of interdisciplinary work, as well as changed my outlook on wellbeing on a personal and social level. Thank you so much.”

“I loved being able to work differently to my discipline, it challenged me to think about how my subject's approach fell short, and embracing other disciplines to strengthen my understanding of topics.”

“It was very interesting to hear different academic perspectives on topics I would usually only consider from my own department's perspective, and have my eyes opened to ways of looking at things I usually would not consider.”

'Understanding Wellbeing- Theory and Practice'

PRACTICE:

Wellbeing and Failure: 'failing better' as a strategy for wellbeing.

Self-Maintenance: Students to explore some of the challenges of maintaining wellbeing in modern westernised society and consider some of the evidence based strategies for optimal wellbeing.

Wellbeing and Emotions

Mindfulness

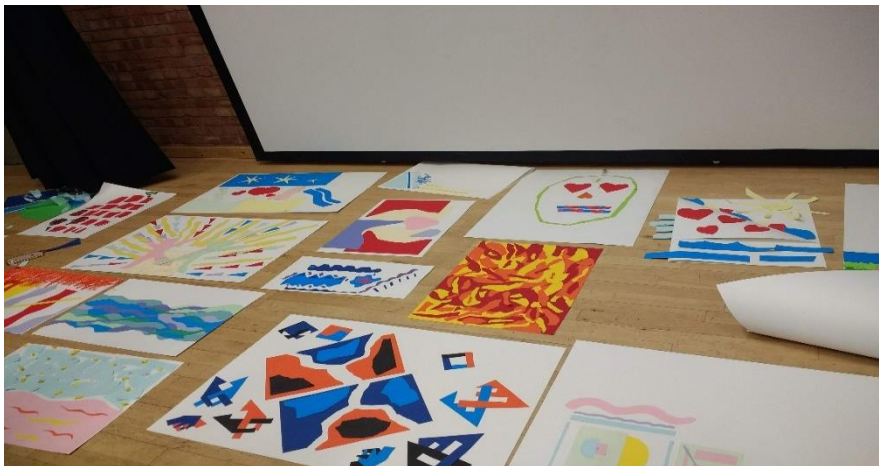
Sport and Wellbeing: Yoga and Boxercise

Arts and Wellbeing

Students Testimonials on in-classroom Practice:

"Involving practice in the module rather than simply speaking about theories is the module's aspect that had most impact on my learning."

"The alternating between lecture style academic content and more practical and involved participation in sessions really helped me engage with the content even more fully."



‘Understanding Wellbeing - Theory and Practice’

AUTHENTIC, INTERDISCIPLINARY ASSESSMENT:

Academic Writing Piece (50%)

“As reported in several national and international studies, we are observing a growing crisis in student mental health and wellbeing in UK and international universities.

You shall describe and analyse this crisis, reflecting on its potential causes, and propose some possible solutions for supporting students’ wellbeing in Higher Education, giving detailed reasons for your response.”

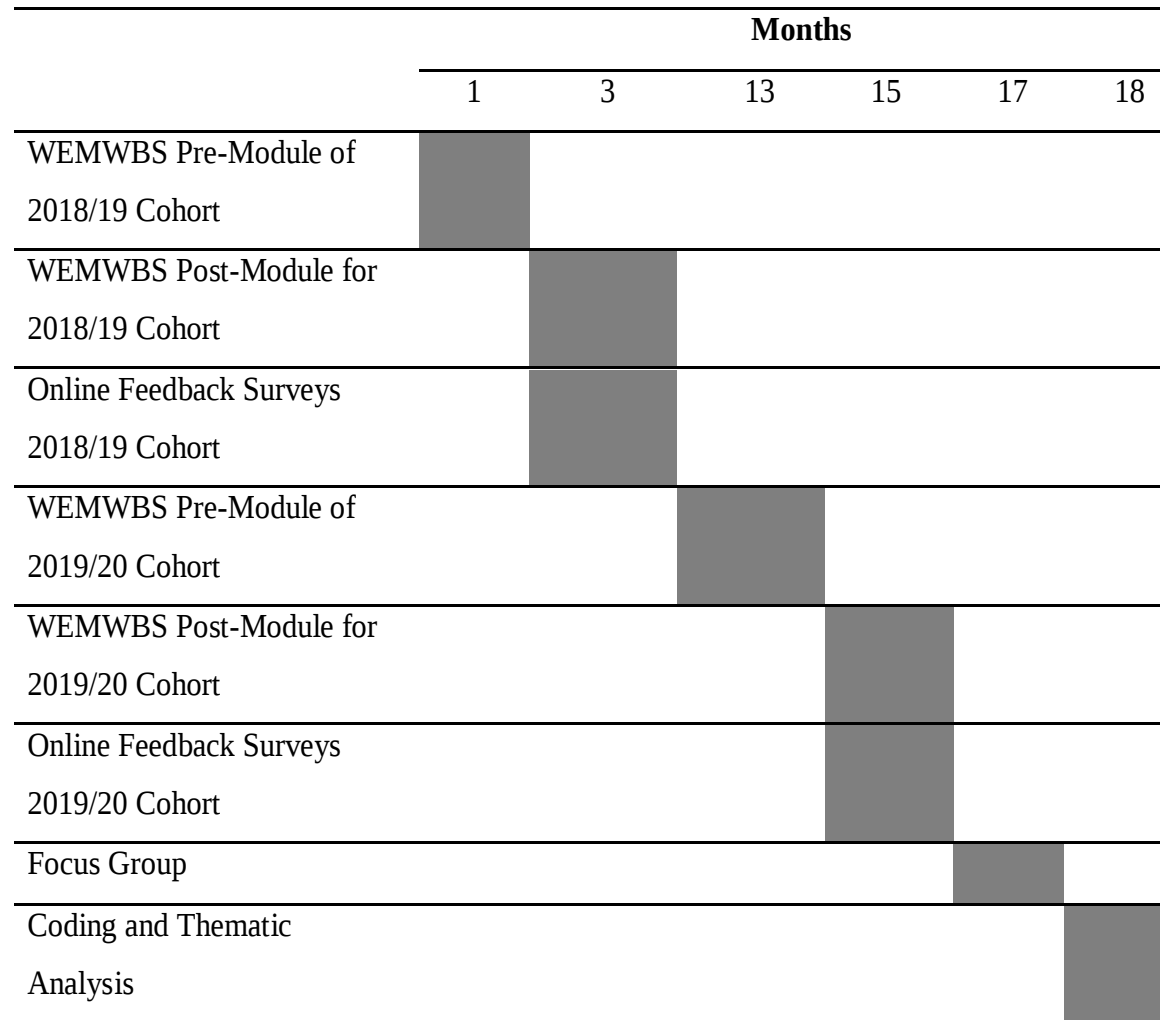
[Student Devised Assessment \(50%\)](#)

Form of assessment method designed by the student whereby the students create a piece of work (an article, a short film, a talk, a play, a workshop, a painting, a podcast and so on) that offers a solution to a controversial topic or a question that has arisen during the module. The student is free to select their preferred topic/question and subsequently, they undertake their own research utilising the methodologies and the holistic approach presented throughout the course. The student has to demonstrate and communicate the theories presented in the module in their piece.

‘Understanding Wellbeing - Theory and Practice’

Can an academic, interdisciplinary intervention help to solve the timely HE Wellbeing issue?

The research question was explored following a sequential, explanatory mixed-methods study design (Venkatesh, Brown & Bala, 2013).



‘Understanding Wellbeing - Theory and Practice’

- Gathering of **quantitative data**:

The 14-item Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) (Tennant et al., 2007) was used to provide a measure of wellbeing at baseline and post-intervention in this study. Participants were asked to respond to each statement on a five-point Likert scale, using the online platform Qualtrics, in the week before the first session. WEMWBS scores run from 14 to 70 with a higher score reflecting better wellbeing. Demographic data were collected at baseline (including age, gender and ethnicity).

	Pre-Module		Post-Module	
	M	SD	M	SD
Mean Wellbeing Score of Participants 2018/19 (n = 27)	47.75	7.95	51.89	7.32
Mean Wellbeing Score of Non-Participants 2018/19 (n = 30)	47.69	6.48	48.17	6.14
Mean Wellbeing Score of Participants 2019/20 (n = 25)	46.13	7.42	50.37	7.24
Mean Wellbeing Score of Non-Participants 2019/20 (n = 30)	47.27	6.74	46.93	6.59

Students who participated in the module reported similar WEMWBS scores to control students at the start of the module; it also shows a similar, statistically meaningful increase (Maheswaran, Weich, Powell & Stewart-Brown, 2012) in scores between baseline and end of module across both cohorts (2019-2020 cohort: mean of the changed score 4.233 ($SD = 2.539$; $SE(d) = 0.464$; $t = -9.133$; $df = 29$; $p < 0.05$); 2018-2019 cohort mean of the changed score 4.143 ($SD = 2.655$; $SE(d) = 0.502$; $t = -8.256$; $df = 27$; $p < 0.05$).

Scores of control group students did not change over time (2019-2020 control: mean of the changed score -0.333 ($SD = 0.745$; $SE(d) = 0.136$; $t = 2.449$; $df = 29$; $p > 0.05$); 2018-2019 control: mean of the changed score 0.533 ($SD = 2.061$; $SE(d) = 0.376$; $t = -1.417$; $df = 29$; $p > 0.05$).

‘Understanding Wellbeing - Theory and Practice’

* Gathering of **qualitative data** : **How** has the module improved personal wellbeing of students?

1- At the end of the module, participants were also asked online to rate the module on six dimensions using a five-point scale and provide separate online feedback concerning their satisfaction with the module.

Students also had the opportunity to describe

- the part of the module which most impacted their learning,
- and to offer comments on the interdisciplinary nature of the module
- and whether they would like to see more of this type of educative interventions embedded in the curriculum.

Category
Delivery style
Quality of feedback received
Module organisation
Level of intellectual challenge
Academic support available
Level of engagement with staff and students from other disciplinary backgrounds

2- A focus group was arranged during the academic year 2019-2020 to further capture students’ experiences of the module and to allow students to elaborate on their perceptions.

‘Understanding Wellbeing - Theory and Practice’

* Gathering of **qualitative data** : ***How*** has the module improved personal wellbeing of students?

Themes	Subthemes
Enhanced Personal Wellbeing	Change of Personal Views
	Prioritisation of Wellbeing
	Identification of Useful Wellbeing Practices
	Application of Relevant Practices in Daily Life
Interdisciplinarity	Interdisciplinary Knowledge
	Interdisciplinary Learning Environment Through Sharing Ideas, Practice and Interaction
Inclusive and Safe Environment	
Wellbeing of Higher Education Students	Relevance of the Module for First-Year Students
	Becoming a Core Module Across the University
	Widening Participation in the Module

‘Understanding Wellbeing - Theory and Practice’

Can an academic, interdisciplinary intervention help to solve the timely HE Wellbeing issue?

This academic module responds to the call of embedding wellbeing in the curriculum (Houghton and Anderson, 2017) because:

- 1- enriches the wellbeing learning offering available to students,
- 2- contributes to positive experiences of wellbeing.

The reasons for such success are its cognitive interdisciplinary nature and an optimum pedagogy, hinged on the embedding of wellbeing positive, student-centred approaches.

The delivery of interdisciplinary wellbeing academic modules, constructed in the described pedagogic manner, should be incorporated in Universities’ strategies for combatting the growing wellbeing crisis and easing the strain on wellbeing services (Worsley et al., 2020).

Given the success of this module, plans for replicating within a different, not UK based, University context are underway. University of Copenhagen <https://www.altinget.dk/artikel/professorer-det-er-tid-til-at-faa-mental-sundhed-paa-pensum>

It is hoped that the results of this study will continue to catalyse an increase in the number of Higher Education institutions offering wellbeing modules to students through an interdisciplinary lens with teaching staff fostering inclusive, safe learning environments to facilitate discussions on wellbeing and supporting positive wellbeing experiences.

Thank you for listening!

e.riva@warwick.ac.uk

Bibliography

- Adriansen, H.K., Madsen, L.M., (2013). Facilitation: A novel way to improve students' well-being. *Innovative Higher Education*, 38(4), pp.295-308.
- Anderson D.S., (2015). *Wellness Issues for Higher Education: A Guide for Student Affairs and Higher Education Professionals*. New York, NY: Routledge.
- Baik, C., Larcombe, W., Brooker, A., (2019). How universities can enhance student mental wellbeing: the student perspective. *Higher Education Research and Development*, 38(7), 1-14.
- Ball, S. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-228.
- Bovier, P. A., Chamot, E., & Perneger, T. V. (2004). Perceived stress, internal resources, and social support as determinants of mental health among young adults. *Quality of Life Research*, 13(1), 161-170.
- Brown, J.S., (2018). Student mental health: some answers and more questions, *Journal of Mental Health*, 27(3), 193-196.
- Bücker, S., Nuraydin, S., Simonsmeier, B. A., Schneider, M., Luhmann, M. (2018) Subjective wellbeing and academic achievement: A meta-analysis. *Journal of Research in Personality* 74, 83-94.
- Clegg, S., Rowland S., (2010). Kindness in pedagogical practice and academic life. *British Journal of Sociology of Education*, 31 (6), 719-735.
- Cooke, R., Barkham, M., Audin, K., Bradley, M., Davy, J., (2004). Student debt and its relation to student mental health. *Journal of Further and Higher Education*, 28(1), 53-66.
- Deasy, C., Coughlan, B., Pironom, J., Jourdan, D., Mannix-Mcnamara, P. M. (2014). Psychological distress and lifestyle of students: implications for health promotion. *Health promotion international*, 30(1), 77-87.
- Deci, E.L. and Ryan, R.M., (2008). Hedonia, eudaimonia, and wellbeing: An introduction. *Journal of happiness studies*, 9(1), 1-11.
- DiPlacito-DeRango, M. (2016). Acknowledge the Barriers to Better Practices: Support for Student Mental Health in Higher Education. *The Canadian Journal for the Scholarship of Teaching and Learning*, 7(2). doi.org/10.5206/cjsotl-rcacea.2016.2.2
- Dooris, M. and Doherty, S., (2010). Healthy Universities: current activity and future directions-findings and reflections from a national-level qualitative research study. *Global health promotion*, 17(3), 1-16.
- Eisenberg, D., Hunt, J., and Speer, N., (2013). Mental health in American colleges and universities: variation across student subgroups and across campuses. *The Journal of nervous and mental disease*, 201(1), 60-67.
- Fernandez, A., Howse, E., Rubio-Valera, M., Thorncraft, K., Noone, J., Luu, X., Veness, B., Leech, M., Llewellyn, G. & Salvador-Carulla, L. (2016). Setting-based interventions to promote mental health at the university: a systematic review. *International Journal of Public Health*, 61(7): 797-807.
- Geertshuis, S. A., (2019) Slaves to our emotions: Examining the predictive relationship between emotional wellbeing and academic outcomes. *Active Learning in Higher Education*, 20(2) 153-166.
- Gil, N., (2015) Majority of students experience mental health issues, says NUS survey. *The Guardian*, December 14. Available at: <https://www.theguardian.com/education/2015/dec/14/majority-of-students-experience-mental-health-issues-says-nus-survey>. [Accessed on 05/08/2019].
- Gillespie, N. A., Walsh, M., Winefield, A.H., Dua J., Stough, C., (2001). Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work & Stress*, 15(1), 53-72.
- Graham, C., (2010). Hearing the voices of general staff: A Delphi study of the contributions of general staff to student outcomes. *Journal of Higher Education Policy and Management*, 32(3), 213-223.
- Gulliver, A., Farrer, L., Bennett, K., Griffiths, K., M., (2019). University staff mental health literacy, stigma and their experience of students with mental health problems. *Journal of Further and Higher Education*, 43(3), 434-442.
- Hammond, C., (2004). Impacts of lifelong learning upon emotional resilience, psychological and mental health: Fieldwork evidence. *Oxford Review of Education*, 30(4), 551-568.
- Harward, D.W., (2016). *Wellbeing and Higher Education: A Strategy for Change and the Realization of Education's Greater Purposes*. Washington, DC: Bringing Theory to Practice.

Bibliography

- Harward, D.W., (2007). Engaged Learning and the Bringing Theory into Practice. *Liberal Education*, Winter, 6-15.
- Hoffman, M., Richmond, J., Morrow, J & Salomone, K. (2002) INVESTIGATING "SENSE OF BELONGING" IN FIRST-YEAR COLLEGE STUDENTS. *Journal of College Student Retention: Research, Theory and Practice* 4 (3): 227-256.
- Houghton, A. and Anderson, J., (2017). *Embedding mental wellbeing in the curriculum: maximising success in higher education*. York, UK: Higher Education Academy.
- Hughes, G., Panjwani, M., Tulcidas, Byrom, N., (2018). *Student Mental Health: The Role and Experience of Academics*. Student Minds.
- Isaro, A. (2017). Students' Mental Wellbeing in Universities Located in Melbourne. Available at: https://web.wpi.edu/Pubs/E-project/Available/E-project-050217-211459/unrestricted/IQP_Final_Report.pdf [Accessed on 05/08/2019].
- Jordan, J. V., Schwartz, H. L., (2018). *Radical Empathy in Teaching*. New Directions For Teaching and Learning, Wiley Periodicals, Inc. 153 (2), 25-35.
- Lilius, J. M., Worline, M. C., Maitlis S., Kanov, J., Dutton J. E., Frost P., (2008). The contours and consequences of compassion at work., *J. Organiz. Behav.*, 29, 193-218.
- Lilius, J. M., Worline, M. C., Dutton J. E., Kanov, J., Maitlis S. (2011). Understanding Compassion Capability. *Human Relations*, 64 (7), 873-899.
- Kadison, R., DiGeronimo, T. F., (2004). *College of the overwhelmed: The campus mental health crisis and what to do about it*. San Francisco, CA, US: Jossey-Bass.
- Kruisselbrink Flatt, A., (2013). *A Suffering Generation: Six Factors Contributing to the Mental Health Crisis*, North American Higher Education. *College Quarterly*, 16(1), n1.
- Mascaskill, A., (2012). University student mental health in crisis: A United Kingdom perspective. *Br J Guid Counsel*, 41, 426-41.
- McIntosh, E., Shaw, J., (2017). *Student Resilience. Exploring the positive case for resilience*. Unite Students.
- McCulloch, A., (2009). The student as co-producer: learning from public administration about the student–university relationship. *Studies in Higher Education*, 34 (2), 171-183.
- Mikalajūnaitė, U., (2019). Rising Mental Health Crisis In China's Universities. *EdSurge Independent*, Available at: <https://edsurgeindependent.com/rising-mental-health-crisis-in-chinas-universities-50af7f7539a4> [Accessed 02/08/2019].
- Morgan H., Houghton A., (2011). *Inclusive curriculum design in higher education. Considerations for effective practice across and within subject areas*. York, UK: Higher Education Academy.
- Morrish L., (2019). Pressure Vessels: The epidemic of poor mental health among higher education staff, (HEPI Occasional Paper 20). *Higher Education Policy Institute*. Available at: <https://www.hepi.ac.uk/wp-content/uploads/2019/05/HEPI-Pressure-Vessels-Occasional-Paper-20.pdf> [Accessed on 24/04/2019].
- Morrison, W. & Kirby, P. (2010). Schools as Settings for Promoting Positive Mental Health: Better Practices and Perspectives. Joint Consortium for School Health: British Columbia.
- Neves, J., Hillman, N., (2018) *Student Academic Experience Survey*. AdvanceHE and Higher Education Policy Institute. Available at: <https://www.hepi.ac.uk/wp-content/uploads/2018/06/STRICTLY-EMBARGOED-UNTIL-THURSDAY-7-JUNE-2018-Student-Academic-Experience-Survey-report-2018.pdf> [Accessed on 16/08/2019]
- O'Brien T., Guiney D., (2018). *Staff Wellbeing in Higher Education. A research study for Education Support Partnership*. London, UK: Education Support Partnership.
- Pidgeon, A.M., Rowe, N.F., Stapleton, P., Magyar, H.B., Lo, B.C., (2014). Examining characteristics of resilience among University students: An international study. *Open journal of social sciences*, 2(11), 14.
- Riva, Schrock, Jelcic, Ozer, Freeman (2019) Understanding student wellbeing in the teaching and learning environment: a study exploring student and staff perspectives, HERD, Submitted

Bibliography

- Royal College of Psychiatrists (2011). Mental health of Students in Higher Education, London. Available at https://www.rcpsych.ac.uk/docs/default-source/improving-care/better-mh-policy/college-reports/college-report-cr166.pdf?sfvrsn=d5fa2c24_2 [Accessed on 24/07/2019].
- Ryan, R.M., Deci, E.L., (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic wellbeing. *Annual review of psychology*, 52(1), 141-166.
- Sabri, D., (2011). What's wrong with 'the student experience'? *Discourse: Studies in the Cultural Politics of Education*, 32 (5), 657-667.
- Simon Fraser University, (2017). *SFU Wellbeing in Learning Environments*. Canada: Simon Fraser University. Available at: <https://www.sfu.ca/tlc/resources-and-tools/well-being.html> [Accessed on 24/07/2019].
- Stanton, A., Zandvliet, D., Dhaliwal, R. Black, T., (2016). Understanding students' experiences of wellbeing in learning environments. *Higher Education Studies*, 6 (3), 90-99.
- Stallman, H.M., King, S., (2016). The Learning Thermometer: Closing the loop between teaching, learning, wellbeing and support in universities. *Journal of University Teaching & Learning Practice*, 13(5), 1-11.
- Swaner L.E., (2007). Linking Engaged Learning, and Wellbeing, and Civic. A Review of the Literature *Liberal Education*, Winter, pp. 16-25.
- Universities UK (2015) *Student mental well-being in higher education*. London: Universities UK. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/student-mental-wellbeing-in-he.pdf> [Accessed on 16/07/2019].
- Thorley, C., (2017). *Not by Degrees: Improving Student Mental Health in the UK's Universities*. London: Institute for Public Policy Research. Available at: https://www.ippr.org/files/2017-09/1504645674_not-by-degrees-170905.pdf [Accessed on 24/07/2019].
- Turner, M., Holdsworth, S. Scott-Young, C.M., (2017). Resilience at university: The development and testing of a new measure. *Higher education research & development*, 36(2), 386-400.
- Universities UK (2018) *Suicide –Safer Universities*. London: Universities UK. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/guidance-for-universities-on-preventing-student-suicides.pdf> [Accessed on 16/07/2019].
- Wonkhe, (2019). Only the lonely – loneliness, student activities and mental wellbeing. Available at: <https://wonkhe.com/blogs/only-the-lonely-loneliness-student-activitiesandmental-wellbeing/> [Accessed on 16/07/2019].
- Young Minds, (2006). Stressed Out and Struggling: Higher Education Institutions and International Students' Mental Health. Available at: <https://www.bl.uk/collection-items/stressed-out-and-struggling-higher-education-institutions-and-international-students-mental-health> [Accessed on 16/07/2019].