

# 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





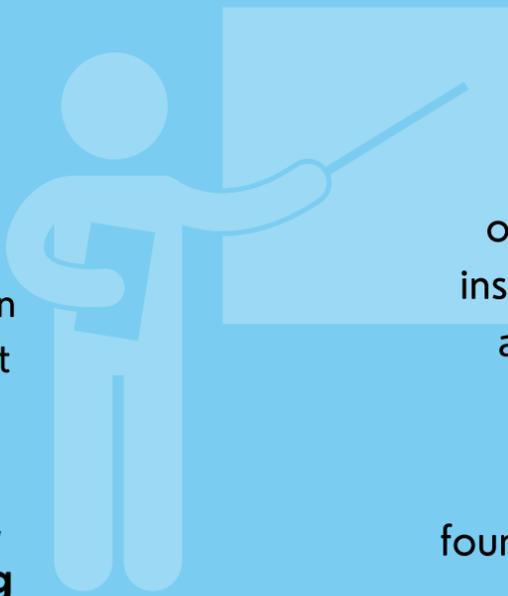
Approximately  
**65%**  
of students agreed  
**intentional arrivals**  
helped create a sense  
of **community within**  
**the class**

## 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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