

Promoting Wellbeing in STEM Classrooms

What is student wellbeing?

Next Steps

Resources

- Bastian, L. (2021). Student well-being toolkit. Teaching and Innovation. <https://teaching.uoregon.edu/student-wellbeing-toolkit>
- Campbell, C. & Johnson, A. L. (2023). Promoting Mental Health and Well-being in Learning Environments. Stanford University. <https://teachingcommons.stanford.edu/news/promoting-mental-health-and-well-being-learning-environments>.
- Center for Teaching and Learning. (2022). Promoting student well-being in learning environments: A guide for instructors. Washington University in St. Louis. <https://ctl.wustl.edu/well-being/>.
- Stanford University. (2023). Red Folder. <https://studentaffairs.stanford.edu/redfolder>
- University of British Columbia. (2018). Teaching practices that promote student wellbeing: a tool for educators. https://blogs.ubc.ca/teachingandwellbeing/files/2016/12/TLEF_Handout_Round2_v2.pdf.

References

- El Ansari, W. & Stock, C. (2010). Is the health and wellbeing of university students associated with their academic performance? Cross sectional findings from the United Kingdom. *International Journal of Environmental Research and Public Health*, 7(2), 509–527.
- Imad, M., Reder, M., & Rose, M. (2023). Recasting the agreements to re-humanize STEM education. In *Frontiers in Education* (Vol. 8, p. 1193477). Frontiers Media SA.
- Keyes, C. L., Eisenberg, D., Perry, G. S., Dube, S. R., Kroenke, K., & Dhingra, S. S. (2012). The relationship of level of positive mental health with current mental disorders in predicting suicidal behavior and academic impairment in college students. *Journal of American College Health*, 60(2), 126–133.
- Thomas, N.S., Barr, P.B., Hottell, D.L., Adkins, A.E., & Dick, D.M. (2021). Longitudinal Influence of Behavioral Health, Emotional Health, and Student Involvement on College Student Retention. *Journal of College Student Development* 62(1), 2-18.



Handout

(with clickable links)



Slides

Promoting Wellbeing in STEM Classrooms

	Course Design	Syllabus Construction	Instructional Moves
Rehumanizing STEM	<ul style="list-style-type: none"> Consider many cultural traditions when scheduling Build in flexibility 	<ul style="list-style-type: none"> Reorder your syllabus to emphasize priorities Add a basic needs security statement 	<ul style="list-style-type: none"> Use students names Learn about your students' lives and goals Incorporate metacognitive reflections Discuss scientists as humans
Social Connection	<ul style="list-style-type: none"> Build in opportunities for student collaboration Use collaborative learning pedagogies 	<ul style="list-style-type: none"> Co-create some syllabus items Explain purposes of office hours 	<ul style="list-style-type: none"> Intentionally assign groups Talk with students before/after class Mid-semester Small Group Feedback Sessions
Sense of Belonging	<ul style="list-style-type: none"> Co-create class norms Include short mindset activities 	<ul style="list-style-type: none"> Include explicit language about your belief that your students can succeed 	<ul style="list-style-type: none"> Use asset-oriented language Highlight specific students' contributions and growing expertise Reach out to students as individuals
Compassion	<ul style="list-style-type: none"> Minimize or eliminate high stakes assessments Provide structure but incorporate flexibility 	<ul style="list-style-type: none"> Include information on campus resources (mental health, tutoring, etc.) Be explicit about flexibility 	<ul style="list-style-type: none"> Trust your students Adapt to your students' needs