Teaching, Learning and Wellbeing

Learning and Teaching Conference 2019

#LTC19

Thurs 21 March
Exploring Health, Wellbeing and the Creative Arts

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Aims

1. Characterising Faculty (students and staff)
2. Exploring challenges around Wellbeing
3. Considerations in Health & Wellbeing
   - A curriculum perspective
   - The Health & WellBeing (H&WB) organisation
   - Facilitating H&WB
4. Reflections
An issue for HE?

Increasingly, we talk about:

- Wellbeing, (mental and physical) health and resilience, – an issue for all
- 1 in 4 people may have mental health issues (BBC news)
- HESA data suggest growth in withdrawal on mental health grounds
- Why are ‘creatives’ particularly susceptible, if they are?
- Work / life balance generally & in academe
- Emotional intelligence, self efficacy – success factors in life/work
- Emotional literacy, reflective ability, appropriate empathy and social competence

An issue for the Arts
Setting the context
Examining the nature of the beast
Examining the nature of the beast

- Multiple employments
- Self employed
- Entrepreneur
- Commuter students, first in family, care leavers, carers parents, LGBT, BME, disability, international students,
- Creative, active, kinaesthetes
- Self aware and self presentation
- Social pressures
- Dyslexia
- Self focus
- Frustration
- Isolation
- Identity
- Money
- Self presentation
- Pressures to perform
- Emotional strains
Definitions

WELLBEING - ‘A state of mind in which an individual is able to realise their own abilities, cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community’

WHO quoted GuildHE research report p7

Psychological resilience is defined as an individual's ability to properly adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial worries, among others.

Mental health and mental wellbeing: Having the emotional resilience to cope with everyday pressures, enjoy life and undertake productive work while having a belief in one's own and others' worth. It is not just the absence of a mental illness: one can have good mental wellbeing yet have a diagnosed mental illness.

Psychological resilience - Wikipedia, the free encyclopedia https://en.wikipedia.org/wiki/Psychological_resilience
Surveys on Wellbeing

GuildHE / UUK Wellbeing in HE-focus on student side (2018)

- Need a robust, integrated joined up system
- Must recognise they need and will benefit from support
- Access, belief, trust, JIT
- A common language between areas and functions/services to ensure support

Student Mental Health – The Role & Experiences of Academics (2018)

- Academics feeling undervalued, demotivated, powerless
- Uncertainty about role; need for support structures & culture
- Unprepared for demands; training to identify issues
- Clarity, time, signposting, boundaries

CONCLUSION: we must address needs of staff, students and organisation – ie create a new environment for learning at UAL
Who needs Support?

**Academics need it**
- Academic workloads
- Work stress
- Time management
- Prioritising
- Accessibility
- Powerlessness and vulnerability
- Pedagogic Frailty (Kinchin et al)
- etc

**Our students need it**
- Transitions:
  - Life – work; School - work
  - Dependence – independence
- Social connections
- Health and wellbeing
- Academic resilience
- Crucial life change
- Assessment
Model for Pedagogic Frailty
(Kinchin et al, 2017)

- Increasing Pedagogic Frailty = Stress
- Regulative Discourse
- Locus of Control
- Pedagogy and Discipline
- Professional Practice tensions
LET’S TRY A CURRICULUM ANGLE…
- Considerations
  - Academic / study skills
  - Socialisation
  - Independence
  - Self management
  - Agency
  - Part-time employment
  - Employment ready (inc. HEAR)
  - CV, skills preparation
  - Entrepreneurship
Transition across time

The Student Lifecycle

- Pre-ENTRY
- Post Entry-UG
- Reorientation and re-introduction
- Outduction

TIME
A Skills Approach

1. ANALYSE CORE
Activities associated with Learning of Subject

2. PERIPHERAL OUTCOMES
– achieved through TLA processes

Self Management & Efficacy Skills
Resilience

Cognitive Skills:
Problem solving, management

Peripheral Outcomes = skills developed as part of learning process associated with subject

Subject-specific Skills
creativity

Communication & Interpersonal Skills
Entrepreneurship:
PLUS:
Task-enhancing skills, Transferring skills = meta-learning
UAL Creative Attributes Framework

1- Making things happen
   - Proactivity
   - Enterprise
   - Agility

2- Showcasing abilities and accomplishments with others things happen
   - Communication
   - Connectivity
   - Storytelling

3- Lifewide learning
   - Curiosity
   - Self-efficacy
   - Resilience
Curriculum design – a holistic person-centred approach  

Creative attributes framework

Wellbeing in the Curriculum

Content Knowledge

Skills Doing

Identity Ethics Values

Resilience, Autonomy, Practice
A message on “learning”

**LEARNING:**
- Is an emotional activity
- Balance risk, challenge and safety - stretch
- Is social, situated, contextual, culturally informed
- Balance doing, knowing and being - reflection

**WE NEED:**
- Course management and communication
- Involve students as partners
- Flow states
- Encouraging the creative self
- Encourage mindful attention
- Address Threshold Concepts, e.g representation?
- Value and outcome, reward
Some questions to challenge our thinking
(Drawing on The Resilience Consortium)

- What are the habits, attitudes, and skills associated with wellbeing in the college/university setting?
- What pedagogies and learning contexts influence student conceptions of success, failure, and risk, and promote or inhibit the development of wellbeing?
- How/when are students provided with opportunities to develop their capacities for wellbeing during their college/university years?
- What is the long term impact for graduates in their academic and professional endeavours if we do not support them?
GOING FORWARD – CASE STUDIES
Example - University of Brighton as HPU

Aim: to create healthy and sustainable working, learning and living environments

- evaluate work to build evidence of effectiveness, and to share ideas
- offer health-conducive physical environments and sustainable practices
- provide high quality health and welfare related support services sensitive to diverse needs
- offer information, education and opportunities to develop health enhancing personal and life skills, including responsible global citizenship
- social, leisure, sports and cultural facilities reflecting diversity and facilitate healthier choices

Requires staged approach: scoping, organisational change; changes to systems and processes; trust, communication and resource
School of Fine Art

From health and safety compliance to ethical, inclusive and sustainable advocacy

Sophia Phoca - Dean of Art
Studio time is defined by .. mobile clusters of... works, some abandoned, others waiting for resurrection, at least one in process of occupying a nervous present, through which.. “future plunges into past, a future exerting on the present the pressure of unborn ideas”

Brian O’Doherty in ‘Studio & Cube’ quoting James Joyce

Make it happen – safely and inclusively
Curating our studio spaces

‘curae’ from the Latin – to care

Caring for the self and others: community, health and well being is at the centre of our learning and philosophy
Sophia Phoca  - Dean of Art

From health and safety compliance to ethical, inclusive and sustainable advocacy

Chris Burden - shoot in 1971
BRINGING IT ALL TOGETHER
Let’s populate the landscape

Key landmark – needs, curriculum, stages…

Special resources – plan and enable

Infrastructure and connections
Definition
Self-agency:
- a developmentally based transformation in conceptualizing self as a purposeful agent capable of shaping motives, actions and future possibilities
‘Research in Nursing & Health, 2003, 26, 20-29’

Develop the ability to stand back as a witness to your thoughts. This will make your mind stronger.
CONCLUSION

Dialogue -> a partnership = students + staff

Professional Services + Academics + Organisation + Systems & Processes +

Restructuring from SILO structure to

Integrated, relational structure of academics, students and professional services working together.
Guide: SEDA Health & Wellbeing Award

1. Identify and reflect on issues for health and wellbeing in their practice setting as a duty of care for him/herself as individual practitioner and/or for others (students and staff)

2. Inform themselves on appropriate approaches and techniques for supporting health and well being for themselves and/or for others

3. Evaluate selected approaches (for the individual) and identify appropriate responses

4. Contribute to enhanced health and well being practices within their HE setting informed by appropriate ethical considerations
YOUR TASK: Devise 2 ways of better connecting teaching and learning systems and processes to enhance our collective Wellbeing
Resources

www.bemindful.co.uk - Website related to the Mental Health Foundation mindfulness campaign.
www.mentalwealthuk.com - Mental Wealth UK – promoting positive wellbeing on campuses & beyond
www.mhhe.heacademy.ac.uk/studentmentalhealth - Mental Health in Higher Education website – student mental health pages
Carauna, V. et al Promoting students ‘resilient thinking’ in diverse HE learning environments
Grant, L. et al (HEA) The importance of emotional resilience for students in the helping professions
“Practice-informed learning – the rise of the dual professional” (which can be access through the Guild HE website https://guildhe.ac.uk/practice-informed-learning-the-rise-of-the-dual-professional/.)
Student Living: collaborating to support mental health in university accommodation – A Student Minds Report
Student mental Wellbeing in Higher Education Good Practice Guide – UUK 2015
Wellbeing and the Importance of Workplace Culture, Great Place to Work – Report from Dec 2016
Hughes, G., Panjwani, M. Tulcidas, P. & Byrom, N (2018) Student Mental Health: the role and experiences of academics HEPI, StudentMinds.org.uk
Brown, P. (2016) The invisible Problem Improving students mental health HEPI
SEDA Award in Student Health and Wellbeing www.seda.ac.uk
Morag Thow (2016) How to be Healthy at Work Ebook
University of Brighton, Marshall & Morris (Eds) - Taking wellbeing forward in higher education: reflections on theory and practice
https://www.studentminds.org.uk/charter.html