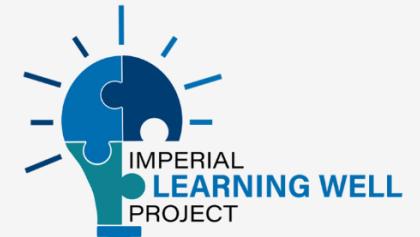


## **Learning Well in practice: Engaging students with evidence-based strategies to enhance study and wellbeing**

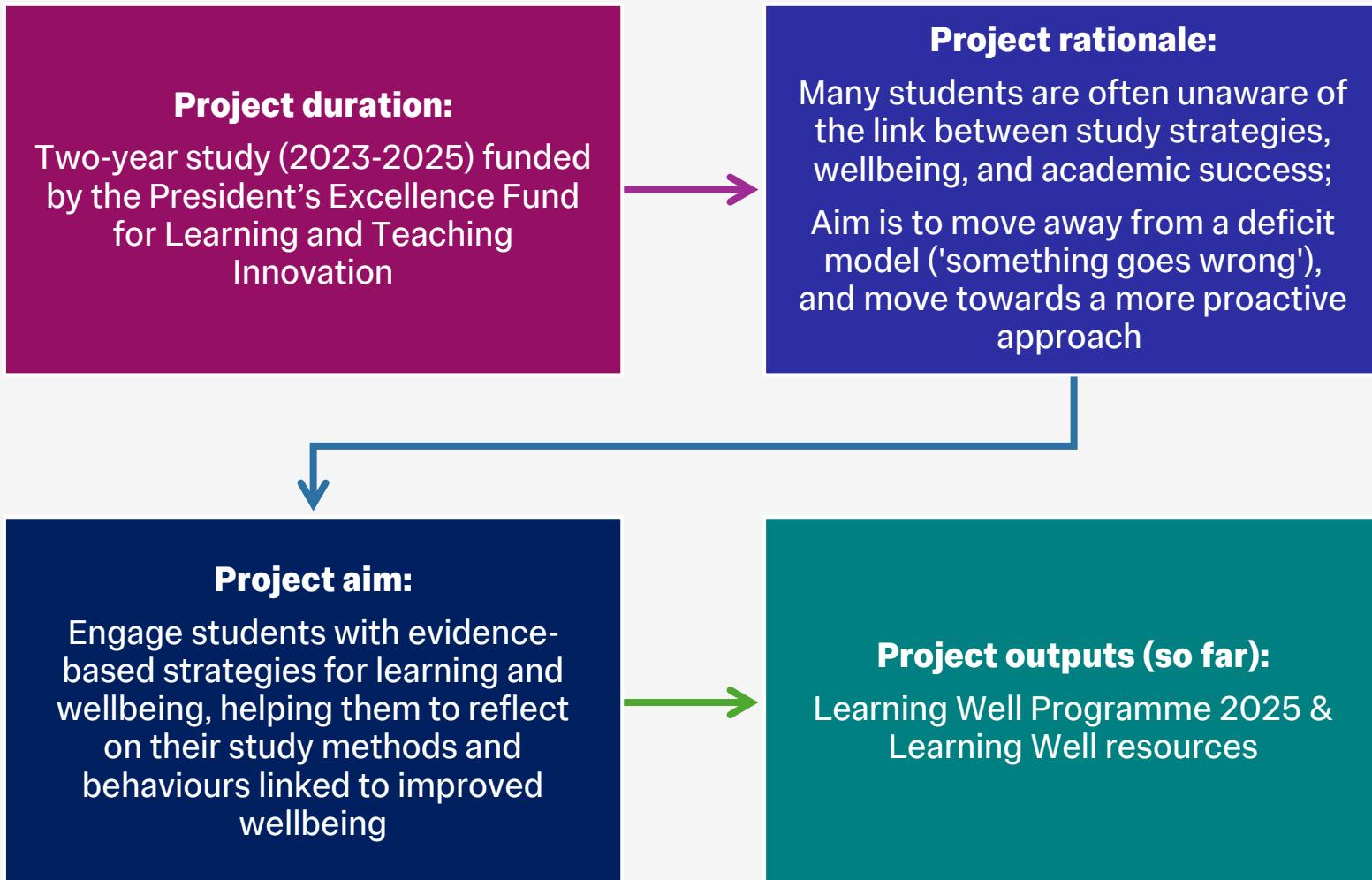
Dr Tiffany Chiu<sup>a</sup> & Dr Sue Sing<sup>b</sup>

<sup>a</sup>Principal Teaching Fellow in Educational Development, <sup>b</sup>Research Associate  
Centre for Higher Education Research and Scholarship (CHERS)



# The Learning Well Project

## Overview



# Transforming Empirical Evidence into Pedagogical Outputs

Translating focus group findings into practical, evidence-based resources that support study strategies and student wellbeing

**Research (Year 1):** 33 focus groups with 112 undergraduate students across year groups and faculties to explore students' lived experiences, including their study strategies and wellbeing-related issues.



**Pedagogical outputs (Year 2):** development of authentic, evidence-based resources that empower students to make proactive, informed decisions about how to approach their studies in effective ways that also support their wellbeing.

# Project Outputs: Learning Well Resources

Bringing insights to life through practical materials

**What do our resources look like?  
&  
What do they focus on?**

<https://www.imperial.ac.uk/education-research/our-work/efficacy-agency-and-wellbeing/imperial-learning-well-project/pedagogical-materials-development--innovation/>



# Learning Well Resources, cont'd

Co-designed with student partners, informed by research data

IMPERIAL

## Centre for Higher Education Research and Scholarship

Imperial Home / Research / Centre for Higher Education Research and Scholarship / Our work / Efficacy, agency and wellbeing / Imperial Learning Well Project / Pedagogical materials development & innovation

## Pedagogical materials development & innovation



Our student-facing resources can be accessed via our project webpage: <https://www.imperial.ac.uk/education-research/our-work/efficacy-agency-and-wellbeing/imperial-learning-well-project/pedagogical-materials-development--innovation/>



**Learning Well Programme Schedule**

**MONDAY 10 FEBRUARY**

- 10-10.50 - How can you manage your time well? (Skempton 060A)
- 11-11.50 - How can you balance work and social life? (Huxley LT 139)
- 13-13.50 - The power of taking breaks? (Blackett 741)
- 14-14.50 - What does it mean to be an independent learner at university? (Blackett 741)
- 15-15.50 - Student panel discussion: What is learning well? (Huxley LT 340)

**TUESDAY 11 FEBRUARY**

- 10-10.50 - How does your brain learn? (Chemistry 660)
- 11-11.50 - Growth over perfectionism (Chemistry 660)
- 12-13.00 - How can pets as therapy support your wellbeing? (Ethos, 5th court)
- 13-13.50 - How many reading styles are needed for academic success? (Chemistry 660)
- 14-15.30 - Welcome to wellbeing: an adaptive and personalised approach to learning which allows us to study-smart, save much needed energy and thrive at university and beyond (Skempton 301)
- 15-15.50 - Staff panel discussion: What is learning well? (Huxley LT 340)

**WEDNESDAY 12 FEBRUARY**

- 10-10.50 - How do you move forwards from setbacks? (Skempton 163)
- 11-11.50 -可以使 learning be enjoyable? Using 'science of emotion' to reconsider emotions in learning (Skempton 163)
- 13-13.50 - What is Intelligence, and how and why is it important to you? (Skempton 163)
- 14-14.50 - What keeps you going? (Skempton 163)
- 15-15.50 - How can reflection make you a stronger learner and person? (Skempton 163)

**THURSDAY 13 FEBRUARY**

- 10-10.50 - The art of mastering sleep to help enhance your cognitive and physical performance (Great Hall)
- 11-11.50 - Head Space - Using art and creativity to develop strategies for staying calm under pressure (Chemistry 660)
- 12-13.00 - How can music boost your wellbeing and learning? (Great Hall)
- 13-13.50 - What is your body telling you? (Great Hall)
- 14-16.00 - Negotiating an effective learning environment (SALC 10)
- 15-15.50 - Food for thought - the link between nutrition and learning (Chemistry 660)

**FRIDAY 14 FEBRUARY**

- 10-10.50 - Panel discussion: Why are peers your best support and resource? (Huxley LT 139)
- 11-11.50 - How does competition shape your learning experience? Navigating competition and building a collaborative mindset (SALC 7)
- 13-13.50 - What role does giving and receiving feedback play in our communication? (SALC 7)
- 14-14.50 - Can food bring us together? (SALC 7)
- 15-16.00 - How do we leverage technology for learning well? (SALC 7)

**SCAN HERE**

**Register for sessions that suit your availability**

**Visit our exhibition taking place in the College Main Entrance everyday from 10-14 February!**

**Theme: What study strategies can you learn from your peers?**

**Attend a session to receive a prize and muffin**

**Imperial College London**

**Enhancing Student Transition and Progression SIG**

**25/06/2025**

**Full programme for our Learning Well Event**  
**Feb 2025**

# Learning Well Resources, cont'd

Supporting students to navigate learning, wellbeing, and university life



bigger  
picture

**Understanding 'Learning Well' and strategies to achieve it**

**Maintaining mental wellbeing - needed for effective learning**

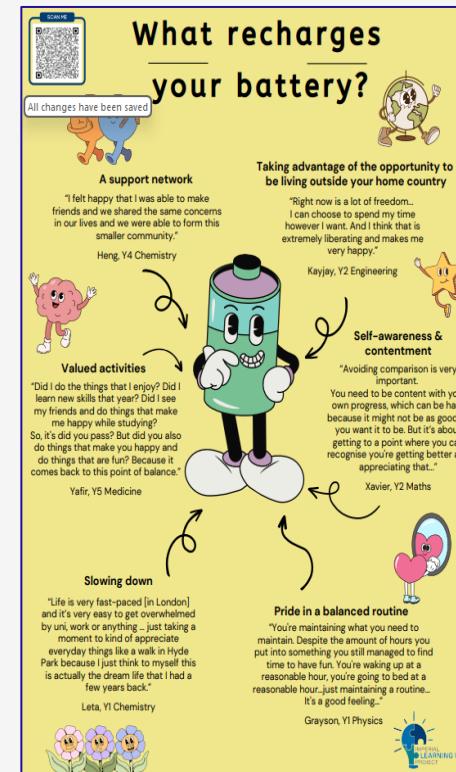
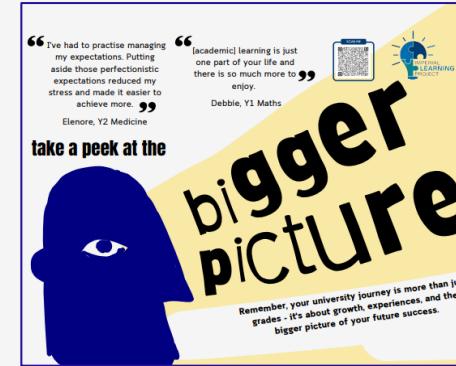
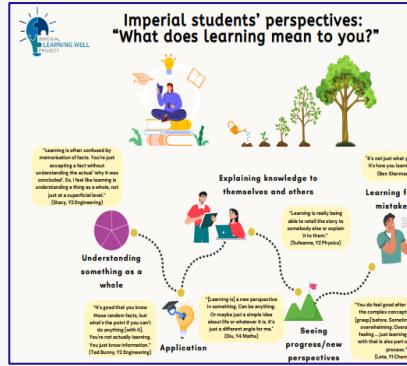
**Becoming and being an effective university student**



# Learning Well Resources, cont'd

## Resources and materials that students can use:

- to think more proactively about their study strategies and how these relate to wellbeing
- as great starting points for discussion
- to access evidence-based ideas for effective and efficient study strategies



## Poster examples

<https://www.imperial.ac.uk/education-research/our-work/efficacy-agency-and-wellbeing/imperial-learning-well-project/pedagogical-materials-development-innovation/>

# Learning Well Materials, cont'd

## Postcard examples



How do you balance long-term goals with immediate tasks in your study routine?

“...by ticking off lots of little, easier things I felt like I could build myself up to do the big thing at the end.”  
Harriet, Y1 Chemistry

“...by not wasting time trying to understand every single little thing and accepting that that's okay, you end up making a lot more progress. I wish I'd figured that out at the beginning.”  
Xavier, Y2 Maths

What works for one person may not work for another. Find what suits you best!

What works for one person may not work for another. Find what suits you best!

“...at school I wanted to do everything on my own...but now I quite like listening to others because peers can share and discuss valuable tips on how to optimise your study approach during your degree. So I'm open to it.”  
Grayson, Y1 Physics

“I don't think I would have made as much progress or had as much fun if I hadn't been working with other people.”  
Debbie, Y1 Maths

What role can peers play in shaping your study habits and personal growth?

How can different study environments affect your focus and efficiency?

“...I'm currently [in a study room] in South Ken with a coffee...it's a perfect space because, for me, the library wouldn't work as we're always talking...this [study] room means that we can do what we need to do...[also] I tend to get distracted at the campus I'm usually based in because I end up seeing everybody there. You've got to travel in [to South Ken], so if you see people it's more of a hi-bye situation and back to your study room.”  
Yafir, Y5 Medicine

“...in my dorm room it's like no-one is there, it's just very lonely...[in] the library, as much as I'm also just alone, usually with my headphones, I feel like it's a more stimulating environment and I feel like it boosts productivity to work around other people who are working as well...that was a huge change [from school] for me.”  
Anine, Y1 Life Sciences

What works for one person may not work for another. Find what suits you best!

How has the transition from school to university affected your approach to in-class learning?

“...in school the classes weren't often recorded - what you gathered is what you gathered. Then you had to fill in the gaps with the textbook. But I noticed that at uni it isn't like that at all. I can come back home and watch the lecture again, which means that in class I'm not scribbling to write, I can soak it in. Then, I can go home, watch the recording and fill in the gaps.”  
Dana, Y1 Life Sciences

“I don't often write anything down during the lectures, I just listen. And afterwards, in my own time, I will go through the notes and summarise everything.”  
Arno, Y2 Engineering

What works for one person may not work for another. Find what suits you best!

Finding study strategies that work for you is an **ongoing process**

It can feel like you're going round in circles...

...but remember, you're always making progress through your reflections and experiences.

Take a Break at This Point

“Being happy and relaxed at uni is tough with academic stress, personal life events, and everything else. It's important to take breaks to **reconnect with yourself**. Even 30 minutes doing something you enjoy can **boost your mental wellbeing and happiness**, leaving you more energised for the next day.” - Sianna, Y3 Medicine

“I'm pretty strict about having a **cut-off point** for how much I do in a day as there's always more [to do]. People need to be able to tell themselves, 'now I need to stop and take a break', otherwise, you could end up working all the time.” - Andrea, Y2 Physics

# Learning Well Programme: Reflections

What worked, what didn't, and where we go from here

## What went well



Delivery of 27 high quality sessions (in collaboration with colleagues across the university) that offered students opportunities to learn about effective approaches to studying that also support their wellbeing



High level of **engagement** by participants



Tangible **learning gains** reported

## What we could have done differently & Going forward



**Student attendance** on the day lower than expected



**Structure** of the event



Moving to an **embedded approach** to student support and learning: Collaborating with departments **to embed strategies into curriculum and support**

# The Learning Well Programme – Future plans

## Moving to an embedded approach



### **Centre for Academic English (CfAE)**

- Pre-sessional course for new Y1
- September 2025
- 3-week course
- ✓ focusing on development of effective groupwork strategies

### **Department of Physics**

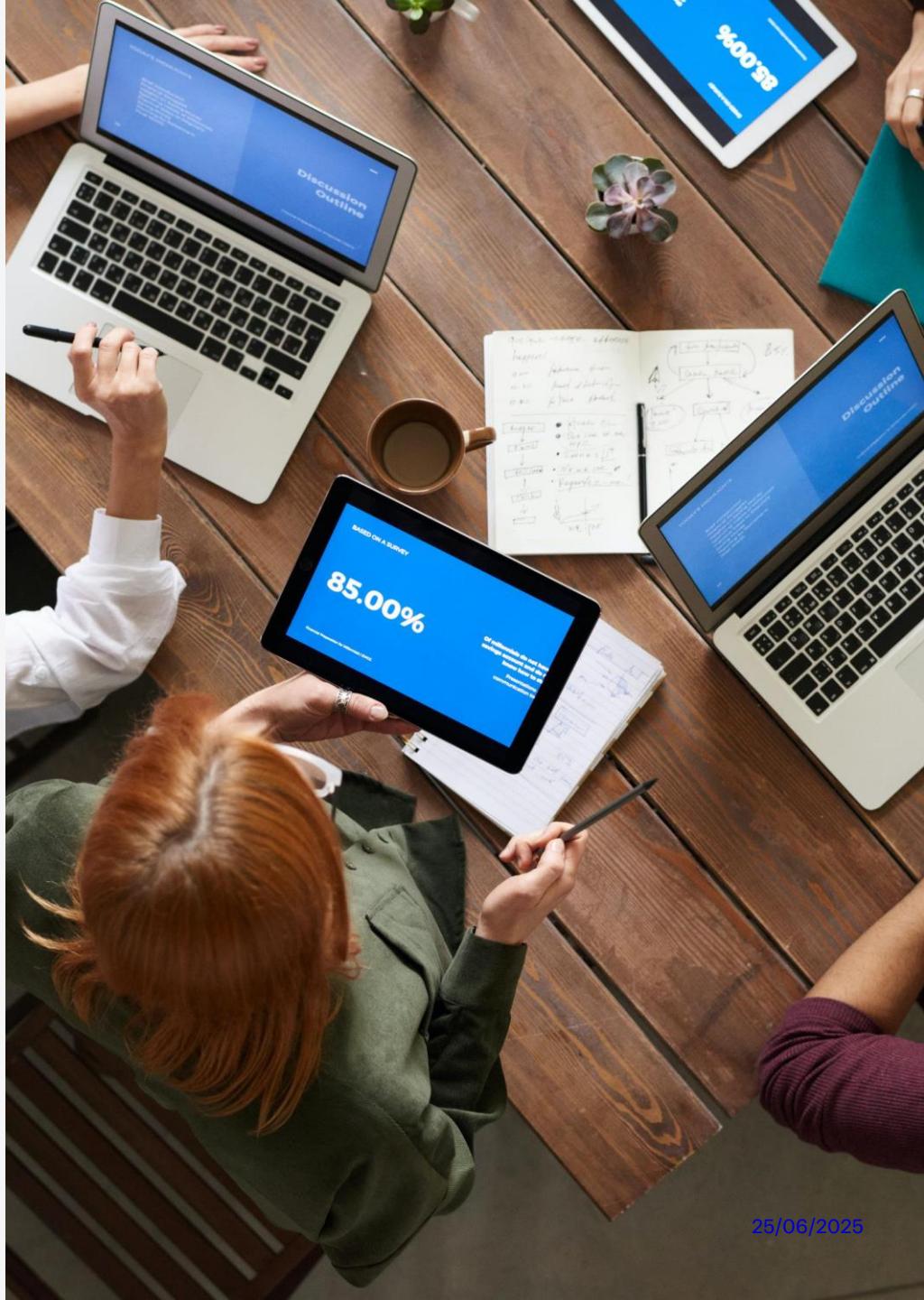
- Student panel discussion (TBC)
- Imposter Syndrome session (TBC)

### **Department of Life Sciences**

- PASS Scheme (Y1/Y2 students)
- To highlight the Learning Well resources to new PASS mentors for use with Y1 students
- Communication skills module (Y1) TBC – potential integration of Learning Well resources

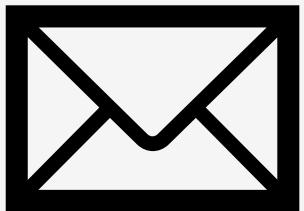
## Small Group Discussion (10 mins)

- Who are your students or the groups you teach and/or support?
- What challenges does academic transition and progression present for them?
- How might the Learning Well resources be used in your teaching or student support practices to encourage more proactive reflection on learning and wellbeing?



## The Learning Well Project team – contact details

### Please get in touch:



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### Project website

