



The Learning Well Project

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**What keywords would you
associate with 'wellbeing'?**

Go to www.menti.com and use the
code

1821 0615



Wellbeing definition for our project

- **‘Wellbeing’:**

‘...will encompass a wider framework, of which mental health is an integral part, but which also includes physical and social wellbeing.’

University Mental Health Charter (Hughes & Spanner, 2019: 9)

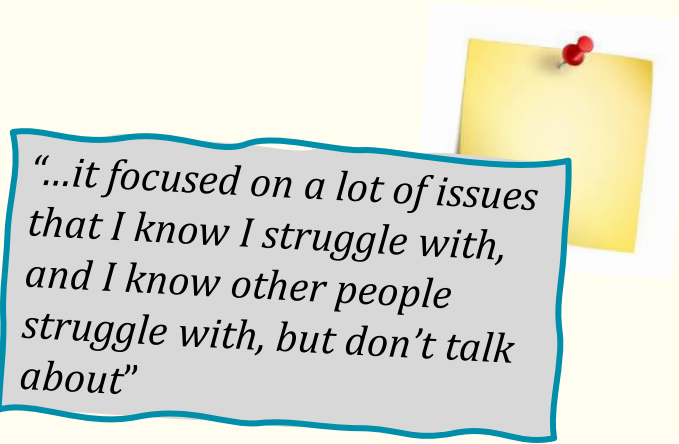
- **‘Student wellbeing’:**

‘...will adopt the general definition of wellbeing above, but we recognise that in addition, **students' engagement with academic learning is a key component part of their experience and makes a significant contribution to their wellbeing.**’

University Mental Health Charter (Hughes & Spanner, 2019: 9)

Why this project?

- Wellbeing is fundamental to the positive learning experience at university.
- ‘There is a risk that the [competitive culture](#) may lead to isolation and high levels of stress’ (Imperial Learning and Teaching Strategy, 2017: 9)
- Informed by students’ key recommendations from the [SIDUS project](#) (*Supporting the Identity Development of Underrepresented Students*) that promotes inclusion and success for STEMM students from underrepresented groups at the university.
- Timely: current development of the College's Mental Health & Wellbeing Strategy



“...it focused on a lot of issues that I know I struggle with, and I know other people struggle with, but don't talk about”



The Imperial context

**Imperial College
London – the
university**

- World-renowned reputation for STEMMB
- Leading Russell Group University
- Ranked amongst top 10 universities (in UK, and globally)

**Imperial College
London – the
students**

- Accustomed to high-achievement
- Bright
- Competitive
- Extremely dedicated & hardworking (with tendency to over-work)
- Hold high (unrealistic) perceptions & expectations



Some **words** can be **suffocating** to a **friend**.

The cycle ends here.

Think about the words you use - this campus welcomes **everyone**.

Want to learn more?



SIDUS



YOUR ACCENT IS PART OF YOUR STORY
EMBRACE IT!

SIDUS

How would you describe an 'ideal' student from your discipline?



SIDUS

"Am I there yet? I don't think I am good enough."
- Student

"The ideal student is not perfect... university is about making progress and learning from mistakes"
- Staff



Let's talk about
I M P _ S T E R
S _ N D R _ M E

It can affect anyone, no matter their success, ambitions or dreams



Learn more

"Now I can see that I worked hard to get here so I would say that maybe..."

I do deserve to be here!"

- Ella, Physics

SIDUS

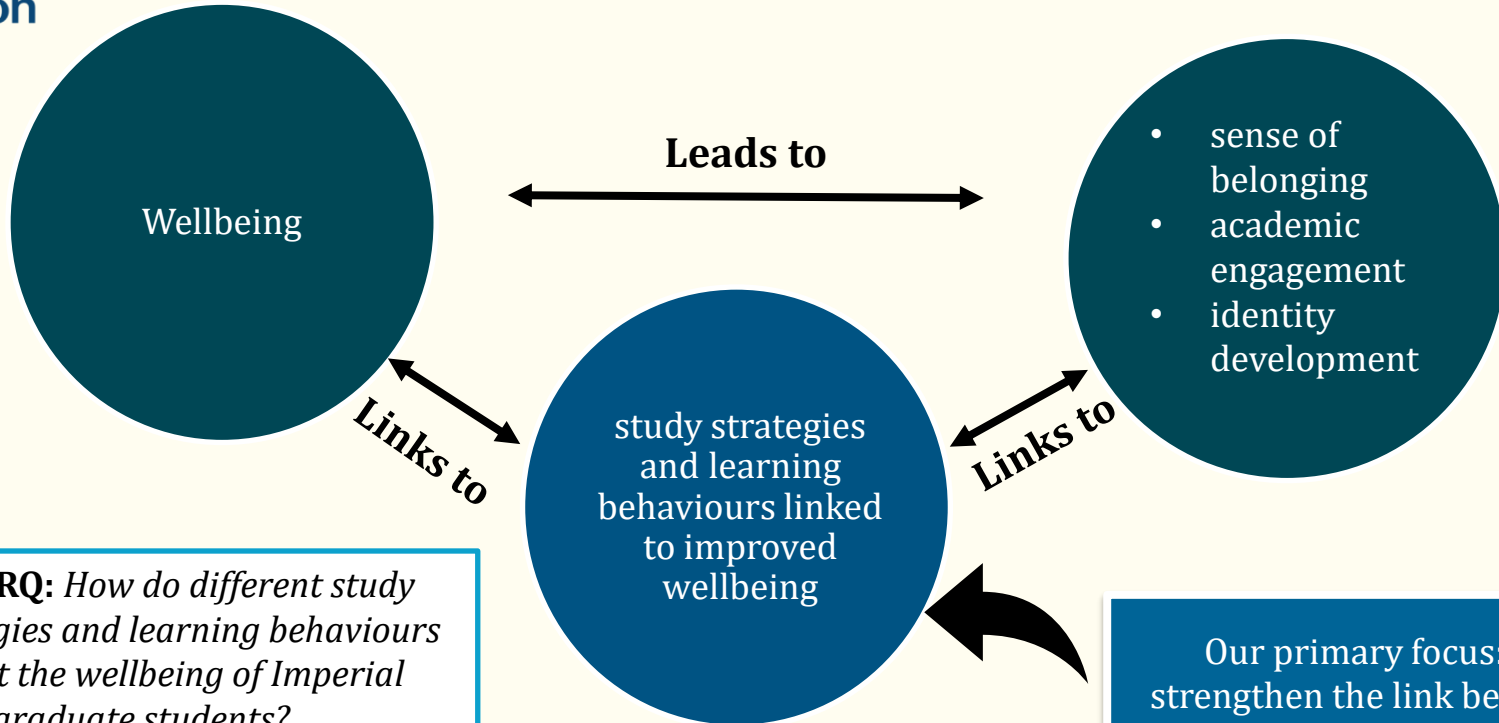


What are we trying to achieve?

Project aims:

- to enhance Imperial students' wellbeing and sense of belonging
 - to engage Imperial students with evidenced learning and wellbeing strategies to consider their study approaches and scaffold students to recognise learning behaviours linked to improved wellbeing
 - to move away from the deficit model to a more proactive approach
-

Project focus & Research Question



Main RQ: *How do different study strategies and learning behaviours impact the wellbeing of Imperial undergraduate students?*

Our primary focus: to strengthen the link between study skills and wellbeing

Project phases/objectives



Phase 1 (Research): To **map out various resources and expertise that support student study and wellbeing**; working in collaboration with student support services across the College including wellbeing advisors; a review of student learning, behaviour and wellbeing/educational psychology and wellbeing **literature**; gaining insights from **student focus groups**.



Phase 2 (Pedagogical materials development and implementation): Working in partnership with students through the StudentShapers scheme and staff across the College to develop a flexible student **wellbeing learning programme & 'fit to learn' toolkit** -> Strengthening the link between learning/study strategies and wellbeing; these resources can be used/adapted by academic departments to actively assist student learning, happiness and wellbeing; **incorporate project findings into existing EDU workshops for staff**; give students the opportunity to try new things, leading to behaviour change.

Phase 1: Our progress so far

ACTIVITY	PROGRESS
Literature review	Ongoing
Resource mapping	In progress
Discussions with colleagues	Ongoing
Student focus groups	EERP approved
Student survey	To follow...informed by student focus groups & literature review

→ All to help identify effective practice, but also gaps, in existing study support and wellbeing resources, which can inform development of evidence-based materials

Pressure(s)

Belonging/
Imposter Syndrome

Relationship
between academic
'success' & student
identity

The notion
of 'enough'

Striving for
perfection

**Discussions with colleagues:
*Some emerging key issues***

Workload/
work-life
balance

(perceived) Dichotomy
between 'doing well'
&
having positive mental
wellbeing

Over-
compensation
strategies &
behaviours

Guiding questions for discussion

Your comments/feedback:

→ on any aspect of the project we've spoken about, e.g., the literature review; the resource mapping activity; our project methods etc.?

and/or

→ more specifically, on any of the key issues/concerns that we have outlined so far?

→ based on your own role or experiences, are there any other issues/concerns that you think we should consider exploring?

Please share anything else you would like to add!

Any questions or would like to know more about the project?

Please contact the Learning Well Project Team:

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Thanks for listening!