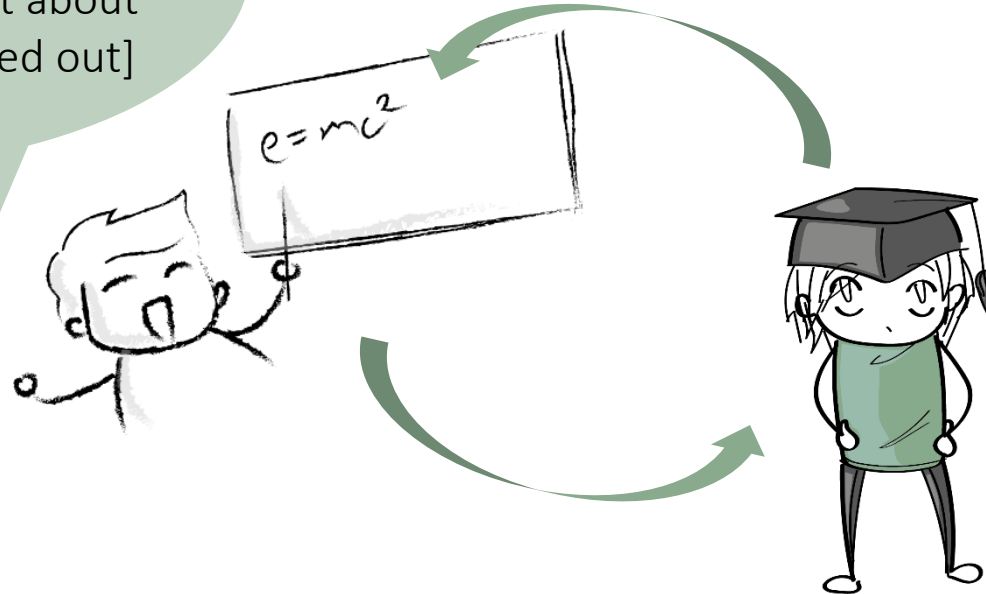




Connecting student and teacher well-being

A workshop by Lisa Kiltz

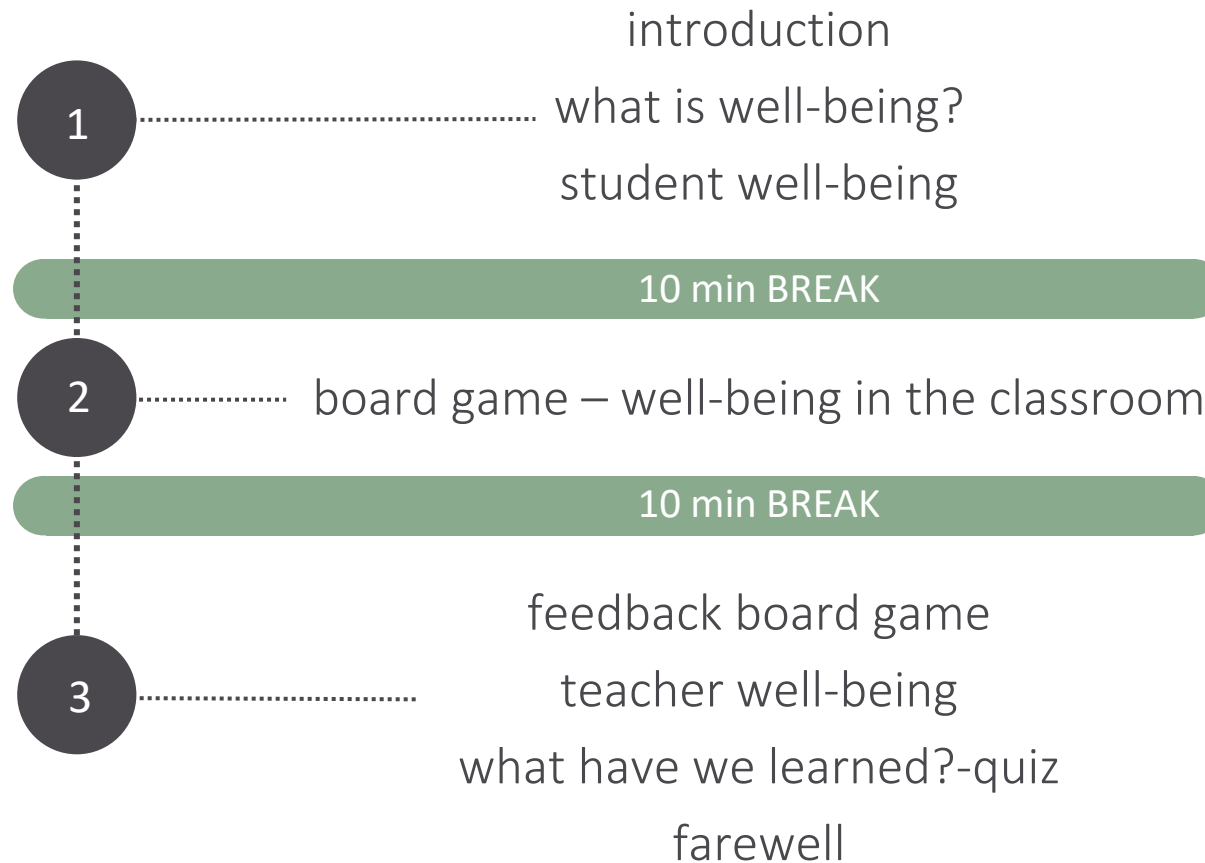
I used to think that I had a lot of impact on [...] student well-being and I could really stress out about students who were [stressed out] (teacher)



When you feel the passion from [the teachers], you also want to contribute. You also want to study that [...] stuff. (student)

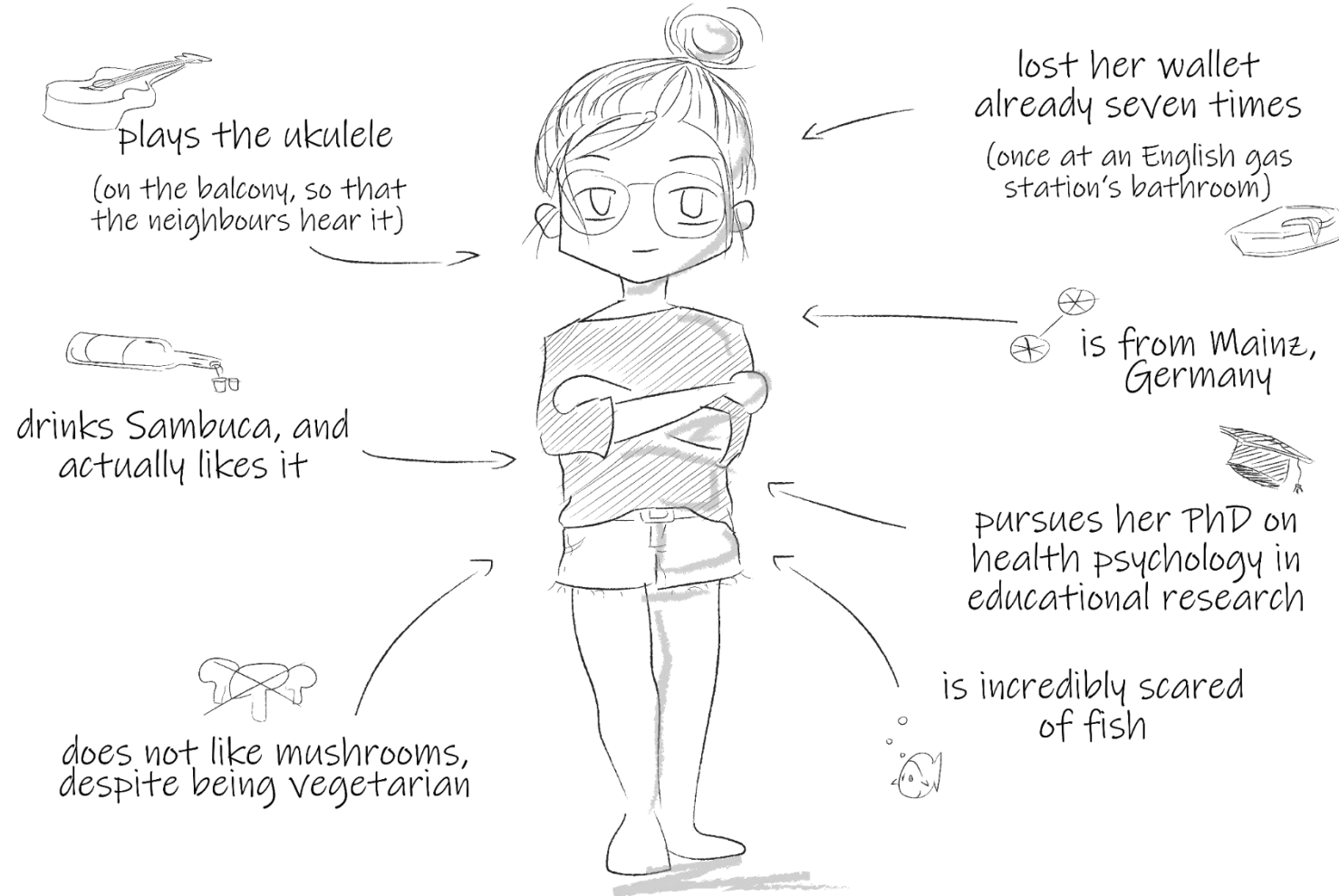


What's going to happen today





Lisa





...and now you!

Respond at [PollEv.com/lisakiltz668](https://poll-everywhere.com/lisakiltz668)

Text **LISAKILTZ668** to **+31 970 0449 8375** once to join, then text your message

What comes to mind when you think about well-being at university?

A word cloud visualization of responses to the question "What comes to mind when you think about well-being at university?". The most prominent words are "balance", "life", "health", "good", "safety", and "doughnuts". Other visible words include "feeling", "communication", "balanced", "work", "family", "during", "work", "balanced", "communication", "laughing", "smile", "sport", "safe", "environment", "friendly", "strenght", "confidence", "take", "relationships", "work(school)-life", "weekend", "relations", "private", "breaks", "relationship", "spa", "fun", "office", "between", "relax", "need", "time", "dean's", "self", "ironic", "exercise", "help", "care", "classes", "tears".



...and now you!

Respond at [PollEv.com/lisakiltz668](https://poll-ev.com/lisakiltz668)

Text **LISAKILTZ668** to **+31 970 0449 8375** once to join, then text your message

What comes to mind when you think about well-being at university?

The word cloud features the following terms: safety, good, feeling, comfort, equipment, reasonable, decisions, functional, atmosphere, students, efforts, colleagues, physical, overloaded, communication, working, time, influential, head, social, place, support, wellbeing, pleasure, conflicts, freely, attitude, supportive, confident, friendly, rewarded, learning, emotional, space, speak, influence, between, positive, comfortable, development, environment, happiness, socializing, classrooms, cooperative, development, environment, happiness, socializing, classrooms, cooperative, development, environment, happiness, socializing, classrooms, cooperative.



What is well-being?

- There is a lack of consensus on how exactly well-being should be defined, as well as many different theoretical conceptualizations

Hedonic Perspective

“Hedonism” comes from the Greek word
 for “pleasure”

Focus placed on happiness, pleasure
 attainment, and pain avoidance

Kahneman et al. (1999)

Eudaimonic Perspective

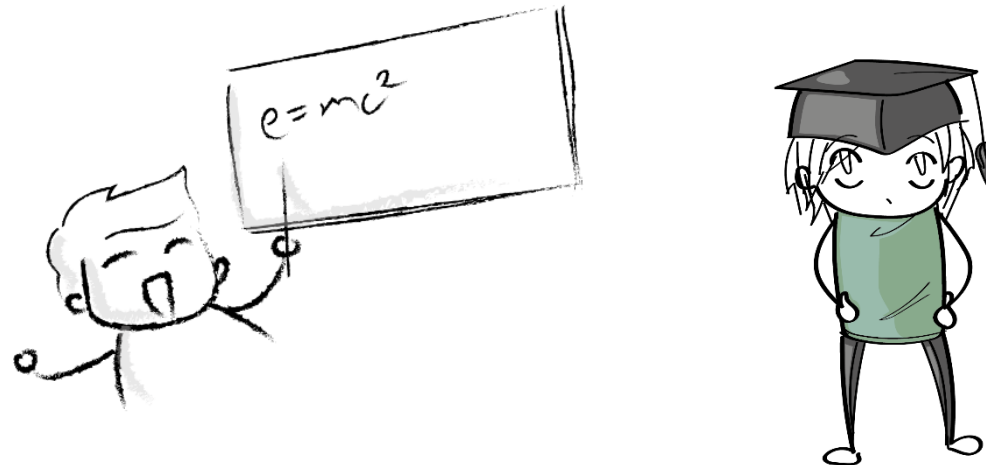
“Eudaimonia” is a Greek word commonly
 translated as “human flourishing”

The eudaimonic approach relates to
 finding meaning and self-realization



Academic well-being

- Students who feel better can learn better, and teachers who feel better can teach better
 - When high, well-being can benefit students and teachers in many ways
 - When low, it can negatively impact their quality of life and ability to succeed in their roles





Academic well-being

these are also really small things,
 but they seem so big at the
 moment, and you think, you can't
 cope with anything anymore
 (student)

So, I was the one laying, late at
 night, thinking about how should
 we do this, and how can we make
 it to the deadline.
 (teacher)



I enjoyed [the well-being intervention] a
 lot, so. And if it helped in opening up the
 classroom and-and getting the students
 interact with you, then-then it certainly
 influenced my well-being in a positive way.
 (teacher)

And when
 I really went to the-to the
 exams thinking:
 '(he swears), I have to pass
 this, I have to pass it. I'm
 gonna die', basically.
 (student)



Student well-being

University students....

What do you think: How many percent of students rate their well-being as low one year into the COVID-19 pandemic? – It was roughly 70%!

...face elevated levels of distress,
 mental health problems, and
 burnout

e.g. Benbassat (2014)



...perform better academically
 when they are engaged and
 doing well

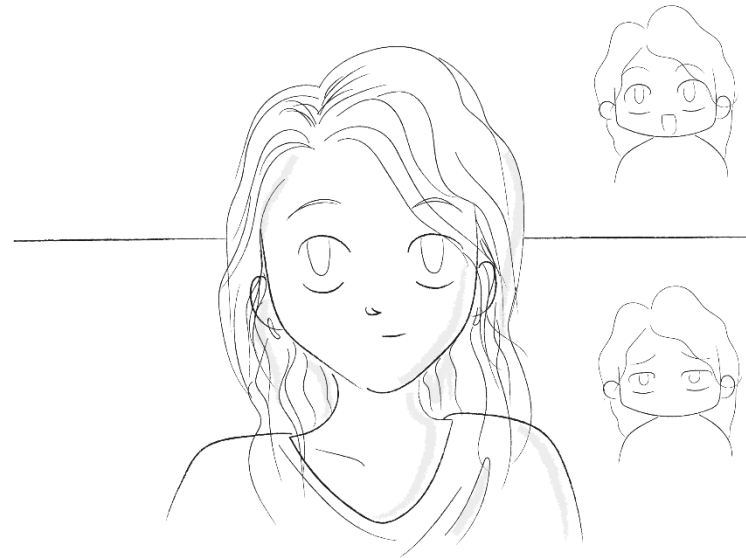
e.g. Panger, et al. (2014);
 Staton et al. (2016)



Student well-being



Multi-faceted construct



Positive psychology



Systemic perspective



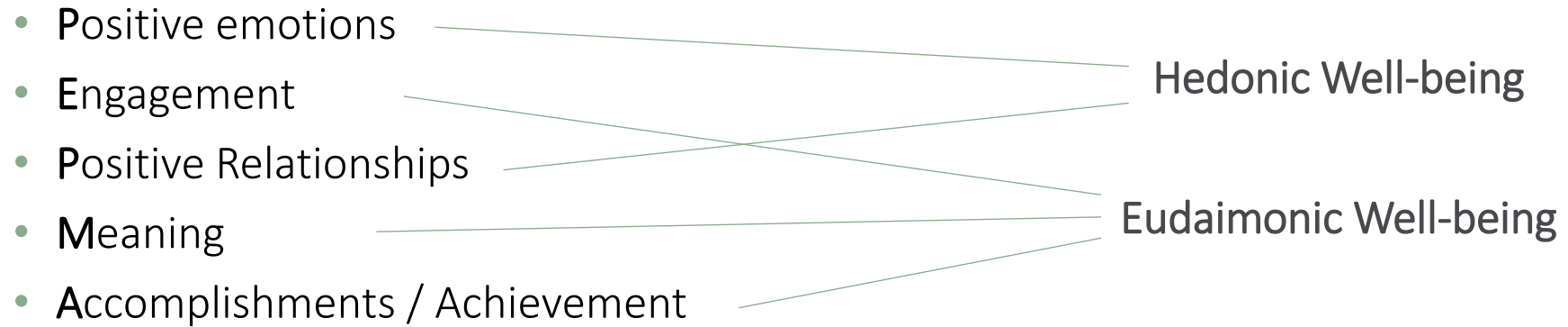
Multi-faceted construct





Multi-faceted construct

- PERMA-Model [Seligman \(2011\)](#)





Multi-faceted construct

physical / personal care

then you see [the students] running around the library as ghosts. They didn't sleep [...] and when they have a total overload with work, you see that physically.
(docent)

social / belonging

*how your social life affects you (student)
they feel really connected and they feel being part of the same community. (docent)
Well, you have to feel you're in the right place when you're studying (student)*

Student
well-being

mental

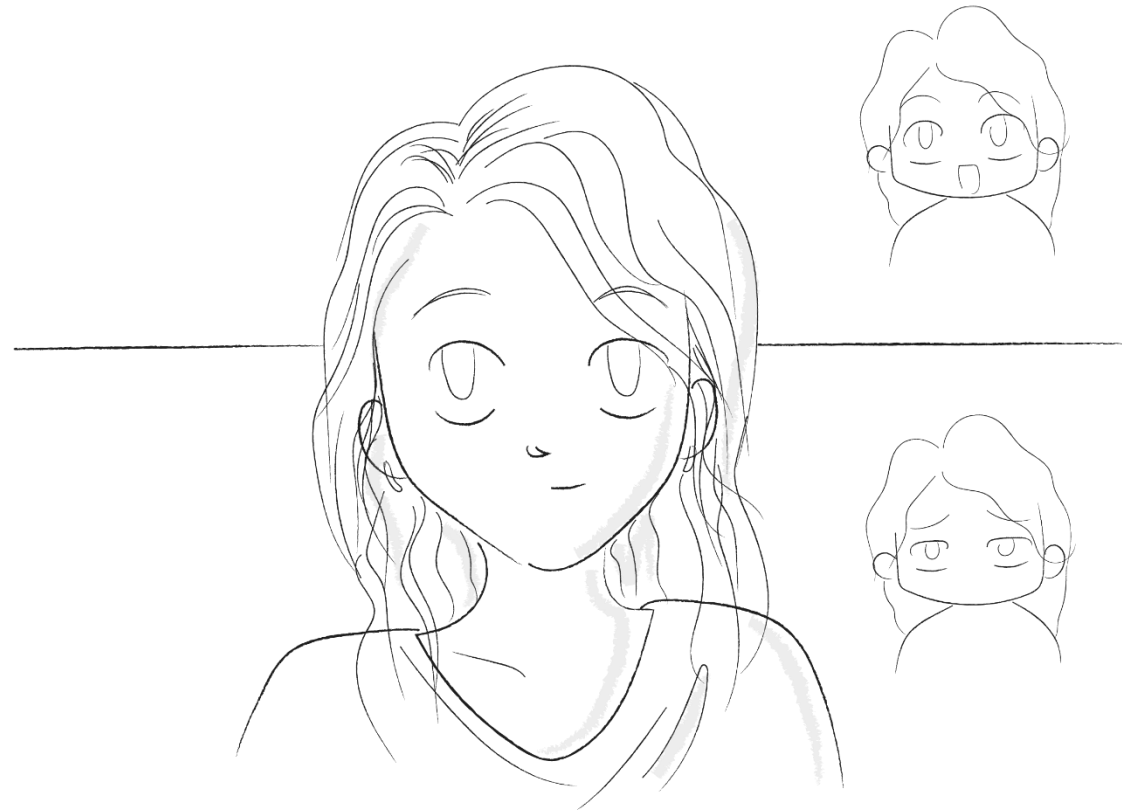
Yah, they were depressed at the end [of the exam period], they were anxious, depressed, they didn't feel well, the-they hate their life
(student)

eudaimonic / engaged

And of course it's nice to, to get good grades and to pass exams and get some, um, feeling of fulfillment, or achievement.
(student)



Positive psychology





Systemic perspective





Systemic perspective

- Individual factors
 - Psychological factors
 - Physical factors
 - Cognitive factors
 - Social factors
- Proximal factors
 - Teachers
 - Family
 - Peers
- Contextual factors
 - Culture and norms
 - Technology
 - Global issues and trends
 - Educational policies
 - Inequality
 - Economic & social policies



and now you...

When you think back to a course that you taught and that went really well, which aspects do you think contributed to that?



Systemic perspective

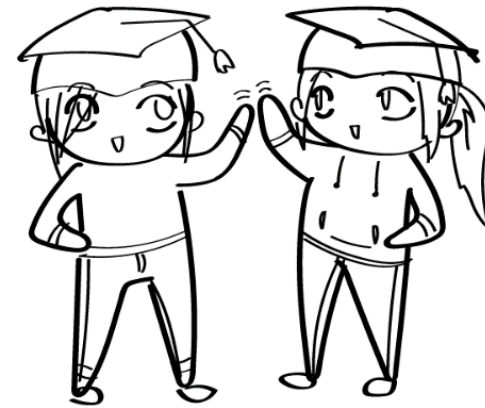
Self-determination theory Deci & Ryan (1985)



autonomy



competence



relatedness



Systemic perspective



autonomy

I was the first
 student to go abroad from my
 faculty, they changed the curriculum
 for my year but I felt very very
 supported by the whole department
 for my decision.
 (student)



Systemic perspective



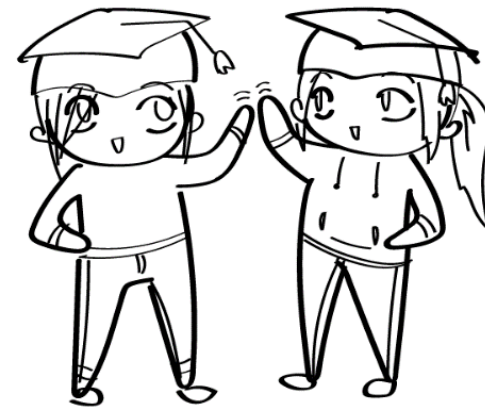
competence

It was a very, like an assignment that you could go in a lot of different ways with, you got the numbers but everyone ended up with a completely different set of results. So it was just, I guess hard for us to like have enough confidence that we were doing the right thing. (student)



Systemic perspective

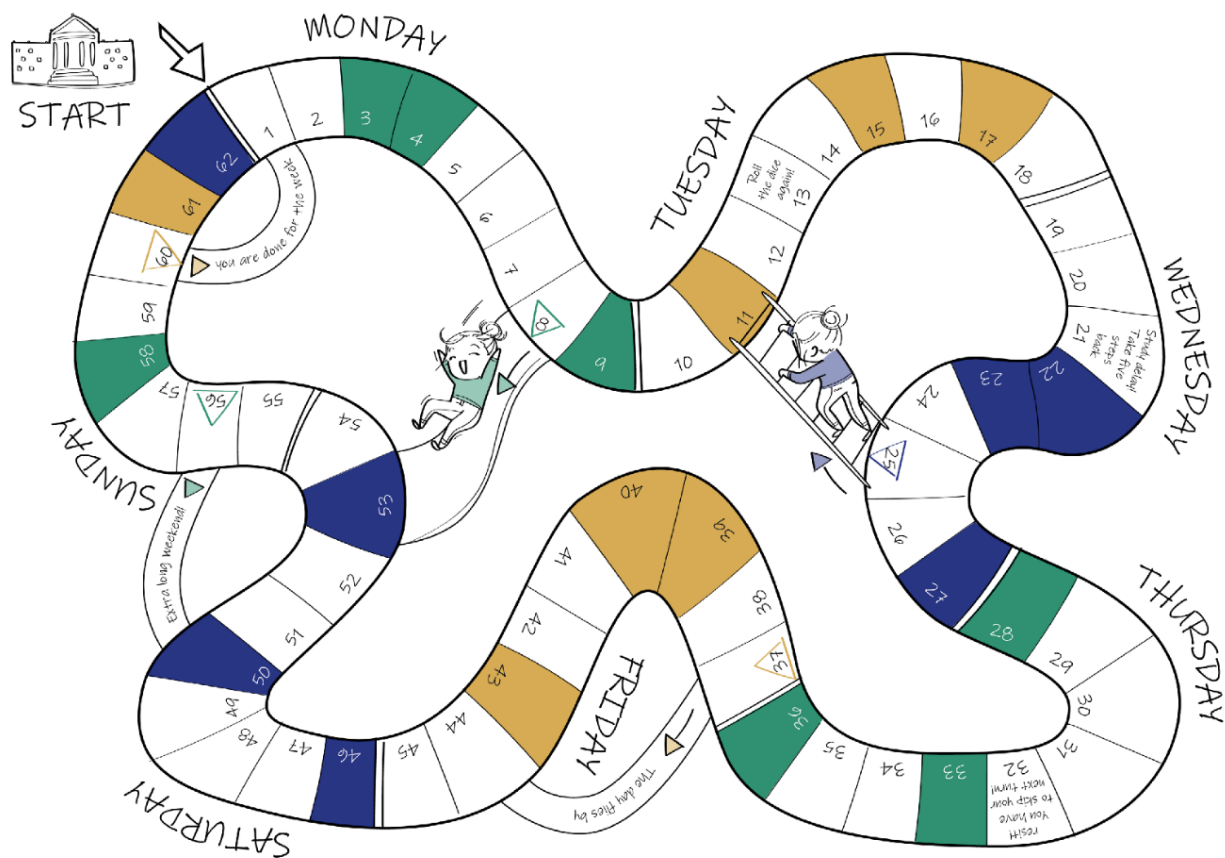
we've become a very strong group, we will eat together every week and, well, they're still there if [...] you are struggling with something and they know you so well, and-and-and if you have a very different perspective on such things, and, um, they can help you. I think, as [...] a support group or support friends, they are very, um, valuable for me. So, I think that helps as well. (student)



relatedness



Board game



REFLECTIVE CARD

Give an example of where you experienced flexibility within your studies, e.g. that you could choose an elective course or the topic of your housework yourself. Why do you think it could be important for you to have such choices?



autonomy



CREATIVE CARD

PICTIONARY: Exam
 Draw the word in front of the other players and let them guess. If they guessed it within 30 seconds, you may keep the card.



competence



RELATIONAL CARD

Tell someone in the group that they enriched your study experience simply by being there!



relatedness



university of
 groningen

Faculty of Behavioural
 and Social Sciences

Teacher Education,
 Higher Education

Questions...?



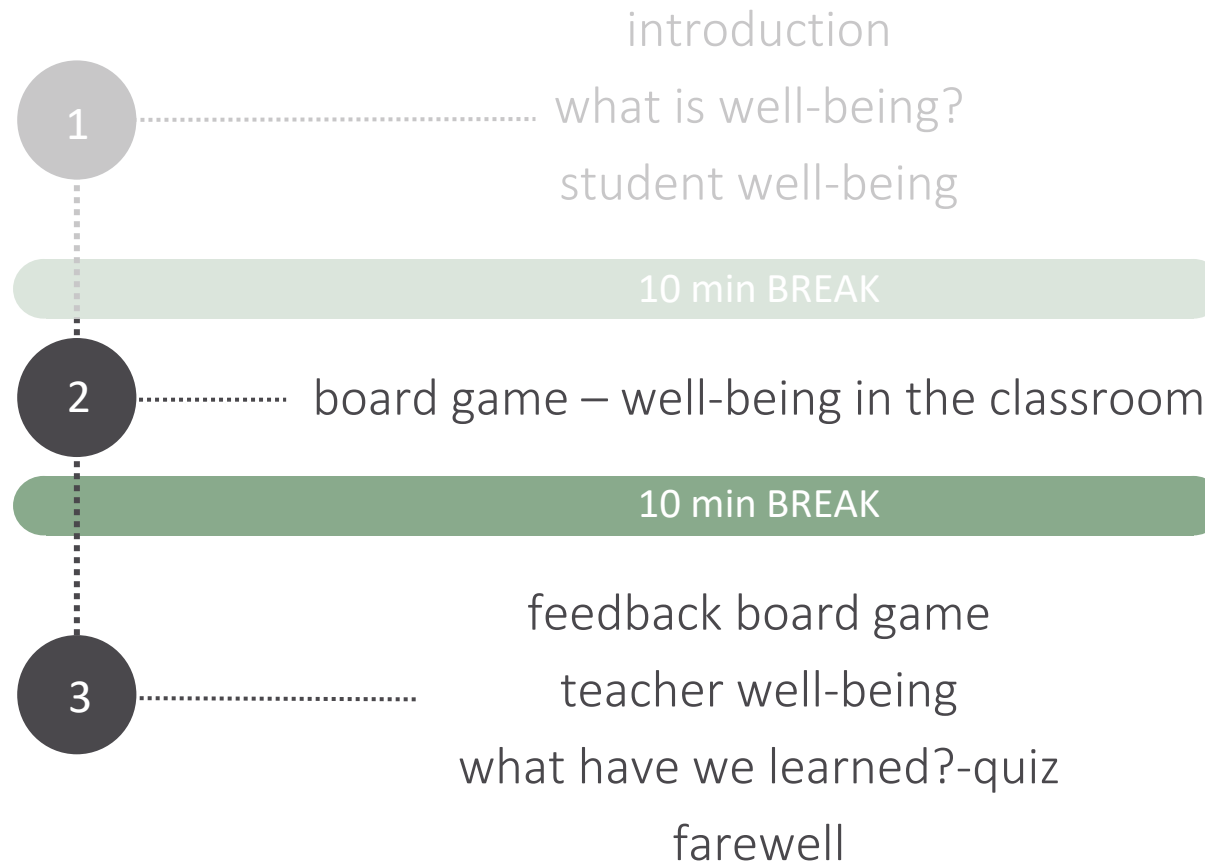


Break!





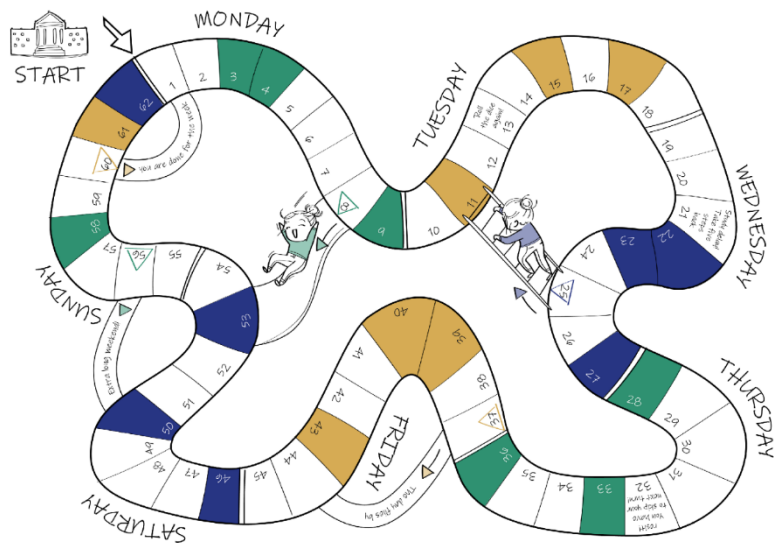
What's going to happen now





...and now you!

- Who are you? Where do you come from/work at? (
- What do you do to stay psychologically sane?



REFLECTIVE CARD

Give an example of where you experienced flexibility within your studies, e.g. that you could choose an elective course or the topic of your housework yourself. Why do you think it could be important for you to have such choices?

flexibility



CREATIVE CARD

PICTIONARY: Exam

Draw the word in front of the other players and let them guess. If they guessed it within 30 seconds, you may keep the card.

creativity



RELATIONAL CARD

tell someone in the group that they enriched your study experience simply by being there!

relatedness



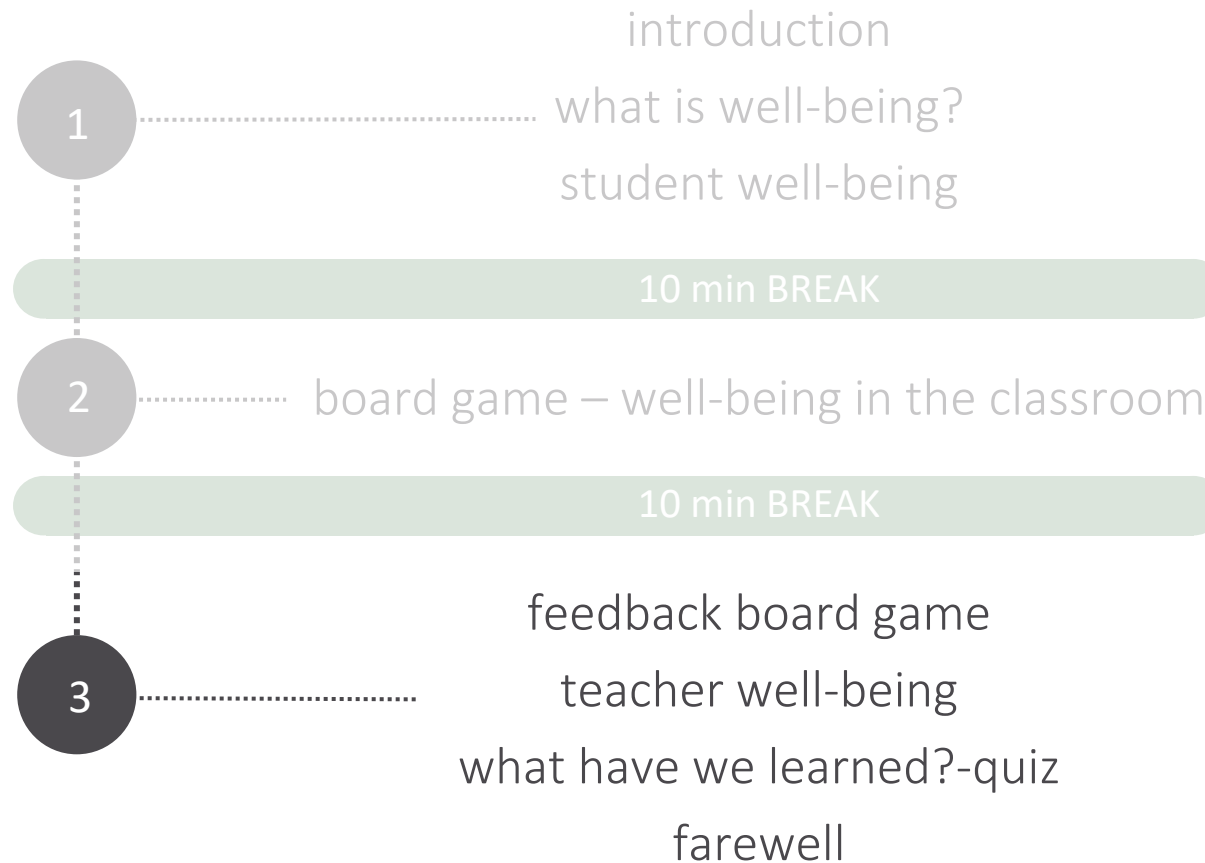


Break!



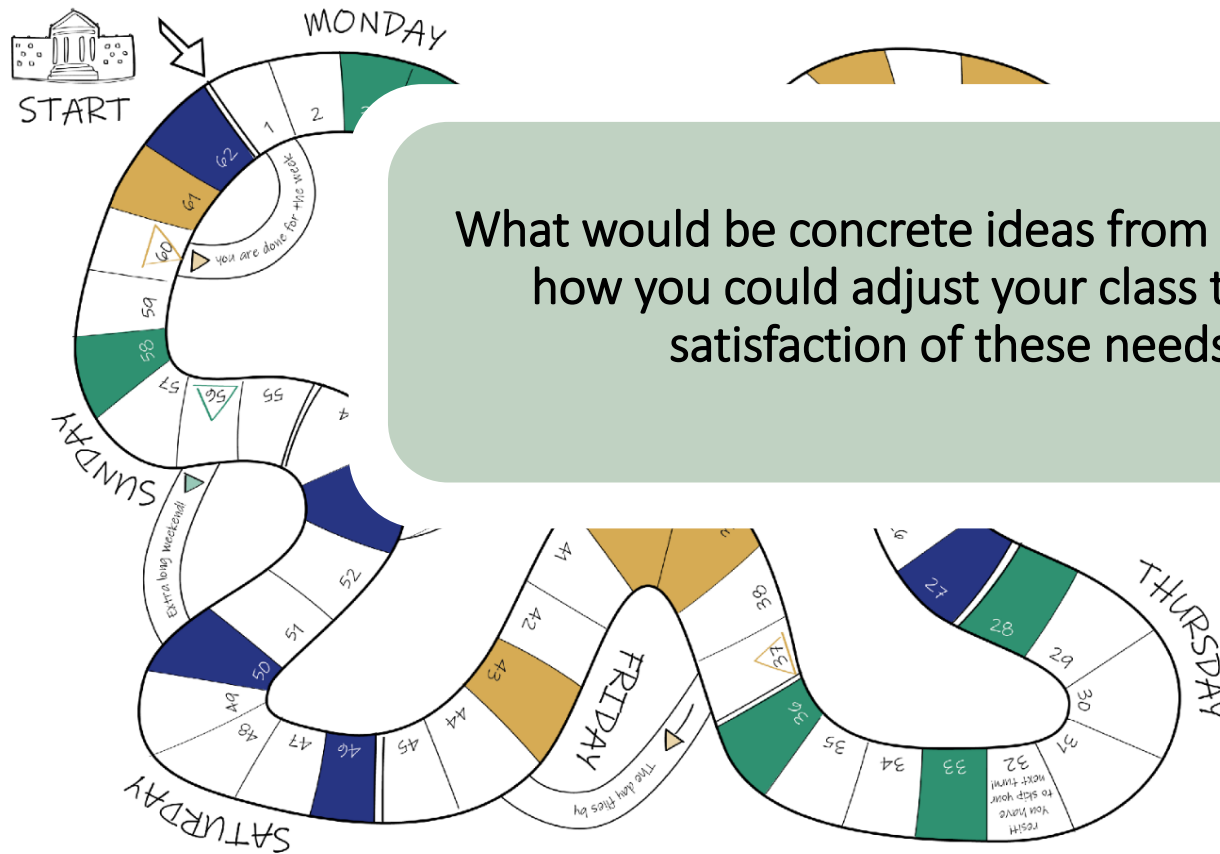


What's going to happen now





...and now you!



What would be concrete ideas from your part of how you could adjust your class to fit the satisfaction of these needs?



IVE CARD

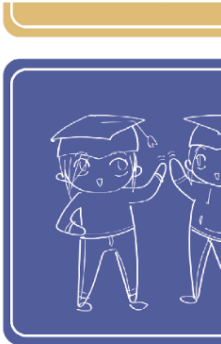
Give an example of where you experienced flexibility within your studies, e.g. that you could choose an elective course or the topic of your housework yourself. Why do you think it could be important for you to have such choices?

autonomy

PICTIONARY: Exam

Draw the word in front of the other players and let them guess. If they guessed it within 30 seconds, you may keep the card.

competence



RELATIONAL CARD

Tell someone in the group that they enriched your study experience simply by being there!

relatedness



...and now you!

Discuss in groups of two the role of autonomy for you as a university teacher:

- Explain why you like teaching your subject!
- When you think back to the beginning of your studies, why did you start studying it in the first place?
And when thinking back to the end of your studies, why did you decide to make it your job?
- Were there any concrete situations in which you feel autonomous (or the contrary) in your teaching?



autonomy



...and now you!

Discuss in groups of two the role of competence for you as a university teacher:

- What did you already achieve in your academic life thus far?
- What has been your greatest success this year?
Try to think about how you achieved this success - what helped you getting there?
- How do you perceive the role of competence at university?
Can you think of any specific situations, in which competence on your or your students' part played a role?



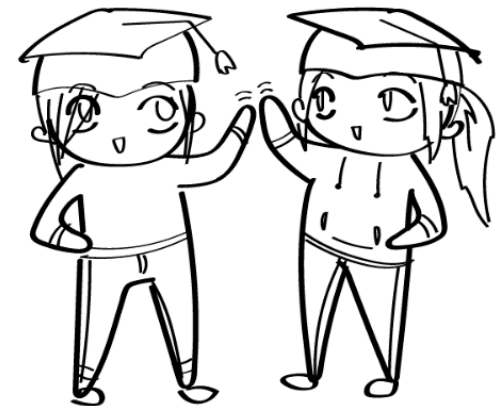
competence



...and now you!

Discuss in groups of two the role of relatedness
 for you as a university teacher:

- What do you think, why do people with higher well-being have better relationships?
- Thinking about your social relationships and their impact on your wellbeing – how do those influence you also in the academic context?
- Brainstorm some potential reasons for why and how relationships influence your teaching!



relatedness



Teacher well-being

- Teachers contribute to students':
 - Academic achievement
 - Subjective well-being
 - Motivation, interest, and engagement
 - Aspirations and goals
- But if teachers themselves do not feel well—
how can we expect them to be successful in supporting students?



Teacher well-being

- **Teacher stress** can be defined as the experience of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher [Kyriacou \(2001\)](#)
- Survey data indicates that **teaching is one of the ‘high stress’ professions** [Kyriacou \(2001\)](#)

University teachers face elevated levels of distress, burnout, role conflict as well as low work-life balance and job satisfaction

e.g. [Guthrie et al. \(2017\)](#); [Kinman & Johnson \(2019\)](#); [Padilla & Thompson \(2016\)](#); [Watts & Robertson \(2011\)](#)

Teachers’ positive work attitude, positive emotions, and positive student-teacher relationship gain relevance

[Hagenauer & Volet \(2014\)](#);
[Mudrak et al. \(2018\)](#); [Rinas et al. \(2020\)](#);
[Stupnisky et al., \(2019\)](#);



Teacher well-being

- **Physical**

- Fatigue
- Insomnia
- Headaches
- Weight gain/loss
- High blood pressure

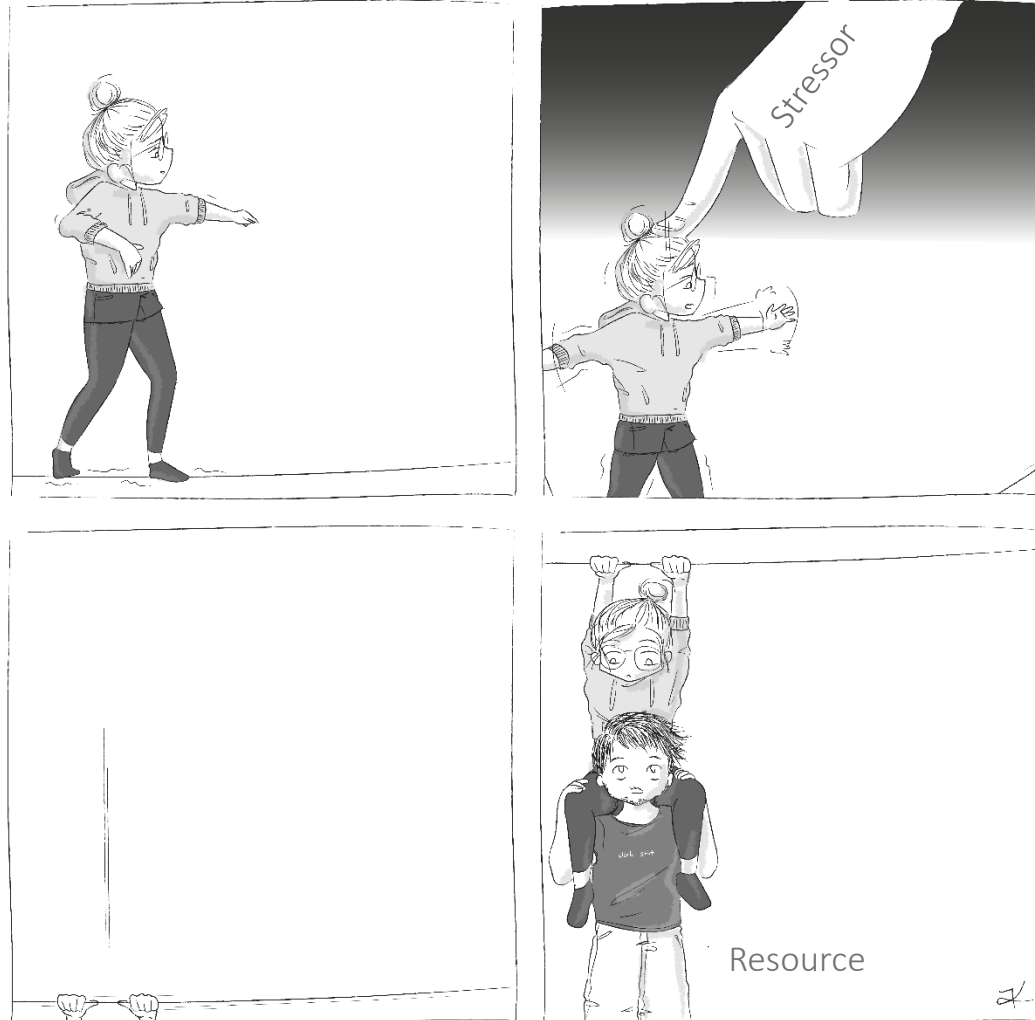


- **Psychological**

- Irritability, restlessness, anxiety
- Feeling overwhelmed, unmotivated, unfocused
- Racing thoughts or constant worry
- Problems with memory and concentration



Resilience





Resilience



Thinking about a situation, in which you were extremely stressed as a teacher - what were the **primary stressors** that you experienced?

When you think about how you overcame such a stressful situation - what are the **primary resources** that helped you to not feel stressed or to ease your stress?



Resilience



within the individual

individual
resources

social
resources

contextual
factors

general learning
strategies

within academia

academic support
system

educational tools

outcomes

relatedness
faculty

sense of
belonging

resilience factors



Resilience

Which resources are for
 you the top 3?

within the individual

individual
 resources

social
 resources

contextual
 factors

general learning
 strategies

within academia

academic support
 system

educational tools

outcomes

relatedness
 faculty

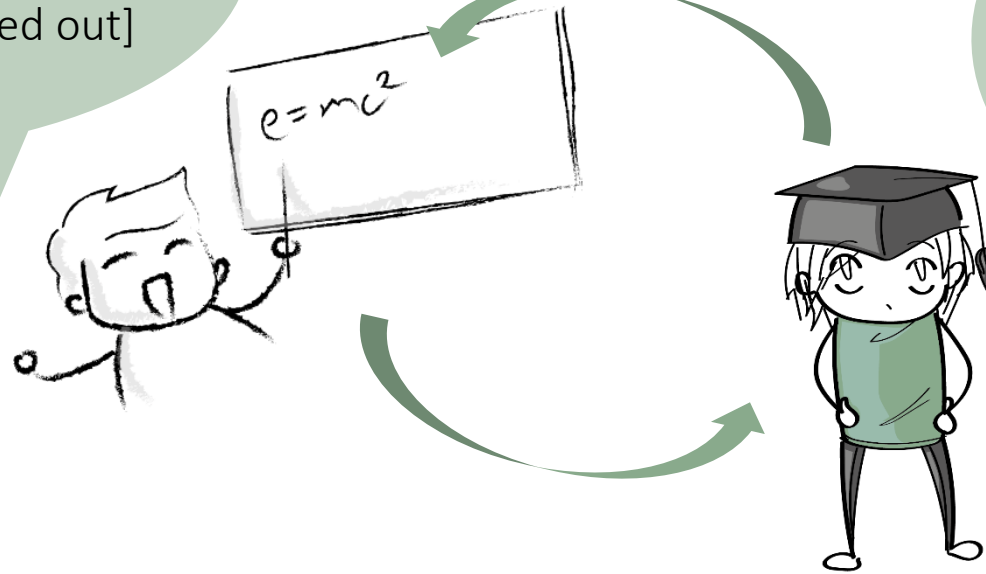
sense of
 belonging

resilience factors



Connecting student and teacher well-being

I used to think that I had a lot of impact on [...] student well-being and I could really stress out about students who were [stressed out] (teacher)



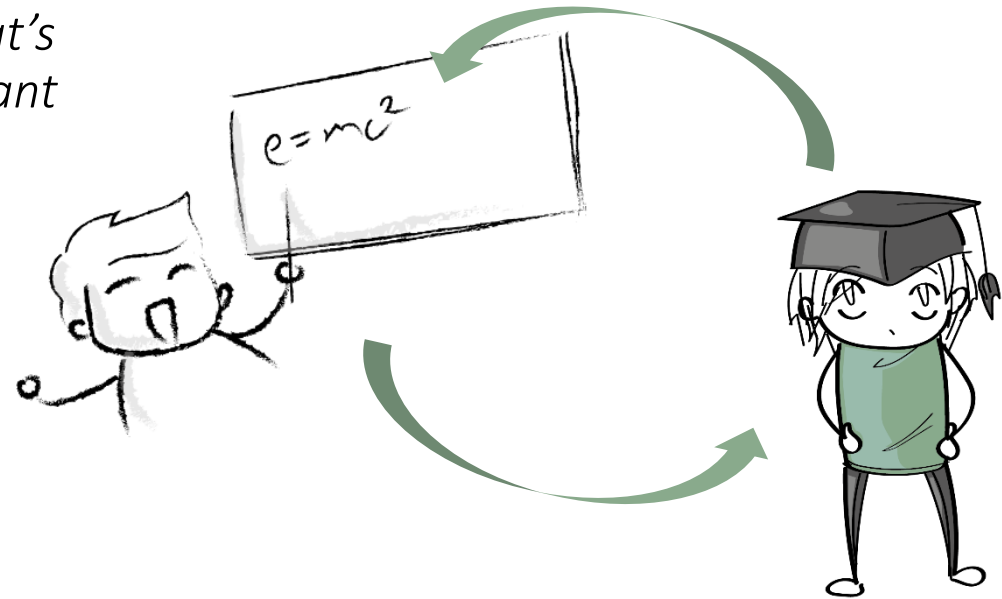
When you feel the passion from [the teachers], you also want to contribute. You also want to study that [...] stuff. (student)



Connecting student and teacher well-being

when they trust you, they tend to give you more information than you actually want. And for me that's actually bad because I'm very worried and then I want to help and I want to make things good for them.

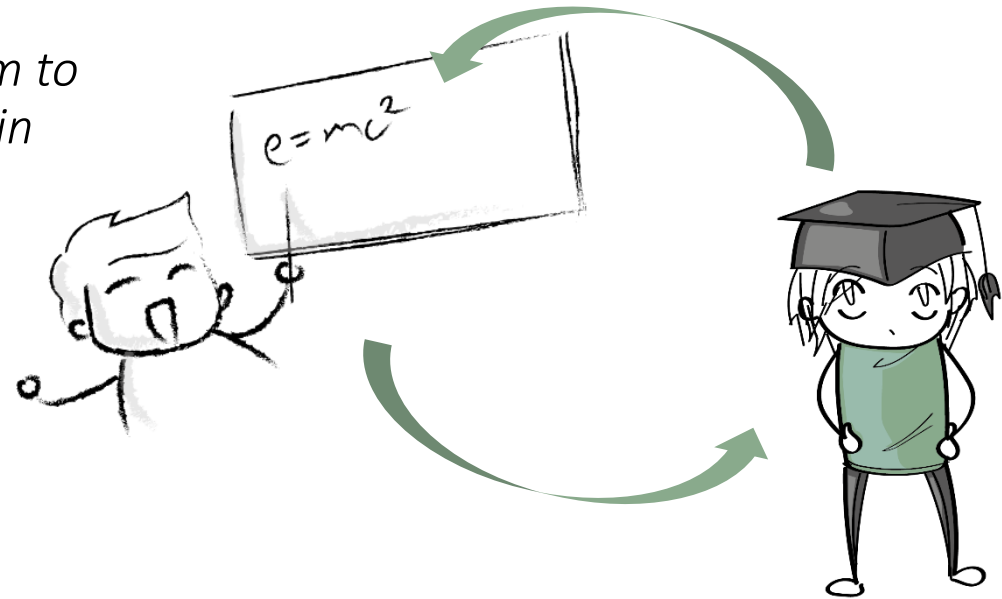
if the instructor is stressed or not well prepared or overworked, the students are not going to learn as effectively, which is part of their well-being.





Connecting student and teacher well-being

if we as instructors feel supported, taken care of, that everything we're doing is manageable, that puts us in a position to do our jobs better. And if we can do our jobs better, then that means that we are supporting students in the way that they need and helping them to feel like everything is manageable. So, it's kind of in that way a ripple effect. “

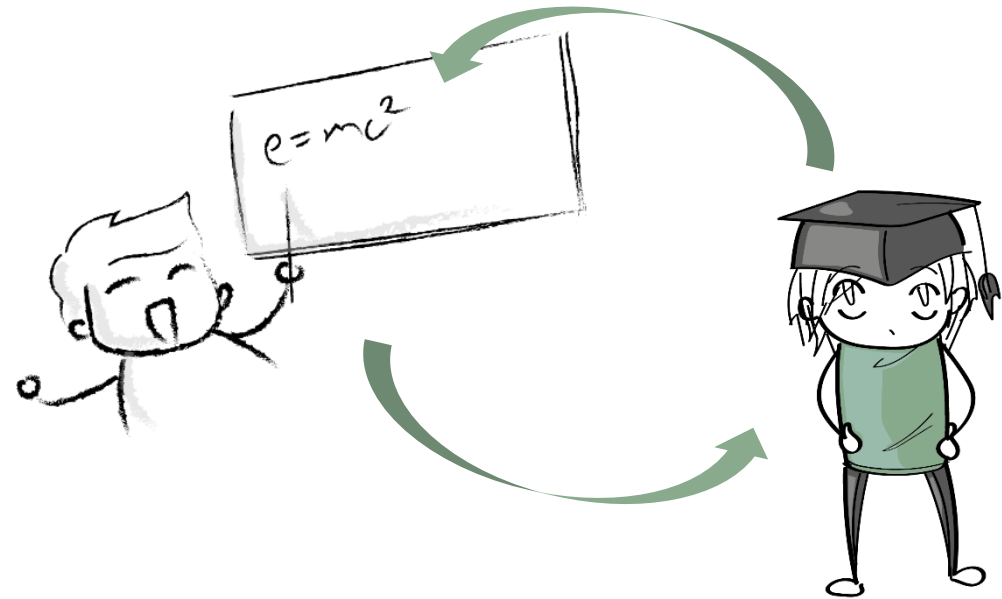




Connecting student and teacher well-being

if I'm too impacted by their problems then it gets too close to me, it also impacts my well-being and that's not a good thing. And on the other hand, [...] if I'm struggling and if I didn't sleep and if I'm not relaxed, then I can't fulfill the expectations that I have for myself as a teacher.

That definitely boosts my well-being, like 100%. Knowing that I've made a difference, I mean, that's everything





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Faculty of Behavioural
 and Social Sciences

Teacher Education,
 Higher Education

Questions...?





Thank you...

- University of Groningen / University Medical Center Groningen

- Marjon Fokkens-Bruinsma
- Ellen P. W. A. Jansen
- Miranda Trippensee
- Joke Fleer



- University of Augsburg

- Raven Rinas
- Martin Daumiller



Universität
 Augsburg
 University



umcg

- More information at

- Twitter @KiltzLisa or @floreraar
- <https://thrive.gmw.rug.nl/>



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