Designing Learning Environments for Well-being

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@SFUhealth_promo

A partnership with the TLC, with consultation from 100 campus members
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Well-being in Learning Environments - Examples from Professors at SFU
Join the Network | Well-being in Learning Environments

sfu.ca/healthycampuscommunity/learningenvironments

Includes faculty members, teaching assistants, sessionals and staff

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Jennesia Pedri

Supporting Student Well-being through the Feedback Process

Faculty of Communication Art & Technology
A TRUE Story

PhD
Dear students, I'm sorry.

Lesson #1

Feedback ≠ Assessment
Lesson #2
Resources

Lesson #3
Descriptive vs. prescriptive
Can you include a thesis statement that reflects the main purpose of your paper?
Hi [name] below is my feedback on your first iteration. In addition to some comments, I've provided you with links to resources that I think will be helpful when working on your final draft. You'll see my comments in [bold and in brackets] embedded in the text of your paper.

**Strengths**

Your paper uses strong examples to illustrate your paper's argument, which helps you develop a strong, persuasive argument.

**Issues Needing Work**

**Thesis:**
A strong thesis statement makes more than a simple claim. For example, Cats make the best pets. <--this is a claim.

Cats make the best pets because they're independent, quiet, and inexpensive. <--this presents an argument and shows the reader specifically how you make that argument. The reader now knows that your essay will argue this point by providing evidence and support that cats are independent, quiet, and inexpensive.
and women were assigned different labor work. Men did the ‘outside’ labor of hunting and women did the ‘home’ labor of gathering fruits and taking care of the children. At this time, men and women were in a mostly equal position. They respected each other and shared the results of their works. [As your reader, I’m wondering how you know this information about hunter-gatherers. Did you read this in a book or journal article? It seems like information that you should be citing.]
YOUR FEEDBACK IS USELESS.
SAD NO STUDENT EVER YET.
THE END

(Thanks you!)
Questions

- What is a pronoun round?
- Why are pronoun rounds important?
- How can I promote the sharing of pronouns?

Pronoun Rounds

- A method of sharing one’s pronouns to a surrounding group or community
- Pronouns can be shared in a number of ways
  - **Rounds**: include your pronouns with your name
  - **Name cards**: include a space for pronoun declarations
  - Any time you introduce or address yourself to someone: in person, on a syllabus, on your website, in your email signature, etc.
- Examples of pronouns:
  - They/their/theirs; she/her/hers; he/him/his; ze/hir/hirs
Importance of Pronoun Rounds

- Normalise the idea of sharing one’s pronouns
- Foster inclusivity and promote trans*-friendly spaces
  - Trans*: short for all gender identities/expressions (eg: transgender, genderqueer)
- Prevent mis-gendering/outing/“othering” people
- Recognise that gender is a spectrum, and that the people around you fall across that spectrum

Importance of Pronoun Rounds

<table>
<thead>
<tr>
<th>DO</th>
<th>DO NOT</th>
</tr>
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<tbody>
<tr>
<td>Support the declaration of pronouns</td>
<td>Label pronouns as “male” and “female”</td>
</tr>
<tr>
<td>Advocate for proper pronoun usage</td>
<td>Cast off pronoun rounds as pointless or unimportant</td>
</tr>
<tr>
<td>Experiment from a place of respect: “Any pronouns are fine”</td>
<td>State “I don’t care which pronouns you use for me”</td>
</tr>
<tr>
<td>Acknowledge that a person’s pronouns are their pronouns</td>
<td>Think of pronouns as “preferred”</td>
</tr>
<tr>
<td>Respectfully ask for clarification if necessary</td>
<td>Readily assume someone’s pronouns</td>
</tr>
</tbody>
</table>
Icebreaker Activity

- Take a few moments to briefly introduce yourself to two or three fellow participants
- Share the following:
  - Your name
  - Your pronouns
  - Your affiliation with SFU (or otherwise)
  - What you hope to learn during today’s event

What can I do in the future?

- Include your pronouns when you introduce yourself
  - To your class, your colleagues, etc.
- Acknowledge that your learning environments are spaces for pronoun-sharing
- Incorporate pronoun rounds into icebreakers
- Provide information about pronoun rounds
  - Function, importance, dos/don’ts
Thanks for your time!

- Email: ard9@sfu.ca
- Please contact me with questions, comments, or if you would like a sample information sheet that you could provide to a future class
DISCUSSION

Question 1

In small groups

How do you or could you create learning environments that support student well-being in relation to inclusivity and flexibility?

DISCUSSION

Question 2

As a large group

How does creating learning environments that support student well-being have benefits to your own well-being?
One Word Take-away

Wrap up activity with Poll Everywhere
One Word Take-away

Wrap up activity with Poll Everywhere
CONNECT WITH US

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