more beyond
more slow
more less
more mistakes
more empty
more subtle
more observant

- Ellen Rodda (2018)

5 Meaningful Minutes
(to support psychological wellbeing)

Dr Lydia Woodyatt
Education, Psychology and Social Work
5 meaningful minutes

• https://www.chronicle.com/article/Small-Changes-in-Teaching-The/235583

By the end of this session: What changes can I make in my practice that will take 5 minutes but make a meaningful difference in terms of student wellbeing?
What makes something meaningful/engaging/compelling?
Taping into the core psychological needs actually makes things satisfying = makes your topic experience compelling (and will improve your pedagogical approach).
- Growth
- To get better at things
- To develop and possess competence
- Experience Flow (interest, skill and attentional capacity)
- Be part of others/ belong
- Be evaluated by those whom we care about as valued and ‘good’ relationship partners (internalized as self-esteem)
- To be respected as an equal

- The desire for meaning
- To feel that there is reasons why we do what we do
- To be value expressive in our actions

- Being the Agent in your own story
- Autonomy
- Have some feelings of predictability and security
- To be able to choose

- Agency
- Purpose
- Connection
- Mastery

- Autonomy
- Have some feelings of predictability and security
- To be able to choose

- The desire for meaning
- To feel that there is reasons why we do what we do
- To be value expressive in our actions

- Growth
- To get better at things
- To develop and possess competence
- Experience Flow (interest, skill and attentional capacity)
Why Wellbeing?

• Your Impact Factor matters! Wellbeing is Everyone’s Business (Be a Better Human).

• Strategies to support wellbeing is best learnt while doing (not in a workshop) and is something developed via observing mentors (and you are one).

• **Timing** matters (for relevance) but also why multiple small efforts is possible more meaningful - taking into account individual differences, also helps to avoid rambling/ranting :)

Models of Wellbeing

• Deci & Ryan’s Self Determination Theory [http://selfdeterminationtheory.org/](http://selfdeterminationtheory.org/) (and a sub part of this - Basic Psychological Needs theory)

• Seligman’s five (PERMA; *Positive Emotion, Engagement, Relationships, Meaning, Achievement*)

• Abele’s Big Two (Agency and Communion)

• Ryff’s Six (Positive relationships with others, Personal mastery, Autonomy, A feeling of purpose and meaning in life, and Personal growth and development)
• Being the Agent in your own story
• Autonomy
• Have some feelings of predictability and security
• To be able to choose

• The desire for meaning
• To feel that there is reasons why we do what we do
• To be value expressive in our actions

• Be part of others/ belong
• Be evaluated by those whom we care about as valued and ‘good’ relationship partners (internalized as self-esteem)
• To be respected as an equal

• Growth
• To get better at things
• To develop and possess competence
• Experience Flow (interest, skill and attentional capacity)
What barriers to wellbeing do students encounter as they move while they are in your topic?
5 minutes to Foster Reflection and Self-Management

Metacognitive skills, Cognitive flexibility, Psychological Literacy – i.e. getting better at being Human (oh and becoming a more employable one).

• Plan activities, interactions, tasks and learning in ways that link learning to core psychological needs
• Provide opportunities for reflection
• Provide opportunities for planning
• Provide opportunities for monitoring progress
• Provide opportunities for evaluating and reflecting on feedback
• Normalise (and role model) what happens when these needs get frustrated and how we can work through set backs
• Re-orientate toward the needs after setbacks
5 meaningful minutes in the classroom.

5 meaningful minutes online.

5 meaningful minutes in preparation of our topic guides and assessments.
5 meaningful minutes in the classroom

<table>
<thead>
<tr>
<th>Agency</th>
<th>Purpose</th>
<th>Mastery</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>What skills and why?</td>
<td>Growth Orientation: Roll as self-assessment</td>
<td>Respect, kindness</td>
</tr>
<tr>
<td>SAMs and goal setting</td>
<td>Where does this matter/apply in your world?</td>
<td>Learning Pit</td>
<td>Smile (be open and authentic, but aware of others wellbeing)</td>
</tr>
<tr>
<td>In class planning</td>
<td>Multiple Prototypes</td>
<td>3 Coaches</td>
<td>Reciprocity</td>
</tr>
<tr>
<td>5 minutes on Stress, Procrastination, Worry</td>
<td>Values vs Goals</td>
<td>5 minutes on Receiving Feedback with personal examples (emotions aren’t facts, I am not my work).</td>
<td>Learn it, teach it</td>
</tr>
<tr>
<td>Next 3 steps</td>
<td>Experts vs Tourists?</td>
<td>1 minute essay</td>
<td>Conversations</td>
</tr>
<tr>
<td>Answer the WHY</td>
<td>What do you think you will matter from this in: 1, 5,10 years time?</td>
<td>Attention fatigues and needs rest.</td>
<td>Roll as opportunity for feedback/reach out</td>
</tr>
</tbody>
</table>
## 5 meaningful minutes on FLO

<table>
<thead>
<tr>
<th>Agency</th>
<th>Purpose</th>
<th>Mastery</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkpoints (flexible but within boundaries)</td>
<td>‘Employable Me’ Unit on FLO</td>
<td>Progress Bars</td>
<td>Faces</td>
</tr>
<tr>
<td>Stable and organised environment: Predictable processes (e.g. how and when can I get more feedback).</td>
<td>Narrative Framing</td>
<td>Narrative Framing</td>
<td>Be present (welcome, interact, model)</td>
</tr>
<tr>
<td>Announcements to scaffold understanding of stages and processes</td>
<td>Generic Feedback as well as personal</td>
<td>OVER communicate (but don’t assume they have heard you).</td>
<td></td>
</tr>
<tr>
<td>Provide avenues for help</td>
<td>Provide support in logical places</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stable and organised environment:
- Predictable processes (e.g. how and when can I get more feedback).

Narrative Framing:
- Be present (welcome, interact, model)

Announcements to scaffold understanding of stages and processes:
- Generic Feedback as well as personal
- OVER communicate (but don’t assume they have heard you).

Provide avenues for help:
- Provide support in logical places
<table>
<thead>
<tr>
<th>Agency</th>
<th>Purpose</th>
<th>Mastery</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice over personally meaningful work</td>
<td>Real world problems in assessment</td>
<td>Frame with explicitly labels and explanation Formative Assessment Summative Assessment</td>
<td>Group based collaboration (not necessarily assignments)</td>
</tr>
<tr>
<td>Choice over type of Assessment or weighting of assessment</td>
<td>Include the WHY as well as the WHAT in learning outcomes</td>
<td>Include multiple feedback points other than just assessment</td>
<td>Pathways to access you are clear</td>
</tr>
<tr>
<td>Assessment Co-design</td>
<td></td>
<td>Response to Reviews (Markers)</td>
<td>Language of respect and trust</td>
</tr>
</tbody>
</table>
5 meaningful minutes for ourselves at work

<table>
<thead>
<tr>
<th>Agency</th>
<th>Purpose</th>
<th>Mastery</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources

- https://wellbeing.ubc.ca/ubc-wellbeing-tools-and-resources
- http://selfdeterminationtheory.org/

Special Issue Call for Papers on Psychological Wellbeing in Higher Education
- https://studentsuccessjournal.org/announcement