

Healthy Universities Course Coordinator Manual: Supporting Student Self-Management, Success & Wellbeing, through Curricular Approaches

Jenny Richmond, Jacquelyn Cranney, Nalini Pather, Sue Morris, Rebecca LeBard,
Leesa Sidhu
The University of New South Wales, Australia

Contact: jrichmond@psy.unsw.edu.au; j.cranney@unsw.edu.au; n.pather@unsw.edu.au; s.morris@unsw.edu.au;
r.lebard@unsw.edu.au; L.sidhu@adfa.edu.au

This is a living document: **Version 9pm 29/04/2020**. It was initially based primarily, sometimes with verbatim sections, on (1) Resource Documents created by J.Cranney for workshops/talks from 2018 onwards, (2) teaching activities created for S.Morris & J.Cranney's PSYC1031 and PSYC1062 courses; and (3) an earlier Manual: Cranney, J., & Nithy, V. (2015). Academic Self-management Program Manual. Retrieved from <http://unistudentsuccess.com/the-fridge>



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NOTE for course coordinators interested in Healthy Universities section/course: See "Moodle Resources" heading, and Appendices 1, 2, 3 and 4.

Listing of Some Readily Accessible Resources

These will soon be made available on a Teaching Gateway website.

The following are primarily resources to assist course coordinators to design and deliver a curriculum environment that supports student learning, academic success, and wellbeing.

- Introduction to student wellbeing in-curricular resources [8 min] J.Cranney <https://youtu.be/4CkpefpzGgk>
- Introduction to using the new Moodle COURSE [10 min] N.Pather [url under construction]
- How to import flat Moodle SECTION [7 min] J.Richmond <https://youtu.be/MXsyNtQ0IT8>
- How to integrate self-management I [7 min] J.Richmond https://youtu.be/qr_Qpcg67HU
- How to integrate self-management II [11 min] J.Richmond <https://youtu.be/AsfF1CNqGK8>
- Introduction to the Student Wellbeing Community of Practice [3.5 min] G.Mount & N.Wijenayake [video](#)
- This Manual. [url under construction]

See also:

www.unistudentwellbeing.edu.au

www.unistudentsuccess.com

www.thefridge.org.au

Responding to COVID-19 Pandemic (20/03/2020; updated slightly)

Clearly, this is a stressful time for both students and staff, not just having to adapt to fully online learning/delivery, but also having to adjust one's personal and professional life, in an attempt to keep oneself and others safe, and to contribute toward "flattening the curve". In the below, we first give some tips for you to keep well, and then give some resources.

TIPS

1. Stay connected with colleagues, friends and family. This is challenging given the necessary 'social distancing', but we can use social media, video-conferencing, and hey, the phone!
2. If there is a particular colleague with whom you usually work closely in your teaching, then organise regular brief phone catch-ups to brain-storm solutions to problems as they arise.
3. Form small groups of peers with a common interest/job eg T2 course coordinators in your program, and set up a Teams meeting/resource website.
4. As this resource sourced by Alex Steel suggests, KISS!
<https://create.piktochart.com/output/45040488-pivot-online>
5. See the Vice-Chancellor's regular email for updates, which includes links to mental health support for you; see also <http://unistudentwellbeing.edu.au/your-wellbeing/>
6. The student-directed document *Becoming a Great Online Learner* has information that would be useful to "becoming a great online worker"! See EF and PVCE share-points.
7. Similarly you will be able to source this doc: *UNSW Healthy Universities Course Coordinator Manual*.

WHAT CAN I DO TODAY that may not take more than 20 minutes?

Two suggestions:

- A. If you have not already either (a) linked to xxx (b) xxx imported the *Self-Management for Effective Learning Moodle section* into your course, please see instructions for doing so, and for using that Moodle section, in the *UNSW Healthy Universities Course Coordinator Manual*. Strictly follow the instructions for doing this, especially prior to import, creating and moving to the top of the Moodle course, a new Section.
- B. Post a **Moodle announcement** and make a **special Discussion Forum**: (1) indicate to students that you are aware of their anxieties through a Moodle Announcement, (2) create a discussion forum in your Moodle course for them to discuss COVID-19, and (3) point to resources. Below, we present you with two 'scripts' for your Moodle announcement that you can adapt and 'own'. The first is from Jenny Richmond for her PSYC2061 course that she posted

on 18/01/2020, the second was constructed by Jacky Cranney and revised by other members of the HU Team.

We leave you with these suggestions for now, but hope to continue these communications so that we can help support each other through this “Not Business as Usual” period.

Keep well and safe, The UNSW HU Team*.

SCRIPT 1 from Jenny as posted in her PSYC2061 course on 18/03/2020.

Announcement: Checking in

Hi everyone

Just wanted to check in and give you some tips and tricks for maintaining mental health in this WEIRD situation we find ourselves in. Our very own Jill Newby wrote a [great article for the SMH today](#) about how a little anxiety is good, it makes you do all the things you need to do to prevent the spread of the virus, but you need to be careful of thoughts about the worst case scenario taking over. She has some great suggestions for keeping anxiety in check. Keeping up with social connections is important, and you can do that without being physically close to people.

My lab group have created a #stayingsane channel on our lab Slack platform where we are sharing stories, podcast/music recommendations, and memes/gifs with each other and I thought it might be useful to create the same thing here.

The Discussion forum - course-related is where you should post questions about the course content/assessment, but I just created a new forum called Discussion forum - not course related where you are welcome to share things that you are doing to keep yourself well in these crazy times.

Head on over to see the standing desk setup I rigged up for myself this morning at home. I love dogs, but we don't have one so if you are stuck at home with a cute puppy, please post pictures!!

Stay at home, wash your hands, and try not to touch your face.

Stay well

Jenny

SCRIPT 2: from Jacky and the HU team (with some shameless plagiarizing of Jenny's script).

Announcement Title: NOT Business as Usual: Helping each other adapt to 6+ months of COVID-19 disruption

Dear students,

We have been plunged into the very different world of the COVID-19 pandemic, whereby many of our 'usual ways of doing things' are no longer possible, and are in fact dangerous to ourselves and to others. We need to change not only how we engage with UNSW in our learning (all online from now on), but we also need to adapt to all the things that are suddenly changing in our personal life (eg no more socializing at parties, pubs etc; having to cancel social engagements and international travel; having to be very careful if we are health-compromised; being stressed financially if we lose our casual job(s); suddenly being responsible for looking after young or old relatives).

Adapting to sudden and unpredictable changes in our lives is very difficult, because at first, the changes present a challenge to our ability to satisfy our basic psychological needs, including autonomy (eg choosing to hug your grandma, or go to a favourite restaurant) and competence (eg, successfully participating in online-tutorials). Not only that, but our opportunities to interact face-to-face with other humans are being drastically restricted, which means that your basic psychological need for relatedness is not being as easily met.

In some ways, this change is a bit like a 'war' situation (war on virus), in that there is a threat to life, and there is subsequent curtailment of individual liberties (decreased autonomy) for the sake of the general good (health of others). In a highly individualistic society like Australia, this is hard to take.

But humans also have a high capacity for adaptation to changing circumstances, and this is certainly a changing circumstance! So take a deep breath, put aside your black-and-white thinking, and accept the reality – life will be very different for the next 6 months or more. Once you have done that, then you will find you have the frame of mind to see this new situation as a challenge (the intensity and nature of which will be different for everyone, of course). Let's help each other meet that challenge. (And, there could be opportunities – more on that later.)

For now, here are 3 approaches to help you start to meet the challenge. We hope to be able to provide further approaches in coming weeks.

First, UNSW academic Jill Newby wrote a [great article for the SMH today](#) about how a little anxiety is good, because it makes you do all the things you need to do to prevent the spread of the virus, but you need to be careful of thoughts about the worst case scenario taking over.

Second, you will see toward the bottom of the Moodle course, a section entitled "Self-management for effective learning". We'll be referring to different tools in this section throughout the rest of this course. Also note the reference to the book "The Rubber Brain" – we certainly need a rubber brain to help us to adapt to this new situation!

Third, we have created a new Discussion Forum "Not course-related, but share things for surviving this Crazy Coronavirus time", where you are welcome to share things that you are doing to keep yourself well. We'll occasionally start a new thread to guide some of the discussion. Please engage – this is one way in which your basic psychological needs can be partly satisfied!

Final word from The Terminator: https://youtu.be/k8hj_fKsgio

Kind regards,

The UNSW Healthy Universities Initiative/Course Coordinator/team.

Some suggestions for Threads in the Discussion Forum

- How do we use our critical thinking skills to sift the truth from the fake-news re the Coronavirus pandemic? [you can point them to "The Conversation"]
- What are some essential self-management skills to help with studying online? [Point to the Becoming a Great Online Learning doc, and the Self-management for Effective Learning Moodle section]
- How can we support each other to keep on working on the courses, when there is less structure?
- Now that our usual casual work has dried up, what are some suggestions for earning money or spending less?
- How can we 'keep connected' when social distancing is the new norm?

*Nalini Pather, Jacky Cranney, Leesa Sidhu, Sue Morris, Jenny Richmond, Rebecca LeBard, Gavin Mount – Members of the UNSW Healthy Universities Initiative

INTRODUCTION

Who is this Manual for?

This manual is primarily intended for undergraduate course (unit, module, subject) coordinators (directors), head tutors, and higher education well-being officers who wish to shape their curriculum to support student learning, including the integration of self-management development activities. The target population is undergraduate students, although these strategies can also benefit high school students, postgraduate students, and any adult or emerging adult learner.

How did this Manual come about?

This Manual is a product of a collaboration between UNSW Faculty of Science Student Success Project and the UNSW Scientia Education Academy Healthy Universities Project (the latter led by Nalini Pather, Jacky Cranney and Leesa Sidhu, which is extending the work of a UNSW Teaching Fellowship (Cranney, 2015; Cranney et al., 2015) and an OLT Grant (Cranney, Andrews, & Morris, 2016). The resources were created and adapted as we collaborated with UNSW course coordinators to integrate the various learning environment supportive strategies (including self-management strategies), into diverse curricular contexts ranging from online delivery of psychology courses to face-to-face exercises in genetics labs.

Learning-supportive Curriculum Environments

The essential premises of these initiatives are that (a) the role of an educator is to create a curriculum environment that supports student learning, and (b) the role of the student is to expend effective effort in achieving their academic goals, many of which will involve “desirable difficulties” such as tackling “threshold concepts” and practicing new skills (Bjork & Bjork, 2016; Meyer & Land, 2003). Guidance for educators on creating learning-supportive curriculum environments is provided by various higher education frameworks (e.g., Carroll et al., n.d.; Lee, n.d.), but in this document we emphasise a framework based on Self-determination Theory (SDT), which has been shown to have predictive and practical value in educational contexts (Deci & Ryan, 2000). A central aspect of SDT theory is that humans have three basic psychological needs: autonomy, competence and relatedness, the satisfaction of which can lead to wellbeing. Thus, educators can promote student wellbeing by creating educational experiences with students’ psychological needs in mind.

An OLT-funded project based at the University of Melbourne has created a website with information and practical advice and tools on how to create a learning-supportive curriculum environment, based on providing students with opportunities to satisfy their psychological needs (www.unistudentwellbeing.edu.au). We provide a summary of some of the practical suggestions in a later section. At some higher education institutions, students feel that academic staff do not care for them (i.e., students experience a lack of relatedness with their instructors), and in response to this, we provide some information in a later section that focuses on strategies that educators can use to increase students’ sense of relatedness. The work of Jacklyn Broadbent (see “customising learning” at <https://www.jaclynbroadbent.com/>) in **personalising** the learning experience includes using technology to increase students’ sense of relatedness with the instructors (e.g., using AI/Bots to ‘personalise’ feedback and just-in-time messages to students). Learning-supportive curriculum environments also provide opportunities for students to increase their self-management capacity, which is an important graduate capability for both academic and career success.

What is self-management?

Self-management is the capacity to work effectively toward meaningful goals, and be flexible in the face of set-backs (Cranney et al., 2016). Note that the first half of this definition reflects planning behaviour and the second half reflects resilience behaviour, but both components are intertwined by the process of flexibly working toward meaningful personal outcomes. Students with higher self-reported behavioural self-management have higher self-reported well-being, resilience, academic performance, and capacity to adapt to change.

The evidence-based strategies listed in this manual are associated with higher academic performance and well-being, and are based on research in goal-setting, motivation, time-management, mindfulness, psychological flexibility and positive psychology. The following two sections (based on using the Moodle section and *The Rubber Brain*) provide suggestions to course coordinators as to how to integrate into the formal curriculum opportunities for students to further develop their self-management skills. Other very useful resources can be found at www.unistudentsuccess.com and www.thefridge.org.au.

Moodle Resources: Self-management for Success and Wellbeing

Please see the following video introductions to various aspects of this section:

- Introduction to student wellbeing in-curricular resources [8 min] J.Cranney <https://youtu.be/4CkpefpzGqk>
- Introduction to using the new Moodle COURSE [10 min] N.Pather [url under construction]
- How to import flat Moodle SECTION [7 min] J.Richmond <https://youtu.be/MXsyNtQ0IT8>
- How to integrate self-management I [7 min] J.Richmond https://youtu.be/gr_Qpcq67HU
- How to integrate self-management II [11 min] J.Richmond <https://youtu.be/AsfF1CNqGK8>

There are now two related Moodle resources – a Moodle Section and a Moodle Course - and you can choose the resource that best suits you.

1. The “Self-management for effective learning” Moodle Section consists of a single section with a long list of resources. Although the list may seem long, this section should be relatively easy to import into your course (see **Appendix 1** for instructions), and then you can do what you like with it – hide, delete, add. Also, it should be easy for you to obtain analytics on student hits on each resource. But, it is a long list.
2. The “Healthy Universities: Mental Wellbeing” (HU) Moodle Course consists of four modules/books that look good, and so may be more appealing to students. **Appendix 2** gives instructions for how you can link from your own course (the ‘source’ course) directly to that that of the ‘destination’ HU course.

The Moodle Section is a substantially revised (by Jacky Cranney, Jenny Richmond and Sue Morris) 2020 Term 1 version of the 2016 “Self-management for successful learning” Moodle section (created by Jacky Cranney).

It can be imported to any UNSW Moodle course (see instructions in **Appendix 1** and the **3rd video listed above**); note that it may also be possible to import to other higher education providers). Like any Moodle section, it can be modified by the course coordinator to suit their particular curriculum context (see **Appendices 3** and **4**, and most of the **videos above**). The Moodle Resource consists of a number of topics, with resources/tools in each topic.

Although the Moodle resources are set up for students to use autonomously, **curricular integration** of the development of self-management skills works best when the course coordinator purposefully integrates the resources into the formal curriculum (see the **last 2 videos** listed above). This can range from mentioning specific resources ‘just in time’ (e.g., within the Weekly Moodle Task List; see Jenny Richmond **Case Study** below, and her **videos above**), to actually assessing knowledge and skills. In general, below are some suggested approaches to using the Moodle resources; but see also Jenny Richmond’s **last 2 videos above**, and **Appendix 3** for a template to PLAN to integrate into your course, and finally, **Appendix 4** for specific suggestions for each tool.

- **Import/Link:** See **Appendix 1** (Section) or **Appendix 2** (Course).
- **Plan and Set-up:** See the **last 2 videos listed above**, and **Appendix 3**, to plan your general approach (see also the paragraphs below this one). See **Appendix 4** for suggestions regarding how to use each tool. For the Moodle Section, tailor the content to your own needs – delete, hide, add, reveal.
- **Light/just-in-time/passive/individual choice:** At particular times in the term, the course coordinator could reveal and refer to (in lectures or through Moodle posts or emails) relevant tools, for example: (1): At the beginning of term, refer to (and give rationale for) time-management resources; (2) at least 2 weeks

prior to a major exam, make reference to the Exam Anxiety resource. See the Jenny Richmond Case Study for an example.

- ***Somewhat integrated***: At particular times in tutorials, labs or lectures, put aside time for students to engage with particular resources, and possibly share/collaborate with other students. This will involve some training of the tutors/instructors, including providing a rationale for the activities, so that they are 'on board' with the activity. For example, a group followed by individual exercise regarding the Goal Selection Tools (see Appendix 2, and talk with [Rebecca LeBard](#) regarding her experience).
- ***Moderately integrated (1)***: Give yourself, or your head tutor, time to get your head around the resources, and allow time for, and broadly advertise, the availability of individual student consultations regarding planning for and problem-solving regarding assessments (e.g., see the [Rebecca LeBard Case Study](#)).
- ***Moderately integrated (2)***: Assess knowledge and skills relevant to selected self-management resources.

General Approach Suggested by Rebecca LeBard, UNSW BABS:

1. Choose a unit/course where you can work to integrate student wellbeing/self-management strategies.
2. Draw a semester/term timeline of your course, e.g., week by week, or at least the order of major events.
3. Make sure you add assessment due dates; also include mid-term/reading/flexible week.
4. To start: how could you introduce your chosen strategies from those in the Moodle course (or elsewhere in this Manual), for example, in a lecture, or as an online activity?
5. Look ahead: of the activities discussed, which could you add before an assessment?
6. How could you then add activities for students to reflect on their performance, or respond to feedback, in order to improve self-management and meet academic goals for the next assessment?
7. Where in your unit will students need extra support? What resources could be used?

For a typical undergraduate course, the authors suggest:

1. In the first 2-3 weeks of term/semester, choose time-management activities – these should be integrated into lectures/tutorials/labs, and if possible, assessable in some form (e.g., [a] Moodle submissions whereby students reflect on how useful a particular tool was; [b] some content is examinable).
2. In the week prior to the first major assessment due-date, mention the stress and procrastination/perfectionism resources, in lectures and/or as a Moodle Weekly activity/announcement.
3. At some stage in the first half of the term/semester, an in-class (e.g., tutorial) discussion of study strategies should be undertaken (see the first activity under the “But I worked so hard..” section in Appendix 4).
4. At least 2 weeks before the mid-term examination, as well as toward the end of the term, mention (e.g., Moodle Weekly activities/announcements) the exam anxiety resources.
5. Before each quiz or exam, and perhaps as they submit their assignments, ask students to submit their estimate of what mark they think they will get. Then, after each assignment submission or examination, have them complete the “Reflecting on How you Handled your Assessment” worksheet (see Appendix 4).

****Appendix 4** presents **Specific** Topic/Resource/Tool **Suggestions** for Implementation.

****NOTE:** Ethical/safety consideration: Where Moodle submissions are suggested, we recommend asking students to reflect on whether the exercise was helpful, rather than asking them to self-disclose their actual response to the exercise, which they may not be comfortable sharing.

Using *The Rubber Brain* to Support Development of Self-management Skills in your Course

The Rubber Brain: A Toolkit for Optimising Your Study, Work and Life (www.aapbooks.com; Morris et al., 2018) was originally drafted as a text book for courses on the science of self-management, success and wellbeing (PSYC1031, PSYC1062). However, it can also be used in any course seeking to support the development of self-management skills.

For example:

- **Light**/just-in-time options: Assign book as a recommended/optional resource, and refer to relevant Chapter and TRY IT exercises (e.g., many goal-setting exercises in Chapter 7 which can be emphasised when assignments are distributed).
- **Somewhat integrated**: Assign TRY IT (i.e., copy relevant page and distribute) exercises or specific readings to students in tutorials, labs or lectures. For example, regarding study strategies (see Chap 7), have them discuss with each other what they think are the most effective study strategies, and then look at the evidence described in the book. This will allow students to learn from each other as well as from the research mentioned in the book.
- **Moderately integrated**: As above, in relation to the tools in the book, including, for example, the material on procrastination and perfectionism (Chapter 7, 4). Material could be included in quizzes and exams, or could be part of assessed work in the form of Moodle submissions (which could involve setting Activity Completion criteria or a quick scan of their response to assign a pass/fail grade).

Some specific suggestions:

TRY IT 3.6: Your Best Possible Self. This exercise helps students to identify their long-term values and goals, which then helps to put their university studies into perspective. Perhaps this could be assigned as an assessable (Pass/Fail) Moodle exercise early in the Term, asking them to complete the TRY IT, with the additional question of: How does your response to TRY IT influence your goals for this course (i.e. where does it fit into your long-term life goals?). **Benefit to you:** Students may come to appreciate the value of your course in terms of those long-term goals, and thus be motivated to put in the work to pass the assessments (and so less 'repeat students' over the years).

TRY IT 3.4: Character Strengths. This activity assists students to understand their strengths, to help them focus on what they enjoy, what comes easily, and what energises them. Students can reflect on how their signature strengths might help them in their career, or in a particular course. This can be especially useful in contexts such as group work, where students can identify the ways in which they are best placed to contribute to the group process and product. After completing the VIA character strengths survey, students can communicate their strengths to their team members, and even develop a group strengths matrix to see what strengths the group as a whole possesses. NOTE: Sue Morris and Jacky Cranney have used this approach in their mainstream courses. **Benefit to you:** A more productive and enjoyable groupwork experience, as students identify the best way each can contribute in a manner that they most enjoy, and by which they can add value.

TRY IT 4.1: Body Scan. This exercise introduces students to a basic mindfulness meditation (MM) exercise. MM has been shown to increase students' attentional capacity and academic performance. Not every student will be willing to try MM however, so this could be one of several TRY IT's that you could have them choose from, and then write a reflection on for an assessable Moodle task. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you. **Chapter 4** is about emotional regulation – something most humans struggle with, and is inversely related to distress, and unproductive struggle.

Paralysing P's. See p.97 regarding **Perfectionism** and pp. 180-184 on the **Paralysing P's** - Procrastination and Perfectionism, of which many of our students experience too much. You could point this out in your lectures and/or Moodle postings, and encourage students to use these resources to deal with the Paralysing P's, especially before an impending deadline. Relatedly, all students (humans?) experience stress and so referring students to **Chapters 5 and 6** for tools to deal with stressors would be

worthwhile. See also **TRY IT 7.4 Daily Mindfulness Tips. Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

TRY IT 5.1 or TRY IT 5.2: Positive Mindset. These exercises introduce students to a different way of thinking about stress. Not every student will be willing to try this exercise however, so this could be one of several TRY IT's that you could have them choose from, and then write a reflection on for an assessable Moodle task. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

TRY IT 6.1: Three things or TRY IT 6.5: Three Blessings. People often get caught up with future-oriented goal striving to obtain 'things' they do not have, whereby there is often a feeling of distress until they achieve/obtain those goals/things. With this narrow focus, people often lose an appreciation of what they already 'have enough of' (e.g. friends, food). Feelings of gratefulness for what one already has, counter feelings of distress as one struggles to achieve goals. Thus, these exercises are about cultivating this sense of gratitude. Again, not every student will be willing to try this exercise, so this could be one of several TRY IT's that you could have them choose from, and then write a reflection on for an assessable Moodle task. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

TRY IT 6.2: Growth mindset. This exercise encourages effort in goal-striving, and in particular, a constructive approach to processing feedback (especially negative feedback, which may be labelled as "failure"). The latter in particular, could help students make the most of the feedback you give them on assessments during the term. Thus, you could specifically tie this TRY IT to a feedback event, or implement it like the above four TRY IT suggestions. **Benefit to you:** Students may consume feedback more constructively, and be more motivated to work on their assessments, which means they are less likely to fail, which means less admin for you.

TRY IT 6.4: Optimistic mindset. This exercise should encourage students to respond more adaptively when things go wrong, for example, their mark on an assessment is less than they expect. Not every student will be willing to try this exercise however, so this could be one of several TRY IT's that you could have them choose from, and then write a reflection on for an assessable Moodle task. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

TRY IT 7.2: GROW Model. This exercise, which is often used in work settings to support individual progress on work-related goals, encourages students to rank their goals for a certain period (e.g., one week, one month; also, for your course, specify that one goal needs to be submitting a significant course assessment), to consider the potential barriers to the achievement of those goals, to brainstorm options, then choose a way forward, including writing down what they need to do today, this week etc. Their written action plan, which could be an assessable Moodle submission, and perhaps a follow-up reflection on what happened and what they learned, at the end of the period, could be a second assessable Moodle submission. **Benefit to you:** Possibly more students meeting assessment deadlines, and so less admin work for you. Note: **TRY IT 7.2 Smart Goals** should achieve something similar. **Covey's Matrix** on p.165, and the **Time-management** section on pp.170-173 should help students with goal prioritization and time-management. See Appendix 2 for more detailed suggestions regarding Covey's Matrix.

Studying effectively: The Rubber Brain pp. 173-180; see also **Appendix 4 Are you using effective study strategies?** Often students complain that they spent a lot of time studying for an exam, or working on an assignment, but unfortunately did not see the results they expected as they did not use their time optimally. You could refer them to these resources, plus The Learning Centre's online resources (eg on essay writing) and face-to-face services. **Benefit to you:** Less complaints from students that their assessment mark does not match the amount of effort they expended.

TRY IT 7.6: Problem-solving. Often students misinterpret the causes of the issues which are impeding their academic progress, and this tool may help them to deal more effectively with those issues. Not every student will be willing to try this exercise however, so this could be one of several TRY IT's that you could have them choose from, and then write a reflection on for an assessable Moodle task. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

17. Design, simplify or increase the complexity of learning tasks and problems so that they provide optimal challenge for students.
18. Provide informational (rather than judgmental) feedback.

Curriculum Delivery and Relatedness: Student-academic Interaction

Students have a psychological need to feel that educators **care** about them as a person and as a learner. Apart from suggestions available at www.unistudentwellbeing.edu.au, the below suggestions were gleaned from a literature search (see Bibliography):

- learn and use students' names (there are ways to do this, even in large lecture halls with some of the students; e.g., just before the lecture starts, introduce yourself to and chat with some students, write down their names, and call on them and previous such students, during the lecture, and perhaps reconnect with them after the lecture);
- *actively listen* to students' concerns and ideas, and constructively respond (see Active Listening, and Active Constructive Responding, in Chapter 8, *The Rubber Brain*);
- be friendly, *approachable*, *responsive*, 'present', but also, *challenge students to achieve their best* (see the videos at <http://unistudentwellbeing.edu.au/teaching-practice/support/> for some students' perspectives);
- "personalise": 'know' about students' progress/attendance, and follow up (e.g., on absences) – this can be done in large classes with the help of AI/Bots (e.g., Jaclyn Broadbent's use of automated individualised messages to students, leading to increased student satisfaction).

Brief Case Studies

Some of the following case studies were discussed in a Connections seminar which was recorded on 18/9/2019. You can access the recording here <https://teaching.unsw.edu.au/connections-18-sept-3>

Rebecca LeBard (Biology).

The idea for worksheets originated in discussions with Rebecca LeBard for her Level 2 biochemistry course. She wanted to support students to better manage their time so as to submit their assignments on time (with positive consequences for students, and staff; e.g., better quality assignments and fewer extension requests). For that course, we designed fairly generic goal selection worksheets which were delivered (following a tutor training session) within labs and lectures, along with the goal selection video <https://vimeo.com/120112496>. Concurrently, "duty" tutors such as Stella Sheeba (on duty in the course common space at particular times for individual student consults) used the worksheets to help individual students who needed assistance in planning and executing their assessments. Stella reported a large increase (cf. previous year) in the number of individual consultations, which we attribute to the "normalizing" of discussion of self-management strategies during the in-class activities. Average grades were higher compared to the previous year. In the subsequent Level 2 genetics courses, partly because of some overlap in the student samples, we introduced some new activities, and we also much more specifically tailored the nature and timing of the worksheets to the assessments. For example, adapting the mental contrasting research, we specifically asked students to reflect on the just completed (named) assessment, and how they might better prepare for the next (named) assessment.

Rebecca integrated some of these worksheets into first year biology, such as the goal setting activities. In T3, 2019, the self-management Moodle section was integrated and adapted for the course. Ongoing, a selection of the week-by-week resources will be better integrated into the course page rather than in a separate self-management section.

Leela Cejnar (Business & Law). In the 2015 Semester 1 iteration of the Academic Self-management program (ASMP) in Leela Cejnar's Level 1 course, we first introduced the program with the goal-selection video, and asked tutors to have students complete the goal selection and time-management worksheets at the beginning of subsequent tutorials. This met with mixed success, partly because of the lack of tutor training. In the Semester 2 iteration of the ASMP, we approached a highly motivated tutor, Lyn Brady, to

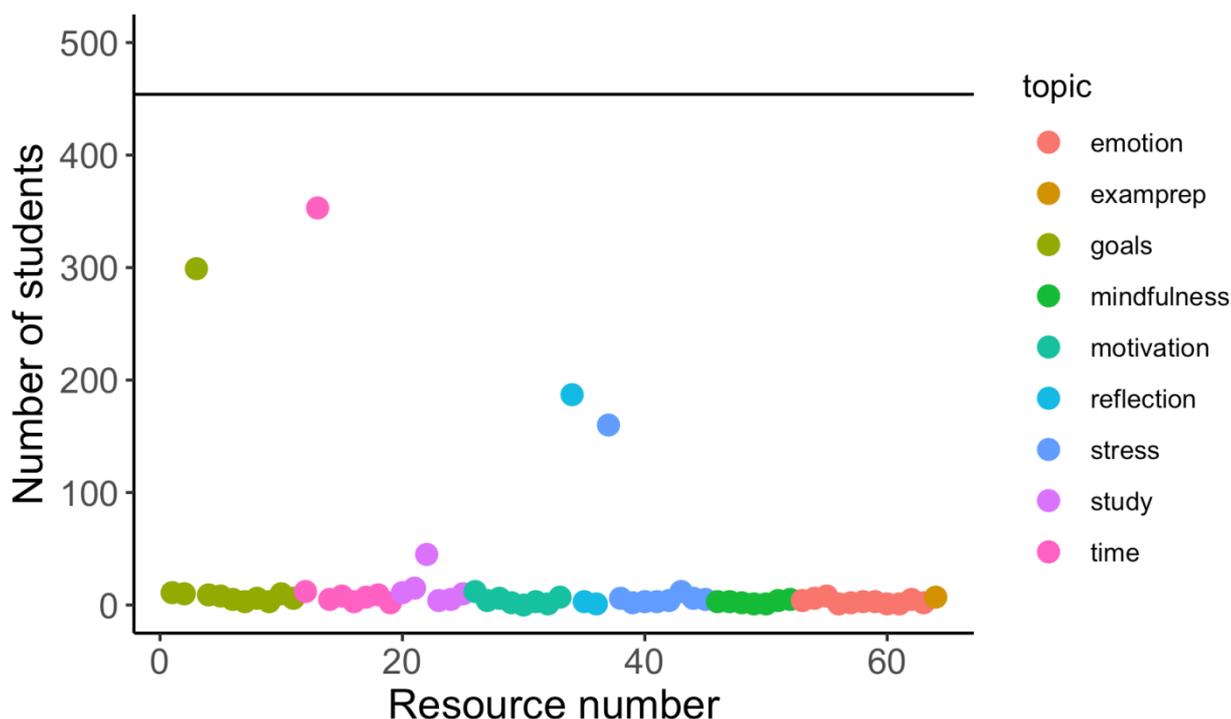
allow us to conduct brief self-management exercises at the beginning of half of her weekly tutorials. Some of the worksheets were specifically tailored for these classes, and their introduction was often couched in terms that these students should respond to (e.g., evidence for successful use of these strategies in business).

Jenny Richmond (Psychology). In T1 2019, we integrated the Moodle section into a 2nd year Psychology course. We mostly used the section in a “just in time” way, although we brought the section to the attention of students during tutorials in Week 1. In this tutorial, students worked through the Assessment planning tool, mapping out when their assessments were due during the term and planning how they might manage. For the rest of the term, we took a “just in time” approach, providing links to relative resources from the section within the Week section. We chose 5 key activities and linked to them in relevant weeks (Week 0- goal setting, Week 1- time management, Week 6 - feeling stressed, Week 8 - post assessment reflection, Week 10- study tips). At the end of term, we exported Moodle log data to analyse how many students accessed the Self management section resources; we were particularly interested to see whether students accessed resources that were integrated into Moodle weeks more frequently than resources that were in the Moodle section but not referred to explicitly.

The results showed overwhelmingly that students tended not to access resources that were not linked to explicitly. Engagement with just in time resources declined across the session; while more than two-thirds of students engaged with the goal setting and time management resources posted in Week 0-1, less than half clicked on the stress/reflection resources in Week 6-8, and disappointingly, only 10% of students accessed the study tips resources posted in Week 10.

Lessons learned: The Moodle section resources need to be integrated into the Moodle weeks in order for the students to engage with them. Just in time resources work well early in the term, however, it may be that as students become more overwhelmed as the term goes on, they are less likely to engage with resources that could be useful. Recommend using more integrated approaches in Week 7-10.

Number of students viewing each of the 64 self-management activities



Overall, some care needs to be taken in tailoring the exercises to have maximum impact for the particular student cohort—whether this be the perfectionism (and associated anxiety) of (mostly) high-performing students, the values self-examination of a-motivated students, or the “selling” of evidence-based strategies to the average motivated but un-informed student.

Other Resources/Websites

The Fridge is a website with self-management videos, worksheets and resources. <http://thefridge.org.au>

The main component of the website is currently divided into four modules: Goal and Time Management, Motivation Management, Work and Study Management, and Well-Being Management. Each module contains several videos with evidence-based self-management information, resources and worksheets.

The team behind the website is happy to receive submissions, feedback, animated videos, or worksheets that may be added to the website on an ongoing basis.

Unistudent success is a website for both students and staff, which has a page devoted to the use of the Fridge as well as other self-management materials, including this Manual.

www.unistudentsuccess.com/the-fridge

Psychological literacy is a website that is devoted to recording the development of the concept, which is defined as the capacity to intentionally use psychological science to achieve personal, professional and societal goals (Cranney & Dunn, 2011). Evidence-based self-management is a component of psychological literacy. www.psychliteracy.com

APPENDIX 1

Instructions for Importing Renewed Self-management Moodle Section

See also Jenny Richmond's step-by-step video:

<https://youtu.be/MXsyNtQ0IT8>

“Self management for effective learning” –

how to import into your own Moodle course (updated 29/04/2020 by Niki Fardouly & Jacky Cranney)

Use the following guide to import the content of the “**Self management for effective learning**” master course into another course. The content all resides inside a single section in the master site.

Prepare your course

If you have not already, you are strongly advised to select the “**Collapsed Topics**” theme in “**Settings>Edit Settings>Course format**”. This will make it easier to move the imported section to a different location inside your course and for students to navigate through all the content of the course. Once this is done, at the top of your course, select “close all”.

***Before you import the Self Management section, add a new empty section to your course and drag it to the top of the page so that it becomes the first section in your course.

The reason for doing this is that the import process will place the new content into Section 1 of your course. If you have any other content in Section 1 it will not be overwritten, but you are importing a very large amount of content that should be kept separate from other course material (ie if you don't do this course preparation, it will end up a mess!!).

Self-enrol into the master course

You must register as an instructor in the “Self Management” master site before you will be permitted to import the course material into your own course.

1. Go to “**Site Home**” in the top right hand corner of the Moodle interface; click on it.

2. In the “**Search courses**” box that appears type “**SelfManagement**”, and click “Go”. [If this does not work, try tinyurl.com/unswwellbeing and even if it gives an error message, wait 30 seconds more to see if it works.]
3. In the results that appear click on the course name: “**Self management for effective learning**”.
4. A self-enrolment field will appear. Enter the enrolment key “**SMJacky**”, click on ‘Enroll Me’, and you will be enrolled as a course instructor.
5. Once you are inside the site you can explore the content but *please do not make any changes*.

Import the “Self Management” section into your own course

Go back to your own course to perform the import process.

1. Course selection

- Click on the “**Settings**” block and select “**Import**”.
- In the “**Search**” field at the bottom of the page type “**selfmanagement**” and then click “Continue”.
- Click on the radio button that appears next to the “Self Management” course so that you can select it, and click on “**Continue**”.

2. Import settings

- On the “**Import settings**” page deselect “**Include blocks**” and click on “**Next**”.

3. Include settings

- At the top of the “**Include**” page deselect the tick box next to “**Announcements**”.
- Everything else under the “**Self-management for effective learning**” section should remain ticked so scroll down to the bottom of the page and click on “**Next**”.

4. Review and confirmation of import and include settings

- Check that “**Include blocks**” and “**Announcements**” both have red crosses next to them.
- Scroll down the page and check that everything in the Self Management content has a green tick next to it, and at the bottom of the page click “**Perform import**”.
- If you stay on the page you will see a progress bar and Moodle will confirm when the process has completed. Click “Continue”.

Re-arrange the sections inside your course

When the import process has successfully completed you should find the new section “**Self-management for effective learning**” at the top of your course home page. Move the section to where you want it. Edit out any unnecessary information in the Section title. Hide the Import Instructions that should be the last item in the section. Hide or change any parts of the section that you want – it is ‘yours’ now. See these two videos about how to plan to use these tools in your course:

- How to integrate self-management I [7 min] J.Richmond https://youtu.be/gr_Qpcg67HU
- How to integrate self-management II [11 min] J.Richmond <https://youtu.be/AsfF1CNqGK8>

APPENDIX 2

Instructions for linking out to selected material in the new Healthy Universities Moodle Course

XXXXX Nalini to insert interim instructions.

Appendix 3

Jenny Richmond's Planning Template for Integrating Self-management Resources into your Course Curriculum

See:

- How to integrate self-management I [7 min] J.Richmond https://youtu.be/qr_Qpcg67HU
- How to integrate self-management II [11 min] J.Richmond <https://youtu.be/AsfF1CNqGK8>

2020 PSYC2061 Plan

Week	Lectures	Tuts/Labs	Assessment	SM resource (for Moodle)	SM resource (for FTF tut)
0	Course intro video			Goal setting Getting most from lectures	
1	Developmental section start	Media	Report released	Taking notes Assessment Time Management	Assessment Time Management
2		bias /coding		Procrastination resource Goal Prioritisation /Covey quadrants	Goal Prioritisation /Covey quadrants
3		No FTF	Draft due	Wellwatch re stress Perfectionism	
4		M+Rwriting	Peer feedback	Receiving feedback 168 hours	
5		starpower	Report FINAL	Stressors out of control- special consideration 54321- mindfulness	
6	Social section start	online stats 1	Essay released	Stress can be your friend	
7		Heuristics	Report FEEDBACK	Six study strategies Reflecting on assessment	Reflecting on assessment
8		No FTF		Stephen Chew study tips Problem solving worksheet	
9		online stats 2	Essay FINAL	Serious procrastination	
10		ethics		Exams w less STRESS Are you using effective study strategies	Are you using effective study strategies

Course: _____

Week	Lectures	Tuts/Labs	Assessment	SM resource (for Moodle)	SM resource (for FTF tut)
0					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

APPENDIX 4

Suggestions for how to use the Moodle Section and related Resources

This Appendix is organised according to the 'Topics' in the Moodle Section resource listing, and includes both the resources/tools from that Moodle Section, as well as related resources that you may wish to add to your course curriculum (e.g., Goal-setting tools). In the Moodle Course, some of the worksheets included in this document may have been converted to a more interactive Moodle Question format. Feel free to choose which format is best for your context.

****NOTE:** Ethical/safety consideration: Where Moodle submissions are suggested, we recommend asking students to **reflect on whether the exercise was helpful**, rather than asking them to self-disclose their actual personal response to the exercise, which they may not be comfortable sharing.

TIME MANAGEMENT (TM) & GETTING IMPORTANT THINGS DONE

Coordinators could choose what Tools/resources to integrate into the curriculum, and/or give students a choice as to which Tool to try, and then report/reflect on, before a particular due date.

In the Moodle section (see the Moodle *Description* box for suggested instructions for how students can use the tool/resource):

- **Assessment Time-management Tool** (see worksheet below): Aim: Develop 'term-long' TM skills. Students complete a worksheet, which encourages them to break down each assessment into tasks and timing, and think about the barriers to their assessment preparation. This activity could be integrated into the first tutorial/lab of any course (e.g., Week 2). (This could be preceded in class by the Group then Individual Goal Selection activities – see below.). This worksheet could be distributed, and students are required to complete it and either bring it to the next tutorial (e.g., Week 3), or post it to Moodle. You could have participation/class activity marks attached. Also, the instructor could mention some of the common TM approaches and time-wasters; and make an activity out of that (see *The Rubber Brain*, pp 170-173). This worksheet is most effective if reviewed regularly, e.g., each week in tutorials. **NOTE: Rebecca LeBard** has used this Tool in her courses. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **WOOP Goal-striving Tool** (see worksheet below): Aim: Develop TM and motivation management skills. This tool could be introduced in Week 3 as an activity to be reported on or posted by Week 4, whereby the focus may be on 'important goals in the next month' (that is likely to include an assessment due date in the course). If the goal to be set relates to an assessment in the course, there could be a small group discussion of the activity in Week 4. You could use the anonymous post-it note method to discuss obstacles to getting the assessment done/passed. Students write a response on a post-it note (to the question, what obstacles are you experiencing in getting your assessment completed in time?), then the instructor collects, shuffles, re-distributes. Then, the students anonymously report on obstacles regarding the course assessment, with the class brainstorming solutions to each of the obstacles. (Note: This post-it note strategy could be used with other tools/activities.) **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Goal Prioritisation Tool** (see copy of slide below): Covey's Importance/Urgent quadrants: Aim: Develop TM prioritisation skills. Students report that this is a particularly useful tool. Essentially students learn what the 2 x 2 quadrants signify (urgent vs. important), then make a list of tasks to be completed within a time-period, then categorise each of the tasks into the quadrants, which then naturally reveals which tasks they should be focusing on, and which tasks they should set aside. We suggest that you introduce this exercise in tutorials in Week 5, just before the 'flexible' week, to help

students focus during Week 6. They would need to post their response prior to the Monday of Week 6. **NOTE: Sue Morris** has used this tool in her courses. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

- **168 hours Weekly Time-management Tool** (see worksheet below): Aim: Develop specific TM 'hours in the week' skills. Students fill in 168 hour weekly schedule, and/or use Google Calendar, ensuring that they timetable for all required tasks aligned with their stated goals (e.g., based on the above activity). This could be introduced in Week 3, with a Moodle post of what they intended and a reflection on what was actually achieved due in Week 5 (e.g., measuring the percentage of planned hours that were actually employed in that way). **NOTE: Sue Morris** has used this tool in her courses. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **How can I develop my career-readiness?** (<https://student.unsw.edu.au/careers-contact>): Course coordinators should be aware of (a) the Careers services, and encourage students to use these services from Year 1, and (b) the implications of their course for student career development, and make these links/implications quite clear in multiple ways throughout the course. **Benefit to you:** Students may better understand why your course is relevant to their career, and may thus be more motivated to put in the work to pass their assessments, and so there should be fewer students failing assessments, and less admin work for you.

Other resources:

- **The Rubber Brain** (e.g. Chapter 7 TRY IT 7.2 GROW tool to assist students in goal selection and planning; Chapter 3 TRY IT 3.6 to assist students to identify their values and formulate long-term goals).
- www.thefridge.org.au
- www.thedesk.org.au
- <https://vimeo.com/120112496> – video on successfully defining and pursuing goals.
- **Goal-setting: Group** (see worksheet below): Step 1: Research has shown that students who write down goals have higher academic performance and well-being than students who do not. This activity guides students through an evidence-based goal selection process using a playful mock activity, where students (preferably in groups) are asked by the instructor to choose a “silly goal” (e.g., visiting the moon), and follow a methodological process to plan out the achievement of that goal. This sets a foundation for students to individually complete the same process for a “real” goal (Step 2).
- **Goal-setting: Individual** (see worksheet below): Step 2: Once students have been introduced to the concept of meaningful goals, the opportunity can be presented for students to begin to set their own goals, both academic and non-academic. Intrinsic motivation can be evoked by linking academic goals to values, and addressing the reasons why a written goal is important to the student. Appropriate planning of the attainment of the goal will involve students planning out the path to achieve the goal, considering the resources they may need, and contingency plans for barriers they may face. This activity should be introduced early in the semester, perhaps making specific reference to the first assessment. **NOTE: Rebecca LeBard** has used the Group and Individual Tools in her courses. **Benefit to you of these 2 goal-setting activities:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **The Pomodoro Technique:** A time-management tool that fosters discipline and metacognition of productivity and focus. In this activity, students spend 25 minutes (or some other self-allocated time) studying, and 5 minutes (or some other self-allocated time) taking a break. After four 25-minute sessions, students are encouraged to take a longer, 20 minute break. This strategy ensures that students are taking healthy breaks, while also challenging them to measure the length of time they are able to work without distractions. *Web Tools:* www.pomodorotechnique.com. Tomato-Timer. *Windows/Mac APP:* Pomorable. *Phone Apps* – Clearfocus, Clockwork Tomato, Pomodoro Timer, Pomodoro Keeper, Timer. The Pomodoro technique is also a great tool to use when

studying in groups. Students can hold each other accountable to adhere to the strategy, allowing each other to speak, use their phones or take bathroom breaks only during break periods, unless absolutely necessary! Suggestion: Introduce into a tutorial/lab in about Week 3, asking students to try this technique for a minimum of three days, and to post their reflection on Moodle prior to the next tutorial/lab (could count toward activity-based assessment). Students could also share or brainstorm time-management and productivity strategies. **Benefit to you:** Possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

Created by j.cranney@unsw.edu.au, V.Nithy and r.lebard@unsw.edu.au See www.thefridge.org.au for more resources.
v.27/01/2020 JC

WOOP it: Wish, Outcome, Obstacles, Plan

Suggested way to use a science-based approach to manage your time and motivation to more effectively strive toward a specific goal:



1) **Choose** a challenging but feasible goal that you would love to successfully achieve (= **wish**). (You might set the goal of eg getting a distinction in your next assessment; doing more exercise; asking someone out). **Write down** the Goal.

2) **Mentally visualise** the **outcome** (positive benefit) of having successfully achieved the goal. Make your vision as detailed as possible. Where are you? What do you see? What emotions are you feeling, now that you've achieved your goal? What are other people saying? Then, write down a few salient aspects of this experience.

3) **Write down** as many **positive benefits** you can think of, of having achieved that goal (eg getting distinction-> improved self-confidence and energy, reduced stress later in semester).

4) **Write down** at least 3 tasks you will need to do to achieve your goal.

5) Now write down up to **3 current obstacles** that may get in the way of successfully achieving the first of those 3 sub-tasks (eg procrastination, employment demands, other assessments).

6) **Write down** a **plan** to overcome the primary obstacle you identified, in the form of **IF-THEN statements**: **IF** [a particular situation] arises, **THEN** I will [engage in behaviour that promotes my goal]. (eg *If I am too tired to do my preparatory readings when I get home from uni, then I will set my morning alarm for 1 hour earlier than usual to have time before class.*)

7) **Write down specific Implementation Intentions to take action toward your goal** = specific, scheduled tasks at a given time and date. (eg *"After dinner tonight at 8pm, I'm going to revise my notes for 25 minutes"*).

Subsequent steps:

--return to Step 6—it will take more time and energy, and perhaps discussion with others, to continue to successfully come up with solutions to obstacles. But there will never be a perfect solution, and you have to **start** somewhere!

--return to Step 7—research has also shown that writing down the sub-tasks necessary to achieve your goal will help motivate you to act on those sub-tasks.

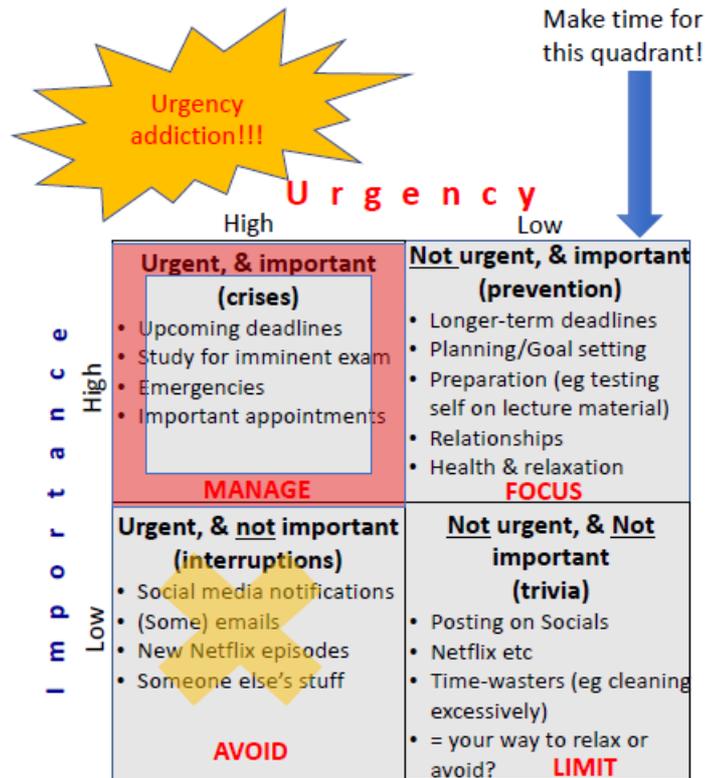
WEEKLY STUDY SCHEDULE [Recommended sleep time has been shaded gray] First Monitor, and then better Plan, Manage & Check your time allocation across the weeks Plan: start with the non-negotiables such as sleep, transport, compulsory classes, exercise & healthy eating. Then, put aside blocks of study time. Ensure some socialising and domestic time. (v.27/01/2020 JC/SM/JR).

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							
11 - 12							

Goal prioritization – copy and paste into a slide.

Prioritising

Covey's (2004)
Urgency x
Importance Matrix



Suggest:

- 1: Learn what each quadrant represents.
- 2: Make a 'to do' task list for today or this week or...
- 3: Honestly assign each task to the appropriate quadrant.
4. Manage your task time accordingly (ie attend to Quadrants 1&2)

[UNSW Suggestion: Do this exercise anytime, eg in Week 1, but also in Week 5 of Term, just before the 'flexible' week, to help you to focus during that week. Note that students report this tool as particularly useful.]

See *The Rubber Brain*,
Chap 7
This slide based on S.Morris
PSYC1031.

Goal-setting: Group



In your group of 2 or 3 (5 min):

a. Choose a ridiculous goal eg go to the moon; learn how to juggle chainsaws; start an empire ~~(30 sec)~~: _____

b. Make the goal as **specific** as possible, and devise a way to **measure** the outcome:

c. **Divide** your goal into sub-goals (eg things that you will aim to achieve, or individual tasks that each need to be completed to achieve your goal). Add methods and deadlines.

Sub-goal/tasks:

Method:

Deadline:

Resources needed:

- 1.
- 2.
- 3.
- 4.

d. Think about what resources you will need (**prepare**), and work out ways to get those resources. (add above)

e. Anticipate potential **barriers**/setbacks, **write** them down, **brainstorm** solutions. Then for each barrier, **choose** one solution.

f. Anticipate **when** you will **review** your goals/sub-goals periodically, and recognize that you might need to change your sub-goals/tasks and methods, and even your goal— what might be a feasible next-best alternative if your goal is not attainable? (eg obtaining at least a pass in the course).

g. Follow up with the (more serious) Individual Goal-setting worksheet.

"BUT I WORKED SO HARD...": EFFECTIVE STUDY STRATEGIES

Coordinators could choose what Tools to integrate into the curriculum, and/or give students a choice as to which Tool to try, and then report on, before a particular due date.

In the Moodle Section:

- **Are you using effective study strategies** (see slide below): Aim: Reflection on one's own study strategies; comparison to those that have evidence base; encouragement to adopt more effective skills. This is best undertaken as a class exercise. Highly recommended EARLY group activity in class. In small groups, students discuss what study strategies they use. Ask them to discuss whether they know if their strategies are effective. Then, Dunlosky et al.'s study strategy table is presented (see the Moodle resource to copy the Table image into a slide). Students are asked what strategies they think have solid evidence for effectiveness. Then the answers are given (testing, distributed practice). They then discuss in their small groups how they might revise their study strategies given this info. Some class feedback *re* reactions etc. By the way, a student video of this work is found at <https://youtu.be/ukLnPblffxE> NOTE: Sue Morris has used this tool in her courses. **Benefit to you:** less complaints from students that their assessment mark does not match the amount of effort they expended.
- **How to get the most out of studying (Stephen Chew)** (<https://www.youtube.com/embed/RH95h36NChI>): Aim: Raise awareness of study strategy myths and effective strategies. Suggest that you accompany this video with an introduction in lectures or in tutorials, and a Moodle Question reflection activity to encourage students to apply the information to themselves. The information in the videos could also be examinable. NOTE: Sue Morris has used this tool in her courses. **Benefit to you:** less complaints from students that their assessment mark does not match the amount of effort they expended.
- **Moodle MCQ forum post:** Given the evidence for the usefulness of testing as a study strategy, establish a Moodle forum in which across the term students are expected to post one (or more) multiple-choice question about one (or more) aspect(s) of the course. A mark can be given for students who post a question, and a Moodle Q&A forum can be set up such that students have to post before they can see others' responses. In this way, you are providing students with a repository of practice questions to use in their revision (with the caveat that you are not moderating the quality of questions, and even encouraging students to provide respectful feedback on each other's questions). NOTE: Sue Morris has used this approach in her courses. **Benefit to you:** Crowd-sourcing revision material for students to assist them in adopting an efficacious study strategy for their exam preparation.
- **How to take good notes.** Aim: learn how to take useful notes from reading and in lectures. Raise awareness of potential to mindlessly copy down everything the lecturer says. Introduce alternatives that help students to extract the main points and see how ideas connect.
- **Six strategies for successful study (The Learning Scientists).** Aim: learn about evidence based study methods to build a toolkit of study methods. Engaging videos and infographics from the Learning Scientist blog team. Link to resource could be added to Moodle in the week prior to mid-term exam. [Note that there are some differences between the conclusions of these researchers and of Dunlosky et al.; however they agree on the effectiveness of these 2 strategies: spaced practice/study, and retrieval practice (eg testing yourself).]
- **How to get the most out of lectures** (<https://www.youtube.com/watch?v=nBf3UrZePAM&feature=youtu.be>): Adapted by Jenny Richmond from slides by Dr Emily Nordmann (UGlasgow) giving tips on what students should do before, during and after lectures to maximise learning. Sets up expectation that lecture attendance is an important predictor of success and that lecture recordings should be used as a backup plan / revision tool. Video could be embedded in

Week 0 preparation materials to set up attendance expectation from the beginning of term.

- **54321 Mindfulness Meditation Tool: Improve Attention and Academic Performance** (<https://www.youtube.com/watch?v=jHV2J8Gp5c4>): Aim: Introduce a strategy that has been shown to increase academic performance, mediated by increased attentional capacity (also has other benefits eg decreased feelings of distress). This activity could be set as an exercise to be undertaken at least daily during the week between tutorials, and for a report to be posted on Moodle (may count toward tutorial activity marks). Students also could be asked to source one other scientific article that reports on the effects of MM on academic performance. NOTE: Sue Morris has used this tool in her courses. **Benefit to you:** possibly fewer stressed students missing assessment deadlines and exams, and so less admin work for you.
- **UNSW Student-led Resource on “Exams with Less Stress** (<https://student.unsw.edu.au/mindsmart>): Aim: Introduce strategies to reduce exam stress and increase exam performance. Because there is large variability in the experience of exam stress, with some students actually being incapacitated just before or within examinations, this likely should not be a class exercise. Rather, the course coordinator could, within lectures or on Moodle, raise this issue and encourage students with medium levels of exam distress to use all of the suggested resources, but also encourage students with extremely high, incapacitating levels of distress to seek help from CAPS or similar. Meanwhile, coordinators could also encourage regular revision by: (1) having a revision Q&A at the beginning and end of each class, and/or (2) asking students to contribute a number of MCQs each fortnight to Moodle, to cover certain content covered in that period. This forces some revision (distributed practice). **Benefit to you:** possibly fewer stressed students missing exams, and so less admin work for you.

Other Resources:

- **The Rubber Brain** (Chapter 7 – designed for students!)
- www.thefridge.org.au - has a number of useful tools, worksheets and videos to help people in their ‘Work and Study Management’.
- <https://www.thedesk.org.au/> - designed to assist students to be successful at university.
- The UNSW Nucleus will be able to guide students toward resources and assistance to help improve study techniques.

Table from Dunlosky et al, that you can copy and paste into a slide.

Slide 1

STUDY STRATEGIES: Dunlosky et al (2013) Which one was found most effective?

Table 1. Learning Techniques

Technique	Description
1. Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true
2. Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving
3. Summarization	Writing summaries (of various lengths) of to-be-learned texts
4. Highlighting/underlining	Marking potentially important portions of to-be-learned materials while reading
5. Keyword mnemonic	Using keywords and mental imagery to associate verbal materials
6. Imagery for text	Attempting to form mental images of text materials while reading or listening
7. Rereading	Restudying text material again after an initial reading
8. Practice testing	Self-testing or taking practice tests over to-be-learned material
9. Distributed practice	Implementing a schedule of practice that spreads out study activities over time
10. Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session

Note. See text for a detailed description of each learning technique and relevant examples of their use.

Slide 2

STUDY STRATEGIES: Dunlosky et al (2013) Which one was found most effective?

Table 1. Learning Techniques

Technique	Description
1. Elaborative interrogation	Generating an explanation for why an explicitly stated fact or concept is true
2. Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving
3. Summarization	Writing summaries (of various lengths) of to-be-learned texts
4. Highlighting/underlining	Marking potentially important portions of to-be-learned materials while reading
5. Keyword mnemonic	Using keywords and mental imagery to associate verbal materials
6. Imagery for text	Attempting to form mental images of text materials while reading or listening
7. Rereading	Restudying text material again after an initial reading
8. Practice testing	Self-testing or taking practice tests over to-be-learned material
9. Distributed practice	Implementing a schedule of practice that spreads out study activities over time
10. Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session

Note. See text for a detailed description of each learning technique and relevant examples of their use.

Six strategies for successful study (The Learning Scientists)

PARALYSING P's: PROCRASTINATION, PERFECTIONISM and PROBLEMATIC THINKING HABITS

Coordinators could choose what Tools to integrate into the curriculum, and/or give students a choice as to which Tool to try, and then report on, before a particular due date. Given the sensitive nature of some of these issues, the latter approach is recommended.

In the Moodle Section:

- **UNSW Student-led Resource on Procrastination** (<https://student.unsw.edu.au/procrastination>): Aim: Appreciate the nature of procrastination, and learn about ways in which to deal with it. See suggestions for next Tool/Resource. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Self-help Tool for Dealing with Serious Procrastination** (http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info_ID=50): Aim: An evidence-based approach to procrastination based on the principles of cognitive behaviour therapy. Because there is large variability in the experience of procrastination, with some students being highly incapacitated, this particular tool cannot be a class exercise. Rather, the course coordinator could, within lectures or on Moodle, raise this issue and encourage students with medium levels of procrastination to view the UNSW Student-led resource (above). However, coordinators should also encourage students with extremely high, incapacitating levels of distress to seek help from CAPS or to use this self-help tool. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **UNSW Student-led Resource on Perfectionism** (<https://student.unsw.edu.au/practice-safe-perfectionism>): Aim: Have students appreciate, on the basis of the student-voice and expert videos, the down-sides of perfectionism, and what can be done to counter destructive perfectionism tendencies. Because there is large variability in the experience of perfectionism, with some students being highly incapacitated, this particular tool cannot be a class exercise. Rather, the course coordinator could, within lectures or on Moodle, raise this issue and encourage students with medium levels of perfectionism to view this UNSW Student-led resource. However, coordinators should also encourage students with extremely high, incapacitating levels of perfectionism to seek help from CAPS. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Dealing with Automatic Negative Thoughts (ANTs) Video** (<https://www.youtube.com/watch?v=m2zRA5zCA6MVideo>): Aim: Introduce viewer to problematic automatic thinking habits, which are the basis of procrastination and perfectionism. Because again, there is large variability in students' experience of ANTs, it is better that the coordinators/tutors refer students to this video as a way in which to understand their procrastination, perfectionism, or other ways in which productive study is being blocked. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **If P's are problematic for you, get help from CAPS** (<https://www.counselling.unsw.edu.au/>): Course coordinators should (1) be aware of the nature of the services offered by CAPS, (2) advertise these services to all students in a variety of ways throughout the course, and (3) be prepared to physically guide a distressed student to this service when necessary. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

Other Resources:

- **The Rubber Brain** (e.g., Chap. 1 and 2 introduces problematic thinking; Chap. 4 extends these ideas and includes a consideration of perfectionism; Chap. 7 discusses tools for dealing with procrastination and perfectionism).
- <http://www.thefridge.org.au/motivation-management> - has a number of useful tools, worksheets and videos to help people deal with procrastination and other motivational issues.
- <https://www.youtube.com/watch?v=Qvcx7Y4caQE> Wellcast video on procrastination.

- www.thedesk.org.au

MAKING THE MOST OF PERFORMANCE FEEDBACK

Coordinators could choose what Tools to integrate into the curriculum, and/or give students a choice as to which Tool to try, and then report on, before a particular due date.

In the Moodle Section:

- **Students reflecting on how they handled their *assessment*:** Aim: Opportunity for students to reflect on whether they think they did their best in preparing for the assessment, and what they can do differently next time. This is immediately post-submission, and before actual feedback performance - catching students in that moment, when the experience of trying to do their best is fresh in their mind. For example, in a tutorial or lab, if an assessment has been submitted/undertaken sometime in the past week, the first task within that tutorial/lab could be this, allowing for some reflection time as to how to better approach their next assessment task. Of course, the worksheet, and instructions, can be modified to suit your specific situation. **NOTE:** Rebecca LeBard has used this in her courses (see Case Study below). **Benefit to you:** Students may consume feedback more constructively, and be more motivated to work on their assessments, which means they are less likely to fail, which means less admin work for you.
- **Release feedback comments before you release the assessment mark.** If this is possible (may not be with Moodle rubrics, this should lead to increased numbers of students reading their feedback.
- **UNSW Student-led Resource on Receiving Feedback**
(<https://student.unsw.edu.au/mindsmart>): Aim: Student/graduate voice on how to make the most of feedback in university and employment settings. Likely accompany this video with an intro, and a Moodle Question activity to encourage the student to apply video tool to themselves. **Note:** Jacquelyn Cranney has used this in her courses. **Benefit to you:** Students may consume feedback more constructively, and be more motivated to work on their assessments, which means they are less likely to fail, which means less admin work for you.

Other Resources:

- <https://www.thedesk.org.au/> - designed to assist students to be successful at university.
- The UNSW Nucleus will be able to guide you toward resources and assistance to help you to constructively give and receive feedback.

REFLECTING ON HOW YOU HANDLED YOUR ASSESSMENT

Having now completed your most recent assessment task, ask yourself these questions:

- 1) On a scale of 0 to 10, how happy were you with the work you did (ie in your assignment or exam)? ____ Why?
- 2) On a scale of 0 to 10, how happy were you with the mark you received (ie in assignment or exam)(if received)? ____ Why?
- 3) What could you have done differently, to make you feel you would have done better?
- 3) How adequately did you manage your time to complete the task? (1-10 scale)
- 4) What tools did you use (eg Assessment time management tool, goal selection video)?
- 5) What obstacles were there, and how might you deal with them better next time?

The next assessment task in this course is: _____

- 1) How well do you want to do in that assessment task? (eg Pass, Distinction) [= wish]
- 2) Spend a few minutes visualising, in detail, how it would be, to do well in the next assessment task. (eg feelings, what people would say when you tell them.) Then, write down a few salient aspects.
- 3) Now, write down 3 benefits of achieving what you want in the next assessment task.
- 4) In terms of where you are now, write down three obstacles that are currently in the way of moving toward achieving your goal.
- 5) Now do a bit of brainstorming about how you might deal with those obstacles (eg IF you are a bit stuck about some aspects of the task, THEN ask your tutor about this. eg IF you have other assessments and you feel as though you do not have much time, THEN use some of the tools, such as the Assessment Time-management Tool, to help you with this.)
- 6) **Write down** at least one thing that you will do **TODAY** toward achieving your goal with the next assessment = specific, scheduled sub-tasks at a given time and date. (eg "After dinner tonight at 8pm, I'm going to do a first draft of my oral presentation, so I know what additional research and skills I need to do well").

Subsequent steps:

--return to Step 5—it may take some time and energy, and perhaps discussion with others, to continue to successfully come up with solutions to obstacles. But there will never be a perfect solution, and you have to **start** somewhere!

--return to Step 6—research has also shown that writing down the sub-tasks necessary to achieve your goal will help motivate you to act on those sub-tasks.

Maddux & J. P. Tangney (Eds.), *Social psychological foundations of clinical psychology* (pp. 114-135). New York: Guilford. **See also** <https://www.youtube.com/watch?v=7mobxikaYgU>; www.thefridge.org.au for more resources. v.27.01.20. SM/JC.

WRANGLING STRESS: STRESSORS VS. DISTRESS

Coordinators could choose what Tools to integrate into the curriculum, and/or give students a choice as to which Tool to try, and then report on, before a particular due date.

In the Moodle Section:

Wellcast Video on Tips for Stress Relief (<https://www.youtube.com/watch?v=0fL-pn80s-c>): Aim: Very short and engaging introduction to a variety of tools to deal with the feeling of being 'stressed out'. Because everyone experiences "stress", showing this video in a lecture or lab/tutorial is likely to be acceptable to students. Essentially the instructor should frame the exercise as "how to deal with stress so that you can better meet your academic goals for this term". Likely it should be introduced within the first few weeks of term. A suggested assessable activity would be: "Over the next week, try one of the 'tips' suggested in this video, when you experience a stressor related to managing your studies. Then, post your confidential reflection on how well the tips worked, in particular: Do you think the 'tip' worked better, worse, or no different, than your usual way you deal with such a stressor? Why do you think this was the case". This could be assessable in terms of satisfactory completion of a number of small activities, and a brief glance at the content (or using Activity Completion settings on Moodle) will indicate whether they met the minimal requirement for the mark(s). An alternative assessment would be having them pass a small MCQ online quiz regarding the content (also, that content could be in the final exam MCQs). **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

- **Kelly McGonnigal video** (<https://www.youtube.com/watch?v=RcGyVTAoXEU>): Aim: Raise awareness of stressors vs distress, i.e., the nature of stress. You could encourage students to watch this video carefully, either by having them post a response (see Wellcast stress video instructions above for some ideas), or by having them pass a small MCQ online quiz regarding the content (also, that content could be in the final exam MCQs). **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Positive Psychology Tools** (<http://happify.com>): "Overcome stress and negative thoughts. Build resilience." Aim: Introduction to self-guided tools from positive psychological science, to help anyone cope with stress (including: focusing on gratitude, and putting things in perspective). Instructors could draw students' attention to this resource, and if students are asked to choose one of the tools in this topic to try and report on, then students could reflect on their use of this resource. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Problem-solving Tool** (see worksheet below): Aim: Encourage a systematic approach to problem-solving. This tool provides an introductory approach to problem-solving (see more advanced problem-solving approaches in *The Rubber Brain*). In terms of managing stressors, the instructor could indicate that students could think of a current stressor in their life which is interfering with their studies, and then fill in this worksheet, and submit (confidentially) to Moodle. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Wellcast video on future vs present balance** (<https://www.youtube.com/watch?v=caSB9EJSb48>): Instructors could use this video in a similar way to the first two videos. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.
- **Applying for Special Consideration** (<https://student.unsw.edu.au/special-consideration>): If students experience events which are beyond their control, which interfere with meeting an assessment deadline, then they should submit an application for Special Consideration. Course coordinators should be aware of the operations of SC, and advertise it to students at the beginning of the term, and in the Course Outline. **Benefit to you:** possibly fewer issues with understandably stressed students missing assessment deadlines because of uncontrollable circumstances in their lives, and so less admin work for you.

- **Registering with Equitable Learning Services (ELS)** (<https://student.unsw.edu.au/els>): If students have an ongoing physical or psychological health condition that is likely to interfere with their capacity to meet every deadline, then it is essential that they register with ELS. Course coordinators should be aware of the operations of ELS, and advertise its services to students at the beginning of the term, and in the Course Outline. **Benefit to you:** possibly fewer stressed students missing assessment deadlines, and so less admin work for you.

Other Resources 😊

- **The Rubber Brain** (Chapters 5 on Stress, and Chapter 6 on Positivity)
- **Positive Emotion Toolkit** (see worksheet below): The instructor could introduce this activity by indicating that positive emotions are often seen as a “nice-to-have”, but recent research suggests that a foundation of positive emotions is fundamental for effective performance, including academic performance. Students could be asked to report on (via Moodle submission) how they have used at least one of these strategies to modulate their stress levels.

STRUCTURED PROBLEM-SOLVING WORKSHEET

1. What is the problem?
(Break it down into manageable smaller problems)

2. Step back and view problem objectively and without emotion, as if it were happening to someone else.

3. What can I do?
(Brainstorm a list of possible solutions, good and bad, real and unreal)

SOLUTION	PRO's	CON's

4. Cross out any silly or impossible options. With those that remain, write down the short-term and longterm consequences and the pros and cons.

5. Write down your favourite three.

1.

2.

3.

6. Put it into action!
(What do you need to do to implement it? Did it work? Why/why not? Would another solution work better?)

Positive Emotion Toolbox



Cultivating positive emotions can reduce distress and build resilience. Here are some ways to cultivate positive emotions, either alone or in groups.

1) Acceptance

List 3 things you can wholeheartedly accept about the present situation. Take a minute to breathe into the feeling of acceptance.

2) Gratitude

List 3 things you could be grateful for that are related to the present situation. Take a minute to breathe into the feeling of gratitude.

3) Humour

List 3 light-hearted perspectives that can be humorous about the present situation. Take a minute to have a giggle about these ideas.

4) Curiosity

List 3 things that you are curious about that are related to the present situation. For each item, write down an action you can take to follow through on that curiosity.

5) Optimism

List 3 things that you can be optimistic about that are related to the present situation. Take a minute to breathe into the feelings of optimism or excitement.

6) Hope/Faith

List 3 future events that you can look forward to that give you a sense of hope or excitement. Take a minute to visualize that situation and notice the feeling of hope.

7) Self-Compassion

List 3 things that you love about yourself that are related to the present situation. Take a minute to breathe into the feeling of self-compassion.

8) Loving-Kindness

List 3 things that you are grateful for that are related to other people in your life. Take a minute to breathe into the feelings of loving-kindness to any others in the situation.

9) Savouring

List 3 simple pleasures that you can savour within the next 24 hours. Examples may include fruit, pets, sunshine, music, connection with friends or family.

Created by V.Nithy & j.cranney@unsw.edu.au. Partly based on: Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.
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DISCIPLINE-SPECIFIC RESOURCES: PSYCHOLOGY

Under Construction

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GENERAL RESOURCES

Cranney, J. Scientia Education Academy Lecture on this topic. <https://thebox.unsw.edu.au/video/scientia-education-academy-lecture-associate-professor-jacquelyn-cranney-2-may-2018www.unistudentwellbeing.edu.au> Educator modules

The Rubber Brain has many activities that you can use in your classroom (aapbooks.com)

www.thefridge.org.au has some activity sheets you can use in your classes.

www.unistudentsuccess.com SEE <http://unistudentsuccess.com/the-fridge>

<https://student.unsw.edu.au/mindsmart> Great videos on a variety of topics.

www.youtube.com/watch?v=ip-Sxbl-moY UNSW First-year Video

www.unistudentwellbeing.edu.au A fantastic resource, translating SDT to creating learning-supportive curriculum environments.

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- <https://www.theage.com.au/politics/federal/couchsurfing-and-living-in-cars-11-000-tertiary-students-are-homeless-20180414-p4z9ko.html>
- My first year.** <https://www.youtube.com/watch?v=ip-Sxbl-moY>

Healthy Universities/Whole-of-university Approaches to Student Success and Wellbeing

- Healthy Universities: <http://www.healthyuniversities.ac.uk>
- Healthy Sydney University: <https://sydney.edu.au/about-us/vision-and-values/healthy-sydney-university.html>
- University of Melbourne: unistudentwellbeing.edu.au
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