

# PRACTICES THAT SUPPORT STUDENT WELL-BEING IN REMOTE (OR IN-PERSON) SETTINGS

## BENEFITS

These activities support a variety of conditions for well-being. Students shared positive responses on the effectiveness of measures taken throughout the semester towards promotion of well-being in their learning experience.

## PURPOSE

To provide students with care and support for their well-being and success in learning.

## CONTEXT

These activities were embedded in a synchronous Faculty of Applied Sciences class on Zoom and asynchronously on Canvas. These can be easily adapted to other teaching platforms, such as asynchronous or in-person teaching.

## OVERVIEW

There are a variety of ways to embed well-being in online or remote environments.

### 1. Provide students with a daily schedule spreadsheet and introduce tools for time management, such as the Pomodoro app

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### 2. Add a “grace period” for Canvas assignments and communicate to students the purpose of the “grace period”

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### 3. Allot 10 minutes per lecture for student-led discussions, inviting students to connect and exchange notes using the Zoom public chat box.

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- Set up breakout rooms to encourage student collaboration
- Create a “collaborate” document on Canvas and invite students to share anything they would like about themselves such as hobbies or interests.

### 4. Conduct a survey at the beginning of the semester to find out from each student about anticipated challenges related to remote learning and use results to enhance the learning environment.

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- Let students know you are available to offer support or advice when needed.