

Student resilience is **dynamic** and can be improved through training and support related to constructive thinking from staff and peers.

Concerns about online pivot during Covid-19 pandemic:

- Poor student engagement
- Lack of community
- Poor motivation & time management

Student resilience in Higher Education = 'a dynamic process of positive adaptation in the face of adversity or challenge. This process involves the capacity to negotiate for, and draw upon, psychological, social, cultural and environmental resources.'(1)

Enhanced resilience can **protect** against adverse outcomes such as reduced academic performance during difficult times – including the Covid-19 pandemic.

Active learning – thinking about and applying learning.

Community resilience refers to engagement with shared resources, and the combined efforts of community members, to adapt to change and adversity.

Activity boards – creative problem-solving, meaningful contribution (2)

Online discussion – sharing ideas and developing relationships with peers (2)

HOW CAN WE ENHANCE STUDENT RESILIENCE ONLINE?

Learning through doing and sharing

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L4 Psychology module:
Human Factors



New design: **100% coursework assessment**, including participation in four activity boards



Activity boards took place every two weeks



Students presented with **task relevant to course material** e.g. analyse a real life incident report



Students had one week to post their response to the task on the shared activity / discussion board



The activity boards encouraged students to engage in **active learning** via dedicated tasks, enabled them to see and **share** student responses, encouraged discussion, and supported continued **motivation**.

'I think the activity boards are helpful and keep you on track with the lectures and learning throughout the course. I think they implement much needed structure to the course especially in times of off campus study. I think they've been really helpful and they were a good idea to keep students engaged'.

'The nature of the assessments were so fun and they enhanced learning. Definitely feel like I have learned more through those assessments and putting the knowledge into practice than I ever would have, had the assessment been an exam'.

Student feedback: Feedback on the utility of the activity boards for student learning and community was gathered via two sources: a mid-course survey and the SECF. Feedback was very positive and indicated both increased engagement and the application of learning.

'It felt different, more applied and it felt real'.

12th Annual Academic Development Symposium

(1) Brewer, M. L., Van Kessel, G., Sanderson, B., Naumann, F., Lane, M., Reubenson, A., & Carter, A. (2019). Resilience in higher education students: A scoping review. Higher Education Research & Development, 38(6), 1105-1120.

(2) Holdsworth, S., Turner, M., & Scott-Young, C. M. (2018). ... Not drowning, waving. Resilience and university: a student perspective. Studies in higher education, 43(11), 1837-1853.