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

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

**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)

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

**Concerns about online pivot during Covid-19 pandemic:**
- Poor student engagement
- Lack of community
- Poor motivation & time management

**Active learning** – thinking about and applying learning.

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

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

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**HOW CAN WE ENHANCE STUDENT RESILIENCE ONLINE?**

**Learning through doing and sharing**

**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**.

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**Student feedback:**

- ‘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’.

- ‘It felt different, more applied and it felt real’.

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