Borderland Spaces of Partnership: Encountering Emotion in Learning and Enhancing Student Wellbeing

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Introduction

Student wellbeing has been recognised as fundamental to learning, the effective aspects of learning have often been side-lined in higher education. In the context of rising student wellbeing challenges, supporting students and their emotions in learning is increasingly significant.

Pedagogic partnerships have the potential to help students to recognise and work with their emotions in a positive manner. In this paper, we present an evidence-based model to summarise the potential effect of pedagogic partnerships in enhancing student wellbeing.

Case Study 1: Student-faculty assessment feedback dialogue (Hill & West, 2019)

**Case Study Findings:**

- **Case outlier:** in student emotions over the feed-forward process from negative to positive:
  - “I was worried when handed in my draft, because I knew it wasn’t brilliant!”
  - “The talk in between my draft and writing the final piece was the best bit because I knew what I was doing and I enjoyed the process of making it better.”
- **Key way to persuade students they had capabilities that could be developed over time rather than fixed abilities:** that might influence their achievements:
  - “The mediations presented a personalised and inclusive learning experience – making the students feel cared for.”
  - “I definitely felt like you cared about what I was getting”
- **Students reported that they checked their behaviour after the meeting both within and with respect to post-assessment self-efficacy and self-regulation:**
  - “I definitely feel more confident… being able to present ideas and write in the future. Not only will I now be able to repeat these steps.”

- **“Now I feel I can evaluate at different stages throughout assessment and therefore make changes.”**

Case Study 2: Student-led peer teaching during fieldwork (Marvell & Simm, 2018)

**Case Study Findings:**

- **Models worked in a heightened emotional state during the fieldwork:**
  - “We were all quite nervous about it, because obviously, it is quite disorientating the fact that we had such a long presentation, we have all of the factors we don’t know what’s going to happen when we are not there.”
- **But for most students, a build-up of positive emotions:** changed to positive feelings once their presentation was finished:
  - “I loved it – felt it was successful… every question we asked we got an answer, the interaction was really, really good!”
- **The immersion of students in their learning in the field influenced their affective domain, leading to deeper learning and skills of self-regulation:**
  - “Every day I was subject to new ranges of thinking, feeling and studying about topics… With this deep learning approach, I am able to apply student-centered teaching in my own class, even after the fieldwork.”
- **Some students expressed transformative learning experiences:**
  - “Looking back, I can see how closely related I was. I had not anticipated how enlightening the fieldwork would be, or how much my knowledge and skill set would expand.”

Glossary of key terms

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<tr>
<th>Emotions</th>
<th>Resilience</th>
<th>Self-efficacy</th>
<th>Self-regulation</th>
<th>Wellbeing</th>
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<td>- Emotions are relatively brief and context-specific responses to experiences, feelings or memories (Fredrickson &amp; Joiner, 2002).</td>
<td>- Resilience is the ability of students to adjust to adversity, maintain equilibrium, learn some aspects of control over the environment, and continue to move on in a positive manner (Anthony et al., 2017).</td>
<td>- Self-efficacy is a person’s perception that they have the skill and capability to undertake a particular action or task (Bandura, 1993).</td>
<td>- Self-regulation is the ability to control one’s own behaviours, emotions, or thoughts, appropriate to the given context or situation (Kato &amp; Cooke, 2014).</td>
<td>- Wellbeing: an sustainable positive mood and attitude, health, resilience, and satisfaction with self-relationships and experiences in the educational environment (KELLD, 2010: 1).</td>
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Conclusion: Presenting an evidence-based model

- Pedagogic partnership in higher education offers fertile ground to purposefully encounter emotions and empower students to develop positive feelings, attitudes and learning behaviours; making them more resilient.
- Transformation comes through the cognitive and emotional joys and struggles of learning in borderland spaces of partnership.

Case Study 3: Student wellbeing (Anthony et al., 2017)

**Case Study Findings:**

- **Feedback dialogue:**
  - “I was interested in the feedback I received, because I knew it wasn’t brilliant!”
  - “The talk in between my draft and writing the final piece was the best bit because I knew what I was doing and I enjoyed the process of making it better.”
- **Key way to persuade students they had capabilities that could be developed over time rather than fixed abilities:** that might influence their achievements:
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Methods

The present case study of student-faculty and student-student pedagogic partnership. The principal investigators of these projects (4 faculty members) were invited to the following questions in relation to the life of their partnerships:

- **What relationships do you think that are important for effective relationship building and student engagement?**
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Practical advice to support staff:

- **Balances in student-faculty and student-student partnerships:**
  - Adopt active student-centred and social pedagogic approaches such as fieldwork, group work, inquiry-based learning and authentic assessment.
  - Relate to students in ways that are welcoming, hospitable and attuned to them as individuals.
  - Encourage collaborative co-learning and shared exchange of ideas through dialogue.


**DEECD, 2010: 1.** A sustainable positive mood and attitude, health, resilience, and satisfaction with self-relationships and experiences in the educational environment.

**KELLD, 2010: 1.** Enhanced resilience, wellbeing, positive emotions, self-efficacy and self-regulation.