



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

SUPPORTING STUDENTS' MENTAL WELLBEING: TEACHING & LEARNING MAKES SUCH A DIFFERENCE!

2019/20 NCSEHE Equity Fellow Nicole Crawford
#NCSEHE_Snapshots

Make tomorrow better.



CONNECTING EQUITY POLICY, RESEARCH & PRACTICE

The NCSEHE provides national leadership in student equity, connecting research, policy and practice to improve higher education participation and success for marginalised and disadvantaged people.



NCSEHE



“Targeted
Fellowships
address
fundamental
issues for
student equity.”

NCSEHE Equity
Fellows conduct
high-impact studies
to advance student
equity research,
policy and practice.

The Student Equity Snapshots Forum
showcases the 2019/20 Fellows’ research.



2019/20 EQUITY FELLOWS
with Dr Cathy Stone,
Prof. Sarah O'Shea
and Prof. Sue Trinidad

2019/20

NCSEHE

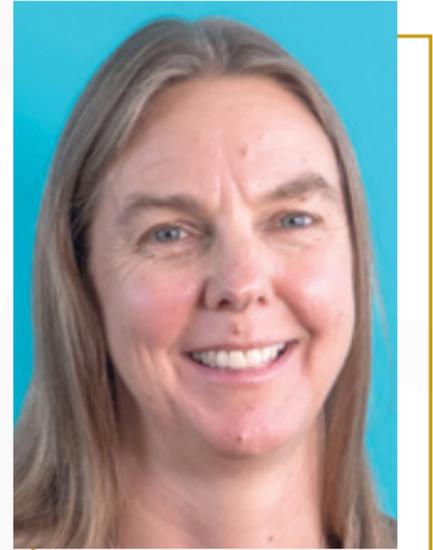
EQUITY

FELLOW

“My Fellowship investigated proactive approaches to support the mental wellbeing of mature-aged university students in regional and remote Australia.”

Nicole Crawford is NCSEHE Senior Research Fellow, having previously worked in Pre-degree Programs at the University of Tasmania.

DR NICOLE CRAWFORD



In Australia and internationally, there is a shift away from viewing mental health and wellbeing as the individual student's "problem".



“

Students' mental wellbeing is everyone's business, but what can lecturers, tutors and support staff actually do?

”

**Before we do anything,
we need to know who our
students are and a bit about
their circumstances.**

**A STUDY OF MATURE-AGED UNDERGRADUATE UNIVERSITY STUDENTS
FROM REGIONAL AND REMOTE AUSTRALIA**



Location of 51 interviewees



What are students' strengths and what challenges do they face?

SURVEY RESPONSES FROM MATURE-AGED UNDERGRADUATE UNIVERSITY STUDENTS FROM REGIONAL AND REMOTE AUSTRALIA



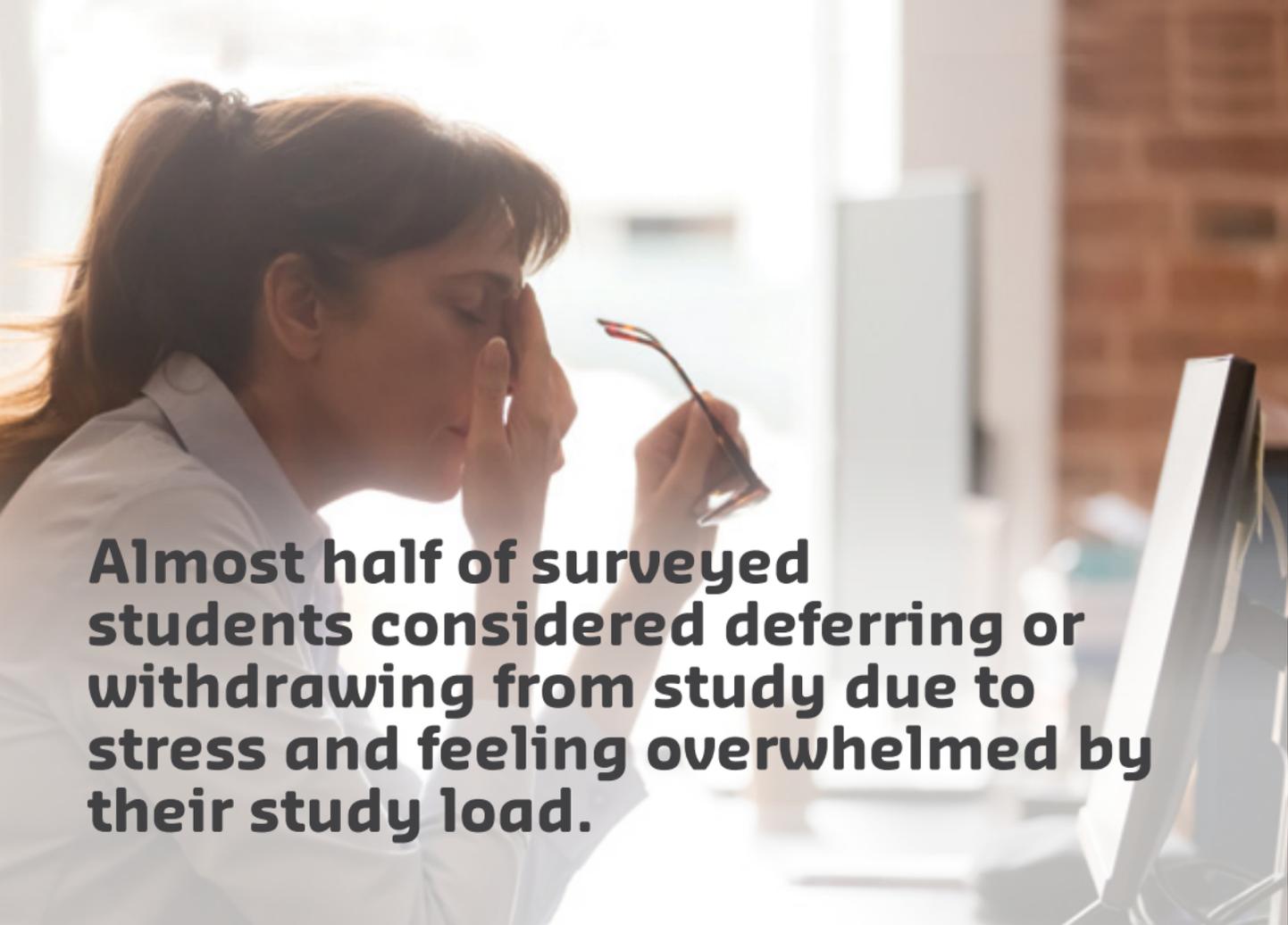
9.9% have caring responsibilities



41% have children under 18 living at home

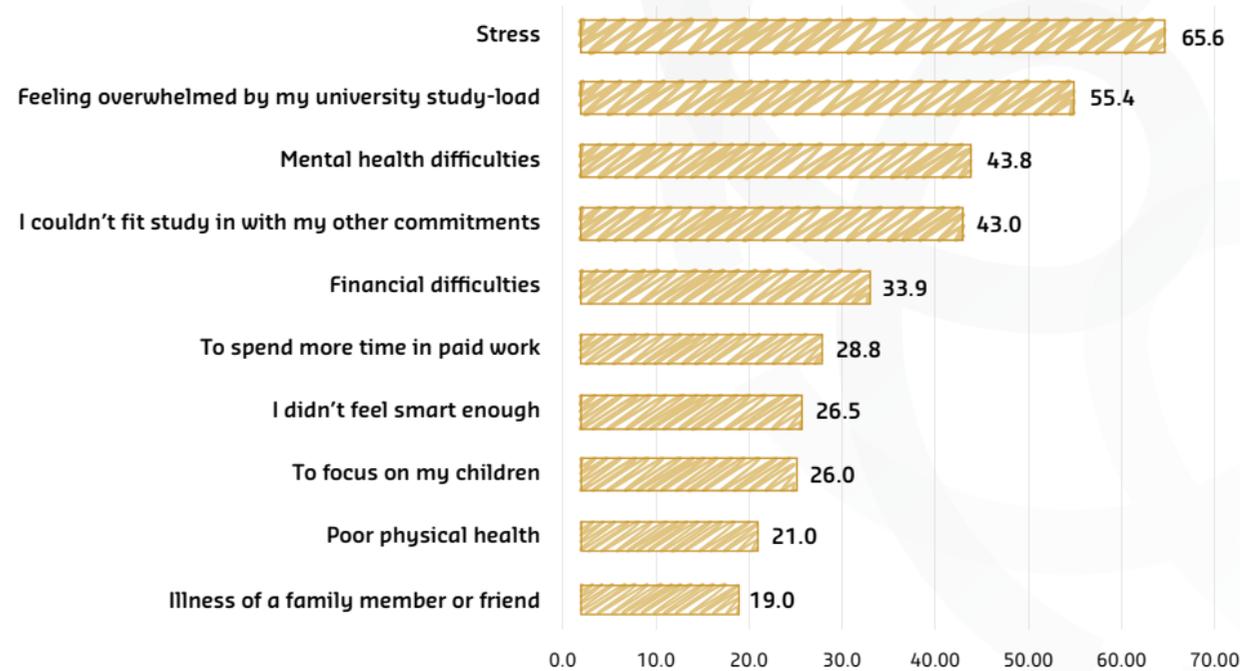


73.1% are employed



Almost half of surveyed students considered deferring or withdrawing from study due to stress and feeling overwhelmed by their study load.

TOP 10 REASONS WHY STUDENTS CONSIDERED DEFERRING/WITHDRAWING (%)





University can be empowering and transformative as students become enthralled with learning, or disheartening and disempowering if they encounter barriers along the way.

Although Olivia studied fully online, she received emotional and academic support from staff and peers at a Regional University Centre.



Some students feel known, catered for and
connected.



Some students feel isolated, invisible, unsupported and undervalued.

“

[The materials, activities etc.] can make mature-aged students feel disconnected, unacknowledged, unappreciated in their uni life.

”



Small daily interactions with course content and with peers and teaching staff impact students' mental wellbeing.

“

[The lecturers] that I'm commending ... are the ones that managed to infuse the human connection as well. ... it makes such a difference.

(Gertrude, Interview 28)

”



Students benefit from the nuts and bolts of teaching and learning done well.

“

Students aren't asking for extra bells and whistles — simple, everyday measures can lessen their stress and enhance their wellbeing.

”

“During complex and changing times, the NCSEHE Equity Fellows have exceeded all expectations to produce impactful and quality research for the equity field.”

**NCSEHE DIRECTOR
PROFESSOR SARAH O'SHEA**



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