

WeThrive: Nurturing Student Flourishing using a Strength-based Teaching and Learning Approach

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WHAT IS WETHRIVE

WeThrive is a positive education informed interdisciplinary programme designed to equip students with a set of **intellectual, intrapersonal, and interpersonal capabilities** towards student flourishing and their attainments of the **University Educational Aims** (UEAs). Adopting a strength-based approach to teaching and learning, the project also seeks to investigate an **innovative pedagogy** drawing on insights from the research advances of positive psychology and scholarship of teaching and learning.



HOW IS WETHRIVE DELIVERED

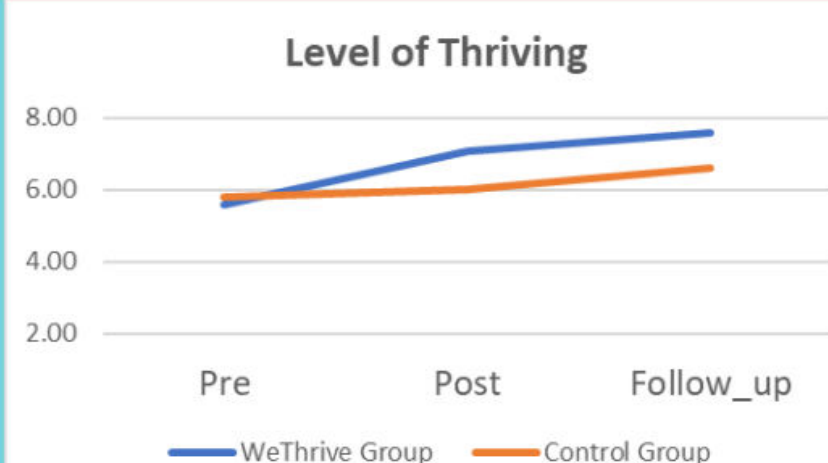
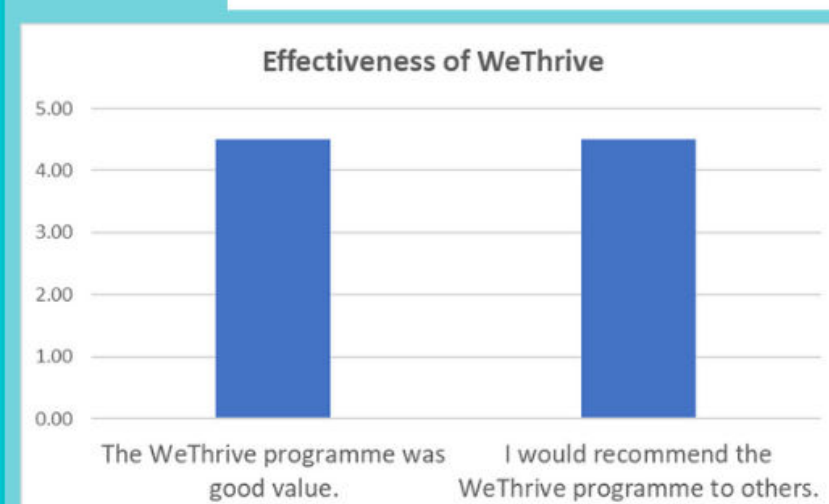


Evidence-based: the WeThrive syllabus is structured around topics mapped with the UEAs and benchmarked against world-leading, carefully-validated positive education programmes.

Students as partners and co-creators: student partners actively engaged as WeThrive ambassadors in knowledge co-creation and collaboration.

Strength-based pedagogical approach: WeThrive seeks to engage students cognitively, emotionally, and behaviorally by equipping them with positive mindsets and skillsets in a psychologically safe learning co-creation community through a variety of pedagogical methods, such as inquiry-based learning, reflective learning, and experiential learning, in two stages, *learning and practicing* and *applying and serving*.

EFFECTIVENESS OF WETHRIVE



STUDENT VOICE

“There is real science, there are real life examples, and there are solutions. The organization is just perfect (splitting into rooms, virtual gallery...). I truly appreciate the work, heart and love! Thank you so much and the program really made my summer!”

“I am lucky to have been a part of it and would highly recommend this course to everyone! If I am given the opportunity to be a student ambassador again, I will definitely take it.” (from a student partner)

STUDENT WORK

Target: HKU Undergraduate students

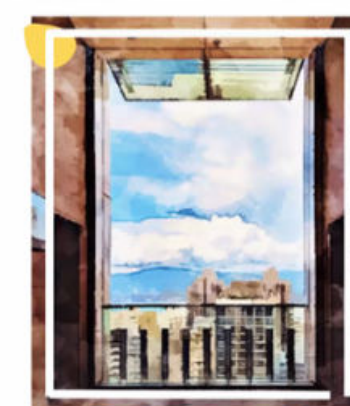
Personal experiences

Our own feelings and experiences in university inspired us to focus on improving young adults' well-being

Similarities in the community

We found that our hardships and struggles are somewhat similar to our friends, so there is a community

From living to thriving
Young adults need more guidance and support to spend their defining years at university.



Implementation

Positivity Psychology - Theory of Well-being

1. Positive emotion
 - ◆ To self: "Joyful Playlist"
 - ◆ To others: "Cheer Up Playlist"
 - ◆ Joy, hope, inspiration are 10 most commonly experienced positive emotions
 - ◆ Relate positive emotions to music
2. Engagement
 - ◆ Music is intrinsically enjoyable
 - ◆ Groupmates act as coordinators to facilitate students' discussion
3. Positive relationship
 - ◆ To others: "Cheer Up Playlist", "Comforting Playlist"
 - ◆ Relate interpersonal relationships to music
4. Meaning
 - ◆ Due to mirror neuron, we explained the role of music companion that everyone can be
 - ◆ Recall positive memories through the songs
5. Accomplishment
 - ◆ Students were asked to put their playlist onto white board
 - ◆ Everyone else can see, learn from others
 - ◆ Savor their group work

Initial Idea: School Life Monopoly

START	Parents' high expectations	F3 choosing subjects for HKDSE	Parents day	Champion in competition	Friends celebrating my birthday	Christmas party
Bad weather & no school	School Life Monopoly					School Open Day
School picnic/trip						Poor family relationship
Exchanges						Has a crush
Excellent academic results						Argue with friends
Being targeted by a certain teacher						Poor family relationship
DETENTION	No friend and feel lonely	Poor academic results	Argue with boyfriend/girlfriend	Excellent academic results	COVID-19	Peer bullying

It's great that you're so excited about university!

You'll gonna have a blast making lots of unforgettable memories!

Maybe even meet some amazing friends and professors along the way too!

Alright, let's go!

INSIGHTS FROM THE PROJECT EXPERIENCE & RECOMMENDATIONS FOR GOOD PRACTICE

- Student flourishing is a skill that can be **taught and caught** through explicit and implicit learning.
- The **strength-based teaching and learning approach** can be applied to a wide range of disciplines (e.g., STEM, humanities) and pedagogical activities, such as providing positive feedback for student work, forming student groups for group projects, facilitating experiential learning activities, and encouraging student partners in knowledge co-creation.
- Three ingredients** are proposed for nurturing student flourishing: (1) **skillset**: equip students with academic and non-academic knowledge, skills, and capabilities necessary for facing challenges in the 21st century; (2) **mindset**: empower students to develop and strengthen their global, transdisciplinary, and resilient mindsets that can influence them to make a difference in the world; and, (3) **environment**: nurture a "we" culture of students-as-partners and co-create a learning and thriving community.