Examples of high impact individual wellbeing skills
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While teaching is a difficult, complex profession, COVID-19 has pushed academic staff to face huge responsibilities in addition to teaching roles. This includes caring, kindness, and emotionality that are necessary parts of teachers’ work.

In this case study, we illustrate how academic staff tendencies to care have not changed during the sharp transition to online teaching. The authors felt that their professional and academic identities are shaped by how well they see themselves caring for their students. We illustrate in our case study how we started to plan early in the summer of 2020 by designing a survey[1]. Based on students’ opinions, we designed our teaching material, methods, etc. based on “You said—We did”. This includes using a mix of synchronous & asynchronous modes of teaching and providing support classes to handle any queries. We also used different activity tools such as Padlets, Kahoot, Mentimeter, etc to engage them in class. In addition, we created Polls each week to provide immediate feedback. Later on during the term, we felt students are so down and we used some of the teaching time to use some activities to ask them how they feel and pushing them to focus on the positive side of this pandemic to keep them going and provide them with positive quotes from the internet to make them feel ok.

In summary, we want to showcase how some academic staff caring for and about students. This includes responding to all sorts of academic, physical, and emotional needs during the pandemic”.

“Examples of high impact individual wellbeing skills: e.g. time and stress management; emotional resilience”

Abeer Hassan* and Dalia Alazzeh