

**Increasing Anxiety awareness
in higher education during (post)
Covid-19 pandemic**



2022-1-PL01-KA220-HED-000087038

WP4: Connecting and Experience Sharing

Piloting Report – University of the Basque,
Nahia Idoiaga Mondragon, Naiara Ozamiz Exebarria

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Partner/ Country:	University of The Basque Country (UPV/EHU)- Spain	
Dates of the training:	HEI Staff: From 10 to 26th September	Students: From 1 to 8 October
No. of participants:	HEI Staff: 22	Students:58
Profile of participants (Knowledge, experience, gender and diversity profile)	<p>HEI Staff:</p> <p>The participants in this piloting study are a diverse group of university teachers specializing in various fields, including education, psychology, sociology, music, and pedagogy. Their expertise spans essential areas of teaching and learning, bringing a wealth of knowledge on instructional strategies, learner development, social influences on education, and music pedagogy. With teaching experience ranging from 3 to 20 years, the participants offer a mix of fresh perspectives from early-career educators and the depth of experience from seasoned professionals.</p> <p>In terms of gender, the group consists of 5 men, 12 women, and individuals representing a diversity of gender identities, creating an inclusive environment. This diversity extends beyond gender to potentially include cultural, ethnic, and social backgrounds, further enriching the collaborative process. The varied expertise and experiences of this group make them well-suited to contribute meaningfully to the piloting study, ensuring comprehensive feedback from multiple angles of educational practice.</p>	
	<p>Students:</p> <p>The participants in this piloting study consist of 58 students from the University of the Basque Country and UNIR University. These students are pursuing degrees in fields such as education, psychology, and odontology, representing a range of academic disciplines focused on human development, learning, and healthcare. Their academic experience spans from first to third year of study, ensuring a mix of foundational knowledge from newer students and more advanced understanding from those further along in their degree programs.</p> <p>In terms of gender distribution, 29.7% of the participants are men, while 70.3% are women. Most of the students come from a public university and represent diverse backgrounds, hailing from different provinces. This geographic and cultural variety adds a broader range of perspectives and experiences to the piloting study, enriching the overall group dynamic.</p>	
How were participants recruited and selected?	<p>Students:</p> <p>Participants for the piloting study were recruited directly from their university classes over the course of one week. The project lead visited the classrooms at both the University of the Basque Country and UNIR University, engaging with students for two hours each day. During these sessions, the project lead introduced the study, explained its objectives, and provided details about the importance of their participation. Students were given an overview of what the piloting process would involve, as well as the potential benefits they could gain from contributing, such as</p>	

enhancing their own learning experience and shaping educational practices.

Participation in the study was entirely voluntary, and all interested students were invited to join. No specific selection criteria were imposed, allowing any student who expressed a desire to participate to be included in the study. This open recruitment approach ensured a wide range of students from different academic years and disciplines, creating a more diverse and representative sample for the piloting process. The approach fostered a sense of inclusivity and openness, encouraging students from various backgrounds and levels of experience to contribute their perspectives.

Teachers:

Participants for the study were recruited through a two-pronged approach at the University of the Basque Country. Initially, advertisements were placed on various university bulletin boards and panels to inform faculty members about the study. These advertisements highlighted the study's objectives, the benefits of participation, and the opportunities for collaboration. By targeting key areas within the university, the recruitment effort aimed to reach a diverse range of educators across different faculties.

To further engage interested teachers, the project team organized four intensive sessions, each lasting 2 to 3 hours. These sessions were designed to provide detailed information about the study, including its goals, methodologies, and the role of participating teachers. During these interactive meetings, teachers had the opportunity to ask questions, discuss the relevance of the study to their specific fields, and share their insights. This not only clarified the expectations for participation but also fostered a sense of community and collaboration among the educators. As a result, the recruitment process successfully attracted a committed and diverse group of teachers who were eager to contribute to the project.

How was/were the session(s) planned and organized?

Students:

The planning and organization of the piloting sessions were methodical to ensure an effective and engaging experience for participants. The sessions were scheduled over the course of one week, with the project lead visiting classrooms for two hours each day at both the University of the Basque Country and UNIR University. This approach allowed for direct engagement with students, making it convenient for them to participate without conflicting with their regular academic commitments.

Each session was structured around specific modules from the MOOC available on the designated website. The project lead introduced the relevant content at the beginning of each session, providing an overview of the objectives and the activities planned. This ensured that participants understood the context and importance of their involvement. Activities were designed to mirror the online content, allowing students to engage with the material in a practical and interactive manner.

To enhance collaboration and learning, participants were divided into small groups for discussions and hands-on tasks related to the MOOC modules. This format encouraged peer interaction and deeper exploration of the concepts. The project lead facilitated the discussions, guiding participants through various tasks such as analyzing case studies, participating in role-playing exercises, and reflecting on their learning experiences. At the end of each session, participants were invited to share their insights and provide feedback on the activities, fostering a sense of community and



	<p>enhancing the overall learning experience. This structured yet flexible organization allowed the sessions to flow smoothly while accommodating the diverse needs and backgrounds of the participants.</p> <p>Teachers:</p> <p>The planning and organization of the teachers' sessions were structured around the MOOC available on the designated website, ensuring relevance to educators' interests. Each session, lasting 2 to 3 hours, began with an introduction to specific MOOC modules, followed by interactive exercises that mirrored the course content. Teachers engaged in collaborative discussions, group work, and practical applications of the concepts, allowing them to experience firsthand activities they could implement in their classrooms. This approach not only provided valuable insights but also fostered a sense of community among participants, enhancing their learning experience through shared interests and challenges in teaching practices.</p>	
<p>Which modules were covered in the piloting activities?</p>	<p>HEI Staff: ALL</p>	<p>Students: ALL</p>
<p>Highlights and positive aspects of the training implementation</p>	<p>The implementation of the training focused on mental health and well-being in higher education provided several key highlights and positive aspects that significantly enhanced its effectiveness. One of the standout features was the high level of engagement from participants. Educators were actively involved in discussions and activities, fostering a collaborative atmosphere that encouraged the sharing of experiences and best practices. This engagement was crucial in creating a dynamic learning environment where teachers felt comfortable expressing their thoughts and concerns about mental health issues affecting students.</p> <p>While the training was primarily designed for educators, it was also highly beneficial for students, particularly those studying education, psychology, and health-related fields. Many students participated in the modules as presented in the MOOC, finding the content relevant and insightful. Their positive feedback emphasized the importance of equipping future professionals with the knowledge and skills needed to address mental health issues effectively. This dual focus on both faculty and students enriched the training experience, allowing for a more comprehensive understanding of mental health and well-being within academic settings.</p> <p>Moreover, the sessions fostered a sense of community among participants from diverse backgrounds and disciplines. This camaraderie was particularly valuable when discussing sensitive topics like mental health, as educators and students could share their challenges and successes in a supportive setting. Building these connections encouraged ongoing dialogue and collaboration, extending beyond the training sessions. Overall, the training not only enhanced individual knowledge and skills but also contributed to a more supportive and informed academic community focused on promoting mental health awareness among students.</p>	
<p>Challenges, if any, experienced during the</p>	<p>During the implementation of the training, several challenges were encountered, primarily related to varying levels of familiarity with the subject</p>	

implementation and how they were managed	<p>matter among participants. Some educators and students were initially hesitant to engage in discussions about mental health, fearing stigma or discomfort with the topic. To address these challenges, the project team implemented a supportive approach by creating a safe and open environment for dialogue, encouraging participants to share their experiences without judgment. Additionally, facilitators incorporated ice-breaking activities and structured discussions to help ease participants into the subject matter. Regular feedback was solicited throughout the sessions to identify specific concerns and adapt the content accordingly, ensuring that all participants felt valued and included. This responsive strategy not only facilitated engagement but also fostered a culture of understanding and support, ultimately enhancing the overall training experience.</p>	
Summary of feedback (please emphasis the impact of the training)	<p>The feedback from participants in the training on mental health and well-being in higher education was overwhelmingly positive, highlighting the significant impact of the program. Educators expressed appreciation for the practical tools and strategies they gained, which enabled them to better support their students' mental health needs. Many reported feeling more confident in recognizing signs of distress and addressing these issues effectively within their classrooms.</p> <p>Students also provided valuable insights, noting that the modules offered them essential knowledge and skills relevant to their fields of study, particularly in education, psychology, and health. They highlighted the importance of understanding mental health not only for their future professional roles but also for fostering a supportive learning environment.</p> <p>Overall, participants emphasized that the training had enhanced their awareness of mental health issues and the importance of promoting well-being within academic settings. Many noted that the collaborative nature of the sessions and the sharing of diverse perspectives enriched their learning experience. The training's impact extended beyond the immediate sessions, fostering a greater sense of community and ongoing dialogue about mental health among educators and students alike, ultimately contributing to a more supportive and informed academic culture.</p>	
Quote(s) from participants (if available)	HEI Staff:	Students:
Photographs/Screen shots of pilot implementation	Please annex this evidence to your Report	







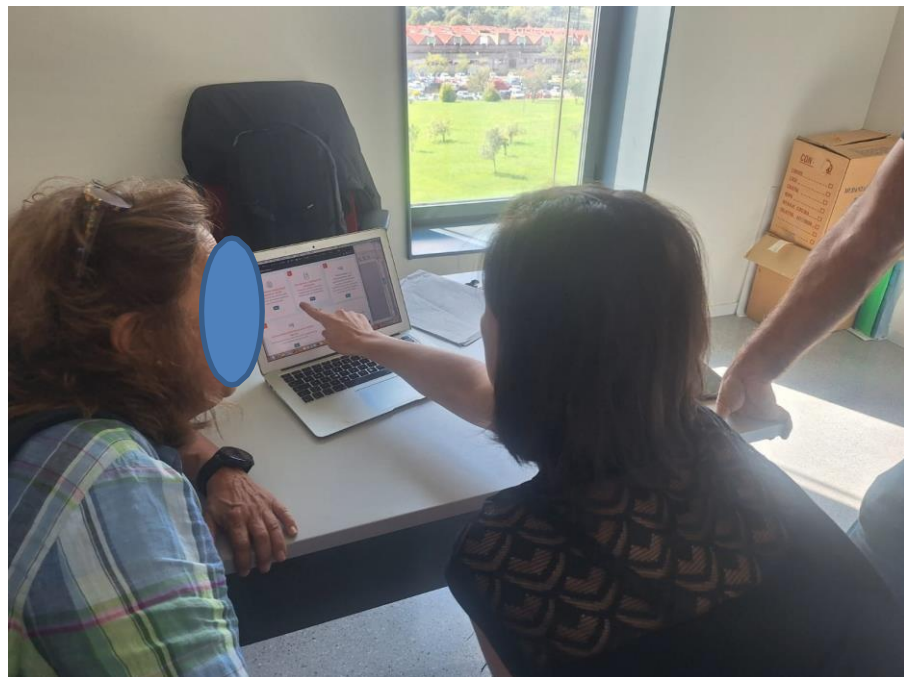


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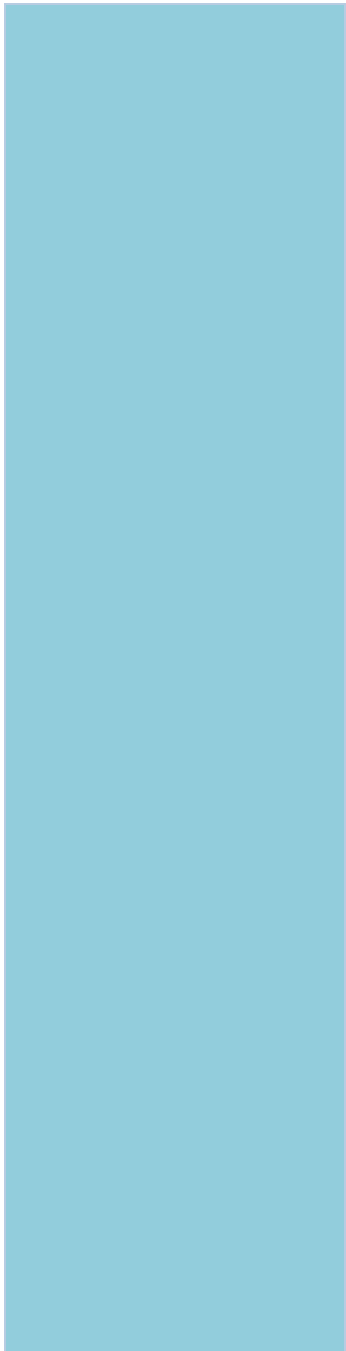
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For the training with HEI Staff please include screenshot of participants' attendance

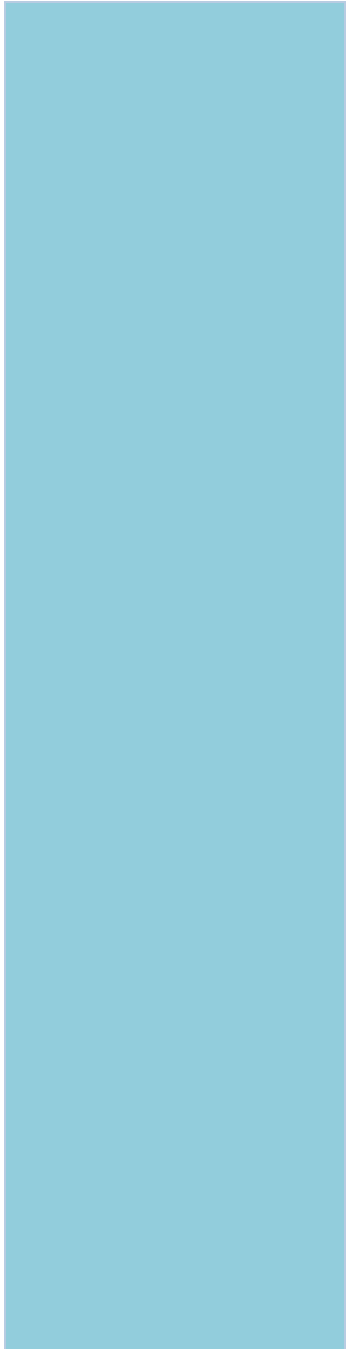






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