

Supporting students at the Faculty of Education, Charles University: balancing academic demands and mental well-being

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Abstract: higher education institutions are increasingly facing challenges related to student mental wellbeing, which is now widely recognised as a key determinant of academic success, persistence in study, and overall personal development. This methodological study presents a comprehensive concept of a support-oriented elective course titled *Managing Study Demands and Supporting Wellbeing*, developed within the ESF+ project at the Faculty of Education, Charles University. The course is grounded in theoretical frameworks of positive psychology, metacognitive approaches to learning, and the recommendations of international organisations (OECD, WHO, UNESCO). It focuses on fostering self-awareness, self-regulation, stress management, effective study strategies, and the ability to maintain balance between academic responsibilities and personal life. The study summarises the theoretical underpinnings of wellbeing in higher education, introduces the PERMA model, and highlights the specific needs of diverse student groups, including those with specific learning difficulties, autism spectrum disorder, and anxiety-related challenges. The text outlines the structure of the course, the methods employed, key thematic areas and study materials, and reflections on student participation. The study demonstrates how systematic support for wellbeing can be effectively integrated into university curricula as a preventive measure against academic failure and as a means of developing essential 21st-century competencies.

Key words: wellbeing, higher education, positive psychology, metacognition, study strategies, stress management, prevention of academic failure

Introduction

Contemporary higher education is increasingly challenged to reflect not

only students' academic performance but also their mental well-being and overall quality of life (Bakker & Mostert, 2024). Research and practical experience

indicate that rising academic demands, competitive environments, uncertainty about the future, and often insufficient preparation for managing workload effectively may lead to higher levels of stress, anxiety, procrastination, exhaustion, and in some cases even premature withdrawal from studies (Gobena, 2024; Wolter et al., 2020).

Universities in the Czech Republic and abroad are therefore responding to this challenge by seeking systematic ways to support student well-being (Gobena, 2024; Kočí, 2022; Walker, 2022; Novotná & Schreiberová, 2021; Nevypust duši, 2019). One such approach involves introducing courses and educational activities focused on developing study strategies, self-awareness, self-regulation, and the ability to care for one's mental health during university studies (Brooker, Larcombe, & Baik, 2019). Support-oriented courses can thus serve not only as a prevention tool against academic failure but also as a means of developing key 21st-century competencies – the ability to reflect on one's learning, manage time effectively, plan, cope with demands, and build a sustainable relationship with both study and oneself (Schulz, Reiner, Olson, & Oberhoffer-Fritz, 2025). The Faculty of Education at Charles University has long been engaged in supporting students with specific needs as well as addressing the topic of well-being within the educational environment. In response to student needs, the elective course

Managing Study Demands and Supporting Well-Being was created as part of the ESF+ project at Charles University (Reg. No. CZ.02.02.XX/00/23_022/0008957). Its aim is to provide practically applicable tools for managing academic workload and strengthening personal well-being during university studies, thereby contributing to student well-being and fostering relationships between students and instructors (Tong, Liu, Cai, & Zhao, 2025).

The objective of this methodological study is to offer readers a clear methodological concept for teaching a support-oriented course focused on well-being, including examples of good practice. The study draws on the theoretical foundations of positive psychology, metacognitive approaches to learning, and current recommendations from international organizations (OECD, WHO, UNESCO). It also includes a detailed description of the course structure, the specific content of individual sessions, an overview of the methods used, and reflections on student participation. The study aims to describe, through an example of good practice, a tool for systematically integrating well-being support into higher education.

Theoretical background

The concept of well-being has, over recent decades, become established as

a key construct in psychology, education, and public policy. It is not a one-dimensional concept but rather a complex state of subjectively perceived life satisfaction, psychological resilience, meaningfulness, and the ability to manage everyday demands (Diener, 2009). In recent years, the well-being of pupils has become an integral part of discussions on the quality and effectiveness of education at both primary and secondary levels. This shift is evident not only in the Czech context but also in international assessment frameworks such as PISA (2015 and 2018), which for the first time included measures of students' socio-emotional well-being. The results indicated that certain components of well-being, particularly cognitive well-being (e.g., self-confidence, motivation, relationship to learning) are significantly associated with academic performance, while the overall influence of schools on students' subjective well-being remains limited (Česká školní inspekce, 2021, 2017).

The topic of well-being is gaining importance in higher education as well, where it is increasingly perceived as a key factor influencing not only academic success but also students' overall satisfaction and persistence in their studies (Corcoran, Pennington, & Worsley, 2022). Research suggests that, similarly to lower levels of education, focusing exclusively on the development of academic competencies is insufficient; it is essential to systematically support

environments that contribute to mental well-being, high-quality interpersonal relationships, a sense of meaning in studies, and a balance between academic and personal life (Govorova, Benítez, & Muñiz, 2020). Higher education well-being is associated not only with personal comfort but also with academic performance, intrinsic motivation to study, the ability to establish and maintain relationships, and a reduced risk of academic failure or dropout (Corcoran, Pennington, & Worsley, 2022).

Models of well-being

Various theoretical models conceptualize well-being from different perspectives. Within positive psychology, one of the most frequently applied is the PERMA model (Seligman, 2011), which defines well-being as a set of five dimensions:

- **P (Positive Emotions)** – experiencing positive emotions and joy
- **E (Engagement)** – deep involvement in activities (flow)
- **R (Relationships)** – high-quality interpersonal relationships
- **M (Meaning)** – a sense of purpose and fulfillment in life
- **A (Accomplishment)** – the perception of success and achieved goals

For the academic environment, factors such as engagement, meaning, and self-efficacy are particularly significant, as they influence intrinsic motivation, the

ability to overcome obstacles, and perceived capacity to manage academic demands (Seligman, 2018).

Well-being of university students

Studies addressing the mental well-being of university students repeatedly highlight the prevalence of anxiety, stress, burnout, and feelings of inadequacy within academic environments (Schulz, Reiner, Olson, & Oberhoffer-Fritz, 2025; Chen & Chen, 2025; Inga-Ávila et al., 2024). These phenomena are often exacerbated by the transition from the structured secondary school system to a high degree of autonomy and personal responsibility, frequently without sufficient support in metacognitive strategies, time management, and mental wellbeing (Cruz & Lopes, 2023). At the same time, research indicates that support interventions focused on well-being—whether delivered through courses, workshops, or mentoring programs—have a positive impact on students' self-perception, academic self-confidence, stress levels, and overall study persistence (Schwake, Wegener, & Kortsch, 2025; Cassidy & Poots, 2020; Jarden, Young, Colla, & Macinnes, 2020).

A systematic approach to supporting well-being in higher education must also consider the needs of specific student groups, such as students with specific learning difficulties, ADHD, autism

spectrum disorder, anxiety disorders, other mental health conditions, or physical and sensory disabilities (Sedgwick-Müller, 2022; Kimball & Thoma, 2020). These students often face not only increased academic demands due to their difficulties but also a heightened risk of frustration, failure, social isolation, and emotional exhaustion (Woodruff, Kuder, & Accardo, 2019). Support for their well-being should therefore include appropriate study accommodations and flexibility in teaching, psychological and counseling services, accessible information systems, the possibility of an individual study plan, and the availability of support personnel such as tutors, academic coaches, or specialists from student support centers (Ishihara et al., 2024; Smith & Garcha, 2023). From a preventive perspective, it is equally important to build an inclusive and accepting environment that enables students to communicate their needs openly without stigmatization (Kats, 2021).

Study context at the Faculty of education, Charles University

The Faculty of Education at Charles University provides systematic support for students with specific needs, primarily through its Academic Counseling Center. Students requiring increased support undergo functional assessment that identify their specific needs and enable

them to obtain the status of a student with specific needs. Based on this service, they may utilize established modified study conditions (for example, extended time during examinations, audio recordings of lectures, assistance from student tutors, or the loan of equipment from the Assistive Technology Center). In addition to psychological, special education, and speech therapy services, the Academic Counseling Center offers participation in growth or support groups and the opportunity to enroll in elective courses focused on managing stress and academic demands (e.g., the course *Managing Study Demands and Supporting Well-Being*).

Methodological framework of the course

The course *Managing Study Demands and Supporting Well-Being* is based on several key theoretical foundations that provide the framework for the proposed activities, methods, and objectives of the seminar. Its aim is not only to develop specific study skills but also to support mental well-being, self-reflection, and the ability to systematically manage workload during university studies (Corcoran, Pennington, & Worsley, 2022; Schulz, Reiner, Olson, & Oberhoffer-Fritz, 2025). Self-determination theory (Deci & Ryan, 2000) emphasizes the importance of satisfying three basic psychological needs: autonomy, competence,

and relatedness. Within the seminar, autonomy is supported by allowing students to choose strategies and tools that suit them when planning their studies and coping with stress (Gobena, 2024). Competence is developed through practical exercises focused on effective time management, metacognitive planning, and overcoming procrastination, enabling students to experience self-efficacy and the ability to address academic challenges (Zimmerman, 2002; Cruz & Lopes, 2023). Relatedness is fostered through group activities, discussions, and the sharing of experiences, thereby strengthening students' sense of belonging and mutual support (Jarden, Young, Colla, & Macinnes, 2020).

The seminar places strong emphasis on the development of metacognitive abilities (Zimmerman, 2002), understood as students' capacity to reflect on their own learning, plan their activities, and evaluate their progress. In practice, this includes self-assessment of current study strategies, the creation of individualized learning plans, reflection on the effectiveness of applied methods and the exploration of alternatives, as well as practical exercises focused on feedback and the setting of realistic goals. This approach supports not only academic performance but also a sense of control over one's own learning, which positively influences wellbeing (Cassidy & Poots, 2020). Support for mental wellbeing is embedded in the seminar through skills

related to mental wellbeing maintenance, including relaxation techniques, mindfulness, emotional regulation, and stress management strategies (Schwake, Wegener, & Kortsch, 2025; Inga-Ávila et al., 2024). Students are guided to identify signals of exhaustion, manage excessive workload, and establish a sustainable study routine. These activities directly contribute to the prevention of burnout and enhance psychological resilience.

Within the seminar, students are also encouraged to develop practical skills related to study organization and personal productivity. This involves planning study time with regard to individual needs and priorities (Govorova, Benítez, & Muñiz, 2020), developing anti-procrastination techniques, working with digital tools for the effective monitoring of tasks and goals, and establishing a realistic schedule that supports balance between academic and personal life (Corcoran, Pennington, & Worsley, 2022). The aim is for students to acquire tools that enable them to manage their studies effectively, thereby reducing stress and frustration. The seminar is designed to allow students to share experiences and concerns within a safe environment that fosters empathy, mutual support, and inclusivity (Sedgwick-Müller, 2022; Kats, 2021). This approach helps reduce feelings of isolation, strengthens social support, and facilitates the development of positive relationships among students as well as between students and instructors.

Each seminar session is structured to reflect the theoretical foundations outlined above, for example:

- Activities focused on self-assessment and reflection (metacognition) are interconnected with discussions about competence and perceived success (self-determination) (Zimmerman, 2002; Deci & Ryan, 2000).
- Relaxation and mindfulness techniques are integrated into practical stress management exercises, thereby supporting mental wellbeing as well as the capacity to sustain motivation and engagement over the long term (Jarden, Young, Colla, & Macinnes, 2020; Schwake, Wegener, & Kortsch, 2025).
- Group activities and peer mentoring strengthen relational connectedness, a sense of belonging, and psychological safety when sharing personal experiences (Kats, 2021; Govorova, Benítez, & Muñiz, 2020).

In this way, the seminar integrates theory with practical tools, enabling students not only to improve their study skills but also to strengthen their mental wellbeing and academic resilience.

Seminar syllabus

The elective course *Managing Study Demands and Supporting Wellbeing* is offered as an optional course for undergraduate students enrolled in both tea-

cher education and non-teacher education programmes at Charles University. Students may therefore enrol in the course at any stage of their studies. Its aim is to systematically develop the skills necessary for the sustainable management of academic responsibilities, the promotion of mental wellbeing, and the maintenance of long-term motivation for study. The course consists of eight instructional blocks, each lasting 135 minutes, with a strong emphasis on practical activities, reflection, and student interaction. The primary objective is to cultivate effective study strategies, strengthen mental wellbeing, and prevent stress. Although the course has been delivered at the Faculty of Education for three years, this comprehensive version was implemented for the first time in the summer semester of 2024/2025.

The programme is grounded in the principles of metacognitive learning, mental wellbeing maintenance, and positive psychology. The seminars are conducted in an interactive format and systematically build on reflection of one's own study habits, the search for effective learning techniques, and the development of personal responsibility for the learning process. The structure of the course *Managing Study Demands and Supporting Wellbeing* is organized around interconnected thematic units that systematically guide students toward deeper self-awareness, more effective study strategies, and greater psycho-

logical resilience during their university studies. These thematic areas combine theoretical foundations with practical tools, enabling participants not only to reflect on their current study situation but also to actively develop the competencies required to manage the demands of the academic environment.

Each thematic unit focuses on a specific area—from mapping one's learning style and metacognitive strategies to planning techniques, memory work, stress management, motivation, and the development of supportive relationships. The course integrates insights from pedagogy, the psychology of learning, positive psychology, and time management. Considerable attention is also devoted to the principles of mindfulness, which foster awareness of one's own needs and emotions.

The final stages of the course focus on the practical application of acquired skills, the sharing of experiences within the group, and the creation of a personal action plan. This approach promotes greater academic autonomy, improved self-regulation, and an overall strengthening of students' wellbeing. An overview of the thematic areas, including key skills, is presented in Table 1.

The following section focuses on a description of the content and structure of the individual sessions:
Session 1: Wellbeing – What Does It Mean and How Can It Be Achieved?

Table 1. Thematic Areas of the Course Managing Academic Demands and Supporting Well-Being

Thematic Area	Main Topics	Key Skills / Learning Outcomes
Introduction to Wellbeing	Definition of wellbeing; its importance for study and life	Awareness of the importance of mental wellbeing for academic performance
Self-awareness and Mapping One's Study Situation	Self-reflection; identification of barriers and needs	Increased awareness of one's study situation and ability to articulate personal needs
Learning Styles and Metacognitive Strategies	Visual, auditory, and kinesthetic styles; metacognition	Recognition of one's learning style and implementation of strategies for effective learning
Planning, Monitoring, and Evaluating Learning	Self-regulated learning; plan-monitor-reflect cycle	Development of planning habits and the ability to reflect on progress
Memory and Memorization Techniques	Mnemonics, visualization, associations	Acquisition of techniques that enhance memory and information retention
Retrieval Strategies and Information Retention	Spaced repetition; review cycles	Effective long-term engagement with learning materials and prevention of forgetting
Time Management and Procrastination	Time analysis; planning; GTD model; Eisenhower Matrix	Practical skills for managing time and reducing procrastination
Motivation and Mindset	Intrinsic vs. extrinsic motivation; meaning-making; SMART goals	Strengthened intrinsic motivation and ability to formulate realistic and meaningful goals
Stress, Self-regulation, and Resilience	Stress mechanisms; relaxation; breathing techniques	Increased resilience to stress and application of self-regulation strategies
Mindfulness and Emotional Wellbeing	Foundations of mindfulness; gratitude journaling; working with emotions	Capacity for mindful awareness and maintaining emotional balance
Social Support and Relationships at University	Building support networks; assertiveness; communication	Improved relational skills and awareness of support within the academic environment
Sharing and Group Reflection	Discussions; shared experiences; case studies	Development of openness and a stronger sense of belonging
Final Integration and Self-reflection	Personal action plan; integration of skills	Clarification of future direction, reflection on progress, and ownership of personal development

Source: Authors' own work

Table 2. Materials Related to the Wellbeing Theme

Tool / Activity	Contribution / Objective
Student Subjective Wellbeing Questionnaire (in-class activity)	Self-reflective mapping of the current level of personal wellbeing
Psychological Wellbeing Questionnaire (voluntary assignment)	Broadening perspectives on personal wellbeing through a supplementary diagnostic tool
Commitment to Wellbeing (home assignment)	Formulation of a concrete personal commitment to support wellbeing during the semester

Source: Authors' own work

In the introductory session of the course, students were first introduced to the overall structure of the course and its main objectives. The session then focused on the concept of wellbeing—its meaning, key components, and possibilities for supporting wellbeing in everyday life as well as in the context of academic study. The opening part of the seminar was devoted to a shared discussion on what it means for individual students to “feel well,” what conditions they perceive as necessary for their wellbeing, and what, conversely, undermines it.

This reflective discussion was followed by an introduction to the basic dimensions of wellbeing, including mental wellbeing, physical health, high-quality interpersonal relationships, and meaningful engagement in activities. Emphasis was placed on the interrelatedness of these areas and on the understanding of wellbeing not as a static state, but as a dynamic process that changes over time and requires ongoing, active care.

In the subsequent part of the session, students were guided to identify supportive factors (e.g., social support, sufficient sleep, a regular daily routine, meaningful activities) as well as risk factors that may weaken wellbeing (e.g., stress, overload with academic tasks, social isolation, and an imbalance between study and leisure time). Space was also provided for sharing experiences and strategies that help students cope with academic demands and maintain personal wellbeing during the semester. The seminar adopted an interactive format, combining group and individual work, guided discussion, and self-reflective activities. In the concluding part of the session, students worked with wellbeing assessment tools and formulated personal commitments aimed at strengthening their own wellbeing.

Session 2: Learning Styles and Techniques for Effective Learning

As part of the development of metacogni-

Table 3. Individual Components of the Lesson Focused on Learning Strategies

Lesson Phase	Activity Description
Introduction and Reflection	Discussion activity: <i>"When I study, I feel most comfortable when..."</i> – individual reflection and sharing of experiences.
Learning, Style Assessment	Completion of an adapted VARK questionnaire; identification of preferred learning style (visual, auditory, kinesthetic, or mixed).
Group Work by Learning Style	Division into groups and completion of tasks reflecting different learning styles.
Visual Style	Creation of mind maps, use of highlighters, work with diagrams and visual schemes.
Auditory Style	Listening to audio recordings, explaining content aloud, explaining the material to a peer.
Kinesthetic Style	Engagement in movement-based and hands-on activities, use of manipulatives, and creation of tangible outputs.
Sharing and Reflection	Presentation of group outputs; discussion of the effectiveness of selected strategies and their impact on mental wellbeing.
Conclusion and Transfer to Practice	Summary of effective strategies for each learning style; discussion of combining styles and their application in practice.

Source: Author's Own Work

tive skills, a thematic session was implemented with the aim of helping students understand their individual learning styles and test the effectiveness of selected learning strategies in practice. The session was designed as experiential, interactive, and reflective, with an emphasis on linking theoretical knowledge about learning to students' specific needs. The core starting point of the session was the concept of learning style as the way in which students prefer to receive, process, and retain new information.

Building on cognitive learning theory, students were also introduced to the

distinction between learning style (largely individual and partially flexible) and cognitive style (a more stable characteristic of thinking and decision-making processes, which may still develop over time). Learning styles are not fixed; they may change depending on the type of content, the situation, or the stage of study.

The main objective of the session was to help students identify their dominant learning style and to introduce them to corresponding study strategies that support both effective learning and personal wellbeing. The session was divided into five parts.

Figure 1. Learning styles: a simple schematic overview for students



Source: Jakarta Multicultural School. (2022, 29 November). *The effect of the teacher's learning style on students*. JMS. <https://jms.sch.id/learning-style-on-students/>

Material Used:

For the simple and rapid identification of students' primary learning styles, the *Learning Styles Test* available on the Parakalo.cz website was used. This tool serves as a screening tool for determining an individual's preferred learning style (e.g., visual, auditory, kinesthetic). It enables a better understanding of how students most effectively receive and process new information. Based on the test results, it was possible to identify students' dominant learning styles and

subsequently adjust instructional approaches to better align with their individual needs and preferences. This procedure contributed to a more effective learning process and a higher level of student engagement in the seminar.

Session 3: Effective Note-taking and Memory Strategies

In this session, which focused on reading-related skills and working with numerical information, students reflected on the main difficulties they encounter in these

Table 4. Practical Methods and Learning Strategies

Practical Methods and Learning Strategies	
Method / Strategy	Description and Application
Spaced Repetition	Time-distributed review of information to facilitate the transfer of knowledge from short-term to long-term memory. An individualized review schedule is applied: the first repetition after several hours, followed by repetitions after days and weeks.
Visual and Mnemonic Aids	Associating numbers and words with visual images, stories, or symbols to enhance memorization. The use of graphs, tables, mind maps, and color-coding of key parts of the text.
Active Learning	Engagement of multiple senses and activities, including explaining the material aloud, participating in discussions, creating self-tests (self-testing), and using interactive applications (e.g., Anki, Quizlet).

Source: Authors' Own Work

areas and were introduced to specific strategies for addressing them effectively. The aim was not only to increase students' awareness of the cognitive and didactic aspects of learning, but also to strengthen their ability to apply these insights in practice.

The session began with a discussion of the most common difficulties related to reading, including skipping letters or words, overlooking tasks, losing orientation in more complex procedures, and problems with text comprehension—particularly maintaining the meaning established at the beginning of a sentence. In relation to numerical information, students reflected on the fact that numbers are often perceived as abstract, difficult to remember, and frequently retained only in short-term memory. This, in turn, requires regular repetition and the

use of specific techniques to support effective memorization.

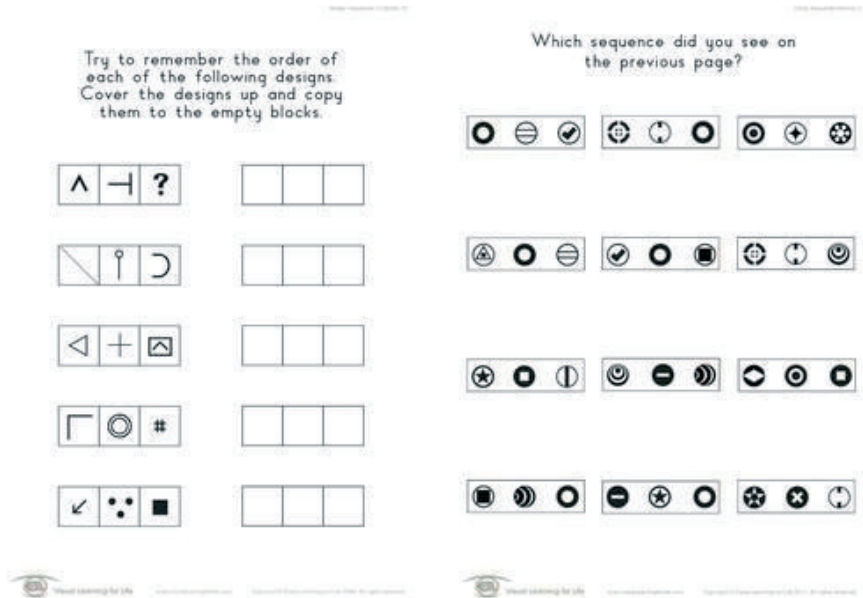
Reflection and Sharing of Experiences

Students presented which strategies were most helpful to them and discussed ways in which the learning process can be adapted to individual needs, particularly when addressing difficulties with text comprehension and memorization of numerical information. Attention was given to note-taking practices that support both working memory and long-term memory. Students became familiar with methods such as the three-step note-taking process and the creation of mind maps.

Materials and Assignments:

- Three-step note-taking process

Figure 2. Working with Memory: Training Short-Term Memory



Source: Visual Learning for Life. (n.d.). *Circle Sequential Memory (Visual Sequential Memory Worksheets)* [Digital educational resource]. Teachers Pay Teachers. <https://www.teacherspayteachers.com/Product/Circle-Sequential-Memory-Visual-Sequential-Memory-Worksheets-1187374>

- Examples of mind maps and guided mind map creation

Lesson 4: Goal Setting and Managing Procrastination

The fourth lesson focused on goal setting and managing procrastination—a phenomenon encountered by the majority of students during their studies. The introductory part of the seminar was devoted

to reflecting on personal planning habits and experiences with postponing tasks. Students identified situations in which they tend to procrastinate and considered both internal and external factors that reinforce this tendency.

Subsequently, strategies for effective planning were introduced, with particular emphasis on the SMART goals framework as a tool for specifying and

Table 5. Materials and Activities Related to Goal Setting

Activity Title	Purpose / Contribution
Identify Your Current Position	Self-reflection aimed at recognizing the current level of engagement with personal goals and the fulfillment of life aspirations
Distinguish Wishes from Goals	Understanding the difference between vague wishes and concrete, achievable goals
Turn Wishes into Goals	Practice in transforming abstract wishes into measurable and realistic SMART goals

Source: Author’s Own Work

Figure 3. Turning Wishes into Goals

Wish 1: I would like to travel more.
 Wish 2: The number of customer complaints should clearly decrease.
 Wish 3: I would like to do more to improve my language skills.
 Wish 4: I would like to live a healthier life.

Possible Solutions:

+1: During Easter, I will visit my uncle in London; I will spend the Whitsun holidays in Rome, and during the summer holidays I will undertake a trip across Australia.
 +2: From now on, I will use every Wednesday from 4:00 p.m. until the end of the working day to analyze the causes of customer complaints and work on eliminating those that lead to the three most frequent types of complaints.
 +3: By the end of the week, I will obtain the current schedule of language courses, from which I will select a suitable option on Sunday afternoon. On Monday, I will submit my written application by mail. During the Advent season, I will then travel to London to buy gifts in order to test my language skills and reward myself.
 +4: By the end of the year, I will reduce my body weight by 3 kg through a well-considered diet and regular physical activity.

Source: Knoblauch, J. *Goals in Professional and Personal Life*. Prague: Portál, 2013.

clarifying personal intentions. Discussion focused on the distinction between wishes and goals, and on the importance of formulating concrete, realistic, and

time-bound steps that help maintain motivation and reduce procrastination. In the interactive part of the lesson, students worked on their own action plans,

Table 6. Practical Methods and Strategies for Self-Regulation and Wellbeing

Content	Activity / Materials
Introduction and Reflection	Discussion of feelings related to studying and the examination period; introduction of the lesson objectives. Activity: brief discussion "How do I feel when studying?"
Questionnaire Evaluation	Completion and evaluation of the <i>Adapted Study Questionnaire</i> (Czech version) and the <i>Study Skills Assessment</i> (English version). Activities: individual completion, pair work, group discussion
Cornell Method	Theory and practice of effective note-taking using the Cornell method. Materials: examples, note-taking based on a short text
Psychohygiene and Stress Management	Relaxation techniques, break planning, healthy habits, breathing exercises. Activities: discussion, sharing of experiences, practical breathing exercises
Final Reflection and Planning	Development of a personal self-regulation and wellbeing plan; sharing in small groups. Activities: individual planning, group sharing, guided questions
Lesson Materials	Adapted questionnaire <i>Study Skills Questionnaire</i> (Czech), <i>Study Skills Assessment Questionnaire</i> (English), text for the Cornell method, relaxation materials. Format: printed or digital materials

Source: Author's Own Work

aiming to identify one specific area in which they tend to procrastinate and to design a strategy for overcoming this tendency. Emphasis was placed on linking intrinsic motivation with planning tools and a realistic time frame. The lesson encouraged students to view procrastination not as a personal failure, but as a behavioral pattern that can be changed through conscious planning, self-regulation, and the strengthening of personal motivation.

Lesson 5: Self-Regulation and Wellbeing in Higher Education

Based on questionnaire assessment (the *Study Skills Assessment Questionnaire*),

students reflected on their study habits and identified areas requiring improvement, with a focus on developing effective self-regulation strategies, mental self-care skills, and stress management. The lesson introduced the Cornell note-taking method, techniques of mental self-care, and strategies for managing stress during the examination period.

Students were asked to complete the *Study Skills Assessment Questionnaire*, which was adapted into Czech as the *Study Skills Questionnaire*. This questionnaire serves as a self-reflective tool for assessing individual study skills across various domains, such as time management, concentration, test preparation,

Figure 4. Working with Memory: Short-Term Memory Practice


A THREE-STEP PROCESS FOR UNIVERSITY STUDENTS

Becoming aware of conscious and subconscious motivations for studying
Take a moment to pause and think about why you are studying.
Write down at least three reasons why you want to devote yourself to your studies.
Focus on both external motivations (e.g. obtaining a degree, career opportunities) and internal motivations (e.g. personal interest in the subject, development of personal skills).

Examples of self-reflection questions:

- Why did I choose this field of study?
- What do I expect my studies to bring to my professional future?
- What do I enjoy about studying and learning?
- How do I feel when I learn something new?
- What long-term goal motivates me to study?

Let's take 5 minutes to work on this.



Source: Author's Own Work

learning strategies, and stress management. After completion, the results were further analyzed, enabling students to gain a clearer understanding of their individual strengths and weaknesses related to studying, while also providing data for planning targeted support and the development of specific skills. The findings were subsequently used to develop targeted strategies and recommendations to improve learning effectiveness and students' overall approaches to studying.

A group discussion based on the results followed, allowing students to share experiences, compare approaches, and inspire one another. Where needed,

individual consultations were also offered to facilitate a more in-depth analysis of specific areas and to propose tailored support strategies.

Lesson 6: Atomic Habits and Personal Wellbeing

This lesson focused on the development of positive habits as a means of achieving long-term personal wellbeing. The starting point was the book *Atomic Habits* by James Clear, which was introduced to students as a practical tool for implementing sustainable changes in everyday life.

Key principles of the approach were discussed, including the importance of

Table 7. Materials Used

Material	Purpose / Contribution
Fictional case story of a student (Tomáš)	Identifying concrete strategies as well as supportive and risk factors involved in habit formation, followed by reflection on one's own possibilities for application

Source: Author's Own Work

small steps, an emphasis on consistency rather than perfection, and the connection between habits and personal identity (e.g., *"If I want to be a reader, I read for at least five minutes a day."*). Students were encouraged to reflect on which small changes they could introduce into their daily routines in order to better pursue their goals, increase resilience to stress, and strengthen their overall wellbeing.

To support understanding and provide inspiration, the seminar worked with a fictional case story of a student named Tomáš, illustrating how small habits—such as a morning routine or brief preparation for classes—can gradually lead to greater stability and personal satisfaction.

The lesson also built thematically on selected ideas from the book *Joy at Work* (Marie Kondo & Scott Sonenshein), which focuses on creating a supportive and organized work environment that facilitates concentration, decision-making, and long-term perseverance. Together, students reflected on how small environmental adjustments—such as

reducing distractions, visually organizing the workspace, or establishing pre-established work rituals—can support the development of positive habits. In this respect, both books complement each other and jointly promote mindfulness, intrinsic motivation, and a sustainable work routine. At the end of the lesson, students identified one small positive habit they intended to deliberately develop over the following weeks. The aim was to experience the principle of the cumulative effect and to observe how even small steps can lead to greater satisfaction and a stronger sense of control.

Lesson 7: Metacognition and Thinking About Learning

As part of an interactive learning walk, students engaged with first- and second-order metacognition. They learned to observe and develop their own chains of thought (*chain-the-thought* activities). Outputs were shared anonymously via the Mentimeter application, which students interacted with on their mobile devices during the walk.

Figure 5. Fictional Case Story of a Student Tomáš

The Story of Tomáš: How *Atomic Habits* Helped Me Manage My Studies

Who is Tomáš? A second-year university student who frequently postponed studying, missed deadlines, and felt overwhelmed. After reading *Atomic Habits*, he decided to try a small change—not to overdo it, but to start with small steps.

Four Habits Tomáš Implemented

(Each corresponds to one of the four laws of habit formation)

1. Make It Obvious (Cue)

Habit: Every evening, I prepare my desk for studying the next day.

- In the evening, before going to bed, he clears his desk and places a notebook and a highlighter on it.
- This creates a clear visual cue that he will study the next morning.
- He linked the habit to brushing his teeth: „After brushing my teeth, I prepare my desk.“

2. Make It Attractive (Motivation)

Habit: While studying, I listen to gentle instrumental music that I enjoy.

- He created a playlist titled “*Studying with Ease*”.
- By associating studying with something pleasant, his brain gradually begins to perceive it as a positive ritual.
- He sets a goal such as: “*I will study for just 15 minutes.*”
- This feels less intimidating and makes it easier to get started.

3. Make It Easy (Action)

Habit: Every morning, I write down what I want to accomplish that day—no more than three tasks.

- He uses the “write and reduce” method: instead of listing ten tasks, he identifies three main priorities.
- This lowers the entry threshold and prevents overload.
- Tasks that remain unfinished are transferred to the next day—without guilt, with the understanding that the process matters more than perfection.

4. Make It Satisfying (Reward)

Habit: Each day he completes his mini plan, he marks a in his calendar in the evening.

- He uses a simple paper calendar with colored dots.
- Seeing his progress brings joy and motivation to continue.
- After seven days, he allows himself a small reward—such as watching a favorite movie or visiting a café.

Source: Author’s Own Work

Linking Learning with the Environment

- Learning does not take place solely in a static classroom setting; active movement and changes in environment can stimulate the brain and support improved concentration and memory. Prague, as a historical and

cultural city, provided an inspiring backdrop that increased students’ interest and engagement.

Supporting Metacognition in Real Time

- Mentimeter enables anonymous and immediate sharing of thoughts, helping

Table 8. Application of Metacognitive Strategies

Stop	Location (Prague)	Activity	Task / Mentimeter Prompt
Stop 1	Charles Bridge	Introduction to first- and second-order metacognition: what metacognition is and why it matters	"How often do you become aware of what you are thinking while studying?" scale from 1 (never) to 5 (always)
Stop 2	Kampa	<i>Chain-the-Thought</i> exercise - recording a brief chain of thoughts while solving a study-related problem	"Write a short chain of thoughts you have just recorded." (open-ended question)
Stop 3	Náplavka	Reflection on second-order metacognition - how can I plan and monitor my thinking?	"What strategies do you use to regulate your thinking while studying?" (multiple-choice or open-ended response)
Stop 4	Old Town Square	Sharing anonymous responses and discussion based on Mentimeter results	"What did today's exercise reveal about your thinking?" (open-ended question)
Conclusion	Charles Square	Summary and recommendations for developing metacognition in practice	"How will you continue to develop your metacognition?" (short response)

Source: Author's Own Work

students to more effectively reflect on their own learning and thinking processes. As a result, metacognitive reflection becomes dynamic, interactive, and directly connected to students' lived experience during the walk.

Enhancing Motivation and Engagement

- The combination of physical movement, group work, and the use of digital technologies (Mentimeter) increased students' interest in the topic, motivated active participation, and supported deeper engagement in the learning process.

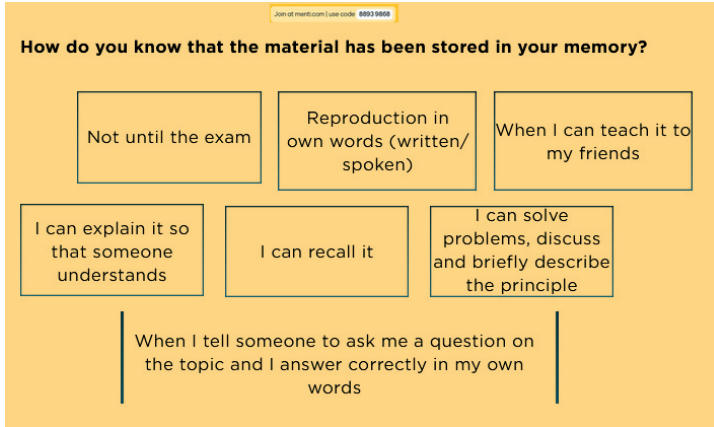
Developing a Sense of Community and Collaboration

- Sharing experiences in an anonymous space facilitates the safe and open expression of ideas and learning from peers. This fosters a sense of shared experience and collective growth, which is particularly important when working with cognitively demanding topics such as metacognition.

Practical Application of Metacognitive Strategies

- The walk-based format incorporating *chain-the-thought* tasks enabled students to directly practice metacogni-

Figure 6. Example of a Mentimeter activity for metacognitive skills and learning styles



Source: Author's Own Work

Figure 7. Example of a Mentimeter activity for metacognitive skills and mastery of learning content



Source: Author's Own Work

Table 9. Ways of Strengthening Wellbeing

Type of Activity	Purpose / Contribution
Learned Optimism (after M. Seligman)	Strengthening the ability to focus attention on positive aspects of situations and developing resilience to setbacks
Visualization of Pleasant Stimuli	Practicing the ability to calm the mind through imagery and to evoke positive emotions in challenging situations
Breathing Techniques	Immediate reduction of physical and psychological tension; support for body awareness and present-moment focus
Mindfulness Techniques (e.g., chocolate mindfulness)	Development of mindfulness and the ability to fully focus on the present moment; strengthening emotion regulation
Relaxation Techniques (rag doll exercise, Jacobson's relaxation, imprint technique)	Release of bodily tension and prevention of psychosomatic stress symptoms; practice of conscious relaxation

Source: Author's Own Work

tive processes in an authentic and informal context, thereby increasing the likelihood that they will be able to apply these strategies in their everyday academic lives.

Materials and Assignments:

- Interactive materials supporting metacognitive development
- Group reflection using Mentimeter

Lesson 8: Relaxation Techniques

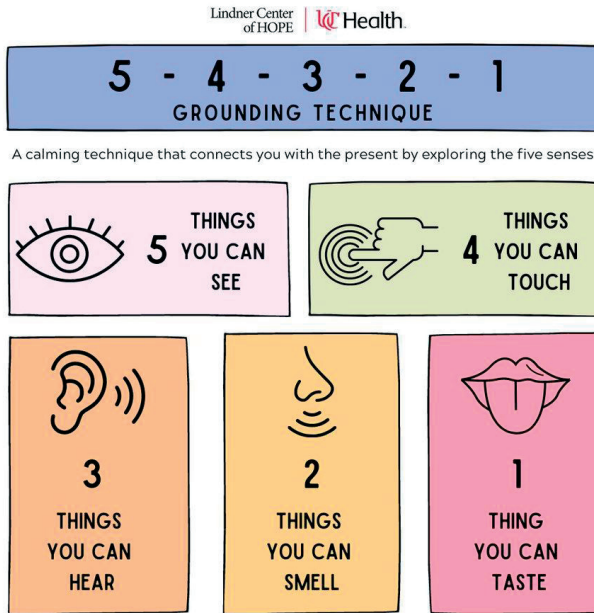
This lesson focused on stress management as a key component of student wellbeing. Students were introduced to the most common stressors affecting their everyday functioning—ranging from academic workload and time pressure to uncertainty about the future, as well as personal and social tensions. The discussion addressed how stress affects

both the body and the mind, its potential short- and long-term consequences, and the importance of recognizing warning signs at an early stage.

The lesson was conducted in an interactive format, with substantial space devoted to sharing personal experiences of stress. Students reflected both on areas in which they are able to cope successfully and on situations in which they encounter difficulties or repeatedly struggle to maintain balance. The open atmosphere enabled mutual learning and the normalization of challenging experiences, thereby strengthening a sense of belonging within the group.

The lesson also included concrete, practically applicable stress-management techniques, such as breathing exercises, visualization, grounding techniques, attention regulation techniques, and

Figure 8. Grounding Technique



Source: Grounding technique example from social media. Adapted from *Lindner Center of Hope* [@LindnerCtrHope] (2021, October 22), Tweet with image, X.com: <https://x.com/LindnerCtrHope/status/1451277460159582219>

planning for rest and recovery. Students additionally experienced a mindfulness exercise using chocolate, as well as simple relaxation techniques such as the “rag doll” exercise and a shortened version of Jacobson’s progressive muscle relaxation. Emphasis was placed on active student engagement and on identifying individually effective strategies that can realistically support mental wellbeing during the course of study.

Methods and Tools Used to Evaluate the Course Impact

The evaluation of the course *Managing Academic Demands and Supporting Well-being* employed a mixed-methods design, combining quantitative and qualitative approaches to capture a comprehensive picture of students’ perceptions of the course and its impact on their study-related functioning. The evaluation focused on perceived benefits of individual

course activities as well as on changes in study habits, motivation, and subjective wellbeing.

Evaluation Questionnaire

Participant feedback was collected using a semi-structured evaluation questionnaire consisting of both closed-ended and open-ended items. The questionnaire was designed to systematically assess the quality of course implementation, identify perceived benefits for participants, and inform further development of the educational intervention. The mixed structure of the instrument enables both quantitative comparison across course iterations and qualitative exploration of participants' individual experiences. The first section of the questionnaire comprised seven closed-ended items designed to provide a concise assessment of key aspects of the course. Responses were recorded on a four-point Likert-type scale, intentionally excluding a neutral midpoint in order to encourage decisive evaluation. Assessed domains included: fulfillment of expectations, quality of facilitation, perceived personal benefit, group atmosphere, opportunities for active participation, perceived impact on study strategies, and interest in continued participation.

The second section consisted of open-ended questions allowing participants to reflect on the specific benefits of the course and to provide additional comments or suggestions. These responses

facilitated deeper insight into participants' subjective experiences, the skills and insights they perceived as most relevant, and the ways in which they intended to apply these outcomes in their further academic or personal lives. The qualitative data also supported reflection on facilitation quality, group-based support mechanisms, and the broader applicability of wellbeing-oriented interventions in higher education.

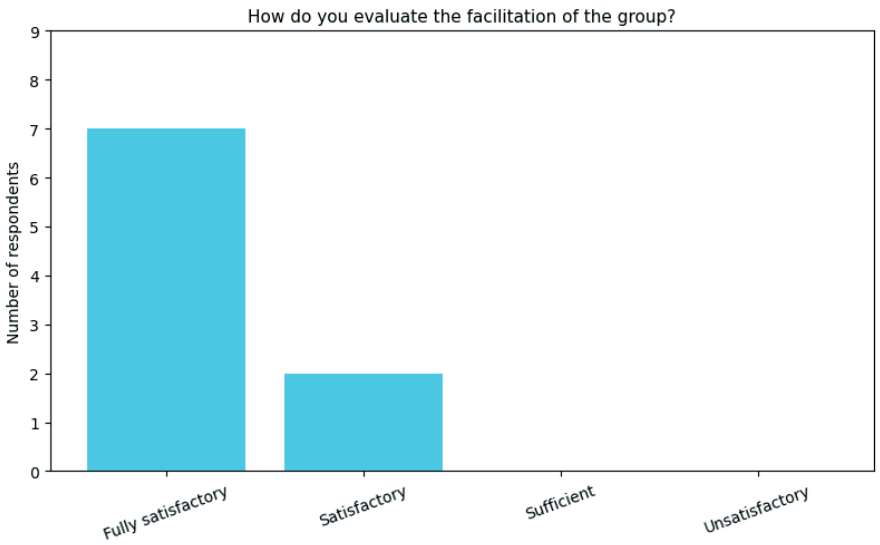
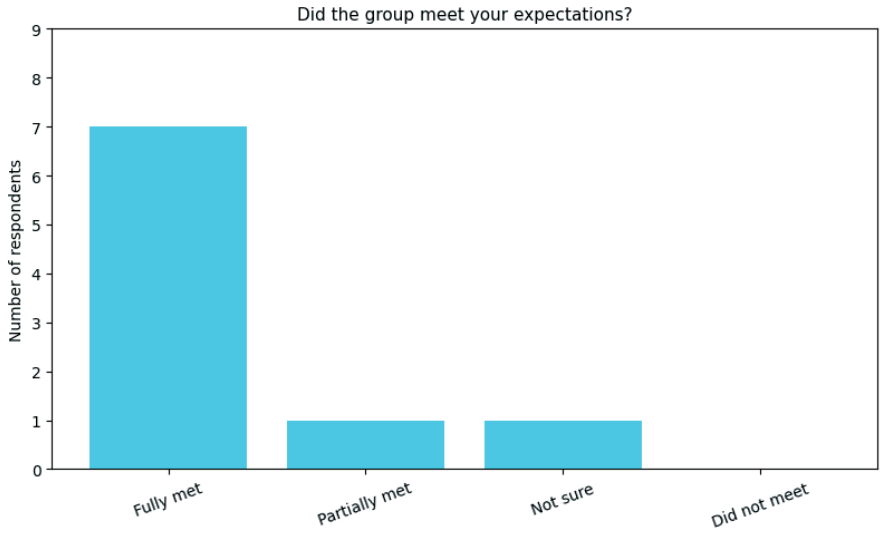
Data Completion and Analysis

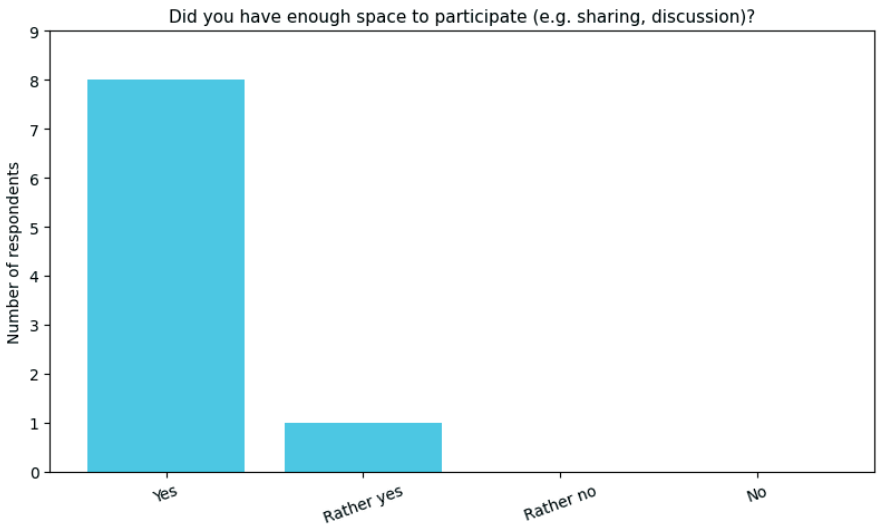
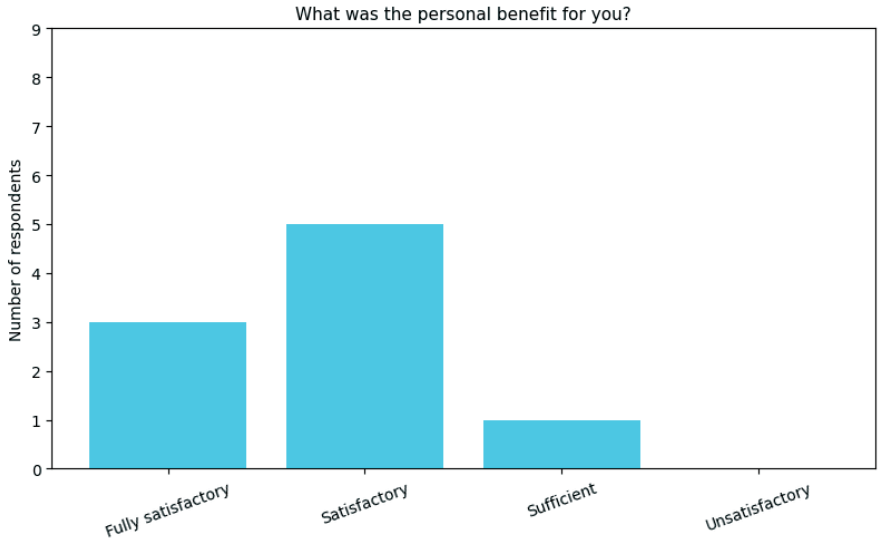
The quantitative section of the questionnaire was fully completed by nine participants; in several cases, this section was returned incomplete or left unanswered. The qualitative section was completed by twelve participants. Due to these differences in response rates, quantitative and qualitative data were analyzed separately. Quantitative responses provide an initial descriptive overview of perceived course effectiveness, whereas qualitative responses offer more nuanced insight into participants' experiences and individual perspectives.

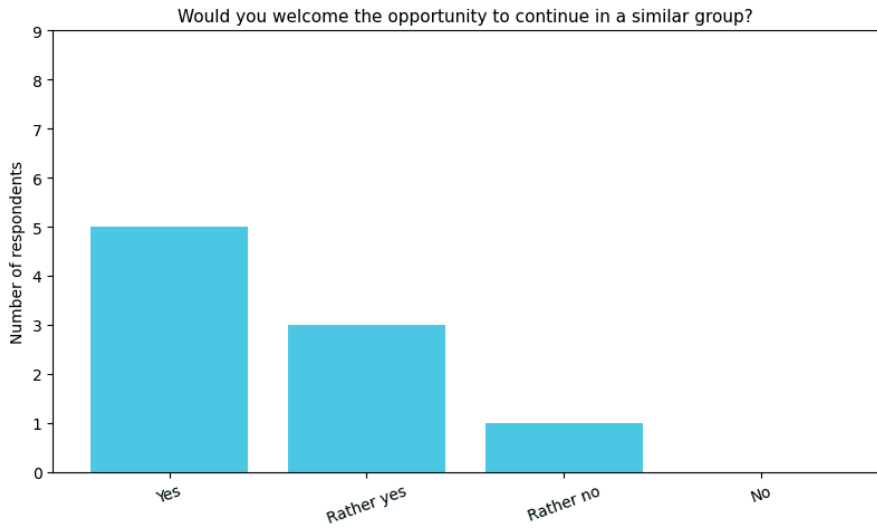
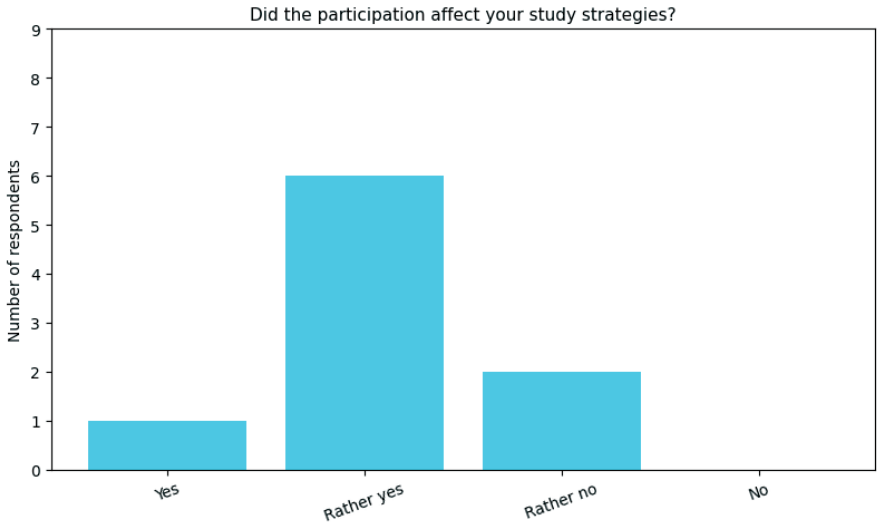
The results for individual questionnaire items are presented below using bar charts, followed by a summary interpretation.

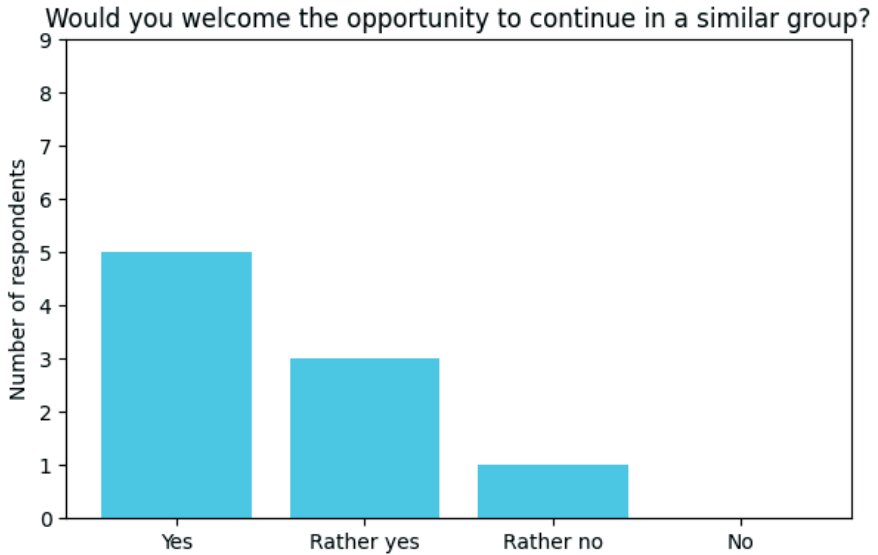
The aim of the evaluation was to examine how participants assessed the growth-oriented group in terms of the extent to which it met their expectations, its contribution to their own study

Figures 9-15. Quantitative evaluation of the course across individual dimensions









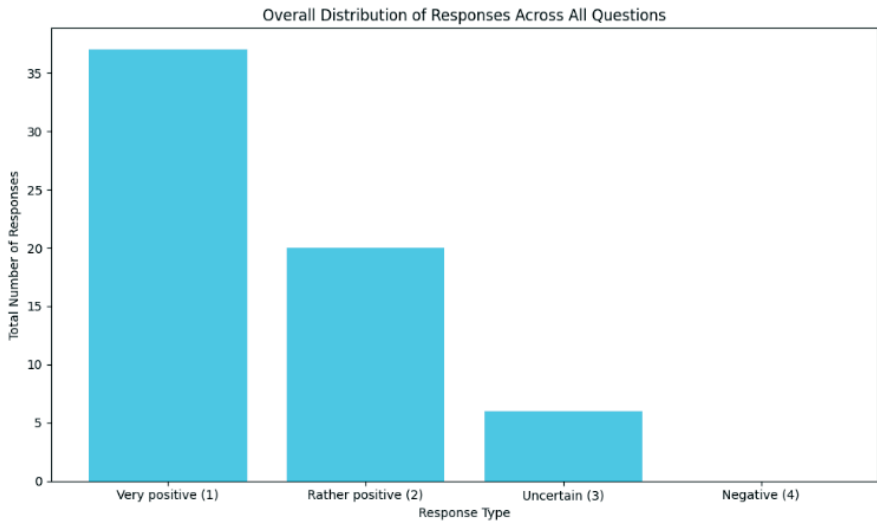
Source: Author's Own Work

practice, and the quality of group dynamics. Data were collected using a questionnaire completed by a total of nine respondents.

Regarding the **overall fulfilment of expectations**, seven respondents indicated that the group fully met their expectations. One respondent selected the option “*partially met*”, and one indicated “*not sure*”. No negative evaluations (“*did not meet expectations*”) were reported. These results suggest a markedly positive perception of the programme.

The **evaluation of the facilitation of the growth group** was also unequi-

vocally positive. Seven participants rated the facilitation as “*fully satisfactory*”, while two respondents assessed it as “*satisfactory*”. Overall, the findings indicate a high level of satisfaction with the facilitators’ approach and its perceived benefit for participants. In terms of **personal benefit**, three respondents reported that participation was “*fully satisfactory*”, five rated it as “*satisfactory*”, and one selected “*sufficient*”. Although one more reserved response was recorded, positive feedback clearly predominated. The **group atmosphere** was largely perceived as supportive: six

Figure 16. Aggregate Distribution of Responses Across All Evaluation Items

Source: Author's Own Work

participants described it as “*very supportive*”, two as “*rather supportive*”, and only one as “*rather unsupportive*”. Despite this isolated less favourable rating, the overall perception of the group climate remained positive.

With regard to **opportunities for active participation**, eight respondents answered “*yes*” and one “*rather yes*”. No negative responses were reported, indicating that participants generally felt they had sufficient space for engagement and self-expression during the sessions. A more differentiated pattern emerged

in responses concerning the **impact of participation on individual study strategies**. Only one respondent answered “*yes*”, six selected “*rather yes*”, and two “*rather no*”. These findings suggest a more moderate or cautiously perceived impact, which may not manifest immediately but could have a more gradual, long-term effect. Finally, responses to the question concerning **interest in continuing in a similarly focused group** were predominantly positive. Five respondents indicated “*yes*”, three “*rather yes*”, and one “*rather no*”. The prevailing interest in

continuation can be interpreted as confirmation of the relevance and perceived value of the group, as well as an incentive for further development or expansion of the programme.

The aggregated overview of all responses indicates a **strong predominance of satisfaction**, with almost all responses falling into the categories of “*completely positive*” or “*rather positive*.” Respondents most frequently selected the highest or second-highest level of satisfaction. Responses expressing uncertainty or dissatisfaction occurred only sporadically. These data confirm that the **growth group met participants’ expectations and had a positive impact**. Overall, the results show that the growth group was perceived very positively by its participants. The majority of respondents reported that their **expectations were fulfilled and highlighted the quality of group facilitation, the personal developmental benefits, and the supportive atmosphere during the sessions**. Although the impact on study strategies was evaluated predominantly positively, most responses fell within the category “*rather yes*.” This may reflect a natural time lag between reflection and actual changes in study habits. An important finding is that **most respondents expressed interest in continuing in a similarly focused group**, which underscores the relevance, meaningfulness, and perceived benefits of this form of support.

Open Student Reflections

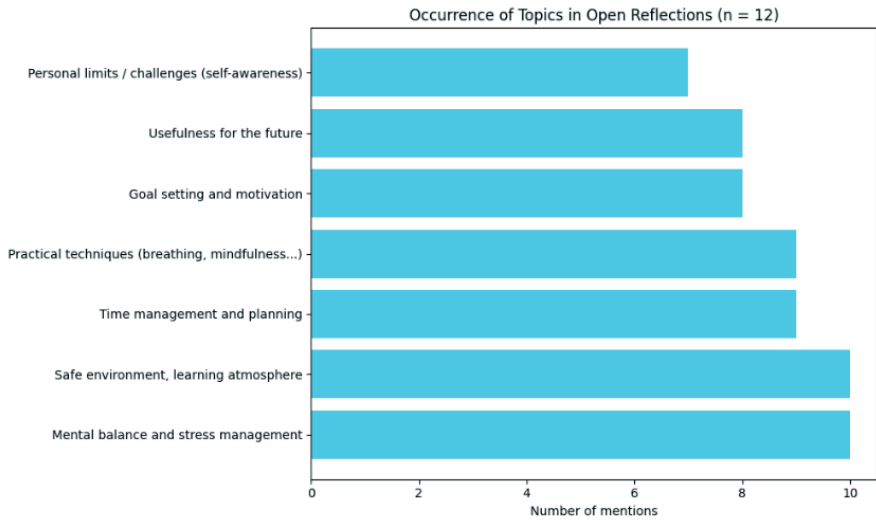
Based on twelve open-ended student reflections, several shared thematic areas can be identified as particularly significant. The domains in which students reported the greatest perceived benefits were as follows:

Time management and planning. All students appreciated working with monthly plans, calendars, and study scheduling techniques. They reported improvements in planning study activities, navigating the university Student Information System (SIS), and preparing for state final examinations. Planning was described as contributing to greater calmness and a reduction in stress.

Self-awareness, motivation, and goal setting. A prominent theme involved working with the distinction between wishes and goals, the application of SMART criteria, self-assessment questionnaires, and increased awareness of the differences between intrinsic and extrinsic motivation. Reflections indicate deeper self-understanding and positive changes in students’ approaches to goal achievement.

Mental wellbeing and psychological balance. Meditation, breathing exercises, mindfulness practices, imagery, and self-care strategies were perceived as key techniques supporting students in coping with anxiety, stress, and somatic difficulties (e.g., examination-related stress).

A safe environment and openness. All students described the seminar atmo-

Figure 17. Mentioned thematic categories in twelve open-ended student reflections

Source: Author's Own Work

sphere as safe and friendly. This factor was repeatedly identified as *crucial* for the effective functioning of the course.

Practical applicability of techniques. Practical techniques such as mindfulness, guided imagery, grounding exercises, walking meditation, and muscle relaxation were highlighted as usable both in academic contexts and in everyday life. Students particularly valued their ease of application.

Personal challenges and limitations. Reflections also included elements of self-criticism, such as procrastination, anxiety related to completing qu-

estionnaires, difficulties with imagery exercises, or inconsistency in applying learned techniques. At the same time, students emphasized the importance of adopting a non-perfectionistic approach.

Student reflections indicate that the course *Coping with Academic Demands and Mental Wellbeing* fulfills not only an educational, but above all, a supportive and psychosocial function. Students appreciate both the practical benefits in areas such as time management and goal setting, as well as the development of mental competencies through relaxation and self-awareness

techniques. A high level of group identification and the creation of a safe environment foster openness, self-reflection, and acceptance of personal limits. Moreover, the impact of the course extends beyond the university context, finding relevance in everyday life and future professional paths.

Recommendations for Practice

Experience with implementing the course *Coping with Academic Demands and Mental Wellbeing* suggests that its introduction at other faculties or universities can be highly beneficial and desirable. For successful implementation, several key recommendations should be considered:

- 1. Adapt the content to the specific context of the faculty or university.** It is advisable to tailor topics and examples to the academic environment and student profile of the given institution. Core thematic areas (e.g., self-awareness, metacognition, time management, motivation, stress regulation) are broadly applicable, but the form and emphasis should reflect the specific needs of the study programs involved.
- 2. Ensure flexibility in format and delivery methods.** Addressing diverse student preferences—such as offering online or blended formats, interactive workshops, individual consultations, or group sessions—can enhance both accessibility and impact.
- 3. Implement continuous evaluation and content updates.** To maintain

the relevance and quality of the course, it is important to systematically gather feedback from students and instructors and to adapt the course structure, content, and methods accordingly.

4. Engage interdisciplinary collaboration and diverse facilitators.

Involving professionals from different fields—such as psychology, education, academic counselling, and even experienced students—can enrich the course content and provide participants with multiple perspectives for reflection and learning.

5. Offer the course as both a universal and a targeted support measure.

The course can be embedded within the broader system of student support services (e.g., in cooperation with counselling centers, academic libraries, tutors, or career services). In this way, it can serve as a preventive and developmental tool for all students while also functioning as a targeted intervention for students with specific needs. Such dual-purpose design allows the course to support well-being proactively and simultaneously act as an individualized measure to mitigate exhaustion, anxiety, or risk of academic failure.

6. Promote long-term continuity and follow-up support.

Although the course is currently offered in a time-limited format, both preliminary experience and relevant literature suggest that one-off interventions have limited

long-term impact on study habits and wellbeing. It is therefore recommended to offer ongoing support—such as follow-up workshops, individual or group consultations, peer mentoring, or topic-specific meetings during the semester. These formats can help students maintain motivation, track progress, and continue developing their skills.

Finally, we recommend that student wellbeing and the ability to cope with academic demands be viewed not as a stand-alone initiative, but as a continuous and integral part of student support throughout the entire course of study.

Discussion

The findings of the presented project confirm the growing importance of student wellbeing support in the context of higher education, as emphasized by current studies of international organizations (OECD, UNESCO, WHO) as well as strategic documents of the Ministry of Education, Youth and Sports (MŠMT) of the Czech Republic. The Czech Educational Policy Strategy 2030+ highlights the need to create a safe and stimulating learning environment that fosters mental wellbeing, the development of competencies, and the reduction of inequalities among students (2022). Reform initiatives within the Operational Programme Jan Amos Komenský (OP JAC) promote education focused on health, mental

wellbeing, and support for students with specific needs – a portion of the allocated budget (over CZK 15 billion) is specifically designated for programs that enhance the quality of teaching and support student wellbeing (2023). Moreover, the MŠMT supports, through the Operational Programme Research, Development and Education (OP VVV) and other calls, the development of projects aimed at systematic care for students' mental health, helping to ensure the prevention of failure, increased academic engagement, and long-term motivation.

The offer of support courses that integrate topics such as self-awareness, metacognitive strategies, time management, and stress management has proven to be an effective tool for increasing student motivation, autonomy, and resilience to academic and psychosocial pressures. These findings align with international research results (Brooker, Larcombe, & Baik, 2019), which emphasize the importance of metacognition and self-regulation for successful higher education performance.

A key benefit of the course lies in its comprehensive approach, combining theoretical knowledge with practical techniques, enabling students to actively apply learned strategies in both their academic and personal lives. Reflective and interactive forms of teaching, such as case studies, group discussions, or model situations, support deeper understanding and increase student engagement, in accordance with the principles

of andragogy (Schulz, Reiner, Olson, & Oberhoffer-Fritz, 2025).

However, it is important to emphasize several limitations of this approach. Above all, the time demands and voluntary nature of participation represent significant barriers to broader implementation and long-term effectiveness. Voluntary participation may result in the course being primarily attended by students who already possess intrinsic motivation and relevant skills, while those in greatest need of support may remain out of reach. Therefore, it is essential to systematically incorporate wellbeing into the compulsory parts of academic programs and to create a supportive environment that is inclusive and accessible to all students.

Another important aspect is the need for close coordination between support courses and university counseling services. The integration of these services can significantly enhance the effectiveness of support, especially for students with specific needs, such as those with autism spectrum disorder or specific learning difficulties. In this respect, there is room for expanding modules to reflect various types of disadvantages and offer more targeted interventions. This need aligns with the model of inclusive education and multidisciplinary support recommended by current scholarly literature (Gobena, 2024; Kočí, 2022; Walker, 2022; Novotná & Schreiberová, 2021).

In conclusion, it is important to highlight the significance of ongoing evaluation and research in the field of student

wellbeing. Given the dynamic nature of student life, cultural differences, and the diversity of academic disciplines, it is essential to continuously adapt support strategies to current needs and trends. It is further recommended to examine the long-term impacts of support courses on academic performance, mental wellbeing, and graduates' professional outcomes. It can thus be concluded that the implementation and development of support courses focused on wellbeing represent an effective and promising direction that can significantly contribute to the improvement of higher education and the promotion of student health and personal development.

Conclusion

Support courses focused on coping with academic demands and promoting student wellbeing represent a significant contribution to both the academic success and personal wellbeing of students. Implementing such courses helps enhance students' self-awareness, fosters the development of effective learning strategies, improves stress management, and strengthens key competencies such as time management and emotional self-regulation. These skills directly impact not only improved academic performance, but also long-term motivation and resilience throughout the challenges of higher education.

Looking ahead, the challenge is not only to expand the range of support

courses, but also to embed wellbeing as an integral part of higher education at a strategic level. Faculties and universities should build comprehensive support systems that connect educational and counselling services in order to ensure high-quality and sustainable support for all students. Such an approach contributes to improving the overall quality of the academic environment, enhancing inclusion, and ensuring that students are not merely passive recipients of knowledge but active participants capable of navigating academic and life challenges effectively.

The implementation of wellbeing-oriented courses also creates space for the

systematic monitoring of student needs and timely intervention in cases of academic or psychological difficulties. By fostering a safe and supportive environment, higher education institutions signal that they value not only performance, but also the humanity and personal growth of their students. In the long term, such an approach can help reduce academic failure, increase the sense of meaning in education, and contribute to the development of responsible, autonomous, and resilient graduates who are better prepared to face the challenges of the modern world.

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