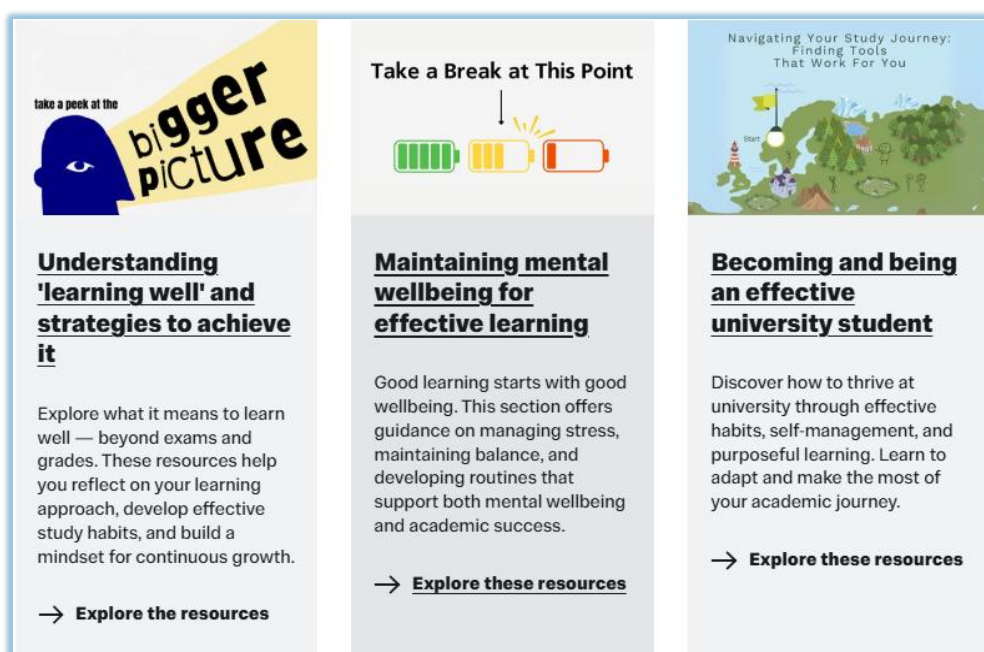


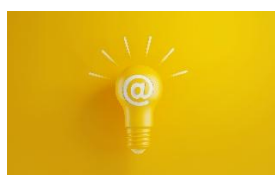
Guide to Distributing and Using Learning Well Materials

The Learning Well research project conducted 33 focus groups with 112 students across the faculties of Engineering, Natural Sciences and Medicine at Imperial. The team explored students' lived experiences, including their study strategies and wellbeing-related issues to identify gaps in current study support and wellbeing resources. From this research data, these illustrated resources below were co-produced with three Imperial students through a Student Shapers project. All the resources can be found and downloaded [here](#).



The strategies and ideas shared in these materials are provided as suggestions for consideration and inspiration. They are not intended to imply that these are the 'best' or 'only' approaches students should use to help them 'learn well'. Instead, please use these ideas to encourage students to reflect on their own study strategies and learning behaviours and as stimuli for practical steps they can take to craft their own path to learning well here at Imperial.

We encourage staff and mentors to share these Learning Well materials with students/learners, particularly the digital resource link and printed bookmarks and postcards, which are available through the Learning Well team – contact [the project team](#) if you would like a batch of printed bookmarks or postcards.



For induction events, mentoring sessions, or workshops with students, we have suggested the following activities that can be used with the Learning Well materials to prompt reflection, discussion, and engagement around learning and wellbeing. Please feel free to adapt as you see fit.



Activity 1 – Reflecting on ‘What does learning mean to you?’

Purpose: To help students think about their own definitions of learning and how these influence their study approaches and wellbeing.

Instructions:

1. Share a few student quotes from the Learning Well data on what learning means to them [here](#).
2. Ask students to jot down what learning means to them personally.
3. In small groups or pairs, discuss similarities and differences between definitions.
4. Conclude by reflecting on whether they would adjust their definition of learning and why. The prompt questions below can be used to guide the discussion.

Prompt questions:

- How do you know when learning is really happening for you?
- What helps or hinders your learning?
- Has your idea of learning changed since starting university?



Activity 2 – Comparison vs Self-Growth

Purpose: To recognise and address imposter feelings and the tendency to compare with others.

Instructions:

1. Present the Comparison vs Self-Growth resource quote: [“The only fair comparison to make is to our past selves”](#)
2. Ask students to reflect individually: When do I most often compare myself to others? How does it make me feel?
3. Facilitate a discussion on comparison versus personal growth.
4. Invite students to write one reminder they can return to during stressful periods. This could be written on a Learning Well postcard, which they can display in their room or keep with them as they study.

Prompt questions:

- What impact does comparison have on your motivation and wellbeing?
- What’s one area where you’ve grown recently? (This could be in relation to your learning, or you might want to think more personally)



Activity 3 – Focus on Growth, Not Perfection

Purpose: To challenge perfectionism and foster a growth mindset.

Instructions:

1. Display the [Focus on Growth, Not Perfection resource](#).
2. Ask students to identify one recent learning challenge and invite them to describe how they responded. Then, discuss their experiences in small groups.

3. Joint discussion and reflection: What would a 'growth mindset' response look like for these challenges?
4. Depending on the group size, invite each person to share one concrete action or strategy to practise focusing on progress rather than flawless outcomes.

Prompt questions:

- What does 'good enough' look like in your learning?
- How can mistakes contribute to your development?



This activity can also be linked to the resource titled ['What does enough look like for you'?](#)



Activity 4 – My Balanced Week Plan

Purpose: To help students map how they currently spend time, identify imbalances, and plan a more sustainable week that supports both learning and wellbeing.

Instructions:

1. Ask students to draw or list a typical week, showing how they allocate their time (study, social, rest, exercise, etc.).
2. In small groups, students compare their week-plans and discuss: What stands out? Are there any big blocks of unplanned time or excessive study without breaks?
3. Each student then revisits their week-plan to adjust one change as they see fit e.g., scheduling regular breaks, balancing social/recharge time with study, or reducing large all-day study blocks.
4. Joint discussion: What will you keep or try differently this week, and how will you check in on it? Here, students can share their time management strategies to support peer learning and exchange ideas.

Prompt Questions:

- Where am I spending most of my time currently, and does it feel sustainable?
- When did I last feel rested and productive? What did my schedule look like then?
- What small change could make the biggest difference to how balanced my week is?



Activity 5 – Take a peek at the bigger picture

Purpose: To help students think about what they want their broader university experience to look like and consider how this wider perspective can be beneficial for their learning and wellbeing.

Instructions:

1. Share the [take a peek at the bigger picture resource](#). This is a poster resource but can also be displayed/shared in postcard format and use the quotes as starting points for discussion.
2. Invite students to note down three things they would like from their first year at university (this can be as specific or as broad as they like). Alternatively, you could set up a Menti activity using www.menti.com and students can submit their responses anonymously.
3. As a group, pick a small number of examples for brief comment and invite students to elaborate on their thoughts.

4. You can also ask students to consider the extent to which this should influence how they approach their academic learning and why.
5. Conclude by inviting students to write down one concrete strategy they will commit to this term, to try to maintain balance between their learning and their broader goals at university.

Prompt questions:

- What do you hope to get out of your first year at university, beyond studying for your degree?
- How might engaging in activities outside your degree support your overall learning and wellbeing?
- What kinds of opportunities could help you grow, personally and academically?