



Healthy Teaching and Learning at Ernst Abbe University of Applied Sciences Jena

Problem Description: Accelerated and intensified teaching and learning processes, even at the academic level, prevail against the background of social mega-trends such as digitalization and globalization. As a result, there is an increase in stress-related illnesses suffered by both teachers and students at colleges and universities.

Objectives of the Project: At the core of the project is the promotion of competencies in the fields of health and stress management for teachers and students in the Departments of Business Administration, Social Work, and Industrial Engineering at the Ernst Abbe University of Applied Sciences, Jena. This will come about through the development, testing, and evaluation of innovative health-promoting teaching and learning practices, which are being implemented by the participants based on the principles of mindfulness.

Time Frame: January 1, 2015 to December 31, 2019

Project Management: Prof. Dr. Mike Sandbothe (Department of Social Work)

Project Participants: Prof. Dr. Heiko Haase (Department of Business Administration), Prof. Dr. Burkhard Schmager (Department of Industrial Engineering), Prof. Dr. Andreas Voss (Institute for Innovative Health Technologies)

Target Audience: The project is aimed at both students and teachers at the Ernst Abbe University of Applied Sciences Jena.

Activities: The training of a health-promoting attitude toward mindfulness serves as the basis for the project activities. For this purpose, a program conceived by the American medical professor Jon Kabat-Zinn (University of Massachusetts Medical School), *Mindfulness Based Stress Reduction* (MBSR), is being adapted and evaluated for academic educational processes. At the heart of the project is *Mindfulness Based Student Training*, which has been especially conceived for students. Accompanying this, further learning opportunities for teachers, *Mindfulness Based Teacher Training* (MBTT), is being developed and tested, in addition to advanced modules for the training of teachers.

Another area of emphasis will lie in offerings concerning the topics “Mindful Experiential Education”, “Mindful Creativity Training”, and “Mindful Management of Emotions”. The evaluation, which is double-headed, will connect medical longitudinal studies of autonomic regulation (cardio-respiratory regulatory diagnostics) with socio-scientific assessments. The first interim results are expected to be published in 2018 and 2019. A systematic documentation will appear in 2020.

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