

A SCOPING REVIEW FOR DESIGNING EMPIRICAL RESEARCH ON ACADEMIC WELL-BEING AND FLOURISHING

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Although we are surrounded by modernity and relative progress in terms of technology, education, knowledge, and communication, to mention a few, the prevalence of mental health concerns has dramatically grown (SELIGMAN, 2009). These aspects were particularly evident during the Coronavirus pandemic outbreak when many academic institutions (faculty and alumni members) saw a significant shift in information technology, routine, and teaching and learning methodologies. In addition to the inherent aspects of the academic environment, such as levels of competition and workload, other elements were made even more notable when preventive measures were used. Consider task management, expenditures, income problems, online learning adaptability, connection issues, and management of family demands. The well-being of students is a crucial consideration because educational institutions have the power to influence their growth (SELIGMAN, 2009). In order to flourish—that is, having the perception that life is prospering in different aspects, according to the author (SELIGMAN, 2012)—the administration and faculty members should first collaborate to identify what circumstances cause such a state. Secondly, the institution needs to determine how this strategy may help to reduce dropout, which is a major worry. From this point forward, it is necessary to examine the foundational elements of this condition. To effectively address the existence of well-being and flourishing as themes in Additional Languages undergraduate alumni's discourse, it is necessary to design empirical research. Following the understanding of Munn et al. (2018), Mays, Roberts, and Popay (2001), this scoping review aims at mapping out theoretical and methodological frameworks that will support the development of theoretical basis and research instruments. In order to reach our goal, a database was searched based on the following string: "academic wellbeing" OR "student wellbeing" AND "Higher Education" AND "Flourish". The time frame considered was from 2013 to May 11, 2022. From the 192 papers returned (out of which only 64 were published in 2021), eight articles were chosen. The inclusion criteria were: empirical research, language (English, Portuguese, or Spanish), undergraduate students as the target audience, and the confluence of the themes "Wellbeing" and "Flourish". The three primary authors identified in that collection of papers were Martin Seligman (six articles), Margareth Kern (three articles), and Julie Butler (three articles). Martin Seligman (2012) brings out an approach that finds its roots in Positive Psychology and proposes five pillars of well-being: positive emotions, positive relationships, engagement, meaning, and achievement. Margareth Kern complements Seligman's idea by claiming that using Positive Psychology in educational settings will encourage students to raise awareness of well-being and flourishing and act towards them. Based on a group of authors, Butler and Kern (2016) argue that there are more than five criteria to measure someone's level of well-being deriving from Seligman's pillars. Namely: positive emotions (dimensions of valence - negative to positive - and activation - low to high), engagement (absorption, interest, commitment), meaning (sense of direction, transcendence, value of meaning), achievement (self-efficacy, sense of achievement, achievement of personal goals), positive relationships (connection with others,

satisfaction, giving/receiving support). These concepts will serve as invariable criteria for measuring well-being, as they pervade the research. Thus, these factors will be assessed as presupposed for every participant. On the other hand, these articles pointed out, individually, different aspects that will be taken here as variables within the assessment: intercultural awareness (POPA *et al.*; 2021), physical and relational space (WORSLEY *et al.*, 2019), academic success (GOODDAY *et al.*, 2019), beliefs regarding governmental responses to Covid-19 pandemic outbreak (ALLEN *et al.*, 2022), mental health (MORGAN; SIMMONS, 2021), socioemotional intelligence (DEVIS-ROZENTAL; FARQUHARSON, 2020; GAN *et al.*; 2022.) and positive psychology intervention (LAMBERT *et al.*; GAN *et al.*, 2022). According to the review, three of the research used quantitative methods (WORSLEY *et al.*, 2019; GOODDAY *et al.*, 2019; ALLEN *et al.*, 2022), three used qualitative methods (MORGAN and SIMMONS, 2021; DEVIS-ROZENTAL e FARQUHARSON, 2020), and two used mixed methods (POPA *et al.*, 2021; GAN *et al.*, 2022). This data will serve as a guide for creating the research tool that will constitute the basis of our research during the Master's program. Out of the tools given in the articles, the survey and semi-structured questionnaire will, in our opinion, best serve the objective of analyzing the discourse of students.

Keywords: Academic well-being and Flourishing; Theoretical and methodological framework; Scoping review.