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ARTICLE

Promoting Integral Human Flourishing through a Holistic Positive Psychology Intervention in Higher Education

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ABSTRACT

Positive psychology offers a valuable framework for supporting student wellbeing, confidence, and optimism, particularly among students entering higher education through non-traditional pathways. This study evaluated Be Positive, a 12-week, asynchronous positive psychology intervention piloted in an Australian Enabling program designed to prepare students for undergraduate study. The program used animated videos, information sheets, and reflective activities to introduce strategies for reframing unhelpful thinking, managing stress, cultivating positive emotions, and strengthening adaptive study behaviours. Qualitative data were collected through weekly surveys and focus groups and analysed using the Framework Method in conjunction with the Discourse Force Framework, which examines purpose, cognitive structure, behavioural intent, and emotional resonance in educational multimedia. Findings indicate that students valued the program's accessible language, relatable scenarios, visual metaphors, and practical strategies. Participants described greater awareness of their thinking patterns, increased use of positive self-talk and reframing, improved capacity to respond to academic stress, and stronger motivation to persist with study. The materials also normalised struggle and fostered emotional connection, helping students interpret setbacks as part of learning rather than evidence of personal inadequacy. Drawing on these findings, the paper proposes a Positive Psychology-Informed Whole-Person Learning Framework that integrates cognitive, emotional, behavioural, and social dimensions in the design and evaluation of wellbeing interventions. The study demonstrates how carefully designed positive psychology initiatives can support integral human flourishing, engagement, and academic confidence among Enabling students.

Keywords: Positive Psychology; Positive Learning; Enabling Programs; Tertiary Access; First Year; Transitioning to

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University; Mature Age Students; Support Networks

1. Introduction

Literature in psychology has often neglected the exploration of subjective wellbeing through the lens of positive psychology (PP), instead focusing on depression and anxiety. Addressing this gap, the Be Positive initiative was developed to foster confidence and optimism among Enabling program students, particularly those from equity backgrounds who may face cultural capital disparities and lower initial confidence levels upon entering academia^[1]. This program, piloted within an Australian Enabling program (i.e., course of instruction that enables a person to undertake higher education), aims to reshape students' perceptions of their academic capabilities through re-framing the way they think and perceive situations relating to their study journey. Walters and James^[2] suggest that integrating PP strategies not only enhances students' academic experiences but also positively impacts their personal lives.

This paper presents findings from a study examining the effectiveness of the Be Positive program in reframing students' attitudes toward their studies. The study explores how the initiative supports students in developing a more constructive mindset, ultimately enhancing their engagement and motivation in their academic journey. The research is guided by three key questions: 1. In what ways does the Be Positive initiative promote optimal best practices for academic engagement and achievement? 2. How does participation in the Be Positive initiative enhance student wellbeing and contribute to positive behavioural changes that support academic success? And 3. What value do students attribute to the Be Positive videos in terms of their impact on motivation, mindset, and study habits? By addressing these questions, this research provides insights into the potential of Positive Psychology interventions (PPIs) to foster a supportive academic environment and enhance students' overall wellbeing and success. Additionally, this paper will present a positive psychology-informed whole-person framework, outlining its key principles and demonstrating how it can assist educators and program developers in designing PPIs that foster student engagement and psychological wellbeing.

Background

The transition to university can be an overwhelming experience for many students, with significant implications for their wellbeing and mental health^[3]. This challenge is particularly pronounced among Enabling students, who navigate what Willans^[4] describes as a borderland, a disorienting space between their past experiences and the academic environment. New students often find themselves in an unfamiliar and uncertain space that lies between the familiarity of their past experiences and the demands of the new, challenging academic environment^[5]. James^[1] notes that Enabling students often face heightened anxiety due to a combination of academic and non-academic stressors. Academically, they may encounter greater challenges stemming from previous educational disadvantages, such as underdeveloped critical thinking skills and limited academic capital^[1,6]. These factors can erode their confidence in their academic abilities and subsequently impact their overall wellbeing. Moreover, Enabling students often belong to non-traditional groups, including first-generation students, those from low socio-economic backgrounds, and mature-aged individuals^[6]. Nieuwoudt^[7] also highlights how this diversity can introduce additional stressors that relate to financial pressures, and lack of support networks, alongside the balancing act of studying while managing family responsibilities. Habel et al.^[8] suggest this creates a sense of social disconnection within the university environment. Furthermore, physical and mental health issues can further compromise their wellbeing^[9]. These multifaceted challenges highlight the intricate journey Enabling students undergo when transitioning to university life. Targeted support is essential to help them navigate these stressors, boost their academic success, and safeguard their wellbeing.

2. Literature Review

Optimal Best Practice (OBP), a concept rooted in PP, supports the importance of fostering positive psycho-social functioning and adaptive outcomes to unlock an individual's full potential^[10]. This approach integrates cognitive development and self-regulation, highlighting the role of educational

practices in nurturing psychological processes that enhance overall functioning^[10]. For Enabling students, developing OBP is crucial for several reasons. For example, early exposure to positive language strategies^[11] is a key component of maintaining OBP^[12]. Students who focus on more positive and affirming feedback, either their own or others', are more likely to feel motivated with renewed "energy, or a perceived feeling of energy" to move forward and "strive for improvement"^[10] (p. 4). This adjustment in language can subsequently promote better practices and a "personal striving" that precedes longer-term adaptive outcomes^[10] (p. 13). Undoubtedly, healthier levels of energy for learning enhance motivation and persistence, empowering students to seek out the state of optimisation, and allowing them to tackle academic challenges more effectively^[10]. This understanding of OBP aligns closely with recent findings in neuroscience, particularly regarding the plasticity of the brain, noting the dynamic and adaptable nature of human learning and development^[12].

2.1. Plasticity of the Brain

Until recently, the brain was thought of as fixed and inflexible, yet now neuroimaging depicts how complex and dynamic the brain is. Holmes^[13] posits that the flexibility and strength of brain plasticity reveal that the brain's learning processes can be leveraged, and it is only a matter of finding best-practice opportunities to facilitate the learning process. Linley et al.^[14] (p. 7) agree that to promote "integral human flourishing", one must pay attention to the meta-psychological level, that is, the hermeneutics of understanding human behaviours, processes and mechanisms that contribute to desirable outcomes. The notion of optimal wellbeing suggests that the psychological components of a student's learning are as valuable as the curriculum being taught. This is supported by Seary and Willans^[15] who suggest that educators need to better support a student's wellbeing alongside the academic component of study.

2.2. Positive Psychology

PP focuses on enhancing wellbeing and flourishing through the cultivation of positive emotions and mindsets. James and Walters^[16] highlight the transformative effects of altering students' neural pathways to foster a positive outlook

towards their studies and belief in their learning capabilities, underscoring PP's role in shaping constructive educational approaches. This approach encompasses dimensions such as academic thriving, intrapersonal growth, and interpersonal relationships^[17]. Fredrickson^[18] argues that positive emotions not only signify flourishing and optimal wellbeing but also shield individuals from negative emotions, contributing to overall psychological growth. Conversely, individuals who are facing moderate mental health challenges or languishing may experience impediments in physical health, productivity, and daily functioning^[19]. Schreiner^[17] advocates for universities to adopt a success promotion model, emphasising PPIs to support student thriving rather than solely focusing on preventing failure. This paradigm shift could significantly enhance psychosocial wellbeing and promote growth among students. PP's emphasis on cultivating positive emotions and mindsets offers substantial potential to enhance wellbeing and flourishing for university students.

2.3. Positive Psychology Research: Global Context

Hobbs et al.^[20] identified a dearth of research examining wellbeing courses offered in university settings using a positive psychology framework. To address this, they conducted a systematic review exploring how university students engage with PPIs. Their analysis included 27 studies from 10 countries, with the majority originating from the United States (k = 11), Australia (k = 6), China (k = 2), and Italy (k = 2). Based on the collective findings, the authors cautiously suggested that embedding positive psychology courses within university curricula may support improvements in students' psychological wellbeing, life satisfaction, and overall happiness. However, the review was constrained by its exclusive focus on quantitative indicators of wellbeing. Hobbs et al.^[20] recognised this as a limitation and proposed that qualitative research could offer deeper insights into students' experiences with PPIs. Another limitation of the review was that only one study was conducted within a non-traditional university setting—a foundational program in the United States.

Gilmore et al.^[21] noted similar gaps in wellbeing research within the Australian higher education sector, also observing that the vast majority of studies relied on quantitative methodologies (75%). They also reinforced the observa-

tion regarding the limited representation of non-traditional student cohorts, like Enabling students, in existing research and called for future studies to develop a more inclusive and representative evidence base by examining the wellbeing of student groups that remain under-represented. Zhao et al.^[22] further highlight issues with prevalent methodological approaches and representation in Positive Higher Education. Their scoping review examined 40 studies and investigated wellbeing programs grounded in positive education for undergraduate students in the USA. Again, only studies involving traditional post-secondary degree pathways were included and qualitative studies were excluded from the review. The review also did not assess the effectiveness of individual programs, with the authors noting that future research should be undertaken to evaluate intervention outcomes.

Issues with research into positive psychology interventions are also identified in Asian higher education. In their review of 147 positive psychology publications on applications of positive psychology in higher education in Asia, Hall et al.^[23] acknowledge a growing interest from Asian scholars in the potential benefits of positive psychology. However, the authors claim that research is currently hampered by an imbalance in research focus, with a focus on descriptive associational research taking precedence over evaluations of intervention deployment. They identify a need not just to identify personal resources which are linked to optimal functioning, but to explore interventions which show how these resources can be effectively deployed through intentional activities. The Be Positive project and its research design were created to address these research gaps.

2.4. Cultivation of Wellbeing

Positive wellbeing significantly influences students' attitudes, behaviours, and engagement levels, while negative wellbeing can have the opposite effect, hindering motivation and connection^[24]. As Kahu et al.^[25] illustrate, negative emotions such as frustration and anxiety often lead to disengagement, reducing students' ability to stay motivated and actively participate in their studies. Recognising this dynamic, universities are increasingly prioritising wellbeing as a foundational element that enables students to develop the psychological resources necessary for engaging in complex learning tasks and academic activities effectively^[26,27]. This support not only fosters optimal functioning but also

equips students, particularly Enabling students, who often face wellbeing challenges, with the resilience needed for academic success^[28]. By embedding wellbeing into educational design, institutions can create learning environments that empower students to thrive both academically and personally.

2.5. Importance of Psychological Affect

Positive affect serves as a cornerstone for enhanced wellbeing^[29,30] through facilitating improved learning outcomes by activating more effective neural pathways in students' brains. Zhoc et al.^[24] argue that positive affect among Enabling students correlates with improved overall wellbeing, acting as a catalyst for achieving educational goals. Waters et al.^[31] highlight the role of positive affect in stress management, demonstrating that maintaining positive emotions can significantly bolster wellbeing during stressful periods. Neurologically, positive affect triggers the dopaminergic system in brain regions associated with executive control and flexible thinking^[32], enhancing students' ability to reason and make sound decisions. Moreover, positive emotional states enhance information absorption and retention, leading to more efficient learning processes and problem-solving abilities^[33]. James and Walters^[16] further suggest that positive affect fosters pro-social behaviours, promoting positive interactions and emotions among students.

2.6. Cultivating Positive Emotions

Positive emotions play a pivotal role in fostering wellbeing and overall academic thriving^[34]. Fredrickson's^[18] research highlights that positive emotions are key indicators of flourishing and optimal wellbeing, in contrast to negative emotions such as anxiety and sadness. Cultivating positive emotions not only enhances students' wellbeing but also promotes psychological growth^[18]. This aligns with Positive Psychology's focus on understanding and nurturing positive emotions to support student flourishing. James and Walters^[16] found that redirecting Enabling students' cognitive pathways toward positivity fosters an optimistic mindset, which is essential for academic success across interpersonal, intrapersonal, and academic domains^[17]. When students experience small but frequent academic successes that reinforce their belief in their abilities, they are more likely to persist in learning, leading to greater engagement and long-term

success^[35,36]. Additionally, emotional engagement enhances learning by making content more memorable and strengthening intrinsic motivation^[12]. The evidence suggests that promoting positive emotions and fostering a thriving mindset are essential strategies for enhancing both students' academic performance and overall wellbeing in educational settings.

2.7. Optimising Behavioural Intent

Cultivating emotions through PP is crucial for aligning behavioural intent with personal growth, as it leverages the notion of Organismic Valuing Process (OVP)^[37,38] and Self-Determination Theory (SDT)^[39] to initiate meaningful change in an individual's life. The OVP, as discussed by Linley et al.^[14], aligns closely with the principles of PP. OVP is a comprehensive growth theory that integrates motivation-based concepts of wellbeing, such as goal-setting and self-determination. According to OVP theory, individuals are inherently driven towards growth, both physically and psychologically^[14]. This 'actualising' tendency represents an active drive for personal improvement^[37]. SDT^[39] complements OVP by highlighting the importance of autonomy, competence, and relatedness for intrinsic motivation and psychological wellbeing. SDT posits that fulfilling these basic psychological needs fosters adaptive behaviours and greater overall satisfaction^[39]. The integration of SDT and OVP with PP principles provides guiding theories that support the development of psychological wellbeing and life satisfaction, demonstrating the transformative impact of focusing on psychological strengths and intrinsic motivations in shaping behaviour^[40].

2.8. Be Positive Program

Be Positive is a prevention-oriented, multi-component, online asynchronous PPI. This initiative aims to equip Enabling students with strategies to reframe their mindset and self-beliefs, empowering them to adopt more positive approaches to overcoming self-defeating thoughts. The program spans 12 weeks and was an optional program for students to undertake. It was designed to complement their existing coursework through self-paced, self-directed activi-

ties.

The theoretical underpinnings of the Be Positive program are grounded in PP principles, aimed at fostering students' psychological wellbeing and enhancing their academic and personal success. Ten key concepts from PP were introduced through animated videos that explore various aspects of psychological wellbeing. Following the approach advocated by Liu and Elms^[41], these videos employ animated characters within real-world settings to elucidate PP concepts through engaging storylines, dialogue, and voiceovers (**Figure 1**). This method was chosen for its effectiveness in pedagogy, making complex ideas accessible while enhancing student engagement and learning outcomes^[41]. The program's structure includes an introductory video in Week 1, where animated characters are introduced alongside the core PP concepts. In Week 12, these characters recap the concepts covered throughout the program. Weeks 2–11 each feature a uniquely designed animated character presenting the respective PP concept for that week, ensuring a dynamic and interactive learning experience for participants^[42].

Each weekly video was paired with an 'Information Sheet' that summarised the PP concept of the week, featuring an 'In a Nutshell' section for a concise overview. These information sheets also included interactive activities designed to deepen students' understanding and encourage the application of strategies to their own lives. The activities within the information sheets were crafted to reinforce the concepts presented in the videos, promoting active engagement and practical application. This alignment between video content and supplementary materials ensured a comprehensive learning experience, helping students internalise and practice the PP strategies. The program's design was based on the prospect that students would experience both immediate and long-term benefits to their wellbeing by learning to reframe their mindset about their studies and their abilities as learners^[42].

The content and theoretical foundations of the program are outlined in **Table 1**, illustrating how each component of the Be Positive program is rooted in established PP theories and practices, aimed at cultivating resilience, optimism, and a positive self-concept among students.



Figure 1. Be Positive Animated Characters^[42].

Table 1. The Be Positive Program: Weekly Content and Description^[42].

Week	Content	Description: Theories, Concepts and Strategies That...
1	Introduction	Outline the Be Positive program and the positive psychology strategies in the program.
2	Growth Mindset Theory	Encourage students to experiment with new techniques and approaches to challenges to promote more positive thinking and improve outcomes.
3	Learned Helplessness and the 4 C's	Overcome past conditioning and reduce negative self-talk to create a more positive and proactive attitude.
4	Optimistic Thinking	Develop optimistic thinking by reframing situations as temporary, impersonal, and specific.
5	ANTs (Automatic Negative Thoughts) and POTs (Positive Optimistic Thoughts)	Recognise automatic negative thoughts and replace them with positive thoughts that are more realistic, helpful, and solution-orientated.
6	ABCDE	Assist with responding to adverse situations by identifying beliefs and consequences connected to that situation before disputing the irrational and negative aspects of these to facilitate better energy and more positive thinking about the event.
7	Broaden and Build	Develop broader awareness and perspectives to calm the brain and react to situations using a more positive lens.
8	Stress	Better manage stress through an understanding of the stress cycle and positive thinking tools.
9	Strengths and Virtues	Identify and use core values and character strengths to experience more purpose and meaning in life.
10	Iceberg Theory	Identify trigger points to better understand and modify behaviour, forming more positive intrapersonal and interpersonal relationships.
11	Gratitude and Pay It Forward	Apply an attitude of gratitude and pay it forward to develop a more positive mindset and increase wellbeing.
12	Conclusion	Summarise the 10 positive psychology theories to empower students to enjoy the 'ups' in life and cope better with the 'downs' so that they thrive, not just survive in their studies and in life.

3. Methodology

As the chosen medium for presenting the key message was through educational multi-media, Discourse Force Framework^[43] is a valuable tool for evaluating its impact and understanding how it was perceived and received by the student audience (**Figure 2**). The Discourse Force Framework offers a holistic lens for evaluating educational multimedia by examining four distinct yet interconnected domains: Discourse Purpose, Cognitive Structure, Emotional Resonance Structure, and Behavioural Impact^[43]. The first domain, Discourse Purpose, examines the intended educational objectives of the multimedia, focusing on whether the content effectively

aligns with its instructional goals and delivers the desired impact^[43]. The second domain, Cognitive Structure, investigates how users interpret, understand, and derive meaning from the multimedia elements^[43]. This includes examining narrative structure, design features such as music, colour, and visuals, and thematic continuity to understand how these features support cognitive engagement and help learners connect prior experiences to foster meaningful learning.

The third domain, Emotional Resonance Structure, explores the emotional impact of the multimedia, assessing how it engages learners, fosters motivation, and creates a personal connection to the content^[43]. Finally, the fourth domain, Behaviour Impact, evaluates how the multimedia

influences learners' attitudes, motivations, and behaviours. This domain focuses on the extent to which the interaction shapes user behaviour and decision-making, contributing to the overall effectiveness of the educational experience^[43]. Together, these domains provide a comprehensive framework that integrates different aspects of multimedia interaction, offering a well-rounded evaluation of its overall effectiveness and impact.

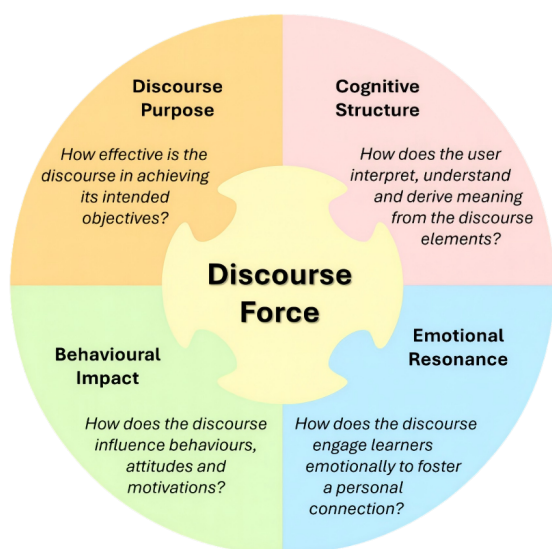


Figure 2. Discourse Force Framework.

3.1. Research Design

Ethical clearance for this project was granted by the Human Research Ethics Committee at CQUniversity (Ethical clearance 0000023150). The program was piloted during Term 1 and Term 2 of 2022. Students enrolled in the Skills for Tertiary Education Preparatory Studies (STEPS), an Enabling program at CQUniversity, were invited to participate via email at the beginning of each term. Those who consented to join the study received weekly Be Positive lessons via email, which they completed independently. Participants were also asked to complete a weekly survey to provide feedback on their experiences and the impact of the lessons.

3.2. Instruments and Procedure

A student survey was created and administered using Qualtrics, consisting of a combination of structured and unstructured questions. These surveys were designed to explore the importance students placed on the concepts introduced in the Be Positive program. Over the course of 12 consecutive

weeks, participants completed a total of 12 weekly surveys, providing ongoing feedback and insights into their experiences with the program. Participants received a weekly email introducing the PP concept for that week, along with links to the corresponding animated video and information sheet. Students were instructed to watch the video, read the information sheet, and engage with the interactive activities provided. Additionally, they were asked to complete the Qualtrics survey each week to document their perceptions of their wellbeing and their responses to the Be Positive program. Finally, students were invited to participate in focus groups to discuss their experiences. Two focus groups were run via Zoom and the interviews were transcribed verbatim and added to the dataset for analysis.

3.3. Participants

The study involved 37 students enrolled in SKIL40025 (Preparation Skills at University) within the STEPS Enabling program at CQUniversity, a multi-campus regional university in Australia.

Among the diverse range of participants in the study, the distribution of age groups reveals interesting patterns, with the highest percentage falling within the 25–34 age bracket. There are similar numbers of students aged between 18–24 years old and 35–44 years old, closely followed by those in the 45–54 age range. One student was 55–64 years old, and one student was 65+ (see **Figure 3**). The research team aimed to explore the educational backgrounds of the students,

specifically identifying their highest level of education attained. The majority of students had completed Year 11 or below (32.43%), followed closely by those with Year 12 certificates (29.72%). Only two students had completed a higher education qualification.

3.4. Data Analysis

O' Neill et al.^[42] propose that incorporating Gale et al.'s^[44] Framework Methodology with the Discourse Force Framework enhances data analysis by enabling a detailed examination of the distinct features and complexities within each domain, thus enriching the overall analysis. The process followed several key steps as outlined by Gale et al.^[44]. The authors began by thoroughly familiarising themselves

with the data through repeated readings of the data collected. They then applied coding based on predefined domains of the Discourse Force framework, which facilitated a systematic analysis. Patterns and relationships within the data were

identified, and themes were developed through iterative cycles of data collection, coding, and refinement. Finally, the authors synthesised and interpreted the findings presented in this paper.

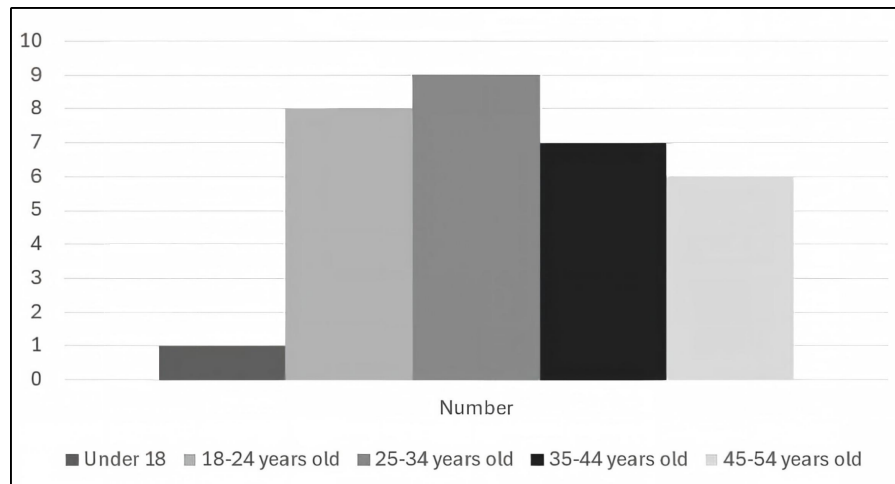


Figure 3. Participant Age Range.

4. Findings

4.1. Domain 1: Discourse Purpose

The key focus of this domain is to evaluate the effectiveness of the Be Positive program in achieving its intended objectives, particularly within the context of fostering positive psycho-social outcomes. The finding from this domain presents two themes: 1. Emotional Awareness and Adaptability, which examines how the program helped the students to recognise and regulate their emotions, and 2. Mindset Transformation, which highlighted shifts in perspectives and attitudes.

4.1.1. Emotional Awareness and Adaptability

Student responses indicated that the Be Positive program significantly strengthened their emotional awareness and adaptability, equipping them with the tools to choose a better response to both academic and personal challenges and setbacks. Several students emphasised how the program provided practical strategies for managing their thoughts in more adaptive and constructive ways. One student shared, “I need to stop being so hard on myself and ‘witcheroo’ my thoughts”. Students described an enhanced perspective that allowed them to be more in tune with their emotional responses due to the program’s facilitation of deeper under-

standing of emotional and cognitive processes. For example, one student shared, “I will calm my mental chatter and challenge/dispute negative thoughts, which should enable clearer, positive focus on study,” and another found, “[the program] helped me to realise I need to take the time to understand my triggers and be more compassionate toward others as well as myself when there is an out of character reaction”. This outlines a more adaptable ability to be aware of and monitor negative thought patterns and adjust them when required.

Students learned to explore the underlying emotional triggers that drive their reactions to different situations and people, analysing past instances of intense negative feelings to better understand and manage their responses. One student remarked, “when I am in this state, I am limited to one type of view. I need to find ways to break open new states so that I can see things from another perspective”. This heightened emotional awareness extended beyond personal experiences to also understanding others’ behaviour, promoting greater empathy and reduced judgment, which one student encapsulated by saying, “when my first reaction is to throw a negative thought on someone, my next thought is not to, because I have no idea what is going on [in the other person’s life].” This growth in emotional awareness allowed students to not only manage their own responses but also cultivate a more thoughtful approach to social interactions. By embrac-

ing adaptability in reactions to people and events, students demonstrated that they were able to apply various reframing techniques to adapt to personal circumstances, allowing for more constructive and adaptive behaviours.

4.1.2. Mindset Transformation

One common theme that emerged from the student responses was the transformative potential through immersion in the program. Several students described the effectiveness of the Be Positive program's reframing strategies and the new-found ability to bounce back in times of adversity. One student shared how they transitioned from a predominantly negative mindset ("BLUE brain") to a healthier, challenge-embracing outlook ("Healthy PINK brain"). This was exemplified by another student who noted, "by changing the input of what I say or tell myself I will then form a habit of having a positive mind and give myself confidence to continue on". Similarly, others found value in learning how to re-frame negative self-talk into empowering affirmations, using tools like the ABCDE method to combat negative thought spirals. Moreover, students learnt how to recognise triggers for negative thinking and consciously pivot to positive interpretations. This was especially noted in stressful academic contexts, where participants reported being able to process stress more effectively and remain focused on tasks. One student reflected, "I love the use of the word: YET ... Even today I had a difficult lecture and didn't understand the content...YET. I will keep on hitting the books until I do understand it". These insights portray students with adaptable behaviours, starting with changing thought processes, as this student notes, "thoughts = emotions = actions = results". Therefore, the program demonstrates that it equips students with actionable strategies for managing their automatic reactions to study stressors. Overall, these findings highlight the potential for transformation to healthier mindsets that effectively enhance emotional wellbeing, improve academic focus, and the application of more adaptive strategies.

Additionally, a number of students expressed experiencing a newfound sense of freedom, attributed to increased optimistic thinking and empowerment. The study revealed a strong focus on students' capacity to overcome self-doubt and setbacks. For example, one student declared, "I will always remember that no matter how I am going in any of my classes that I tried my best". This highlights the impact of adopting a non-judgmental, self-compassionate approach

to academic struggles. Other students expressed the profound impact of optimistic and compassionate thinking such as "being kind to yourself, especially when faced with failure or mistakes" as well as "I will do my best to not get bogged down in self-doubt during negative events such as receiving unsatisfactory grades, which will allow me to put more effort into finding a solution". The use of a growth mindset was frequently mentioned as a key takeaway on the topic of empowerment. A student remarked, "I am going to utilise the growth mindset whenever I find myself struggling with my studies... failures can be inevitable, but they do not define my intelligence or ability to learn." The findings from this domain clearly demonstrate that the Be Positive program successfully achieved its purpose—helping students reframe their perceptions of themselves and their capacity to study. Through enhanced emotional awareness and mindset transformation, students developed more adaptive thought patterns, fostering resilience, self-compassion, and a proactive approach to academic challenges.

4.2. Domain 2: Cognitive Structure

This domain explores how users interpret, understand, and derive meaning from the elements of discourse. It focuses on students' cognitive engagement with educational media and how they connect new knowledge to their prior experiences. Additionally, it examines how design features—such as animations, colour, voice-overs, and narrative structure—contribute to and enhance the cognitive learning process. Three key themes emerged from the analysis: 1. Cognitive Engagement—which enhanced understanding and connection to content; 2. Design Features—the visual and structural elements that aided learning; and 3. Meaningful Learning Opportunities—provided real-world relevance for personal growth.

4.2.1. Cognitive Engagement

Students consistently highlighted the clarity and simplicity of the videos, describing them as "clear, simple, and easy to follow." This straightforward approach made complex psychological concepts more accessible, allowing students to grasp the material with ease. The visual representation of key topics in the introduction video, such as the use of "keys" to symbolise foundational knowledge, was particularly effective. One student noted, "The keys and main

topics were good to have basic knowledge on.” Additionally, some students felt that the video format facilitated better comprehension than traditional reading. As one explained, “Listening to and watching this very engaging presentation was easier to absorb than reading. As a good base, the video made reading comprehension better for me.”

The well-structured nature of the videos was another key feature that supported student learning. The clear introduction to the program’s content, followed by a breakdown of individual concepts, provided a logical progression that was easy to follow. One student commented, “I thought the setup was extremely easy to understand—how they would state each thing first, then tell me a bit about each, really helped me understand each mini subject.” This organised structure also helped students see the connections between different ideas, offering them a roadmap for their learning journey. Another student reflected on the program’s personal impact, saying it “gave me some good pointers and opened up my mind a bit more, knowing what kind of person I am as a student and what kinds of people I would like to engage with.” Additionally, students noted that they could revisit and rewatch the videos when they encountered situations that resonated with the characters’ stories.

Acronyms like ANTs (Automatic Negative Thoughts) and POTs (Positive Optimistic Thoughts) were praised for their effectiveness as memory aids. These simple, catchy terms helped students retain and apply key concepts with ease. One student remarked, “The acronyms are very good and easy to remember. Someone who has no knowledge or practice with catching thoughts might need support at first.” By providing students with these tools, the program ensured that the strategies taught were not only memorable but also practical for real-life application.

The multiple exposure to key concepts throughout the videos, exercises and worksheets was another feature that students found valuable. Presenting key concepts or skills multiple times in different ways to reinforce learning and improve retention helped solidify the material. One student succinctly stated, “I think repetition is good! Good exercise too, and simple.” By revisiting main ideas, the program ensured that students could internalise and recall the information more effectively. The videos clearly outlined what students could expect to gain from the program, which increased their engagement and motivation. This clarity en-

couraged students to reflect on their own goals and reasons for engaging with the content. By providing a clear purpose and focus, the program fostered a sense of direction and personal investment in the learning process.

4.2.2. Design Features

The design features of the videos were pivotal in enhancing students’ learning experiences, with animations, vibrant colours, and relatable characters playing key roles. The use of bright and bold animations not only captured attention but also made complex ideas easier to understand and retain. Students appreciated how the characters’ compelling narratives and optimistic tone contributed to both engagement and memory retrieval. As one student noted, “The animation and characters made the information far more engaging than if it was just presented as fact sheets.” Another reflected, “The characters make it easier to remember each point and the lessons it taught.”

Visual aids and metaphors further enriched the learning process, offering concrete representations of abstract concepts. For example, the elephant metaphor for learned helplessness was memorable for the students, with one student sharing, “I liked the use of the elephant as an image for Learned Helplessness and wonky thinking.” The iceberg analogy was also frequently mentioned as an effective metaphor for understanding. A student stated, “the image of the whale hitting the iceberg was a powerful demonstration of hidden factors that can impact outcomes.” The colourful and logical presentation style also contributed to the metaphors and accessibility of the material. The upbeat tone and engaging delivery created a positive emotional experience for students, inspiring enthusiasm and anticipation for learning. As one participant explained, “The characters’ colourful animation made the concept more accessible and quicker to grasp.”

4.2.3. Meaningful Learning Opportunities

The Be Positive program created meaningful learning experiences that resonated with students, empowering them to view setbacks not as failures but as opportunities for growth. The characters in the videos played a significant role in fostering this mindset, demonstrating that challenges can lead to personal development. One participant reflected, “As someone with anxiety and depression, these simple, easy-to-follow videos gave me new ways to approach stress and anxiety,” highlighting the program’s positive impact on emo-

tional wellbeing.

The inclusion of real-life examples was another key element that enhanced engagement and relevance. By presenting scenarios relatable to university students, the videos helped participants see how the concepts applied to their own lives. One student shared, “I struggle with these thoughts, so it was almost as if the video was talking to me/about me.” The use of diverse scenarios and perspectives made the content inclusive and adaptable, as expressed by another participant: “It gave two scenarios so you could relate to the content from both sides.”

Direct comparisons between healthy and unhealthy mindsets further aided students in understanding and applying the concepts. By visually contrasting a “positive brain” and a “negative brain,” the videos effectively illustrated how reframing thoughts could lead to a more optimistic outlook. As one student remarked, “Seeing the positive brain spin the negative brain’s poor self-talk into a more ‘can do’ attitude served as a great reminder of what to tell ourselves to change our mindset.” Another participant found this approach empowering, noting, “It was a great reminder into thinking that anything is possible and I’m only limited by my own perspective and attitude.”

The combination of clear explanations, visual aids, relatable examples, and a positive, structured presentation made the videos impactful and practical for students. Many reported directly applying the strategies to their daily lives, as illustrated by one student who shared, “At some point this week, I have utilised all the tips in this video. However, what I’ve found most useful is engaged learning. I have been actively looking for the things I’ve learnt throughout my daily life.” Through its holistic design and relatable content, the Be Positive program fostered meaningful learning opportunities, equipping students with tools to navigate challenges and adopt healthier mindsets, promoting both personal growth and academic success.

4.3. Domain 3: Behavioural Intent

The findings of this domain address the question: How does the discourse influence behaviours, attitudes and motivations? The analysis revealed three key themes: 1. The application of positivity strategies, which involves the use of affirming and encouraging language to build emotional resilience; 2. Valuing social connections, which emphasises the

importance of relationships and collaborative engagement in learning environments; and 3. Intrapersonal development, which highlights how the program supports self-reflection, self-awareness, and emotional growth.

4.3.1. Application of Positivity Strategies

Students in the program consistently demonstrated a proactive approach to integrating positivity strategies into their daily lives, leading to a fundamental shift in how they approached personal and academic challenges. Many students adopted a growth mindset, as illustrated by one participant who shared, “I am going to reframe my thinking when something is difficult. Add ‘yet’ to the end of my thoughts when I think I can’t do something.” This simple addition of ‘yet’ acknowledges a powerful shift from fixed thinking towards a growth mindset. The act of reframing challenges as opportunities for learning rather than obstacles to overcome was a recurring theme among participants.

Another commonality with the student responses was the program’s focus on gratitude. Students described how practicing gratitude improved their mood and reduced feelings of anxiety about their studies. One student explained, “This will remind me of what to be grateful for as a student ... so I do not feel depressed or anxious about study.” Another student shared, “When times get difficult, like at the end of term when all units have assessments due, I will continue to be grateful ... and share this opportunity with wonderful people”. Other students highlighted the use of a gratitude journal, not just for personal reflection, but also as a tool to deepen their appreciation for others around them. One student explained, “I want to use my gratitude journal to make sure I acknowledge others who’ve helped me.” This outward focus—shifting from self-centered challenges to broader expressions of gratitude—illustrates how positivity strategies are helping students build resilience, self-efficacy, and empathy.

Additionally, students in the program described a shift in their self-reflective practices, moving from seeing difficulties as insurmountable obstacles to viewing them as opportunities for growth and learning. Many emphasised the importance of recognising stress and self-doubt as natural but manageable, using proactive strategies to maintain focus and positivity. As one student shared, “When I am feeling overwhelmed, I will remember that I have options,” while another stated, “I can use these theories to reflect on

my study and reframe my thinking.” These statements highlight a proactive mindset and a renewed sense of agency in approaching challenges.

4.3.2. Valuing Social Connections

One of the most transformative aspects of the program was its ability to foster social connection among students, including those who identify as typically introverted or socially reserved. By encouraging active participation, the program created a supportive environment where students felt comfortable reaching out to peers. One student remarked that the program “encouraged me to join in more with other students for support, learning and social connections.” This statement presents a shift from individual to collective learning, where students not only sought academic support but also developed friendships that nurtured their social wellbeing. Another student expressed gratitude for the opportunity to listen to and support classmates, explaining how the program helped them become “more mindful of what others might be going through.” This heightened empathy and collective support illustrate how the program cultivated a sense of belonging and camaraderie, which are critical for both academic and personal resilience. The program’s emphasis on connection helped students see that positivity is not an individual pursuit but rather a shared journey, creating an environment where mutual encouragement became the norm.

4.3.3. Intrapersonal Development

The program also encouraged students to engage in deep self-reflection, leading to a heightened sense of self-awareness and emotional intelligence. By learning to pause and examine their own thoughts, students began to recognise patterns that were previously automatic and unchallenged. One student observed, “You can’t change your thinking unless you take the time to listen to yourself,” highlighting a new understanding of the importance of self-observation. Through discussions and activities, students learned to identify “ANTs” (Automatic Negative Thoughts) and recognise how these thoughts impacted their self-esteem and approach to tasks. One participant shared, “I realised I was often saying negative things to myself without even noticing.” This newfound awareness allowed students to challenge and gradually shift these patterns, enabling a healthier internal dialogue. The program’s emphasis on self-awareness encour-

aged students to build emotional resilience by fostering a positive self-concept, showing them that through understanding their thoughts, they could begin to take control over their emotional responses and reactions.

4.4. Domain 4: Emotional Resonance Structure

This domain considers the question: how does the discourse engage learners emotionally to foster a personal connection? The findings present two key themes, which include: 1. Emotional Engagement and 2. Emotional Connections, and highlight the value that emotional connections have in incorporating social factors into the learning process, recognising the role of affective processing as integral components of learning.

4.4.1. Emotional Engagement

The student responses demonstrate how the discourse emotionally engages learners by fostering a personal connection through an emotive resonance. Relief emerges as a recurring theme, with students finding solace in the normalisation of common struggles. Statements like, “I am a normal student struggling with negative thoughts,” reveal a sense of liberation as students realise they are not alone. This shared understanding reduces feelings of isolation, replacing them with reassurance and a sense of belonging. Validation is another prominent emotion, as students feel understood and acknowledged through relatable examples that prompt meaningful self-reflection. As one participant noted, the relatable content made them feel “seen and appreciated.” Hope plays a vital role in engagement, inspired by the optimistic tone and focus on growth. One student highlighted the encouragement found in transforming negative thoughts using the word “yet,” underscoring the materials’ ability to inspire confidence and optimism. Humour adds a playful element, making difficult topics less intimidating and more accessible. As one participant remarked, the videos were “easy to understand, funny as well,” showcasing how a light-hearted tone fosters enjoyment while maintaining educational value.

The emphasis on positive thinking reinforced empowerment and motivation. Students noted the “upbeat positive energy” of the content, which encouraged them to adopt optimistic mindsets and persevere. One participant shared

how this positivity motivated them to stay determined, emphasising how consistent exposure to encouraging messages transformed their perspectives. Excitement further enhances emotional engagement, driven by the clarity and simplicity of the materials. The “easy-to-follow concepts” made learning enjoyable and approachable, helping students navigate complex topics with enthusiasm. Excitement is sparked by the engaging design and accessibility of the materials. This approach created a relaxed learning environment, enabling students to connect emotionally while remaining engaged. Overall, the materials’ ability to evoke emotions such as relief, validation, hope, excitement, and empowerment created a dynamic and inclusive learning experience.

4.4.2. Emotional Connections

Resonance emerged as a significant outcome, with the materials’ engaging tone and relatable examples evoking a strong and meaningful connection, leaving a lasting impression. Students described the content as “very memorable,” noting how vivid metaphors and emotional resonance deepened their connection to the material. For example, the elephant metaphor for learned helplessness resonated strongly, eliciting emotional responses and enhancing conceptual understanding. Through these emotional connections, the discourse also fostered a sense of social connection and belonging by encouraging collaboration and support. Participants noted how the program’s inclusive and empathetic tone inspired them to engage with peers, build friendships, and appreciate diverse perspectives. Statements like, “encourage me to join in more with other students for support and learning,” highlight how the program nurtured a supportive community. This integration of emotional and cognitive engagement proved instrumental in sustaining motivation and enhancing learning outcomes.

5. Discussion

The findings of the Be Positive program provide valuable insights into the relationship between PP strategies and students’ academic and personal wellbeing. By reframing students’ cognitive and emotional responses to challenges, the program aligns with existing research on OBP^[10] and expands on PP principles to cultivate resilience and empowerment. This discussion situates these findings within the broader literature while introducing a new perspective on

how future PPIs can be evaluated and developed using the Positive Psychology-Informed Whole-Person Framework as a guiding tool.

5.1. Bridging Theory and Practice

The program’s success in fostering emotional awareness and adaptability supports Fredrickson’s^[18] Broaden-and-Build Theory, which suggests that positive emotions expand individuals’ cognitive and behavioural capacities. Participants in the Be Positive program demonstrated this by using reframing techniques, shifting from fixed to growth-oriented mindsets, and applying positive language strategies in real-life situations. Positive self-talk became a tool for navigating academic and personal challenges. This aligns with Schreiner’s^[17] emphasis on emotional resilience and reinforces James and Walters’^[16] findings that PP supports academic thriving.

The program also contributes to the emerging discourse on neuroplasticity, highlighting how structured interventions can rewire cognitive pathways to foster adaptive behaviours^[13]. Participants’ feedback validates the significance of visual metaphors in solidifying these changes. For instance, the metaphor of the elephant for learned helplessness resonated deeply with students, making abstract concepts tangible and actionable. Additionally, the use of vibrant and engaging animations enhanced cognitive engagement, capturing attention and making complex psychological principles more accessible. Such alignment between cognitive engagement and emotional resonance enriches the learning process, bridging theoretical constructs with practical applications.

5.2. Redefining the Role of Emotional Engagement

This focus on emotional design elements suggests that learning experiences enriched with emotional engagement can significantly enhance retention and promote deeper understanding^[45]. Emotions play a crucial role in how learners process and internalise information, with Zull^[46] emphasising that emotions often influence thinking more profoundly than thinking influences emotions. The Be Positive program’s success in cultivating emotional awareness and adaptability aligns with Fredrickson’s^[18] Broaden-and-Build

theory, which highlights how positive emotions expand individuals' cognitive and behavioural capacities. While much of the academic literature centres on the cognitive aspects of learning, the findings from the Be Positive program affirm the essential role of emotional engagement. Emotional resonance not only increased students' motivation but also fostered a sense of belonging—an often-overlooked factor in academic success^[47]. This supports Waters et al.'s^[31] claim that positive affect can mitigate stress and enhance coping mechanisms. However, this study extends that understanding by illustrating how emotional engagement can reshape interpersonal dynamics, promoting empathy and collective support within learning communities.

5.3. Advancing the Discourse on Positive Psychology Interventions

The Be Positive program advances the discourse on PPIs by emphasising their applicability to non-traditional students in Enabling programs. While existing studies have explored PPIs in traditional academic settings^[19,29], this research confirms their potential to address the unique challenges faced by equity students. Participants' reflections on mindset transformation and behavioural intent provide compelling evidence of PPIs' efficacy in fostering self-efficacy and academic engagement. The Be Positive program's design elements not only facilitated cognitive understanding but also addressed students' meta-psychological dimensions, promoting integral human flourishing. This aligns with Linley et al.'s^[14] assertion that fostering holistic student wellbeing is essential for achieving optimal learning outcomes. Participant responses demonstrated that the program effectively balanced core curriculum content with strategies to enhance students' overall wellbeing, creating a learning environment that was both enriching and transformative.

A notable insight is the program's ability to normalise struggles and validate students' experiences. By integrating relatable scenarios and empathetic narratives, the Be Positive program creates a psychologically safe space for participants, where they can explore their challenges without fear of judgment. This aligns with Taylor et al.'s^[9] findings on the importance of creating inclusive and supportive learning environments, but this study goes further by introducing the concept of 'emotional normalisation' as a distinct strategy. Emotional normalisation reframes struggles as shared and

universal experiences rather than personal failings, reducing stigma and fostering resilience. This approach encourages students to view setbacks not as evidence of inadequacy but as an integral part of the learning process, enhancing their confidence and optimism.

Emotional normalisation also aligns closely with Bandura's^[35] theory of self-efficacy, particularly through its focus on vicarious experiences and psychological sources of efficacy. By sharing relatable stories and scenarios, the program allows students to see others successfully overcoming challenges, fostering the belief that they too can navigate difficulties. These vicarious experiences are pivotal in helping students reframe their perceptions of their capabilities, especially when direct mastery experiences may initially feel out of reach^[47]. Furthermore, the empathetic and non-judgmental tone of the program addresses the psychological sources of self-efficacy by reducing anxiety and encouraging a positive emotional state, which Bandura^[35] identifies as crucial for building confidence and resilience. This multifaceted approach not only empowers students to persist through challenges but also instils a belief in their ability to succeed, making emotional normalisation a transformative strategy for promoting both self-efficacy and wellbeing.

5.4. A Positive Psychology-Informed Whole-Person Learning Framework

Findings from the Be Positive program provide the foundation for the Positive Psychology-Informed Whole-Person Learning Framework (WPLF), which places holistic student development at the centre of educational design (**Figure 4**). This framework integrates cognitive, emotional, and social dimensions, emphasising their interconnectedness in fostering student success and wellbeing. By addressing these dimensions collectively, the framework guides educators in designing PPIs that extend beyond traditional cognitive instruction, creating meaningful and transformative learning experiences.

5.4.1. The Value of a Whole-Person Approach

Grounded in PP principles, the WPLF prioritises the four domains of the Discourse Force Framework, building on the discourse's purpose, the cognitive structure, behavioural intent and emotional resonance structure. It highlights the importance of each of these domains through the awareness of

emotional intelligence, interpersonal and intrapersonal skills, and looks at the development of a PPI through a holistic lens. Unlike conventional frameworks that focus primarily on knowledge acquisition, this model encourages educators and developers to reflect on the holistic impact of their interventions. The guiding questions embedded in the framework help ensure that student wellbeing remains a central consideration throughout the design, implementation, and evaluation of PPIs.

5.4.2. Guiding Questions for PPI Development

The framework's guiding principles are derived from the key findings of the Be Positive study (**Figure 5**). For each domain under investigation, thematic insights inform a set of guiding questions that developers of PPIs can use to critically evaluate each stage of intervention design. By engaging with these questions, developers can ensure that their programs are student-centered, holistic, and impactful, ultimately fostering deeper engagement and wellbeing.

1. Discourse Purpose	<i>How does this intervention achieve its intended purpose in fostering psychological and academic growth?</i>	1.1 Emotional Awareness & Adaptability 1.2 Mindset Transformation
2. Cognitive Structure	<i>How does this intervention engage students cognitively and support deep learning?</i>	2.1 Cognitive Engagement 2.2 Design Features 2.3 Meaningful Learning Opportunities
3. Behavioural Intent	<i>How does this intervention encourage students to apply what they've learned in their daily lives?</i>	3.1 Application of Positivity Strategies 3.2 Valuing Social Connections 3.3 Intrapersonal Development
4. Emotional Resonance Structure	<i>How does this intervention foster emotional connection and engagement?</i>	4.1 Emotional Engagement 4.2 Emotional Connections

Figure 4. Whole-Person Learning Framework.

1. Discourse Purpose 1.1 Emotional Awareness & Adaptability Does the intervention help students identify and regulate their emotions in academic and personal contexts? Are students provided with tools to manage stress, self-doubt, and emotional setbacks? How does the intervention encourage emotional self-reflection and resilience? <i>Consider: How can I create learning experiences that help students recognise their emotional responses and develop healthy coping strategies?</i> 1.2 Mindset Transformation Does the intervention encourage students to reframe negative thoughts into positive, growth-oriented perspectives? Are students supported in recognising and shifting self-limiting beliefs? How does the intervention build confidence and foster an optimistic outlook on learning? <i>Consider: How can I help students develop a mindset that sees challenges as opportunities rather than barriers?</i>	2. Cognitive Structure 2.1 Cognitive Engagement Does the intervention use clear, simple, and structured content to enhance understanding? Are key concepts reinforced through self-evaluation strategies, multiple and differentiated exposures, and storytelling? How does the intervention help students connect new knowledge to their prior experiences? <i>Consider: How can I design content that is accessible, engaging, and easy to apply to real-life situations?</i> 2.2 Design Features Does the intervention use visual aids, animation, and metaphors to make complex concepts accessible? Are the characters, scenarios, and narratives relatable to students? How does the intervention create an engaging, interactive, and aesthetically appealing learning experience? <i>Consider: How can I use design elements to make learning more immersive and memorable for students?</i> 2.3 Meaningful Learning Opportunities Does the intervention provide real-world examples that resonate with students? Are students encouraged to reflect on and apply concepts beyond the learning environment? How does the intervention bridge theory and practice to create meaningful, lasting change? <i>Consider: How can I ensure that students see personal relevance and value in what they are learning?</i>	3. Behavioural Intent 3.1 Application of Positivity Strategies Does the intervention provide actionable strategies for students to apply positive psychology principles? Are students encouraged to use affirmations, gratitude practices, and self-reflection techniques? How does the intervention help students build emotional resilience and adaptive coping mechanisms? <i>Consider: How can I help students integrate positive psychology strategies into their daily lives?</i> 3.2 Valuing Social Connections Does the intervention encourage collaboration, peer learning, and shared experiences? Are students supported in building empathy and fostering a sense of belonging? How does the intervention create opportunities for community-building and mutual support? <i>Consider: How can I help students develop meaningful social connections that enhance their learning and wellbeing?</i> 3.3 Intrapersonal Development Does the intervention promote self-awareness and personal growth? Are students encouraged to reflect on their thought patterns, emotions, and behaviours? How does the intervention empower students to take ownership of their learning journey? <i>Consider: How can I help students develop self-awareness and a proactive approach to their academic and personal growth?</i>	4. Emotional Resonance 4.1 Emotional Engagement Does the intervention evoke positive emotions that enhance motivation and learning? Are students encouraged to draw on a range of positive emotions about their capabilities? How does the intervention use positive emotions to enhance emotional engagement? <i>Consider: How can I create learning experiences that students find emotionally uplifting, inspiring, and engaging?</i> 4.2 Emotional Connections Does the intervention create a sense of belonging and shared experience? Are students encouraged to support one another and find common ground in their experiences? How does the intervention use emotional narratives and real-world examples to foster connection? <i>Consider: How can I ensure students feel emotionally connected to the content, the learning community, and themselves?</i>
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Figure 5. Whole-Person Learning Framework: Guiding Questions.

This framework challenges the traditional emphasis on academic outcomes alone, advocating for an educational paradigm that recognises students as whole individuals with interwoven cognitive, emotional, and social needs. It stresses the importance of learning environments that are not only intellectually stimulating but also emotionally supportive and socially engaging. This aligns with PP's strengths-based approach, which seeks to empower individuals by building on existing capacities and fostering positive behaviours. By adopting the WPLF, educators and program developers can design interventions that do more than teach—they inspire, support, and empower students to thrive both academically and personally.

5.5. Limitations of the Study

A key limitation of this study is the absence of a control group, which hinders the ability to attribute the wellbeing outcomes directly to the Be Positive Program. Given the integrated design of the program, which was embedded within the academic term and reflective of real-world university practice, it was difficult to determine whether observed changes were attributable solely to the program itself or influenced by extraneous factors. Students were concurrently exposed to multiple academic, social, and personal experiences throughout the term, any of which may have contributed to shifts in wellbeing, mindset, or engagement. Nevertheless, this integrated approach did provide valuable insight into how positive psychology-informed wellbeing initiatives function when implemented holistically within authentic higher education contexts. Additionally, participation in the program was based on self-admission, which may have introduced sampling bias. Students who elected to participate may have already possessed

6. Conclusions

The Be Positive program not only aligns with and builds on existing literature but also introduces a fresh perspective on integrating Positive Psychology strategies into educational contexts. By addressing students' cognitive, emotional, and social dimensions, the program embodies the principles of a Positive Psychology-Informed Whole-Person Learning Framework, offering a holistic approach to fostering wellbe-

ing and academic success. This framework positions Positive Psychology as a foundational component of learning, challenging traditional educational interventions to adopt a more integrated and student-centered approach. In doing so, it exemplifies optimal best practice, ensuring that students are supported in achieving their fullest potential.

The research team envisions expanding the Be Positive program's impact across the broader educational landscape. Plans are underway to develop an open-access Micro-Credential based on this framework, increasing accessibility for a wider audience. Future research will explore the program's long-term effects on students' academic trajectories and personal growth, as well as its role in enhancing emotional and social resilience in diverse contexts. Moreover, it is vital to understand whether the program is interpreted well across all cultural backgrounds and social landscapes. Without culturally responsive adaptation, there is a risk that wellbeing programs may be interpreted differently than intended or experienced as culturally incongruent. Additionally, the team aims to adapt the program for younger students by redesigning it for middle school audiences and trialing it in high school settings. By continuing to evolve and expand, Be Positive has the potential to shape a new standard for holistic, strength-based learning in education.

Author Contributions

Conceptualization, T.J., S.H., K.J. and R.O.; methodology, T.J., S.H., K.J. and R.O.; software, T.J. and S.H.; validation, T.J., S.H., K.J. and R.O.; formal analysis, T.J., S.H., K.J. and R.O.; investigation, T.J., S.H., K.J. and R.O.; resources, T.J., S.H., K.J. and R.O.; data curation, T.J. and S.H.; writing—original draft preparation, T.J., S.H., K.J. and R.O.; writing—review and editing, T.J., S.H., K.J. and R.O.; supervision, T.J.; project administration, T.J.; funding acquisition, T.J. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and ethical clearance for this project was granted by the Human Research Ethics Committee at CQUniversity (Ethical clearance 0000023150).

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data supporting the findings of this study are not publicly available because participants did not provide consent for their raw data to be shared with other researchers. Access is therefore restricted in accordance with the ethical approval and consent conditions for the study.

Conflicts of Interest

The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

AI Use Statement

During the final editing phases of this work, the authors used Microsoft Copilot and OpenAI ChatGPT (GPT-5) for language refinement and editorial assistance. All other aspects of the work were undertaken by the authors. The authors subsequently reviewed and edited the content as necessary and take full responsibility for the final content of the published article.

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