

PILOTING A NEW COURSE FOR DEVELOPING HEALTHY LIFESTYLE HABITS AMONG STUDENTS

NATALIA KALOH VID, VLASTA KUČIŠ

University of Maribor, Faculty of Arts, Maribor, Slovenia
natalia.vid@um.si, vlasta.kucis@um.si

According to the online surveys conducted in the first part of the Erasmus + international project EDU-FIT: INCLUSIVE SOCIAL EDUCATION FIT FOR HEALTHY LIFE-STYLE - PREVENTING OBESITY IN YOUNG ADULTS, almost 80% of 1533 students from Slovenia, Croatia, Portugal, Slovakia and Norway stated they did not have any curricula on developing healthy lifestyle habits or preventing obesity and overweight. These findings signify a problem within higher education systems which often ignore the importance of offering the students sustainable methods and practices on how to live healthier. The research focuses on designing, piloting and implementation of a curriculum for a new elective course *Zdrav način življenja v univerzitetnem okolju/Healthy lifestyle habits in the university environment* which will be offered at the University of Maribor. The research question is: How to design an effective university skills training to influence students' knowledge, attitudes, and behaviours related to healthy lifestyle choices and preventing obesity? This study employs piloting of the new curriculum in the classroom, online surveys, focus group discussions, and in-depth partly structured interviews. Participants include students from diverse socio-economic backgrounds and study fields. Preliminary results indicate a positive correlation between the integrated educational intervention and improved knowledge, attitudes, and behaviours related to healthy lifestyle choices.

DOI
[https://doi.org/
10.18690/um.ff.6.2026.2](https://doi.org/10.18690/um.ff.6.2026.2)

ISBN
978-961-299-141-8

Keywords:
health,
nutrition,
multilingual sensitive
communications,
EDU-FIT,
curriculum



University of Maribor Press

1 Introduction

Considering that obesity has been associated with serious outcomes such as high morbidity, mortality, and impact on quality of life, educating the younger generation (students) about the problems of obesity, raising awareness of obesity, encouraging them to live a healthier life and increasing motivation for healthy eating and undertaking physical activities are of crucial importance. Poor diet and physical inactivity directly affect life expectancy and quality for millions of citizens as well as the efficiency and sustainability of health systems. Up to 7% of EU health budgets are spent yearly on diseases linked to obesity. Additional costs result from loss of productivity due to health problems and premature death (2.8 million deaths per year from causes associated with overweight and obesity).

This chapter is based on our experience within the EDU-FIT project with a successful pilot project of a new, innovative curriculum aimed at preventing obesity and developing healthy lifestyle habits at the University of Maribor in an elective course entitled *Edu-Fit: Zdrav način življenja v univerzitetnem okolju/ Edu-Fit: Healthy lifestyle habits in the university environment*. The main objective of the course is to create, inform, and disseminate sustainable, permanent policies and methods to tackle obesity among young adults within educational institutions and to help this target group to develop a healthy lifestyle and eating habits. An important part of the project is the development of guidelines for providing students with knowledge about the importance of developing communication skills that encourage sensitive, inclusive, and empathetic, not offensive or mocking, communication within the student community on the issue of obesity (Hoffmann, Dunder and Seljan, 2024).

One hundred twenty-two students of both genders took part in the implementation phase. The empirical part of this study focuses on the analysis of students' self-reflection diaries and surveys which were filled in during the pilot phase from February to April (2025) at the University of Maribor. Based on the results of this analysis, we modified and adapted the curriculum. The purpose of self-reflective diaries was not to monitor or follow students' weight loss but to discover and examine their opinions and reflections on developing healthier lifestyle habits: (1) evaluating body mass, (2) the ability to count calories, developing healthier eating habits by using healthy recipes, number and times of meals, (3) the importance of appropriate, sensitive and non-offensive communication, (4) simple physical

exercises and everyday challenges, including motivation, (5) self-reflecting on improving stress-reducing skills by using meditation and other calming techniques. The results were evaluated on the basis of anonymous Google form surveys.

2 Implementation of a new curriculum at the University of Maribor

The course is thirty hours long and will be held in Slovene. It will be offered as an elective extra-curricular activity with 3 ECTS to all students at seventeen faculties University of Maribor in the academic year 2026/27. The most significant goal is to encourage students to develop healthy lifestyle habits, such as a balanced diet and increased physical activity, and to help them develop sensitive communication skills in the field of obesity. Another objective is to familiarize students with scientific data regarding obesity, the consequences of obesity, and techniques to prevent the development of obesity.

The course includes three thematic areas. The first focuses on obesity as a disease, as students need to understand the causes of obesity and the factors that influence its development. In this part students learn about obesity from a valorisation perspective and gain knowledge about obesity and what obesity means, how it is assessed, and how body weight is classified. They also learn about common methods used to assess obesity, such as body mass index (BMI), and the incidence of obesity and the causes of obesity, as well as factors that lead to obesity, including unhealthy eating habits, lack of physical activity, and the influence of family and environment. In addition, students are familiarized with nutritional intake in terms of individual nutrient groups and energy intake, and acute and chronic health problems associated with obesity, such as heart disease, diabetes, joint problems, and others. Finally, during this stage, students develop communication skills and learn about appropriate terminology and sensitive communication about obesity.

The next part focuses on nutrition and helps students to gain knowledge about basic nutritional data and information and to understand what macro- and micronutrients, vitamins and minerals are. Students learn about the development of food production through history, farming, and sustainable food production, and recent trends in food supply. They also gain insight into food marketing strategies, including the reading of food labels and food packaging, and learn about the concept of my Healthy plate and how to use it. This part also presents scientific concepts of a healthy diet, which

guide students to analysis and solving various problems, and help them to develop the ability to search, select, and use relevant data and information in the field of nutrition for implementation in the students' environment and every-day life. Awareness of food choice's impact on climate change is also included in the expected competences which students will develop.

The final part focuses on physical exercise and introduces students to the meaning of exercise – exploring body and muscle movement, how to calculate energy needs and basal metabolism, and to basic types of exercise for maintaining physical condition and performance. Students learn about optimal training methods for endurance and strength and gain knowledge of how exercise can prevent and treat diseases such as obesity, heart disease, diabetes, and cancer. It is crucial that students are able to recognize physical activity as a key factor of a healthy life and also to recognize stress as one of the causes of obesity.

Intended learning outcomes are the following:

- Students know basics effects of food and healthy diet on body processes;
- Students understand causes of obesity and the factors that influence its development;
- Students understand the importance of exercise;
- Students understand principles of sensitive communication;
- Students understand how to use mindfulness techniques to reduce stress in everyday life.

Learning and teaching methods include: (1) lectures, (2) seminars, (3) case studies, (4) using social media to promote healthy life-style, (5) ueaching and learning through the didactic use of ICT.

3 Self-reflective diaries

In the implementation phase we used self-reflective diaries, which are commonly used in various teaching fields and scientific disciplines, to verify how well students are aware about the importance of developing healthy lifestyle habits, if they include these habits in their everyday routine and which options they have within a university

environment (including access to the exercise area, healthy food options, a special course on the dangers of obesity, etc). Self-reflective diaries were chosen as a useful and relatively easily applicable didactic tool. Students are often asked to write a reflective journal or to use other forms of decision reporting (such as think-aloud protocols) to answer questions about their “thinking and decision-making process,” including difficulties encountered, solutions, and options considered. The students were given the logs during the pilot stage, which allowed them to gain a better understanding of the learning and knowledge they acquired during the process (cf. Jarvis 2001).

The aspect of self-development was not included in this phase, as the students did not have an opportunity to go back and review if they had lost weight or improved their lifestyle habits, as the pilot period lasted only three months. Once the curriculum is accredited at the University of Maribor, we intend to ask students to keep self-reflective logs for the whole semester, so they can monitor and review their experience, follow their own progress developing healthier lifestyle habits, and perhaps “find a better approach for the next time they encounter similar issues” (Moon 1999: 191). The purpose of self-reflective diaries is not to monitor or follow students’ weight loss, as is suggested in Pacanowski’s and Levitsky’s (2020) “Self-Weighing and Visual Feedback Facilitates Self-Directed Learning in Adults Who Are Overweight and Obese,” but only to ask for their opinions and reflections on having and developing healthy lifestyle habits, such as eating habits (cooking more healthy meals by themselves, the ability to count calories and evaluate the meals), physical exercise habits (small physical challenges every day, such as using stairs instead of the elevators, walking or cycling instead of taking a bus, stretching regularly), looking for professional sources of information online, etc. Similar research was conducted by Chen et. al. (2017) “Borrowing Happiness from the Future”: Exploring College Students’ Own Experiences on Health-Related Lifestyles.” Chen et al combined the theory of emerging adulthood with self-authorship and utilized students’ reflection papers ($n = 111$) to explore their current lifestyles and reasons behind behavioural changes and concluded that

Decreased physical activity, increased substance use, irregular sleep patterns, and unhealthy dietary habits emerged after students transitioned to college. These shifts reflect the complex interplay among changes in living environment and interpersonal

relationships, time and finance allocation, and interrelated behaviours (Chen et. al. 2017, 113–114).

Other studies in the field of evaluating students' reflections on developing healthy lifestyle habits include Coxey (2018); Brown et. al. (2014); Jaffe et. al. (2022), and Gala (2023). The use of self-reflection makes assessment a part of the learning process, not an imposed evaluation of a student's final product, particularly when it is related to personal goal setting. Our study provides practical examples of teacher reflection prompts and reviews the quality of self-reflection activities that lead to maximum success. These qualities include self-reflection as a guided, repeated, sincere, and nonjudgemental activity in the form of conversations between teachers and students (Giguere 2012: 100).

The logs contained precise questions, occasionally requiring descriptive answers as well as room for reactions and comments. The questions were constructed in a way that made students feel comfortable and not judged or evaluated. We structured the diaries to ensure that the students did not just recount events or activities but employed critical thinking about their experience by “focusing on thinking about their practices,” as suggested by Hatton and Smith (1995: 35).

Another common problem surrounding the use of logs is related to the students' uncertainty and frustration around what to write in the logs and how to use them. To avoid this frustration, we distributed the observation logs in advance and presented the students with a way to structure their observations, emphasizing what they should try to focus on. We tried to avoid overloading the students with instructions to leave space for spontaneous and personal reflection.

We did not assess the logs, though in some cases, students' reflective journals are assessed and can influence a student's grades or marks for a particular course, as suggested by Chabon and Lee-Wilkerson (2006). The assessment was not a part of the pilot phase. In future, we intend to follow Boud and Knight's (1996) suggestion that instead of giving grades or marks, teachers can evaluate the journals as “satisfactory/unsatisfactory” to minimise the tension between reflection and assessment. In this way, teachers can check whether the students described the event or the process without “making any attempt to overthink it and a necessity to learn from the experience” (Lee 2005: 47).

It was also impossible to evaluate whether some students tried to please us, the teachers, by producing what we believe to be the most appropriate journal. This issue was discussed by Boud and Knights (1996), who emphasized that students may try to please the teachers by producing a journal which they think the teacher would like. In our case, this issue was irrelevant, as the logs were not graded and we firmly believe the students focused exclusively on their experience (partly qtd. in Kučić & Kaloh Vid 2025: 62-63)

4 Methodology

4.1. Purposes and goals

One hundred twenty-two students were involved in the pilot stage. To collect data for our analysis, we used self-reflective logs, which seemed to be the best method of summarizing the students' experience. The logs were developed and prepared by the *Edu-Fit* project team in the second work stream, which was coordinated by the KBC-Zagreb. Students were given self-reflective logs and completed them immediately after the presentation of the curriculum. The logs were structured as following: 1. Gender; Age (years); 2. Height (in centimetres); 3. Weight (in kilograms); 4. Year of Study; 5. Area of Study: Business (accounting, economics, finance, management, marketing); Humanities (art, history, languages, literature, music, philosophy, religion, theatre); Natural and applied sciences (biology, chemistry, computer science, engineering, geology, mathematics, physics, medicine); Social sciences (anthropology, education, geography, law, political science, psychology, sociology); 6. Have you experienced any weight change during your study?: (a) Weight loss; (b) Maintained the same weight; (c) Gained less than 5 kg; (d) Gained 5-10 kg; (e) Gained more than 10 kg; (7) What is the primary reason for your weight change? Think about it and try to reflect upon any changes in weight you experienced. What may the causes be? (a) Stress; (b) Unhealthy eating habits; (c) Lack of physical activity; (d) Other (please specify); (8) Do you have access to a university cafeteria (cantina)? - Yes - No; (9) How often per week do you eat in the cantina? - 1 - 2 - 3 - 4 - 5 or more; (10) How often per week do you cook? - 1 - 2 - 3 - 4 - 5 or more; (11) How often per week do you order take-away food? - 1 - 2 - 3 - 4 - 5 or more; (12) Do you have access to a place for exercising at the university? - Yes - No; (13) How often per week do you exercise? - 1 - 2 - 3 - 4 - 5 or more; (14) Are you aware that food choices can affect climate change?

Explain why do you think so; (15) Where do you primarily get information regarding a healthy lifestyle? (Select all that apply) Explain why is this a particular source of the information for you? What attracts your attention most? Do you think that this source/sources are sufficient? (a) Parents; (b) Friends; (c) Physician; (d) University; (e) Webpages and portals (which one); (f) Social media (which one); (16) Do you have any course in your university program which focuses on developing healthy life-style habits? - Yes -No; (17) Would you choose the course *Edu-Fit: Healthy lifestyle habits at the university* if you had this possibility? -Yes – No; (18): Do you think that such a course will help you to prevent obesity and develop healthy lifestyle habits? If so, please, explain how and in which way; (19) Which part of the curriculum did you find most interesting and informative? (a) Nutrition; (b) Physical exercise; (c) Obesity (causes and diagnosis); (d) All parts; (20) Sensitive communication and most appropriate vs. most offensive term in the field of obesity.

4.2 Participants

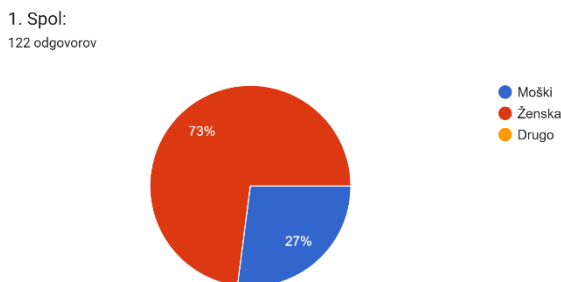
One hundred and twenty-two students took part in the pilot phase, 73% females and 27% males. The observation logs were in Slovene and were provided on a voluntary basis for the purpose of this study. They did not contain information about each student's personal profile, such as age, gender or nationality, but included only their student numbers. Each participant was given an observation log in advance and was asked to fill it in as soon as possible after the activity. In case of observation activities, students began completing part of the logs during the activity.

Questions did not require Likert scale answers (with a 1 to 5 range, from 'I completely disagree' to 'I completely agree') but provided the opportunity for students to provide more detailed answers. After a general introductory question about the location and the case, the questions that followed were structured chronologically and addressed issues arising during the students' experience.

Mixed methods were used to analyse the results: a quantitative method could not be applied, as the questionnaires did not include closed questions that restricted the respondent's answers. Subsequently, a qualitative method was used to analyse and categorise the answers to the open-ended questions as well as the remarks, comments and observations made by the respondents, such as those entered in the "other" category.

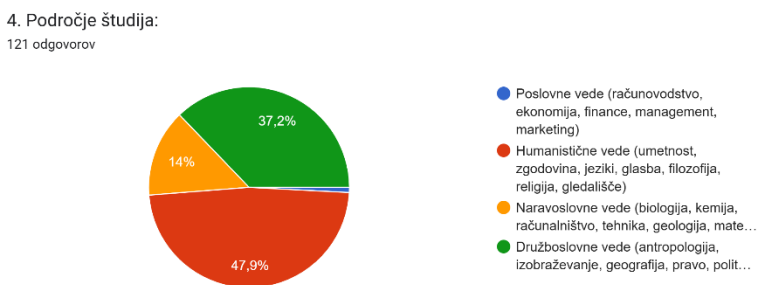
4.3 Students' responses

It is impossible to present all results of the observation logs in this study, so we decided to focus on a few key questions and responses. 73% of the participating student were female and 27 % male.



Graph 1: gender

Students were from the humanities (47.9%), social sciences (37.2%) and natural sciences (14%).



Graph 2: study area

In our questions, we turned our attention to information access, particularly regarding environmental awareness. Reflecting the growing concern for sustainability, students were asked if they were aware that food choices could influence climate change. A significant majority of 72% demonstrated awareness of this connection. This indicates a promising level of environmental consciousness among students, highlighting a growing understanding of the impact of food production and consumption on climate change.

We inquired about the primary sources from which students obtain information regarding a healthy lifestyle, allowing for multiple selections. The reliability and credibility of these sources are of great importance. The answers revealed that social media (74,36%), webpages, and online portals (72,56%) are the predominant sources for such information. However, these platforms are often fraught with unreliable or misleading content, influenced by commercial interests. In contrast, traditional sources such as physicians (26,26%) and universities (14,54%), which typically provide evidence-based and trustworthy information, scored lower in terms of being utilized by students. This discrepancy highlights the need for greater efforts to promote reliable sources of information regarding healthy lifestyles, ensuring that students have access to accurate and scientifically sound guidance. By enhancing awareness of credible sources and encouraging critical thinking skills, universities can empower students to make informed decisions that positively impact their well-being.

Participants were asked whether they had experienced any changes in weight during their studies. Approximately 65% of students reported either experiencing weight loss or maintaining their weight, 24% disclosed gaining less than 5 kg, 13% reported a weight gain between 5 to 10 kg, and 4% reported gaining more than 10 kg. This statistic is cause for concern, considering that a significant proportion of students are in their first two years of study. It raises the prospect that if those nearing the end of their studies were surveyed, the statistics regarding weight gain could be even higher.

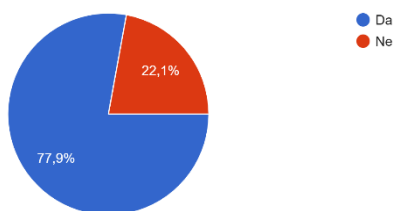
The subsequent questions delved into identifying the primary reasons behind students' weight changes. 33% of respondents attributed their weight fluctuations to stress, indicating a significant risk factor impacting both mental and physical well-being. Fewer than 20% believed that unhealthy eating habits and a lack of physical activity were contributing factors. This sheds light on the pervasive influence of stress on students' health, underscoring the need for interventions aimed at managing stress levels and fostering resilience.

67% of students acknowledged that they have the access to exercise facilities but only 21% exercise more than three times a week. 80% confirmed that they have access to the university canteen or cafeteria but nearly 50% revealed that they eat there only once a week, suggesting the use of other sources of food (take-away,

ordered, etc.). Only 27% of students cook five times or more per week, while 23% acknowledged that they cook once a week or less. This indicates that for many students, the cafeteria does not serve as the primary source of sustenance throughout the week.

In our final question, we sought insights into potential areas for improvement within university programs. We asked students if their curriculum included any courses focused on developing healthy lifestyle habits. Nearly 80% of respondents indicated the absence of such courses in their university programs. During the pilot phase, 77.9% of students responded that they would choose the course *Edu-Fit: Healthy lifestyle habits at the university* if it was offered on a regular basis at the University of Maribor.

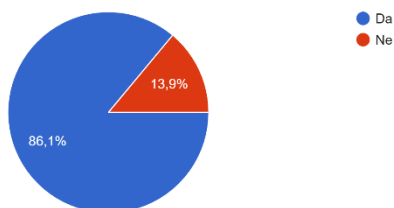
5. Ali bi izbrali predmet EDU-FIT: Zdrav način življenja v univerzitetnem okolju, če bi bil ta na voljo?
122 odgovorov



Graph 3: Will you choose a new elective course?

86.1% responded that the course would help them to improve their eating and exercising habits.

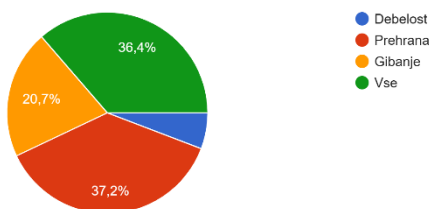
6. Ali menite, da bi vam ta predmet pomagal, da izboljšate svoje prehranjevalne in gibalne navade?
122 odgovorov



Graph 4: Do you think the course will help you to improve your eating habits?

We found it interesting that 37.2% of students considered the part of the curriculum devoted to eating habits most interesting, while the part devoted to understanding of the causes of obesity was interesting merely to 7.7%. 20.7% responded that they considered the part on developing daily exercising habits most important and 36.4% considered all parts of the curriculum equally interesting.

7. Kateri del učnega načrta se vam je zdel najbolj zanimiv in koristen?
121 odgovorov



Graph 5: Which part of the curriculum do you find most interesting and useful?

During the preparation phase, before the activities, students were asked if they had any set routine for self-reflection or if they had any experience with reflecting. None of the students reported having a formal routine to reflect on developing healthy lifestyle habits and none acknowledged having had any experience with guided self-assessment before.

Students found the possibility to reflect and evaluate their healthy life-style habits challenging but important. The preparation phase helped to explain what the students were expected to reflect upon and why all questions were of equal importance. The curriculum was introduced in all details, accompanied by a digital, interactive *Handbook* on the importance of preventing obesity and developing healthy lifestyles habits, which was developed by the partners from the KBC - Zagreb in the second working phase of the project. *The Handbook* is equipped with pictures, tables with pictures of physical exercises and also with QR codes to short videos on how to prepare healthy meals and to interviews of young people/students who successfully lost weight. The students evaluated this source as particularly useful, as most of them use social medias for information on the dangers of obesity and the importance of developing healthy life-style habits.

Students emphasised that this was their first time they were addressed directly on the importance of developing healthy lifestyle habits while studying at university and that they found it inspiring and useful as they could reflect on how their lifestyle changed since they began to study.

The students also emphasised that they had little or no knowledge about the importance of nutrition and preparation of healthy meals but mostly relied on pre-ordered food or university canteens. 80% confirmed they had access to university canteens, but the survey did not include the evaluation of prepared meals served in the canteens (partly qtd. in Kučič & Kaloh Vid 2025: 65-69).¹

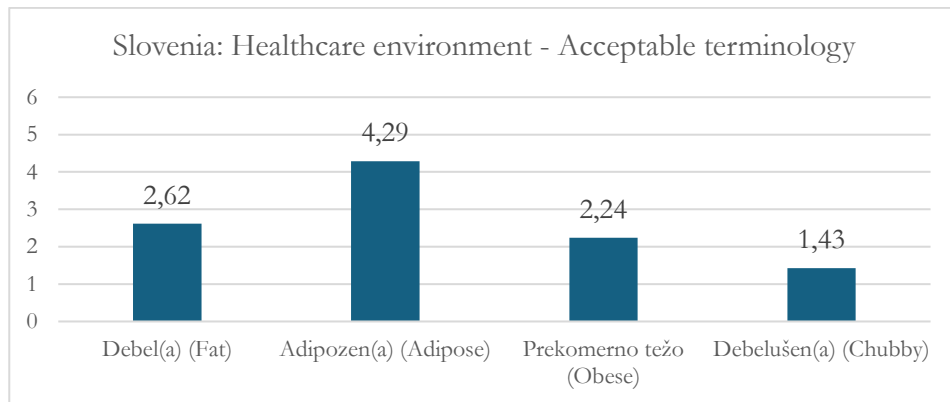
5 Transcultural communication

One part of the curriculum is dedicated to the importance of sensitive and appropriate intercultural communication regarding obesity. In the context of transcultural communication, Žagar-Šošarić and Badurina Filipin (2025: 165) state that “Professional translators, and especially specialized translators, are trained not only in the language, but also various fields of linguistics, and—particularly important nowadays—in a specific area of expertise.” The students were offered several terms which related to “being over-weight” and they were surprised that various terms and expressions can be used when communicating about obesity, such as: “Debel” (fat), “adipozen(a)” (adipose), “oseba s prekomerno težo” (obese person) and “debelušen (a)” (chubby). They found discussion of the meaning of various expressions useful, and they were asked to choose those terms which seem most acceptable and non-offensive/non-mocking to them in a healthcare environment and in an everyday environment.

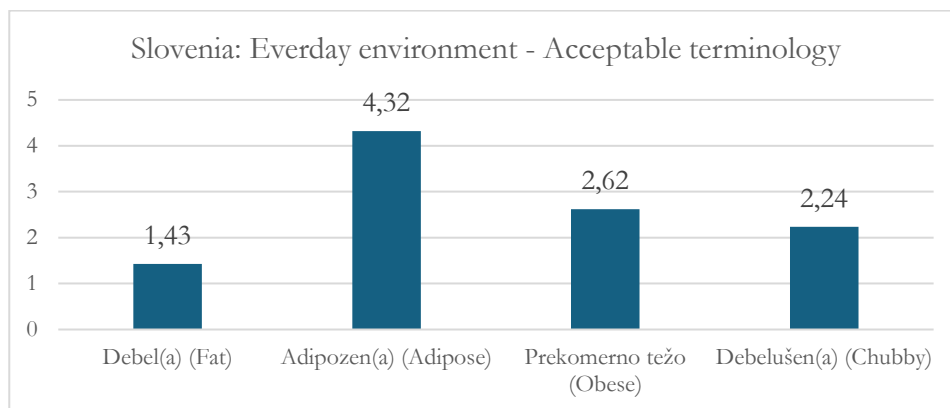
The following table shows the mean values for perceived acceptable terminology in the healthcare and everyday environment. The term “adipose” was accepted by most students as “non-offensive” and “neutral”. They explained their choice by stating

¹ Considering the importance of the food quality served in the university canteens, partners of the EDU-FIT project also developed and implemented short tips for the cook staff in university canteens on how to prepare healthy meals. The posters were translated into five partner languages (English, Slovene, Croatian, Slovak, Slovene and Norwegian) and implemented in the university canteens of partners universities. Posters have four simple recommendations, take a maximum of one minute to read, avoid having too much text and have a QR code to the project’s website (Erasmus+ EDU-FIT Project. <https://sites.google.com/g.uporto.pt/edu-fit>).

that they were not so familiar with this term and it sounded “professional” and “medical” to them.

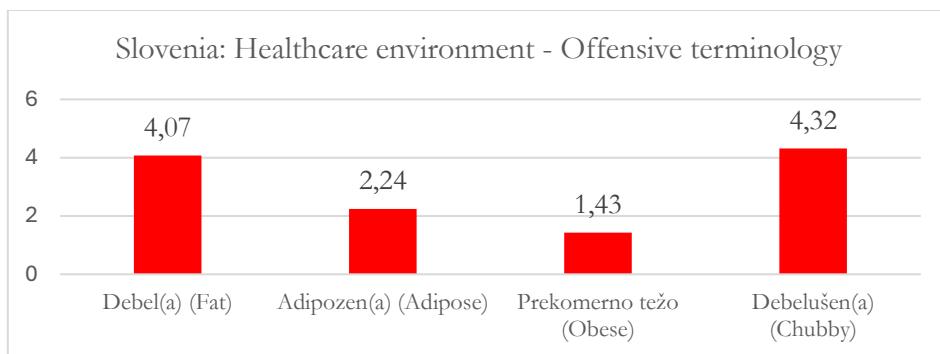


Graph 6: Acceptable terminology in healthcare environment

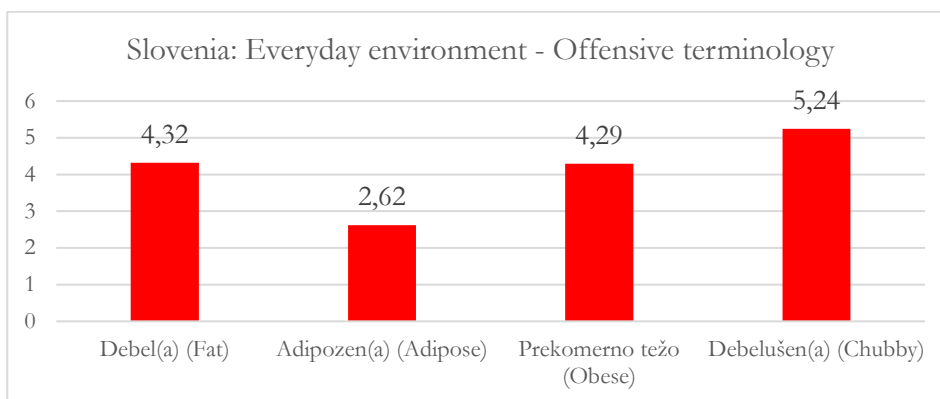


Graph 7: Acceptable terminology in everyday environment

The students were asked to choose the most offensive terms in a healthcare environment and in everyday environment and the term “debelušen (a)"/chubby was the most offensive to them, followed by “debel (a)"/fat. They explained that the adjective “debel (a)” in the Slovene language has a variety of meanings, including “fat”, “extensive”, “thick” or “strong” and can be combined with various nouns, such as “debela nogovica”/thick stockings or “debelo drevo”/strong tree, while the adjective “debelušen (a)” is only used when addressing a person.



Graph 8: Offensive terminology in healthcare environment



Graph 9: Offensive terminology in everyday environment

6 Discussion and conclusion

Within higher education study programs, students are rarely offered courses or multilingual didactic materials which inform them about the problems associated with obesity and being overweight. They need to be offered a direct, effective, efficient, and sustainable way of learning the importance of developing healthy lifestyle habits and preventing obesity. It is important to develop appropriate, multilingual sensitive communication skills, as the use of inappropriate terminology may have negative consequences for an individual who faces problems with obesity.

The study allowed us to evaluate the importance of introducing a new elective course on developing healthy lifestyle habits and preventing obesity as well as the importance of self-reflective journals to be used as a part of such course. The students acknowledged that they would choose such a course and when filing in self-reflective diaries they responded that it helped them to identify problematic areas in their everyday routine concerning eating habits, exercising and handling stress. Overall, and as a summary of the findings of this study, the participants valued experience. It was, however, surprising that students had never participated in self-reflections before and had no consistent protocol to do so.

The students' responses, summarised, demonstrate a high level of interest, a generally positive attitude towards the consistency of learning the dangers and causes of obesity and developing healthy lifestyle habits, and a wish to take such courses and to use the didactic materials. They found the digital, interactive Handbook interesting, informative and helpful, since it was prepared by a team of medical professionals, but the information was presented in easy-to-understand way, with concrete examples of healthy recipes, everyday challenges for physical exercise, and techniques to handle stress, such as the simple organization of a weekly routine on the basis "Treat your self," with a relaxing and enjoyable, simply organized experience for every day from Monday to Sunday (for example, take a nice long walk, take a bath, talk to your friends, etc.).

The study demonstrates that integrating self-reflecting diaries prompts self-awareness about students' own lifestyles and motivates them to live healthier, while studying and later. These findings may help to refine health promotion programs at the university level, to elaborate on the possibility of including courses on developing healthy lifestyle habits and preventing obesity in various university programs (not only in the programs of the Faculties of Medicine) and shows that self-reflective diaries have value in offering students the opportunity to examine and improve their lifestyles.

References

- Ash, S. L. and Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2), 137–154.
- Brown, Denver M. Bray, Steve R, Beatty, Kevin R. and Kwan, Matthew Y.W. (2014). Healthy Active

- Living: A Residence Community–Based Intervention to Increase Physical Activity and Healthy Eating During the Transition to First-Year University. *Journal of American College Health*, 62(4), 234–242.
- Blaise, M., Dole, S., Latham, G., Malone, K., Faulkner, J. and Lang, J. (2004). *Rethinking reflective journals in teacher education. Australian Association of Researchers in Education (AARE)*. Melbourne, VI: Australia.
- Boud, D. and Knights, S. (1996). Course Design for Reflective Practice. In *Reflective Learning for Social Work: Research, Theory and Practice*. ed. Gould, N. and Taylor, I., 23–34. Hants: Arena.
- Bown, S. (2013). Autopoiesis: Scaffolding the Reflective Practitioner Toward Employability. *International Journal of Interpreter Education*, 5(1), 51–63
- Chabon, Shelly S. and Lee-Wilkerson, D. (2006). Use of Journal Writing in the Assessment of CSD Students' Learning about Diversity: A Method Worthy of Reflection. *Communication Disorders Quarterly*, 27(3), 146–158.
- Giguere, M. (2012). Self-Reflective Journaling: A Tool for Assessment. *Journal of Dance Education*, 12(3). 99–103.
- Gilbert H., Seljan, S. and Dunder, I. (2024). Information and Feedback in Professional Communication in a Medical Setting. *TEM Journal*, 1, 102–111
- Hsin-Yu, C., Careen Y., and Barry B. (2016). Borrowing Happiness from the Future: Exploring College Students' Own Experiences on Health-Related Lifestyles. *Journal of College and Character*, 18(2), 112–129.
- Coxey, A. (2018). Students Perspective of Healthy Living in College. *Masters Theses*. 3415. Available at: <https://thekeep.ciu.edu/theses/3415>
- Hatton, N., and Smith, D. (1995). Reflection in Teacher Education: Towards Definition and Implementation. *Teaching and Teacher Education*, 11(1), 33–49.
- Jarvis, P. (2001). Journal Writing in Higher Education. *New Directions for Adult and Continuing Education*, 90, 79–86.
- Jaffe, D., Bender, K. and Organ, J. M., (2021). 'It is Okay to Not Be Okay': The 2021 Survey of Law Student Well-Being (June 3, 2022). 60 *University of Louisville Law Review* 441, American University, WCL Research Paper No. 2022-08, Available at: <https://ssrn.com/abstract=4127297>
- Kučiš. V and Kaloh Vid, N. (2025). Transcultural Communication in the Field of Obesity: an Interdisciplinary Approach and a New Curriculum. In Pavlikova Z. (ed.) *Foreign languages in changing times*. 60–72. Economic University of Bratislava: Bratislava.
- Gala, B. (2023). *Self-reflections of physical activity behaviour: exploring real-world contexts (I)*. University of British Columbia. Retrieved from <https://open.library.ubc.ca/collections/ubctheses/24/items/1.0427412>
- Moon, J. (1999). *Reflection in Learning and Professional Development: Theory and Practice*. London: Kogan Page Limited.
- Pacanowski, Carly R. and Levitsky, David A. (2020). Self-Weighing and Visual Feedback Facilitates Self-Directed Learning in Adults Who Are Overweight and Obese. *Journal of Nutrition Education and Behavior*, 52(4), 369–376.
- Pinsloo, P., Slade, S., and Galpin, F. (2011). A Phenomenographic Analysis of Student Reflections in Online Learning Diaries. *Open Learning: The Journal of Open, Distance and e-Learning*, 26(1), 27–38.
- Žagar-Šoštarčič, P. and Badurina Filipin, A. (2025). Die Rolle des Übersetzers in der Immobilienbranche. In Kučiš, V. and Kaloh Vid N. *Dynamics of Translation Studies. Potenziale der Translationswissenschaft*. 151 -171. Frank & Timme Verlag: Berlin.

About the authors

Ddr. **Natalia Kaloh Vid** is an associate professor at the Department of Translation Studies, Faculty of Arts, University of Maribor, Slovenia. She holds a Ph.D. degree in Translation Studies and the second Ph.D. degree in Contemporary Russian Literature. Her fields of research are specialized translation, literal translation and intercultural communication. She was leading the Erasmus + EDU-FTT project from 2023-2025.

Dr. **Vlasta Kučič** is a full professor at the Department of Translation Studies, Faculty of Arts, University of Maribor, Slovenia. Her fields of research are translation and communication studies, intercultural Communication, translation theory and specialized translation. She is also a head and a coordinator of the international CEEPUS TRANS-network (TRANScultural Communication and TRANSlation).