



# AllWell? Tool to support successful learning 14.2.2017 at 10.00-10.30

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#### Program for the next 30 minutes

- Introduction to AllWell-tool
- Introduction to the most important factors that are related to successful studying
- Introduction to methods to enhance successful studying

#### Write down (few minutes)

- Make one question for this lesson that is related factors of successful studying.
  - For example: what is the most important factor of successful learning?
- Answer to this question
  - For example: The most important factor is... because...
  - You don't have to know the answer, just quess!



- Success of students is one of the strategic objectives at Aalto University 2016-2020 and AllWell?-tool is part of the project
- AllWell?-tool consist of questionnaire, feedback and actions to improve learning experience
- On basis of the questionnaire
  - Students will get individual feedback on their studies and wellbeing and how they can develop for example their study technic and time / stress management skills.
  - 2. Schools and programs will get information on students and can develop teaching and guidance
  - Scientific research is possible on the basis of the data.



### AllWell?-questionnaire. What is measured and supported?

#### **Personal resourses**

- Study burnout
- Emotion regulation: suppression, selfcompassion
- self-handicapping achievement strategie
  - Academic self-efficacy
  - Values and use of time

#### **Study skills**

- Deep and surface approach to learning
  - Organized studying

Ability to study

#### **Teaching**

- Interest of teaching
- Alignment of teaching
- Constructive feedback

#### **Study environment**

- Support from other students

## Why these areas are measured?

## Because they are the most important factors that affect successful studying



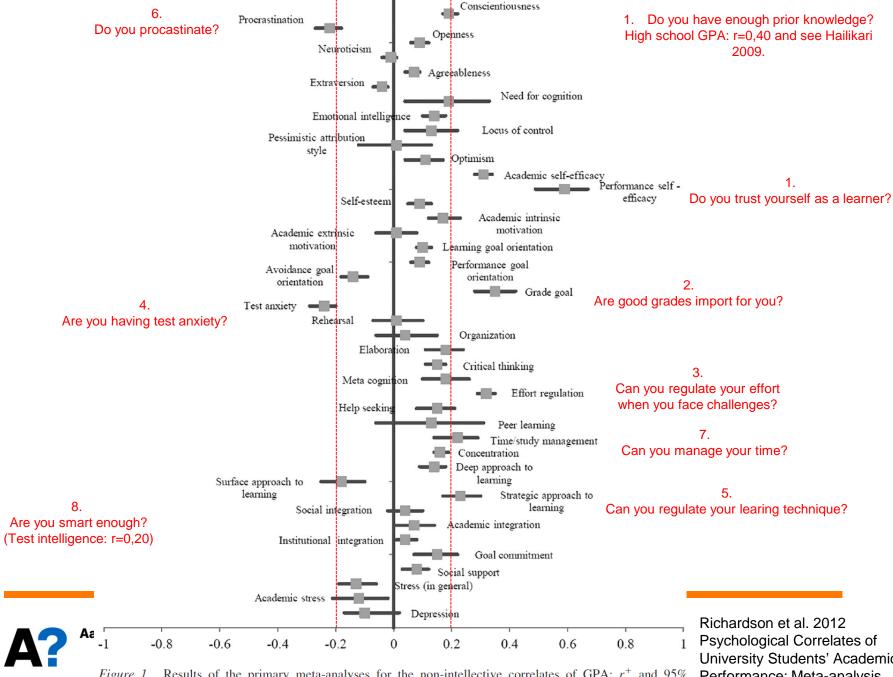


Figure 1. Results of the primary meta-analyses for the non-intellective correlates of GPA:  $r^+$  and 95% confidence intervals.

University Students' Academic Performance: Meta-analysis

## Which factors are most important?

## 1.Students prior / grounding knowledge and self-efficacy

- 2. Motivation to be or become successful
- 3. Emotion regulation skills
- 4. Skills to regulate learning technique
- 5. Time management and being productive (not to procrastinate) skills



## Three ways to ensure successful studying

- Choose students who have these skills / qualities
- 2. Teach these skills to students
- 3. Modify learning environment to support possible shortcomings of these skills / qualities

#### Teach these skills to students

#### The most effective study techniques

#### **Technique**

- Practice testing
- 2. Distributed practice
- 3. Elaborative interrogation
- Selfexplanation

#### How to use it?

- 1. Make students to formulate short exams for themselfes or other students and to answer them
- 2. Make students to revise over and over again.
- 3. Make students to ask why questions and make explanations!
- 4. Make students to write or talk what new have they learned!



SEE: Dunlosky et al. (2013) Improving Students' Learning With Effective Learning Techniques

#### Self-explation and self testing

Did you find new knowlegde regarding to your own question?

### Thank you



## Models of successful learning





#### Personal resources

- × persoonality
- × identity
- x life management
- × life situation and conditions
- x social relations
- x physical and mental health
- x behaviour



#### Teaching

- x teaching
- × guidance
- × pedagogical competence
- x tutoring





#### Study skills

- x study orientation
- x study techniques
- x study styles and habits
- x critical thinking
- × problem-solving skills
- × social skills
- x study plan formulation
- x time planning



#### Study environment

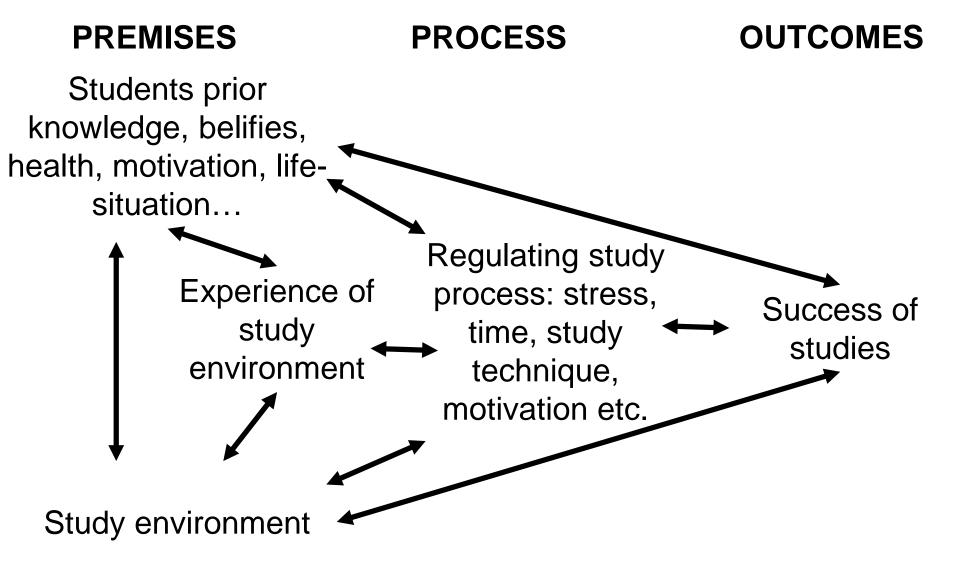
- physical, psychological and social environment
- study communities within educational institutions
- x students' own communities



**Aalto University** 

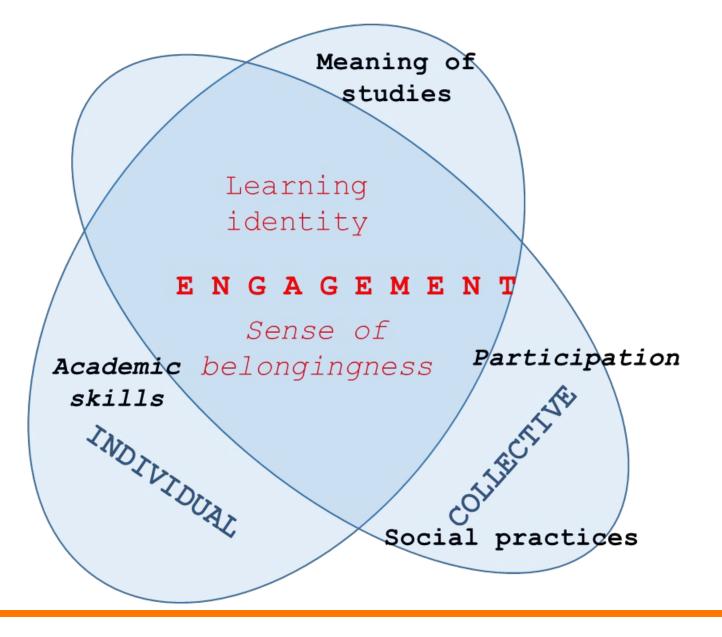
Conseptual model, not scientific.

See: Kunttu, 2008, 2009





Modified, originals see: Biggs 1987, 2003; Haarala-Muhonen, 2011; Prosser & Trigwell, 2001.





Engagement model, emphazising engagement / dropout See: Korhonen et al. 2016

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