

25.9.2019
14.45-15.30

A!Peda Intro

**Sara Rönkkönen,
Project Designer, Success
of Students**

All well?

Agenda of the day

14.45-15.00

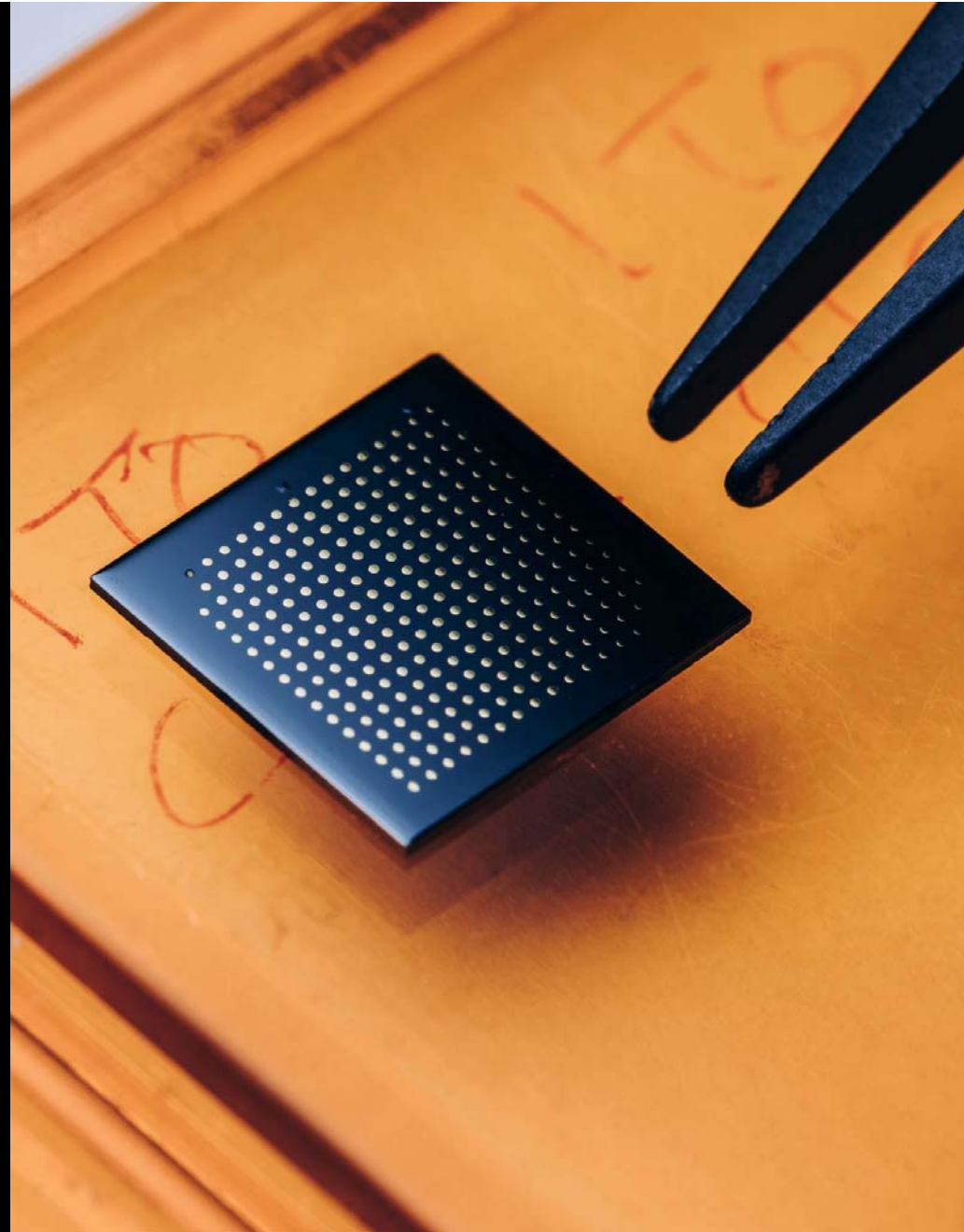
- Why study wellbeing matters?
- AllWell? Questionnaire and process in a nut shell
- Ok, so what can we do as teachers?

15.00-15.30

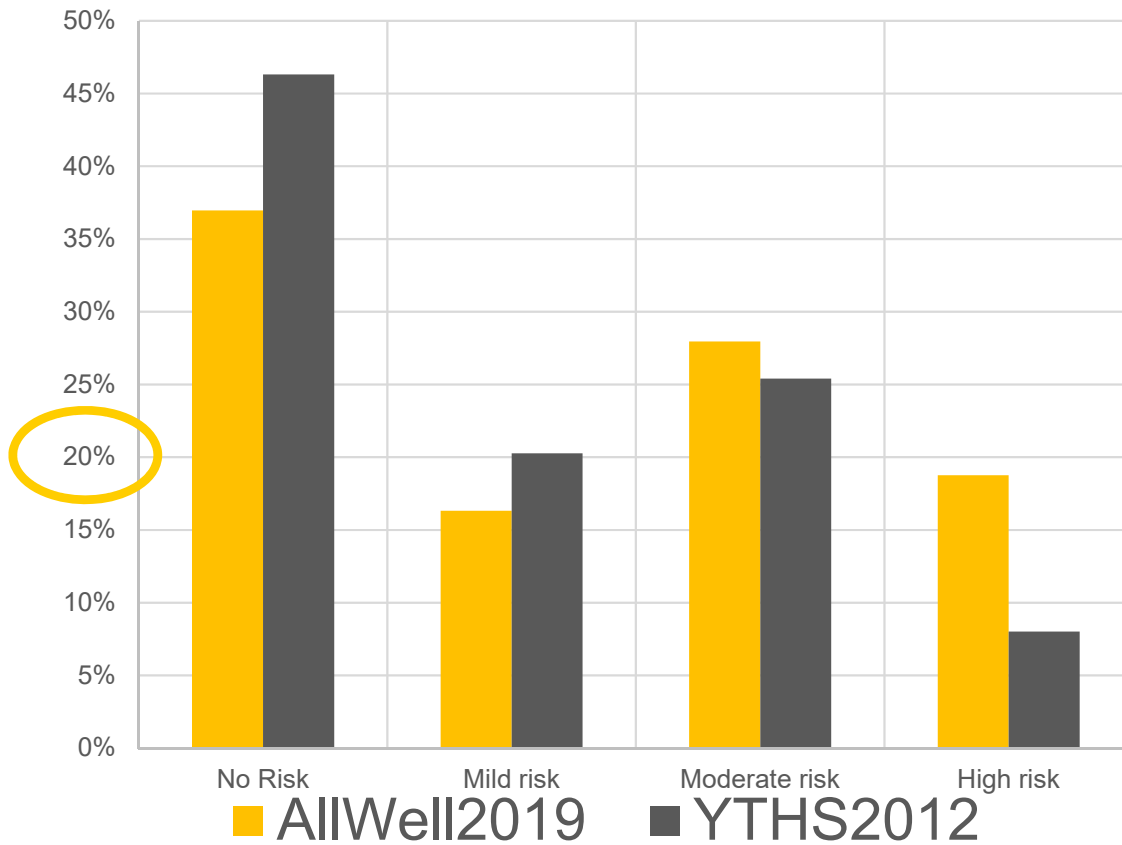
Peer learning: taking a look at the example data; sharing best practices & experiences

**Why does
study well-
being matter?**

***Let's take a look
at the data.***



Burnout Risk rate indicator: Aalto vs. Finland



Compare:

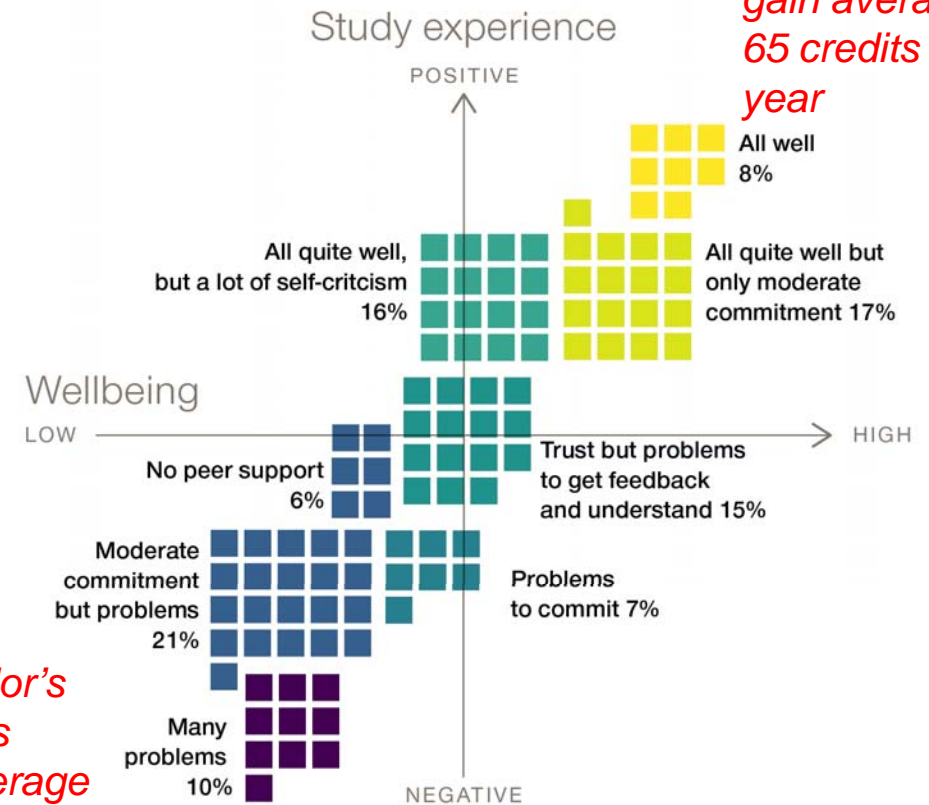
Kuittinen and Meriläinen (2011) The effect of study-related burnout on student perceptions

Hernesniemi et al (2017) Burnout among Finnish and Chinese university students

One of the duties of higher education should be to support **students' well-being and student success** (Salmela-Aro & Read, 2017, 27).

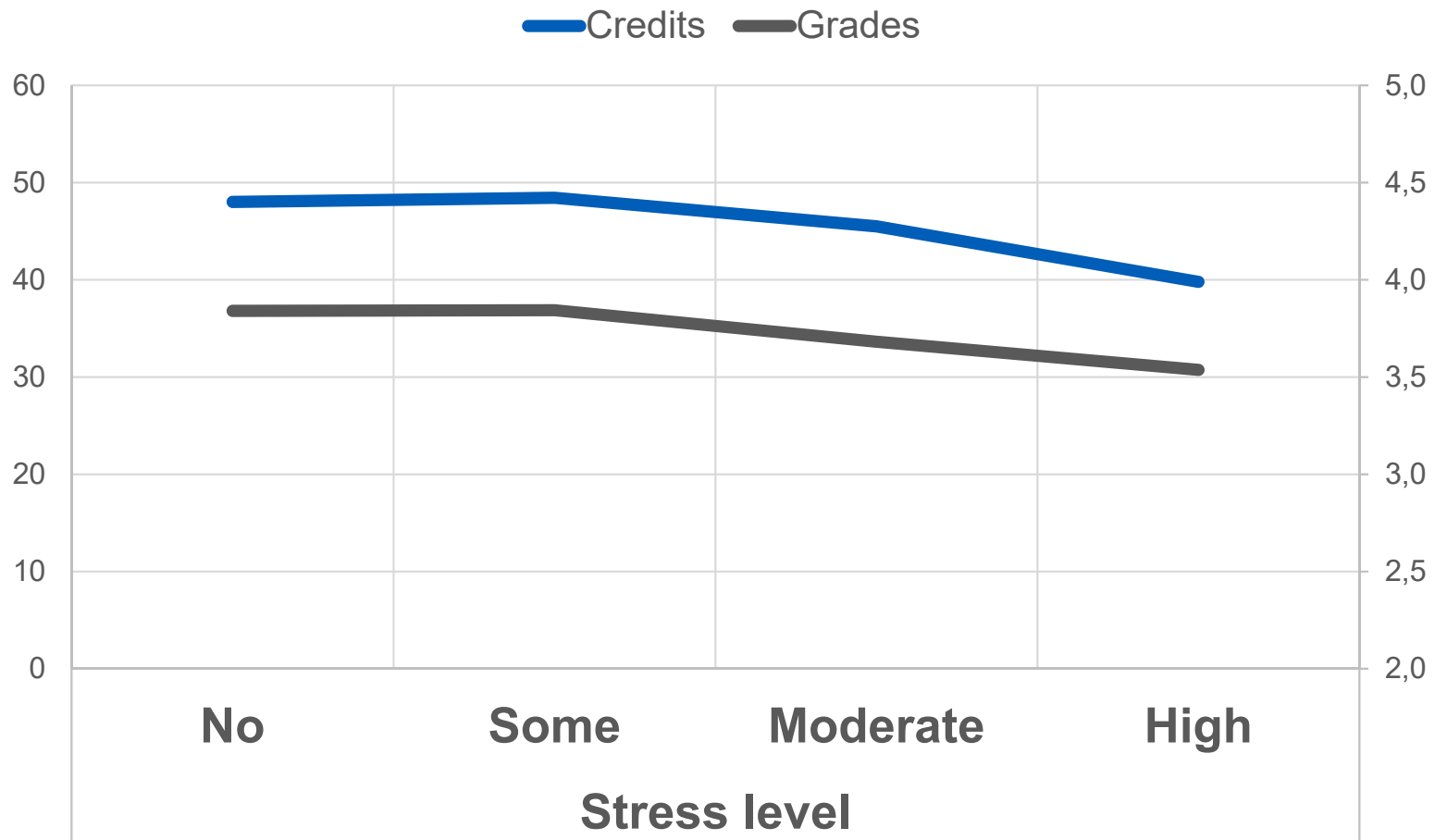
Aalto Bachelor's students

Bachelor's students in this group gain average 65 credits per year



NOTE: Bachelor's students in this group gain average 30 credits per year

AllWell?2018 : Stress Level and Performance



Study well-being at Aalto University

- Strategic initiative in the field of Education at Aalto University (2016-2020)
 - *project manager study psychologist Merita Petäjä, academic lead professor Keijo Nikoskinen*
 - *core team*
- Well-being of the students systematically measured since 2017
- The goal: to gain research-based knowledge for planning actions for pedagogical development; enhance the student success by advancing study support, teaching and learning services
- Instrument: annual study well-being questionnaire (AllWell?)

Measuring study ability: conceptual framework & theoretical background

- Many of the sections of the questionnaire are covered by **HowULearn** research instrument (Parpala & Lindblom-Ylänne, 2012). To cover also students' personal resources, a set of scales was added to cover the areas of handling stress and student's personal resources
- **Study Ability Model** (Kunttu, 2009), summarizing factors related to students as well as teaching, is a conceptual framework of the study well-being inventory used in this study

Student's resources and well-being

- Study burn out (*Salmela-Aro et al. 2009b*)
- Avoidance (*Nurmi et al 1995*)
- Self compassion & self criticism (*Raes et al. 2011*)
- Suppression of emotions (*Gross & John 2003*)

Study skills and motivation (*see more in Parpala & Lindblom-Ylänne, 2012*)

- Deep approach to learning
- Commitment to studying
- Organized studying
- Trust oneself as learner
- Surface approach to learning

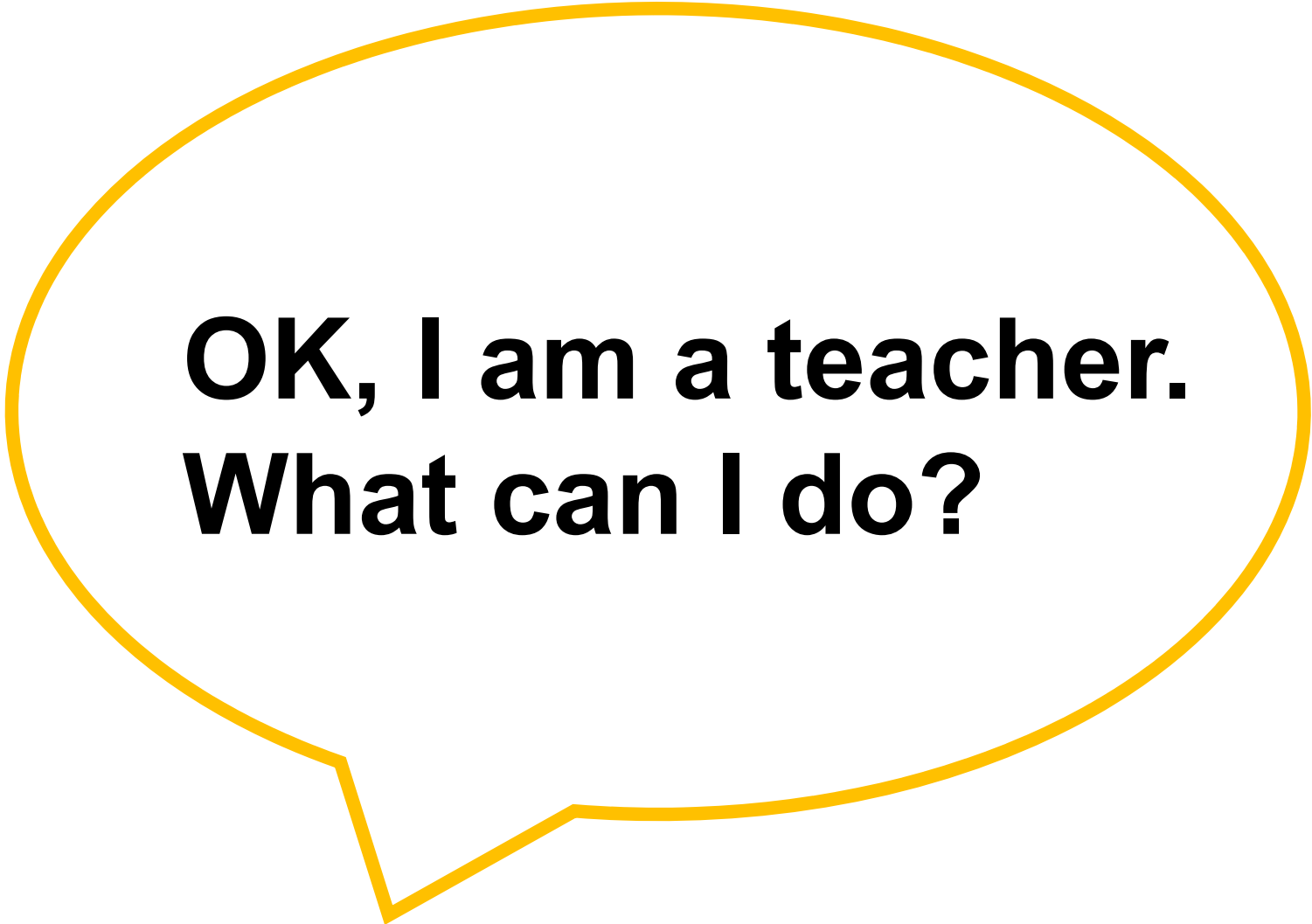
STUDY ABILITY

Teaching (*see more in Parpala & Lindblom-Ylänne, 2012*)

- Interest in teaching
- Feedback from teachers to students
- Alignment of teaching

Study environment (*see more in Parpala & Lindblom-Ylänne, 2012*)

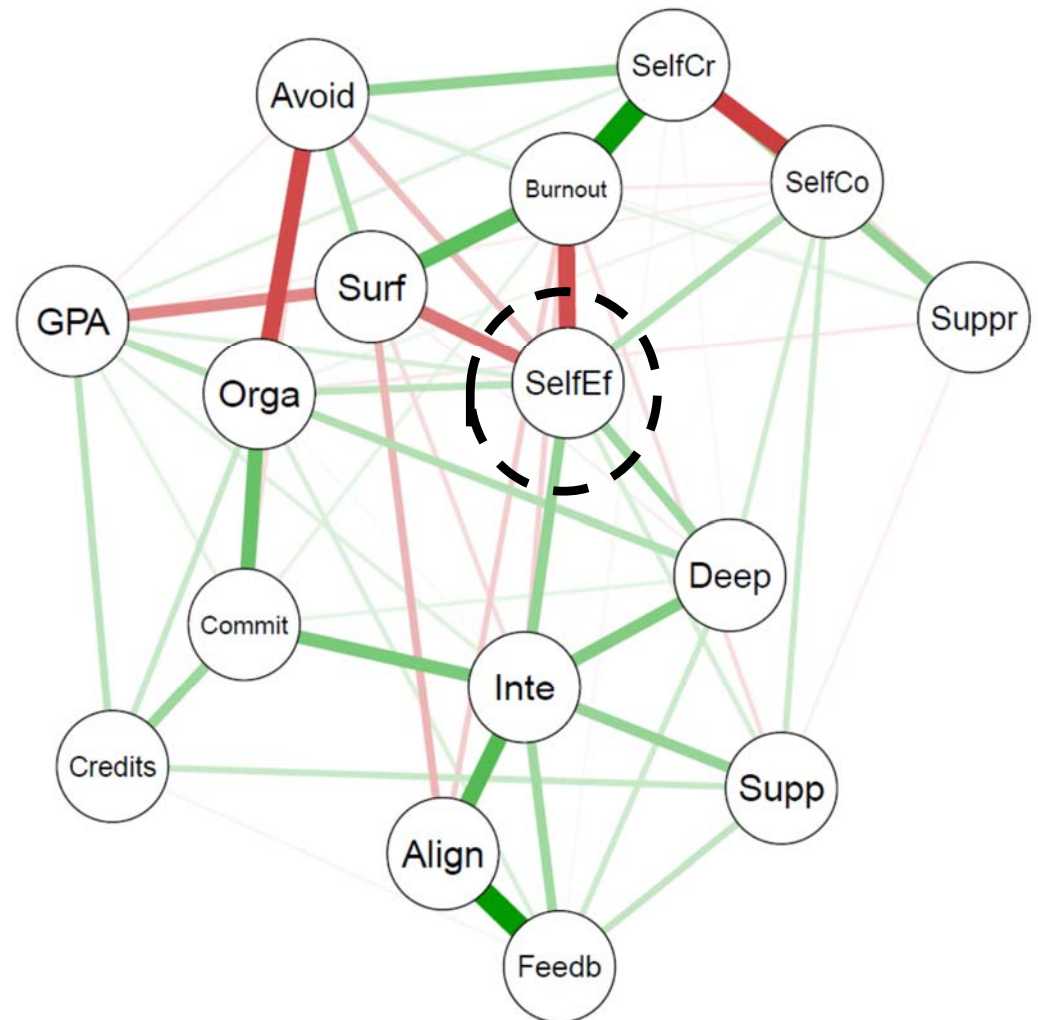
- Support from other students



**OK, I am a teacher.
What can I do?**

Network analysis (2017 data, Inkinen)

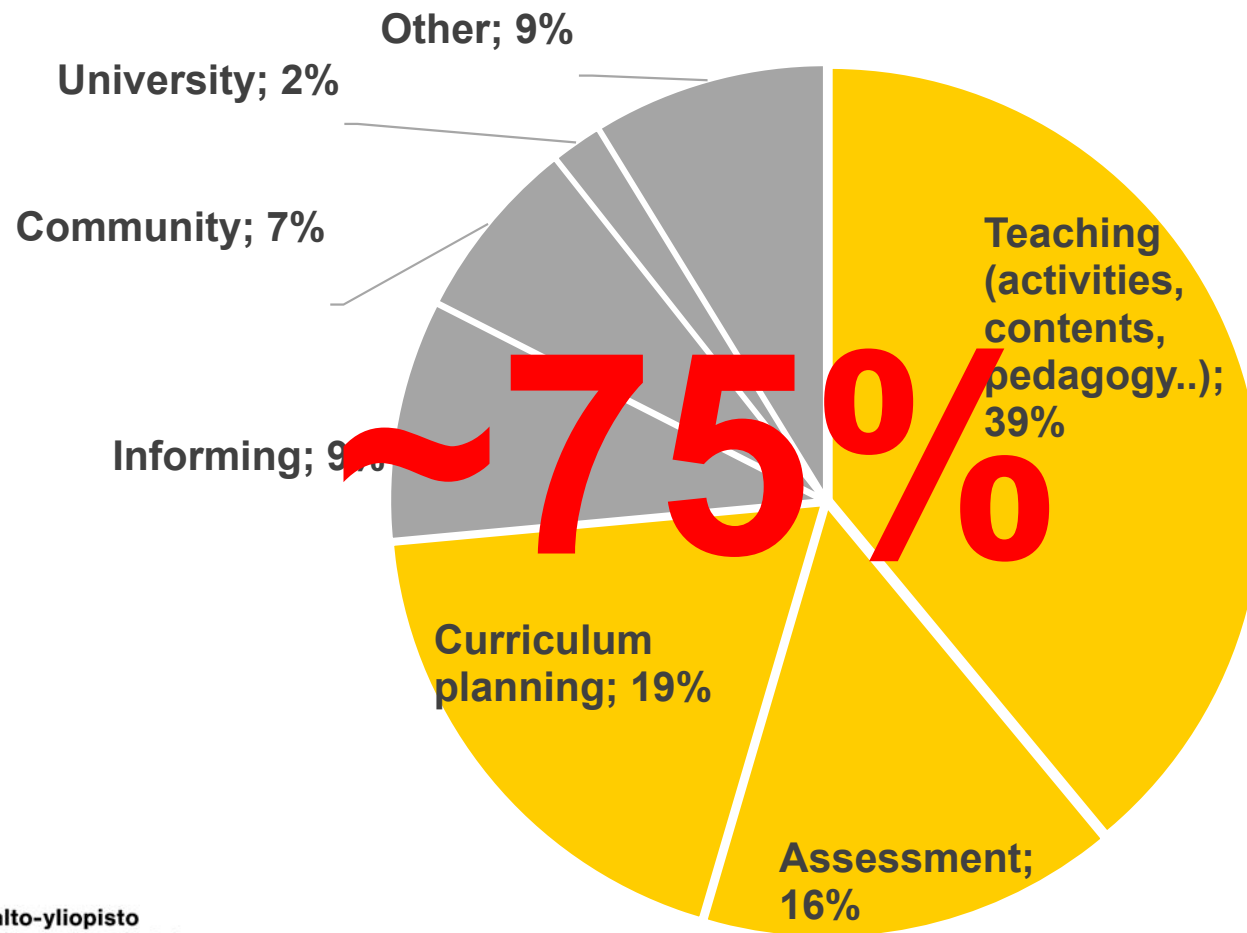
Self-efficacy mediates students' experiences of well-being, learning and teaching



Qualitative content analysis (2019 data)

“What kind of changes or actions in teaching, supervision or services in your school, programme, or in university would help you to improve your well-being?”

AIWell? 2019 open replies, N=951





WORKSHOP

All Well?

Pick a group according to your own interest:

1. Alignment and interest of teaching

2. Assessment & feedback

1. Alignment of teaching

- How can you ensure that it is *clear* to the student what is expected to learn on the courses, final exams, exercises, essays, course presentations etc.?
- How can you ensure that what the students are being taught *matches* to what they are supposed to learn?
- How can you ensure that it is possible to see how the assigned tasks and work is *related* to what the students are expected to learn?
- How can you ensure that the students can see the *relevance* of what they have been taught?

2. Assessment & feedback

- How can you ensure that you give enough feedback to the students about their *learning*?
- How can you ensure that the feedback given helps the students to *improve* their ways of learning and studying?
- How can you ensure that the set work (final exams, exercises etc.) help the students to make *connections* between the things they are studying and their existing knowledge?
- How can you ensure that the feedback given on the assigned work helps students to *clarify* things they had not fully understood?

Schedule & instructions:

- **Individual work (10 minutes)**
- **Group discussion: (10 minutes)**
 - What did you find out?
 - How to use the findings in the planning of my teaching? What to take to curriculum planning? How to plan together with my colleagues?
- **Sharing the findings and suggestions for further implications with others (10 minutes)**

Discussion

A”

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Aalto University



EXTRAS

<https://www.aalto.fi/en/services/curriculum-design-course-planning-and-student-well-being-three-things-to-take-into-account>

To support your study well-being

Academic year 2019-2020



Student point of view:

- **Starting Point of Wellbeing**
- **Study and career planning psychologists**
- **Individual study arrangements**
- **Personal Impact course set**
- **AllWell? Questionnaire and counter feedback**

Starting Point of Wellbeing

The Starting Point of Wellbeing offers advice and guidance on services related to wellbeing.

Open on weekdays, no appointment needed.

Address: Y199c, Otakaari 1



Material for personal development

In Aalto, we have a lot of courses and workshops, provided by the study and career planning psychologists, to support and maintain your study ability.

[Online courses and workshops](#)
(Into link)

[Career planning exercises](#) (Into link)



Study and career planning psychologists

If you are worried about your studies or future employment, come meet the Aalto psychologists to discuss shortly how our services could be helpful to you.

Appointment booking for study psychologists:

[opintopsykologi\(at\)aalto.fi](mailto:opintopsykologi(at)aalto.fi)

Appointment booking for career planning psychologist:

[seija.leppanen\(at\)aalto.fi](mailto:seija.leppanen(at)aalto.fi)



Individual study arrangements

Each Aalto degree student has a right to individual study arrangements due to an impairment restricting his/her ability to study or other health condition.



Personal Impact

Personal Impact is a mindset and a movement, an entity created for all Aalto students. Personal Impact brings to light already existing courses in Aalto University on values and meaningfulness, self-leadership, societal impact, human potential and well-being.

personalimpact.aalto.fi



AIWell questionnaire

- Annual study well-being questionnaire for 1st year master's and 2nd year bachelor's students (*degree students only*)
- 2019 response rate 46%
- Next questionnaire in February 2020
- Research-based data for the development of teaching, counter feedback for students



Thank you!

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aalto.fi



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Aalto University