

Multicultural learning – student perspective

13.5.2020

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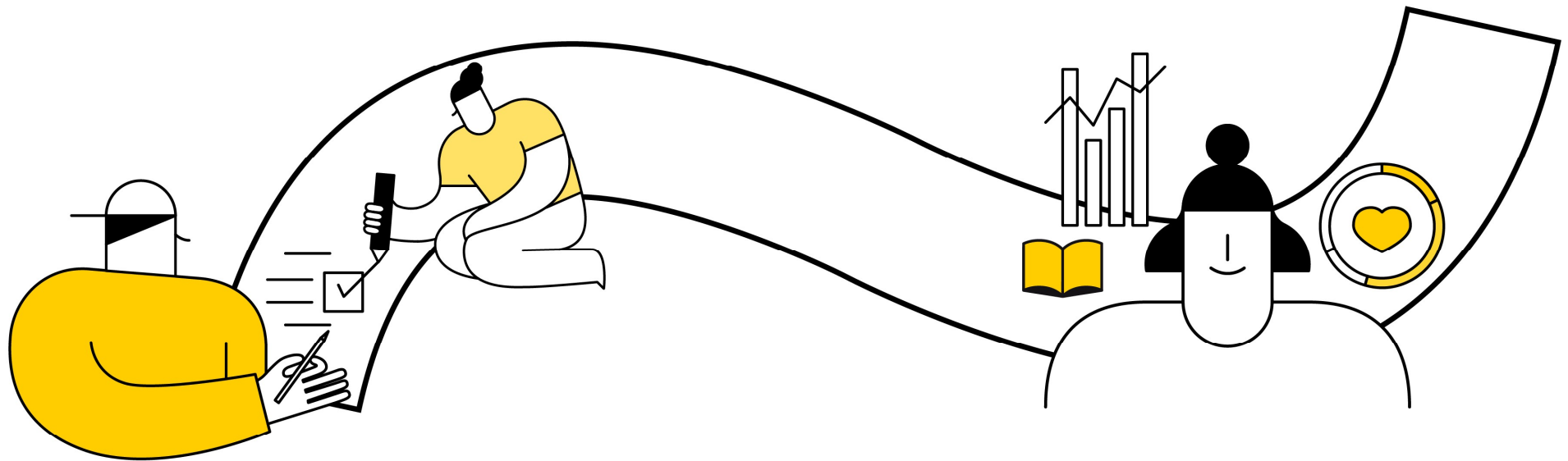
Aalto-yliopisto
Aalto-universitetet
Aalto University

Success of Students /
AllWell?



Allwell? Studywellbeing and diversity

What is AllWell?



sent to
3500 students
yearly

assesses **study-skills** and
study-well-being, the quality of
teaching and peer support

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

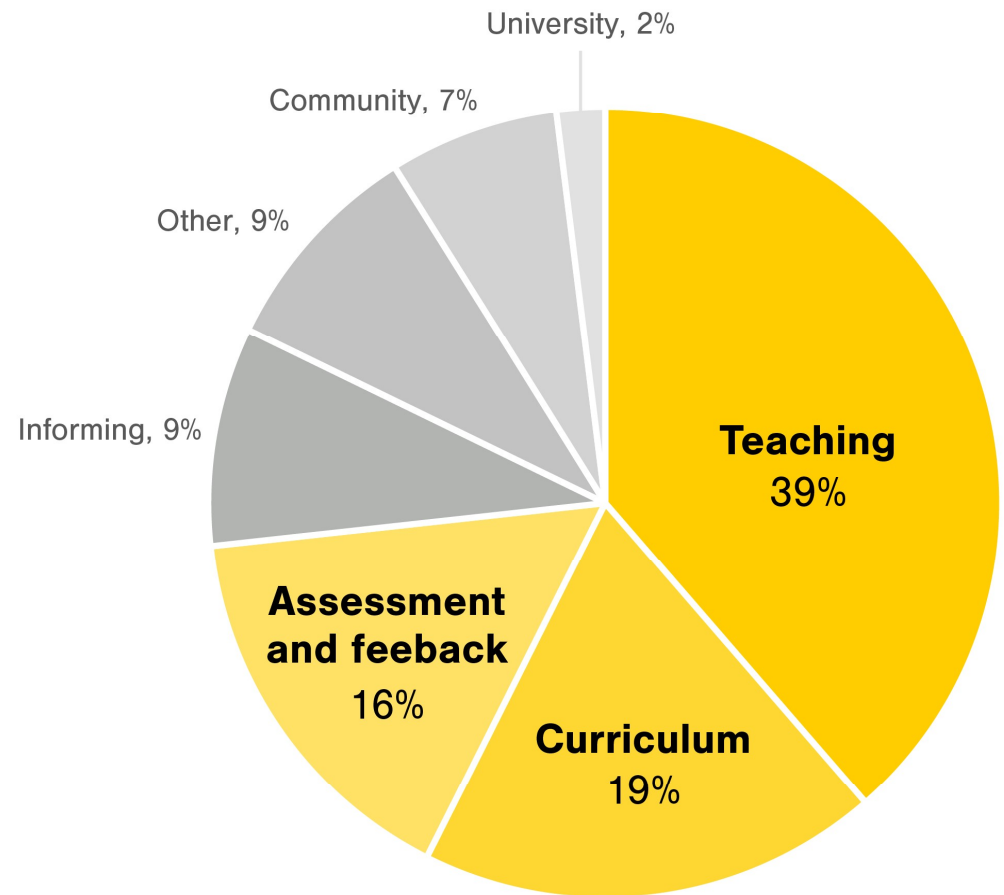
Study environment (*see more in Parpala & Lindblom-Ylänne, 2012*)

- Support from other students

Terminology

Deep	Deep approach to learning	<i>Syväsuuntautunut oppiminen</i>
Organized	Organized studying	<i>Organisoitunut opiskelu</i>
Surface	Surface approach to learning	<i>Pintasuuntautunut oppiminen</i>
Self-Efficacy	Trust oneself as learner	<i>Itseluottamus opiskelijana</i>
Commitment	Commitment to studying	<i>Sitoutuminen opintoihin</i>
Interest	Interest in teaching	<i>Opetuksen kiinnostavuus</i>
Alignment	Alignment of teaching	<i>Opetuksen linjakkuus</i>
Feedback	Feedback from teachers to students	<i>Palaute opettajilta</i>
Support	Support from other students	<i>Tuki opiskelukavereilta</i>
Avoidance	Avoiding study tasks	<i>Opiskelun välttely</i>
SelfCriticism	Harshness toward oneself	<i>Ankaruus itseä kohtaan</i>
SelfCompassion	Compassion toward oneself	<i>Myötätunto itseä kohtaan</i>
BurnoutRisk	Burnout risk: Feeling stressed and lacking motivation	<i>Uupumusriski: Stressaantuminen ja alentunut motivaatio</i>

When we asked students what would help to improve their well-being, around 75% of answers pinpointed **teaching related issues** as a main factor¹.



¹ Results from AllWell?2019, response size 951 students.

International students / gender trends in Allwell questionnaire 2017-2020

"-> International students are clearly better motivated in many respects but have less peer support and more burnout risk. The international students experience, that they get more and better feedback from teachers compared to the Finns. Both Finnish and International students find teaching more aligned then before."

"-> Burnout risk among females is clearly higher, females are also more self-critical and do not trust themselves as much as males. Both gender have positive trend on organized studies and how they see the alignment of teaching."

General trends in Allwell questionnaire 2017-2020

- **Some significant positive trend, organized and alignment of teaching**
- **Negative trend: burnout rate is slightly growing.**
- **Master students use more deep approach to learning and organize their studies better than bachelor students. Bachelor students get more peer support than master students. Positive trend in Alignment among master students"**

Throughout 2017–2019, around **20%** of Aalto University students were at **high risk** of study-related burn-out¹.

That is **more than twice** the national average².

2020 Aalto risk of burn out **20 %**,

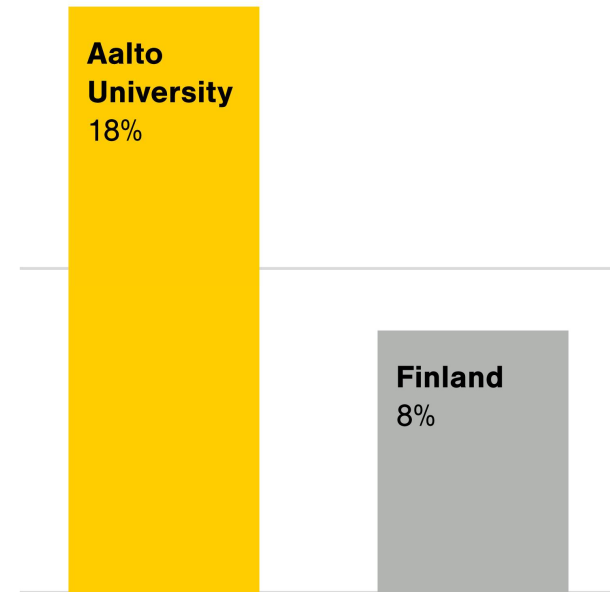
Finland 10 %

¹ Students' burn-out risk levels consist of three aspects: study related stress (exhaustion), losing motivation (cynicism) and experiencing inadequacy.

On the risk scale from 9 to 54, „high risk“ is over 37 points.

² Compare with YTHS2012, Finnish student health care survey results, national level.

Percentage of students with high burn-out risk



Network analyses have shown that students' burn-out risk is tightly linked to self-criticism, surface approach to learning and self-efficacy.

High Burn-out Risk

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graph TD; A[High Burn-out Risk] <--> B[High Self-criticism]; A <--> C[Surface Approach]; A <--> D[Low Self-efficacy];
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High Self-criticism

Students feel inadequate and are judgemental about themselves and their failures

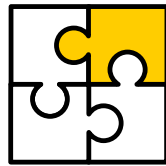
Surface Approach

Studies seem fragmented and students have difficulties understanding and controlling the study subjects

Low Self-efficacy

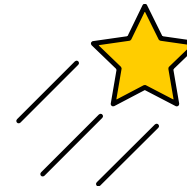
No trust in performance as a student (now and in the future) or ability to learn when the subject feels difficult

Teaching can have a **positive impact** on students' burn-out risks by lowering surface approach and increasing self-efficacy.



Low Surface Approach

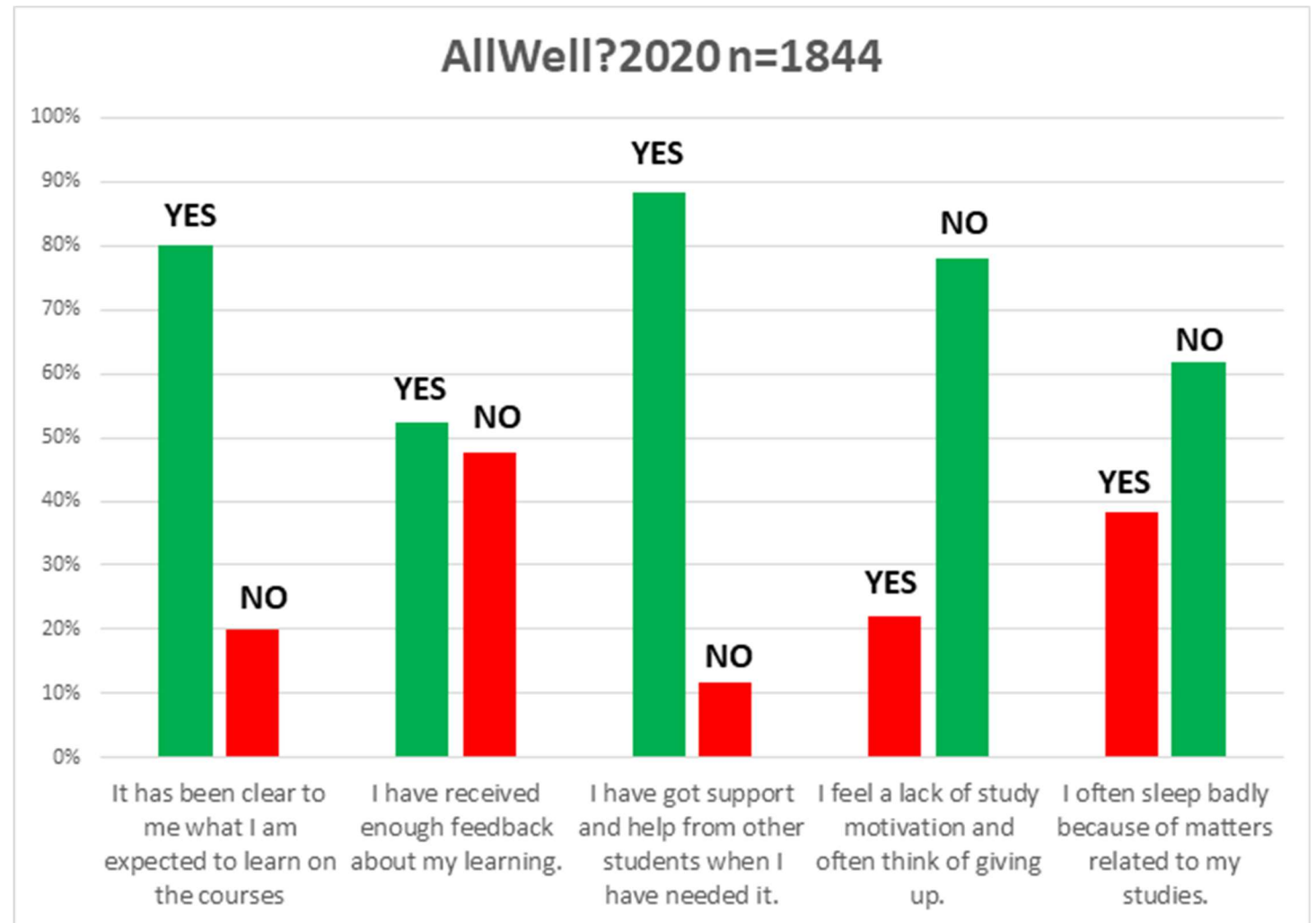
Studies seem coherent and students have no difficulties understanding and controlling the study subjects



High Self-efficacy

Trust in performance as a student (now and in the future) and ability to learn when the subject feels difficult

Risk of polarization



Time for discussion in break out rooms

Why international students do not have as much support from other students?

Why international students are suffering from burn out even more than others?

Other questions?

Teaching and keeping contact

International students and corona situation

- **Loneliness and unsafety, need to hear communication about areas where university is trying to help (flexibility etc)**
 - Financial problems, study delays
- **Worries regarding family situation back home, need to talk with someone, dealing with anxiety**
 - Individual losses

Allwell teams´ Recommendations in corona situation: Polarization creates extra needs for communication

Clear communication creates a sense of security that teaching continues and services are available. Friendly communication creates a feeling that we care.

Teachers engaging with students: organize "Zoom" study groups, morning coffee with the teacher; especially for students who have weak social connection, ensuring alignment of teaching, clarity in assessment and feedback that supports learning

Academic tutors and study coordinators contacting students: showing interest how students are doing, help and support for self leadership in remote learning

University leaders´ & Programme leaders´ messages to students: creating faith in the students to tackle the lack of meaning and motivation, you are important, your studies are important, your skills will be needed in the future!

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.



Inclusion in group work

Avovastauksia Allwell 2020

As for international programs that are taught in English, English should always be prior to other languages when it comes to communication between the school faculty and students as well as among student bodies. Without such, international students whose mother tongue is not Finnish may develop the feeling that they do not belong to the community and that they are just an outsider

I hope they make more actions for international students and really stop sending some emails totally in Finnish. I feel really exclusive.

I think more socializing activities could be held to foster a sense of community.

<https://www.aalto.fi/en/collaboration/teamwork-first-aid-kit>

[https://www.aalto.fi/sites/g/files/flghsv161/files/2019-12/Team agreement Print 2.pdf](https://www.aalto.fi/sites/g/files/flghsv161/files/2019-12/Team_agreement_Print_2.pdf)

DESIGN THINKING

Mindsets (dispositions)



REFRAMING



RADICAL
COLLABORATION



CURIOSITY



MINDFULNESS
OF PROCESS



BIAS TOWARD
ACTION

Radical collaboration, Bill Burnet

Collaborative Intention: Individuals learn how to stay in the Green Zone, maintain a non-defensive presence, and make a personal commitment to mutual success in their relationships.

Truthfulness: Individuals commit to both telling the truth and listening to the truth. They create a climate of openness that allows others to feel safe enough to discuss concerns, solve problems and deal directly with difficult issues.

Self-Accountability: Individuals take responsibility for the circumstances of their lives, the choices they make, either through action or inaction, and the consequences of those choices, both intended and unintended. They would rather find a solution than find someone to blame.

Self-Awareness and Awareness of Others: Individuals commit to knowing themselves deeply and are willing to explore difficult interpersonal issues. They seek to understand the concerns, intentions, and motivations of others, as well as the culture and context of their circumstances.

Problem-Solving and Negotiating: Individuals use problem-solving methods that promote a cooperative atmosphere. They avoid fostering subtle or unconscious competition.

Glimpses elsewhere:

https://www.qaa.ac.uk/docs/qaa/international/international-students-guide-15.pdf?sfvrsn=7375f781_4

<https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity/case-study-working-with-international-students>

<https://www.umass.edu/graduate/inclusion>