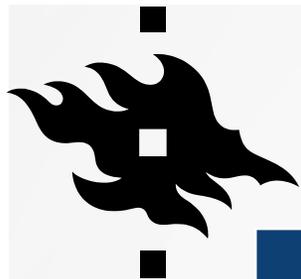




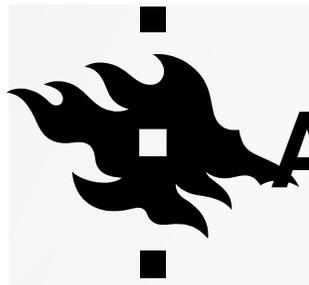
HOWULEARN 1, SPRING 2020

Jokke Häsä & Liisa Myyry
Senior lecturers in university pedagogy



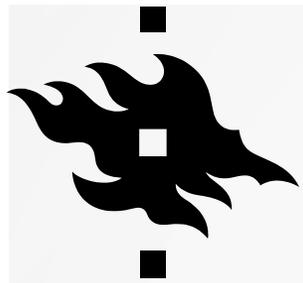
RESPONDENTS

Programme	Response rate
Physical sciences	60/111 (54 %)
Geosciences	23/27 (85 %)
Chemistry	27/75 (36 %)
Geography	35/48 (73 %)
Mathematical sciences	59/87 (67 %)
Teacher of MPC	21/31 (68 %)
Computer science	120/247 (48 %)
Bachelor in science	6/16 (37 %)



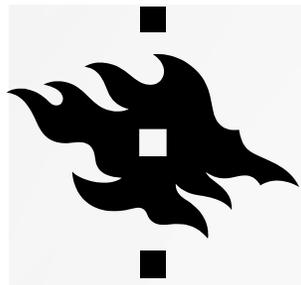
ADDITIONAL WELL-BEING ITEMS TO HOWULEARN SURVEY

- The Science Students' Association Matlu has conducted a well-being questionnaire to students and asked the faculty to take responsibility of following students' well-being
- Students' take the HowULearn questionnaire three times as part of their bachelor's studies and once as part of their master's studies (forthcoming)
- Faculty decided to add well-being items to HowULearn
- First round for HowULearn 1 at the end of the first-year in April 2020
- Study psychologists (Anu Lehtinen, Emilia Karjalainen, Jasmin Kurkaa-Kivelä) and senior lecturers in university pedagogy (Jokke Häsä and Liisa Myyry) have designed the items
- The aim was to cover topics not covered by the HowULearn and to get practical ideas for programmes to enhance students' well-being
- Feedback was collected from Hannu Toivonen, Anne Palo-Kauppi and Matlu



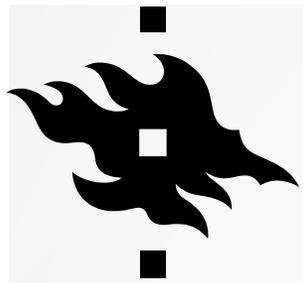
ADDITIONAL QUESTIONS FOR THE HUL1 SURVEY ON WELLBEING

1. How many hours have you spent on average per week on 1) supervised studying; 2) independent studying; 3) working
2. Experiences of the study community: 1) I consider myself as a member of community; 2) I trust that teachers on the courses have faith in my abilities
3. Choose from the list (total 19 factors) four factors related to teaching arrangements that have been the most detrimental to your studies (e.g. overlapping courses, unclear prerequisites for courses, excessive workload)
4. In your experience, which features or factors related to studying or teaching have supported your wellbeing?
5. How would you like to see teaching developed for it to better support your wellbeing?
6. In what ways have the exceptional measures caused by the covid-19 epidemic affected your wellbeing?



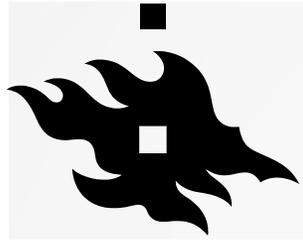
INSTRUCTIONS FOR STUDENTS CONCERNING THE WELL-BEING QUESTIONS

Note: The Covid-19 epidemic has caused many changes in teaching and study arrangements. Try to answer the following questions 1 through 7 based on your experience prior to the exceptional measures. In other words, try to recall your experiences during periods 1–3. In the end of the questionnaire, there is a question where you can share your experiences during the exceptional circumstances.



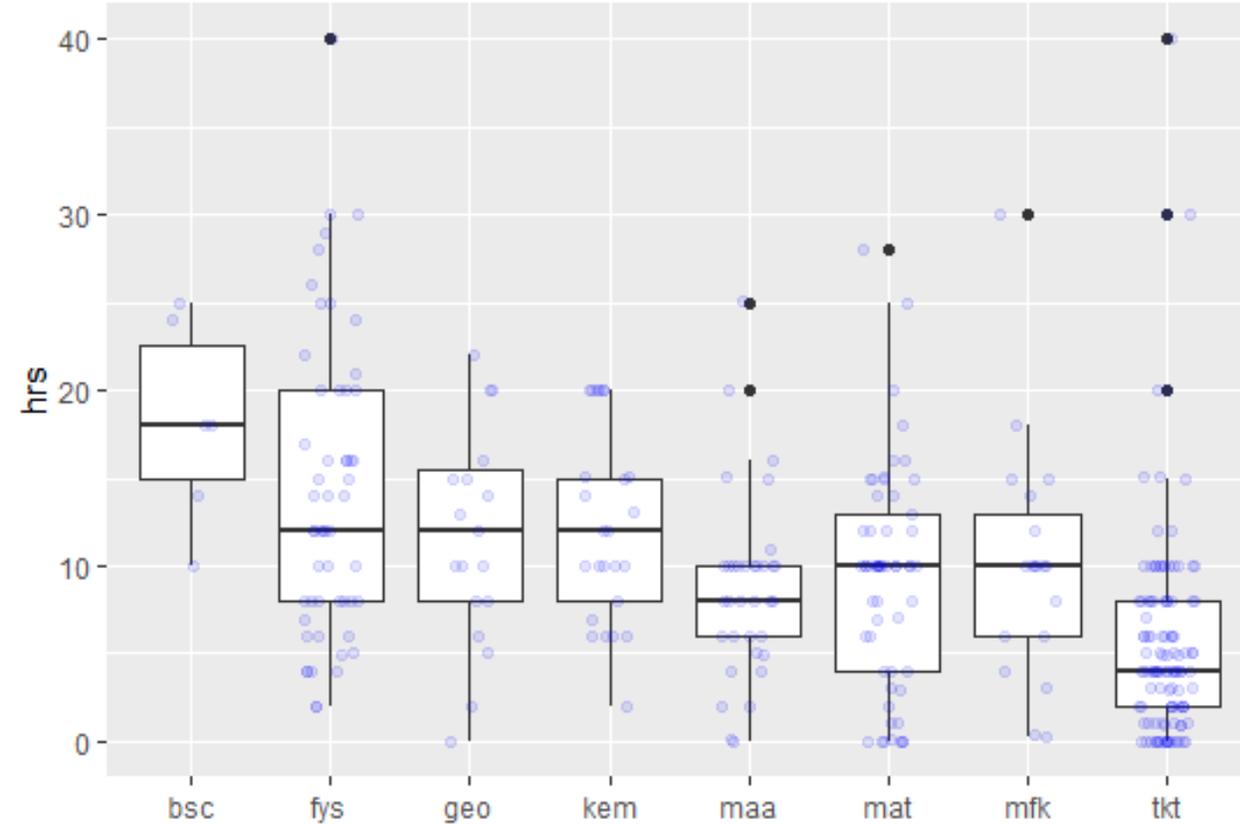
OTHER HOWULEARN VARIABLES

- Also usual HowULearn variables were measured: approaches to learning (deep, surface, organised), self-efficacy, study burnout (exhaustion, cynicism, inadequacy), components of learning environment (alignment, interest and relevance, peer support, feedback) etc.
- More information on the HowULearn variables can be found in <https://flamma.helsinki.fi/fi/group/opetuksen-tuki/howulearn-kyselyt> (only in Finnish at the moment)

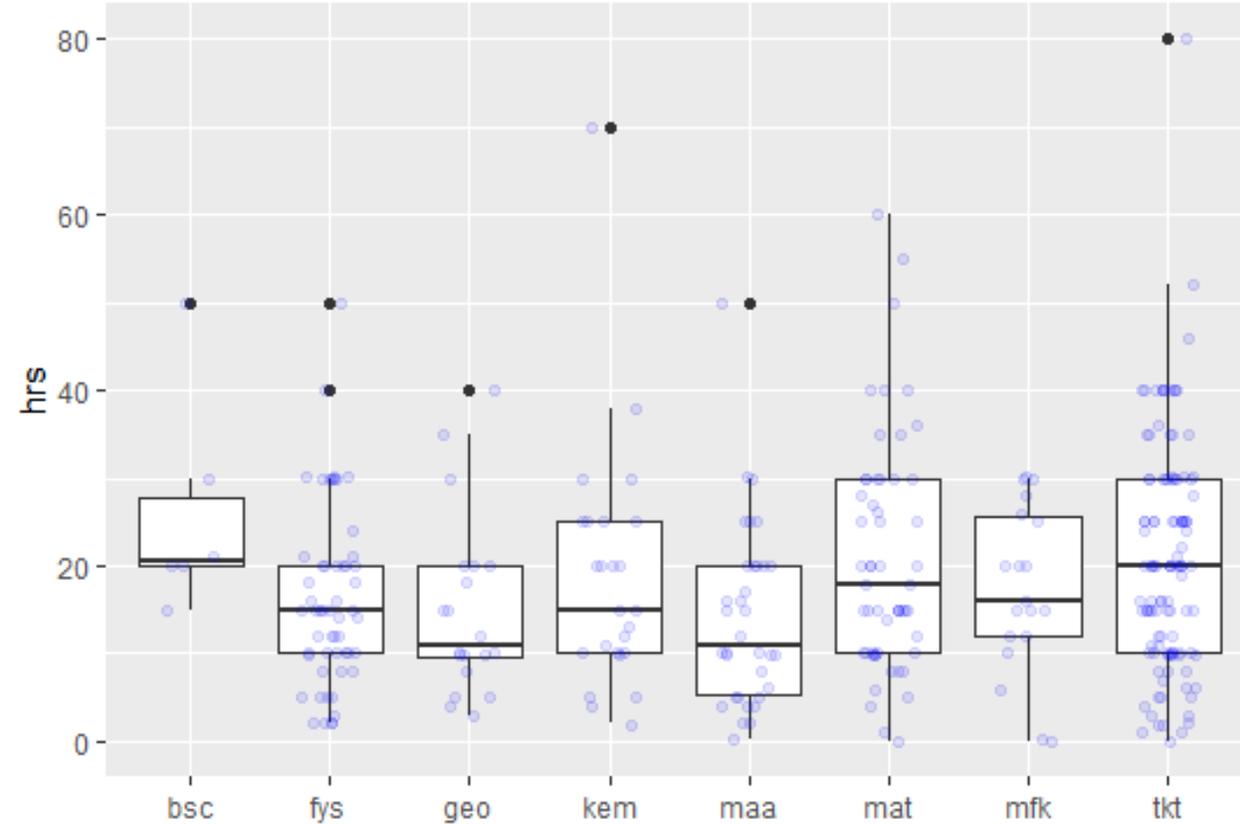


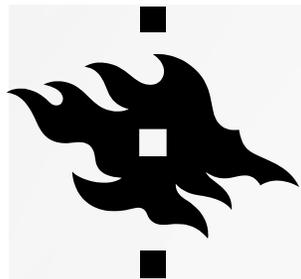
TIME SPENT FOR DIFFERENT ACTIVITIES (AUTOMATIC TEXT-TO-INTEGGER CONVERSION)

Guided study

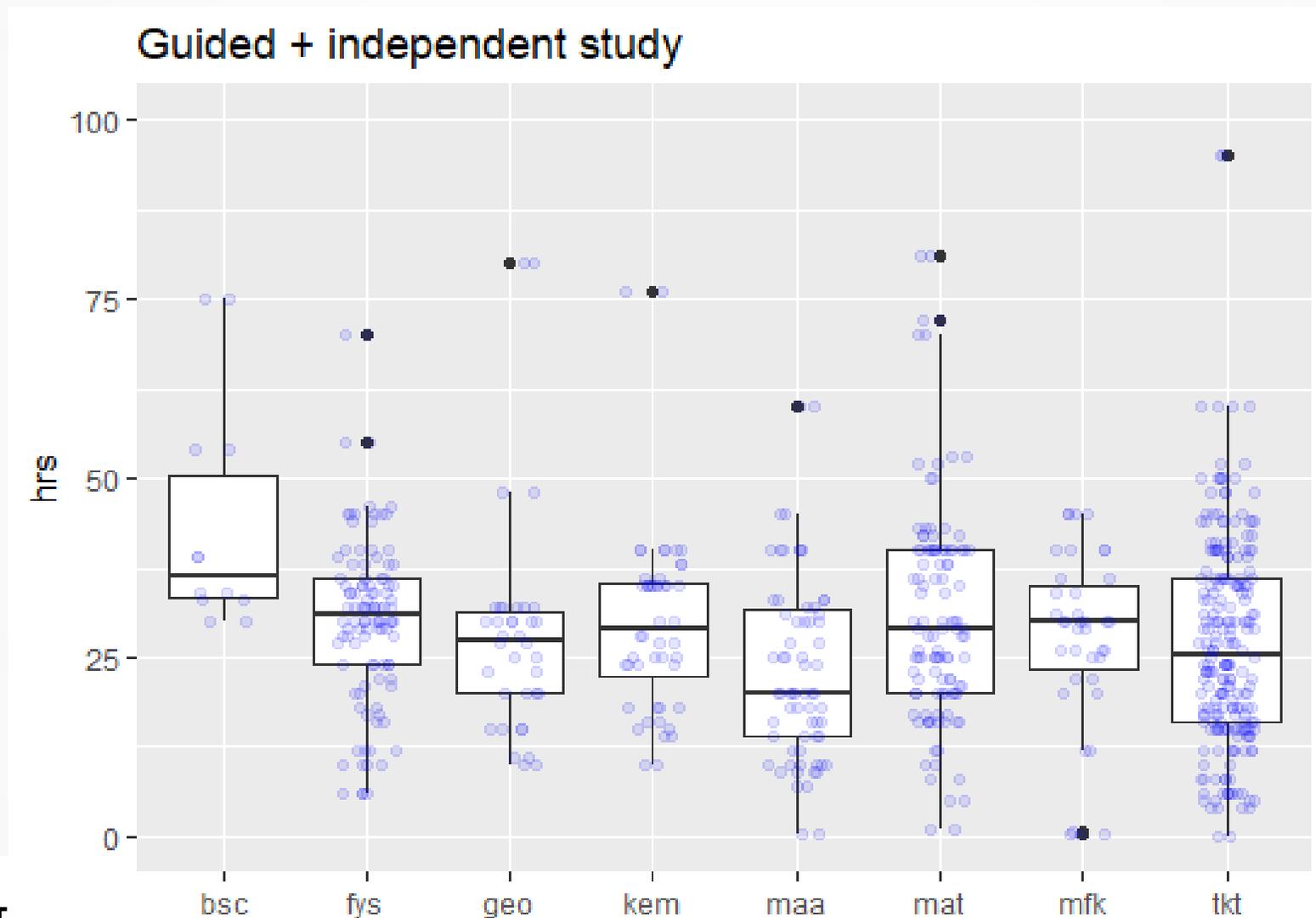


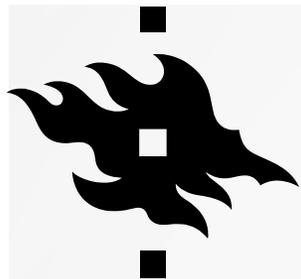
Independent study



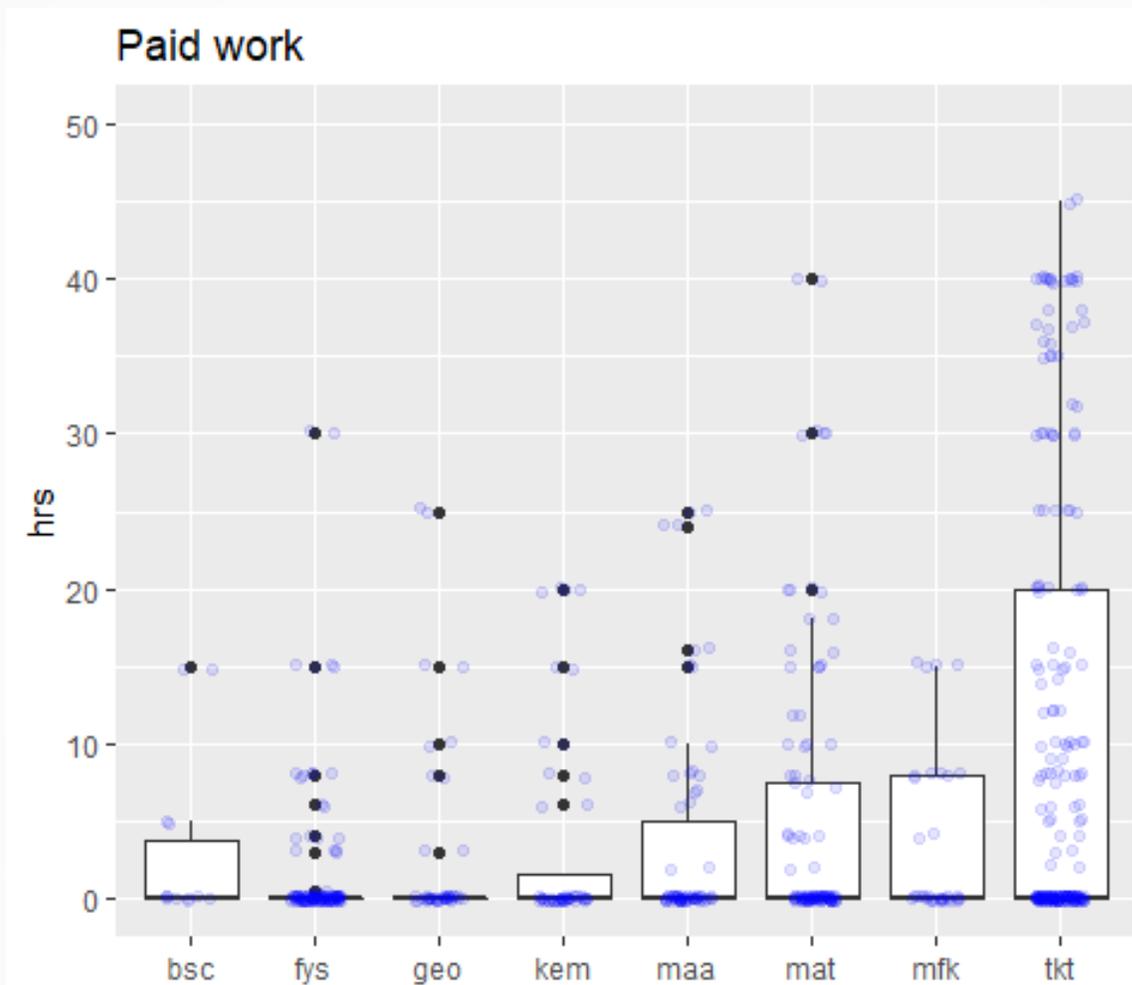


TIME SPENT FOR DIFFERENT ACTIVITIES (CONT'D)





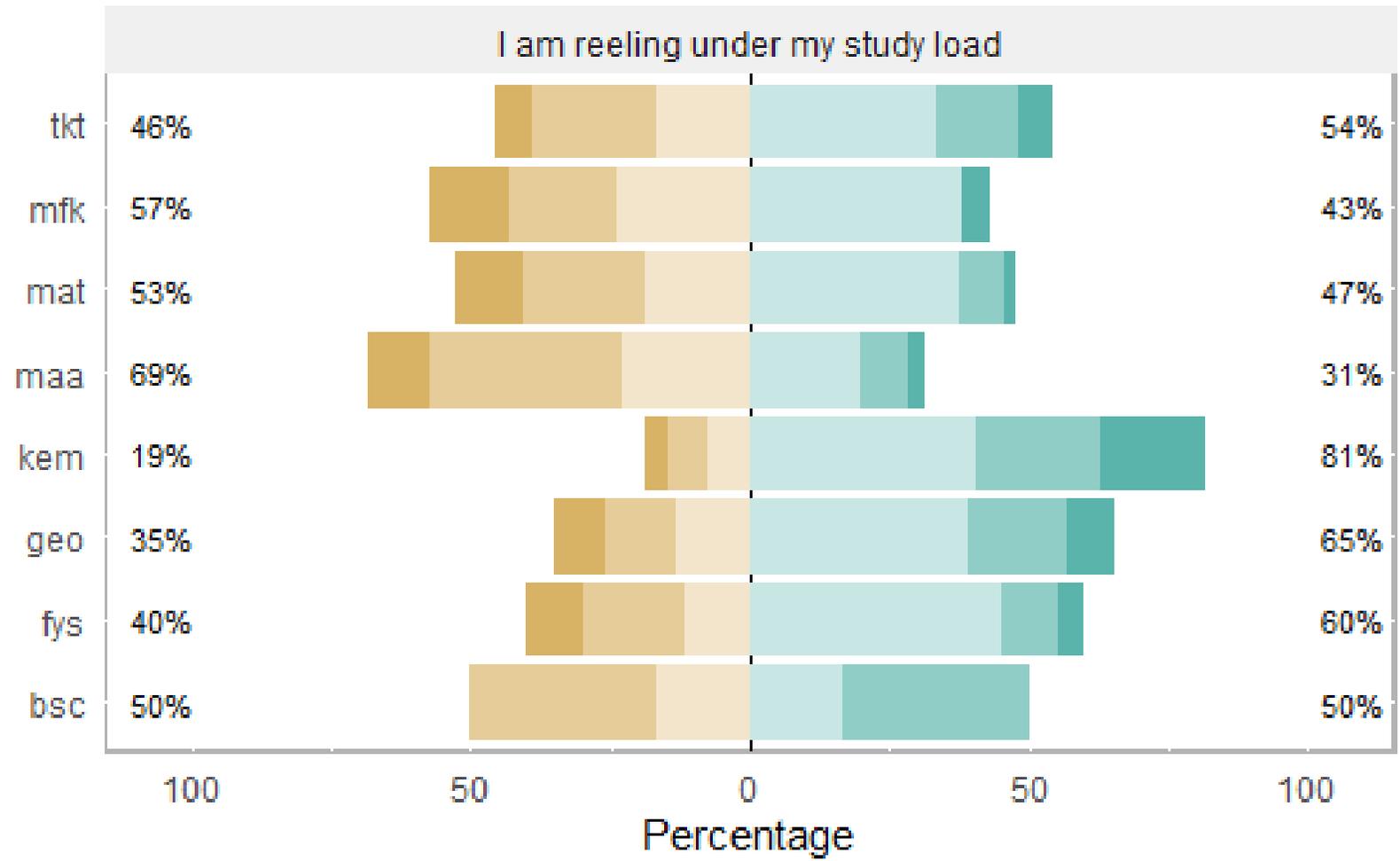
TIME SPENT FOR DIFFERENT ACTIVITIES (CONT'D)



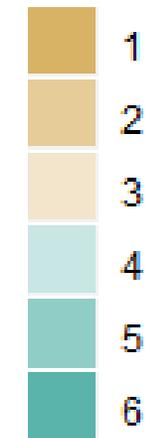


EXPERIENCED WORKLOAD

Seems to correlate only with reported independent study hours (weak connection)



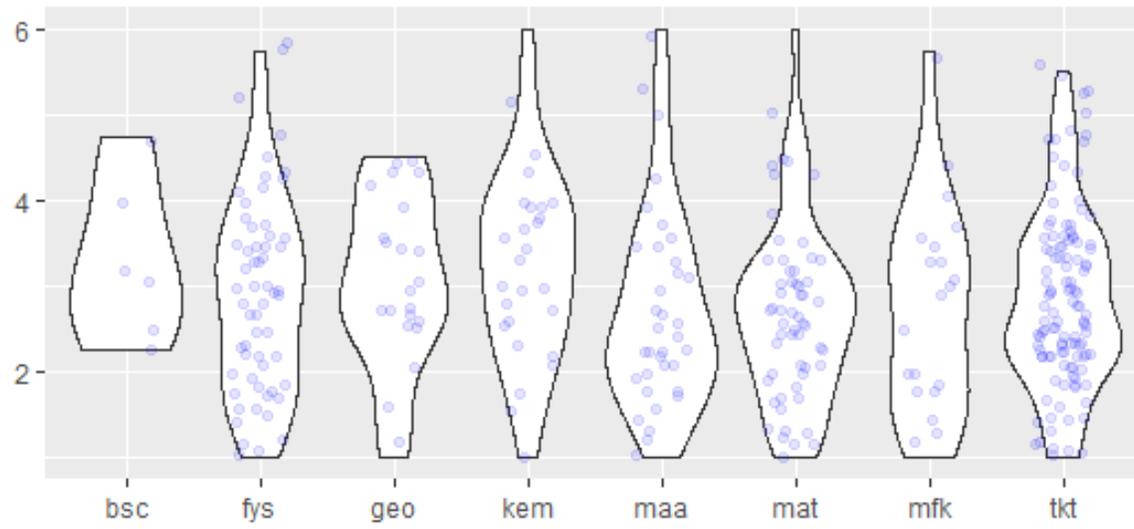
Response



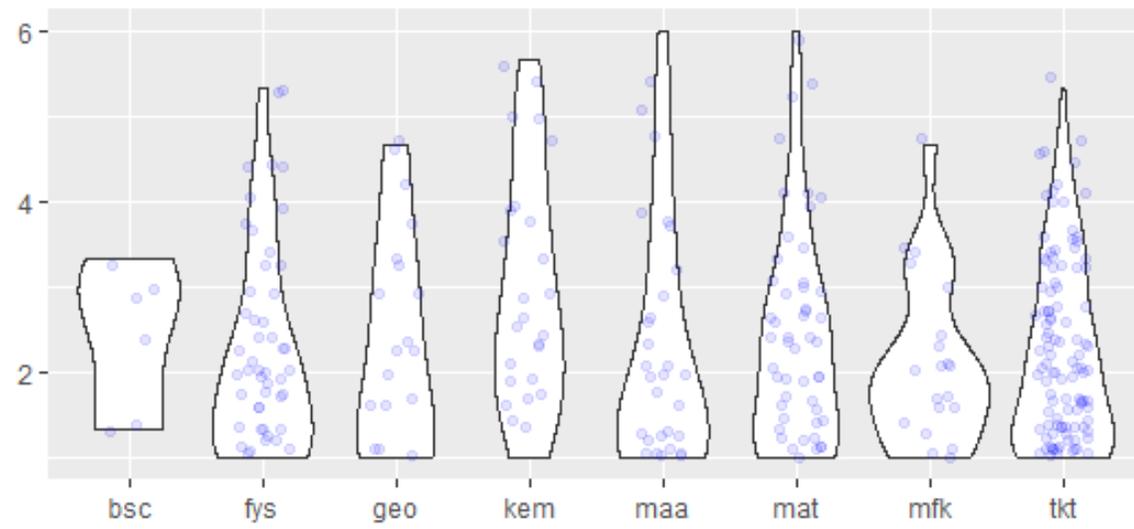


STUDY BURN-OUT DIMENSIONS

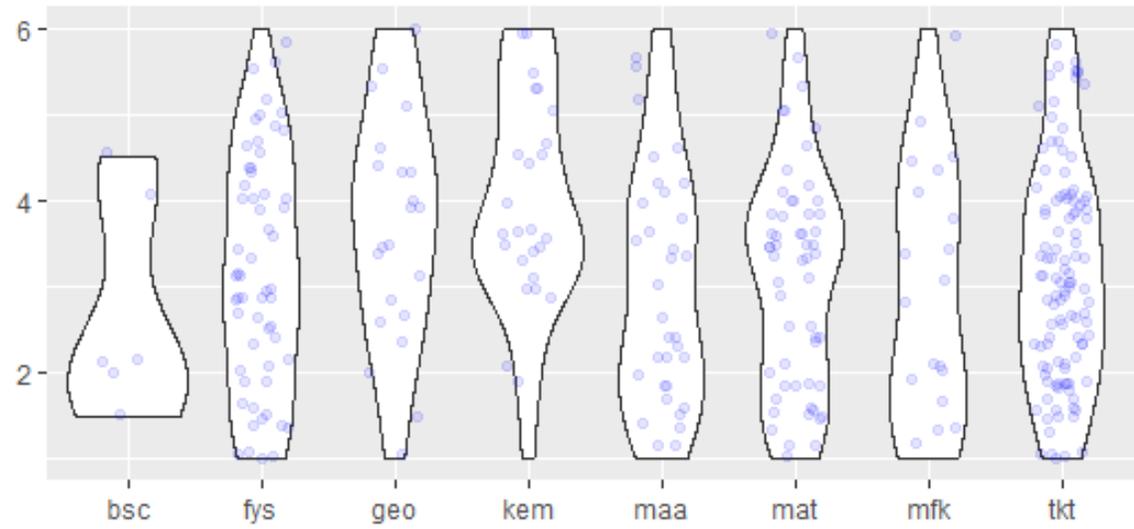
Exhaustion



Cynicism



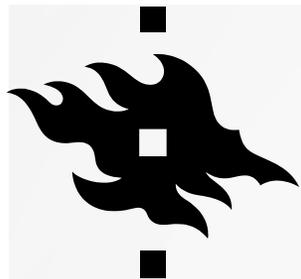
Inadequacy



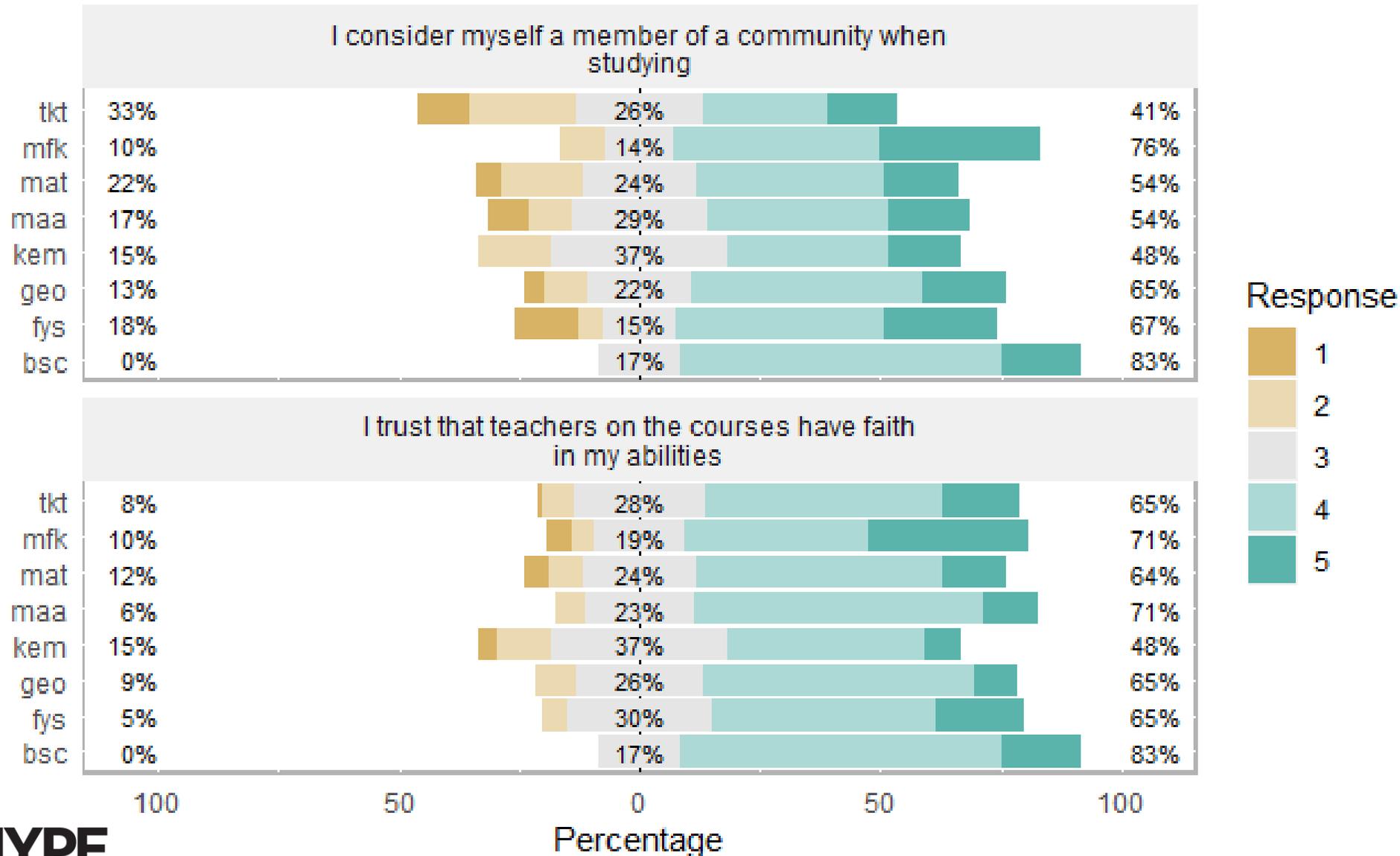
Exhaustion: e.g. "I am reeling under my study load."

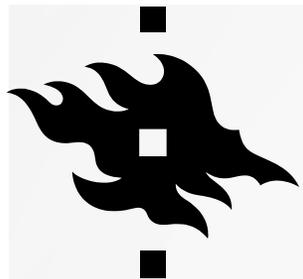
Cynicism: e.g. "I think I am losing my interest in studies."

Inadequacy: e.g. "I often feel inadequate as a student"



SENSE OF COMMUNITY AND TRUST



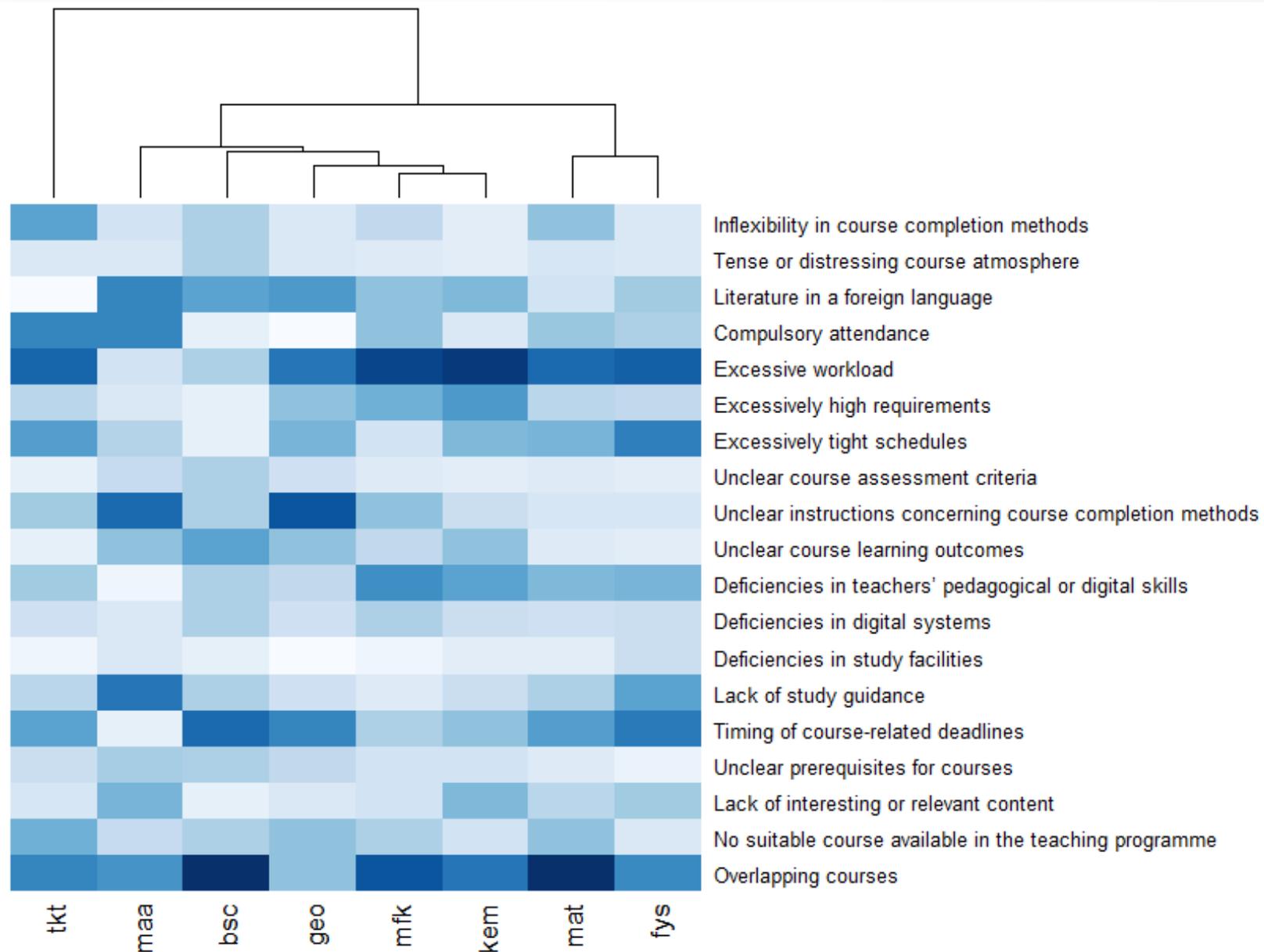


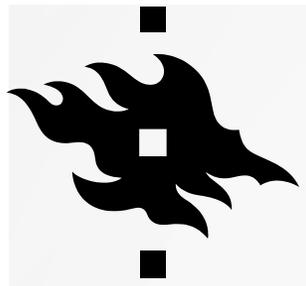
HINDRANCES TO STUDIES

Darker blue = more mentions of a hindrance

Colouring scaled for each programme

Details in open answers





CORRELATION OF STUDY ENVIRONMENT AND STUDY BURNOUT IN THE FACULTY

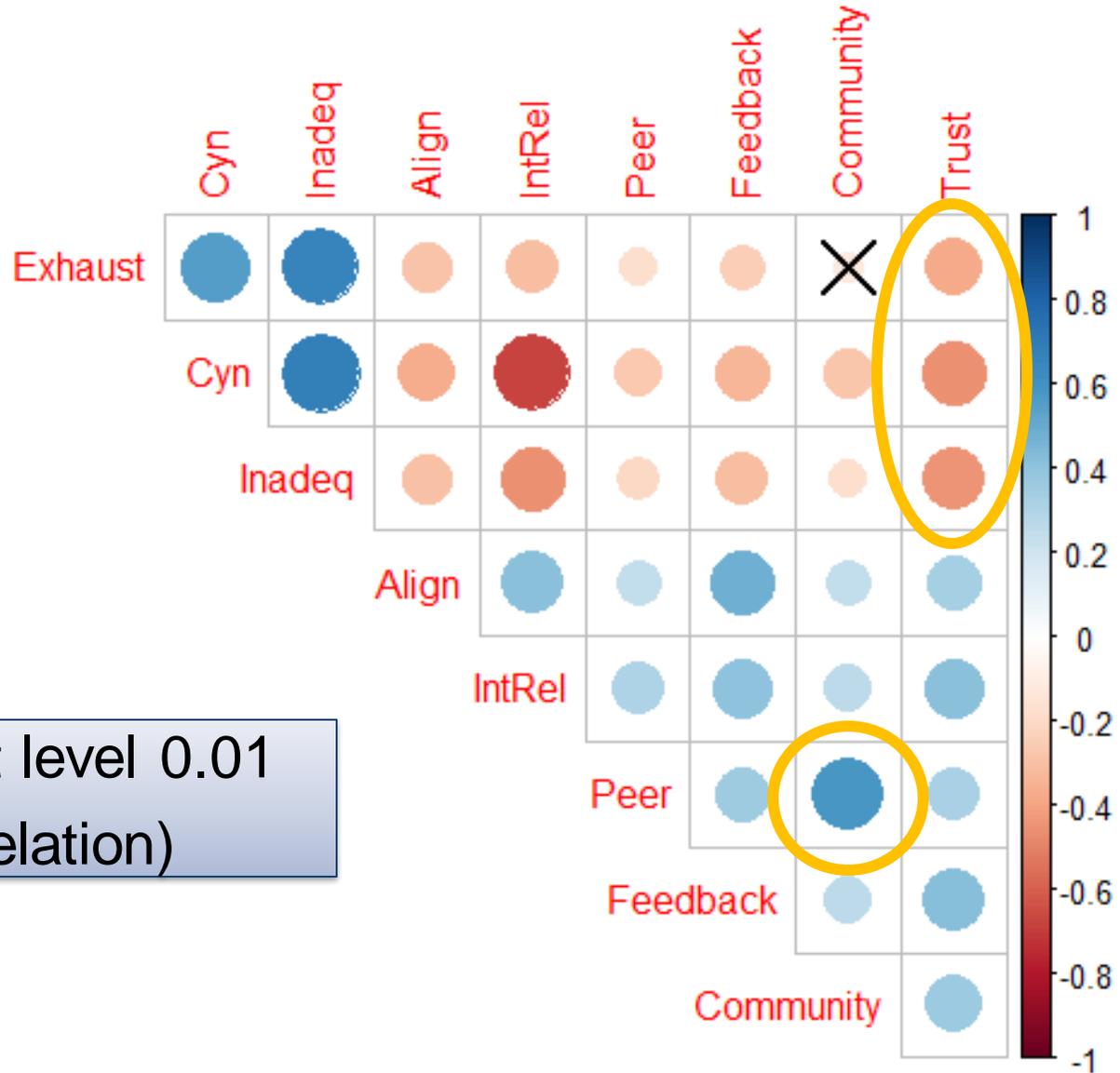
Alignment: e.g. "It is clear to me what I am expected to learn in courses."

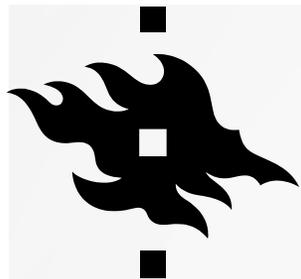
Interest & relevance: e.g. "I find most of what I learned in courses really interesting."

Peer support: e.g. "Students support each other and try to give help when it is needed."

Feedback: e.g. "The feedback given helps me to improve my ways of learning and studying."

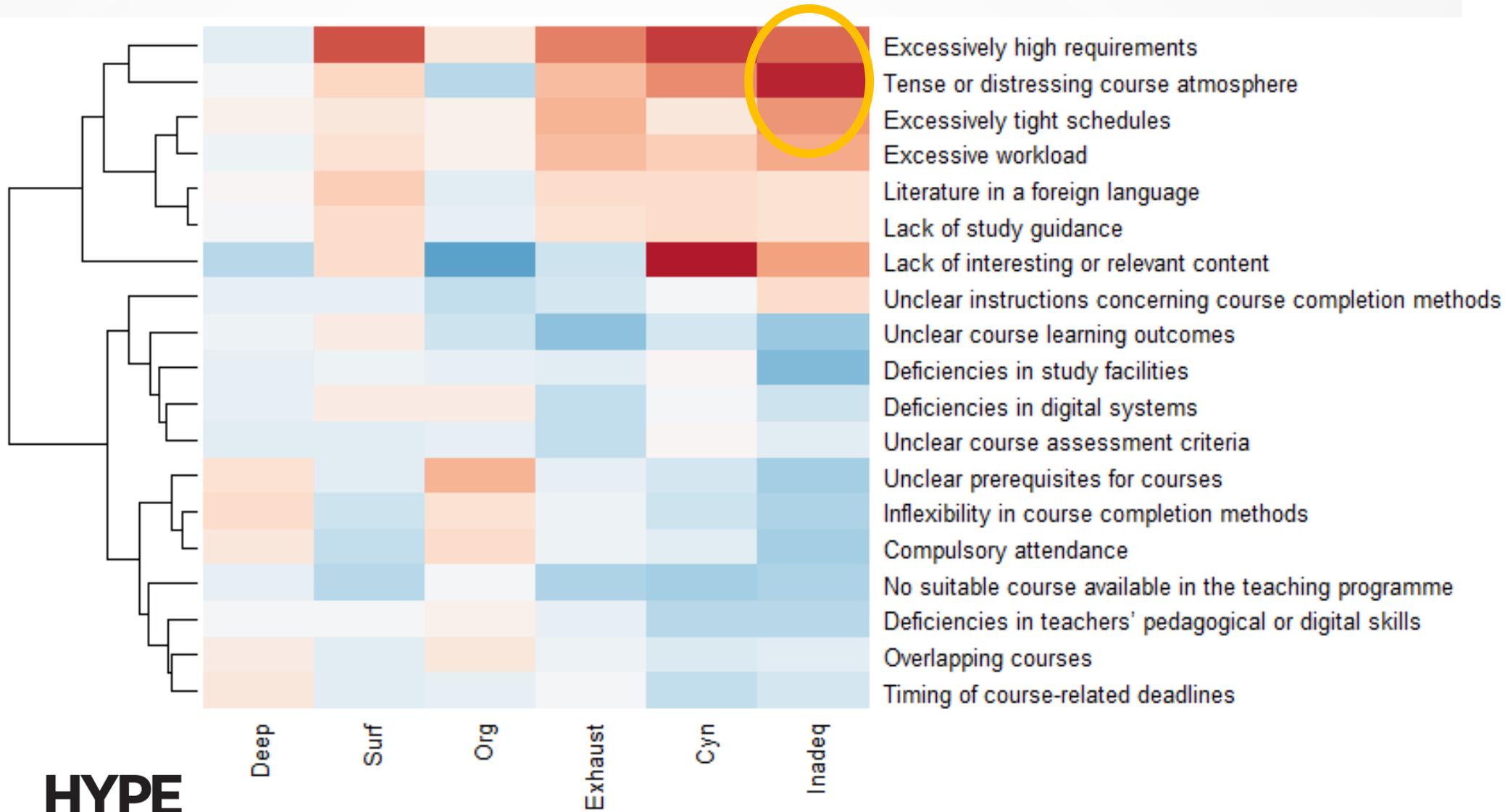
X = not significant at level 0.01
(using Pearson correlation)

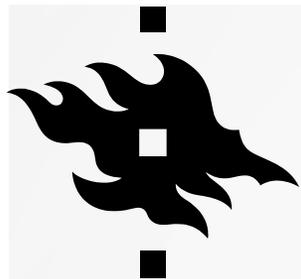




DEVIATIONS OF MEANS OF PERSON-RELATED VARIABLES IN SUBSETS EXPERIENCING HINDRANCES

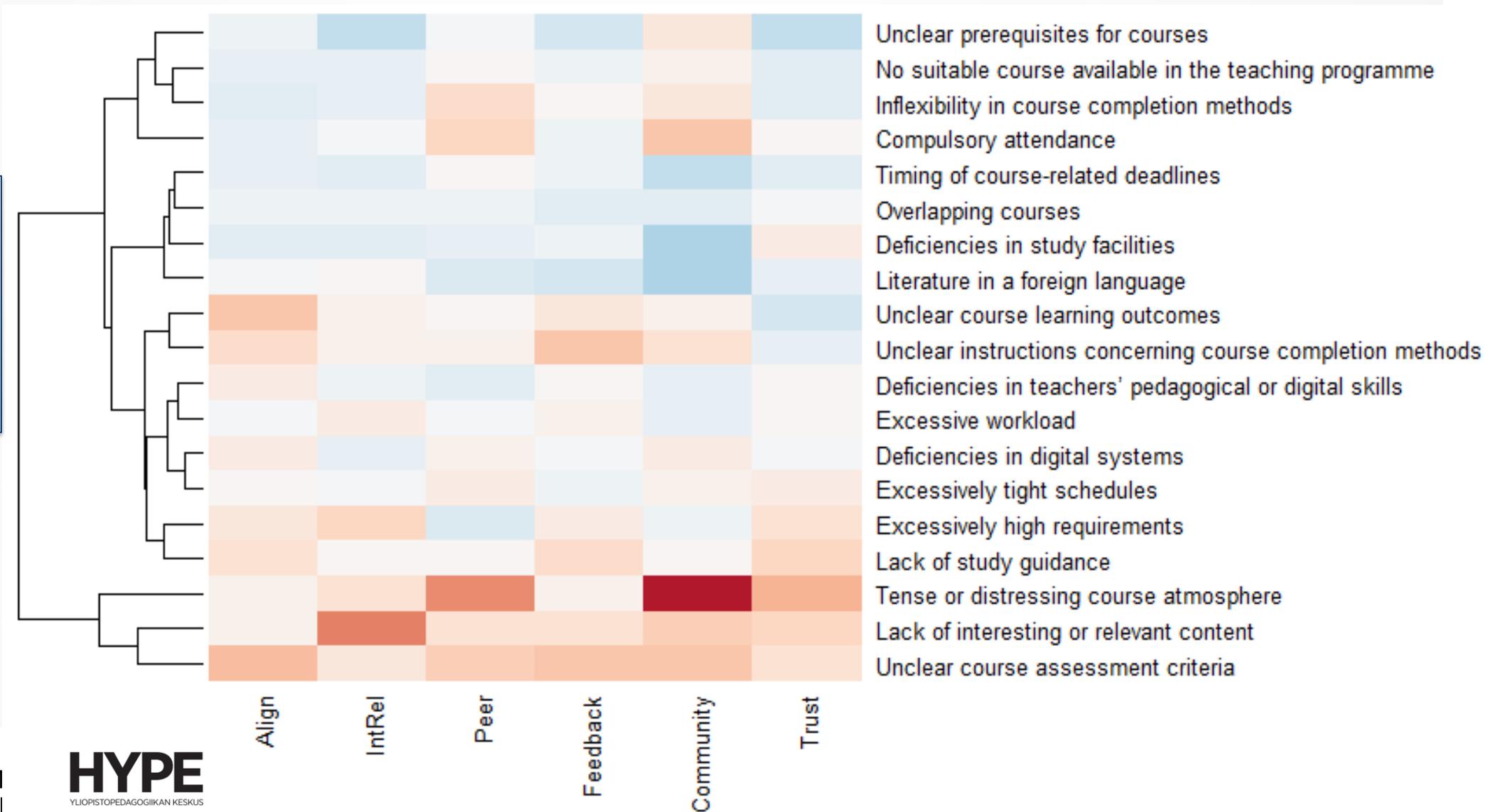
Red = **positive** deviation (possible cause to worry)
Blue = **negative** deviation

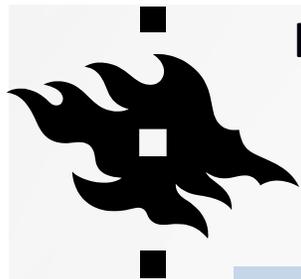




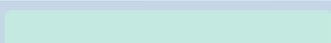
DEVIATIONS OF MEANS OF ENVIRONMENT VARIABLES IN SUBSETS EXPERIENCING HINDRANCES

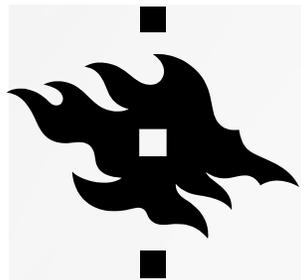
Red = **negative** deviation (possible problem in the environment)
 Blue = **positive** deviation





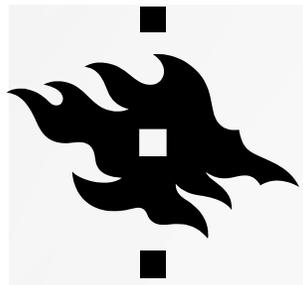
IN YOUR EXPERIENCE, WHICH FEATURES OR FACTORS RELATED TO STUDYING OR TEACHING HAVE SUPPORTED YOUR WELLBEING? GIVE TWO TO THREE EXAMPLES, IF POSSIBLE. PLEASE ALSO DESCRIBE HOW THESE FEATURES OR FACTORS SUPPORTED YOUR WELLBEING.

<input type="radio"/>  working together (in groups, exercises etc.)		98
<input type="radio"/>  flexibility (distance teaching, remote exams, di...		65
<input type="radio"/>  clear structre in teaching, constructive alignment		46
<input type="radio"/>  teachers' positive attitude towards students, h...		22
<input type="radio"/>  feedback from teachers and peers		18
<input type="radio"/>  freedom to decide how to study		16
<input type="radio"/>  positive atmosphere		12
<input type="radio"/>  diversity in tasks		12
<input type="radio"/>  interesting, challenging tasks and exercises		10
<input type="radio"/>  interesting contents		8
<input type="radio"/>  clear requirements of the degree/courses		5



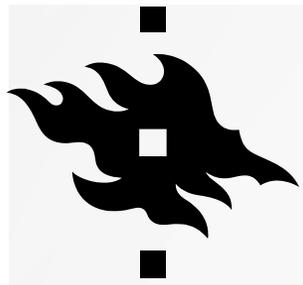
HOW WOULD YOU LIKE TO SEE TEACHING DEVELOPED FOR IT TO BETTER SUPPORT YOUR WELLBEING? GIVE A CONCRETE SUGGESTION, IF POSSIBLE

◇ more flexibility (e.g. online lectures and assign...	■	37
◇ more peer support/group work	■	16
◇ more demonstrations and concrete examples	■	8
◇ more study guidance from teachers/staff	■	8
◇ checking the requirements of courses	■	7
◇ less overlapping courses	■	5
◇ more emphasis on exercises	■	5
◇ support and guidance of group work	■	4
◇ make easier for students to ask questions	■	4



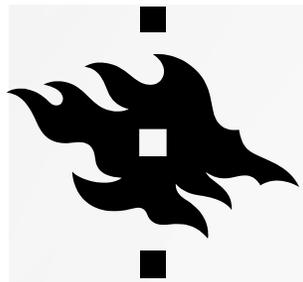
IN WHAT WAYS HAVE THE EXCEPTIONAL MEASURES CAUSED BY THE COVID-19 EPIDEMIC AFFECTED YOUR WELL-BEING?

- No effects
 - I'm used to studying independently
- Negative effects (largest category)
 - Concerns about learning and fear of failure
 - Difficult to study independently
 - Daily routines are difficult to maintain
 - Missing the social contacts
 - Family situation (e.g small children at home) hinders studying



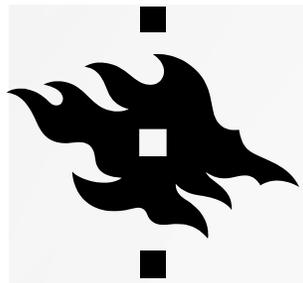
IN WHAT WAYS HAVE THE EXCEPTIONAL MEASURES CAUSED BY THE COVID-19 EPIDEMIC AFFECTED YOUR WELL-BEING? (CONT'D)

- Positive effects
 - Distance learning is easy, gives more freedom
 - Easier to concentrate on studying
 - Teachers' helpfulness and concern have helped a lot



SOME CONCLUDING THOUGHTS

- **Sense of community** and **working together** were emphasised in many analyses as being important for well-being
- **Flexibility** and **independent work** were seen as important but enabling these **should not undermine** group work and contact teaching opportunities
- Sense of workload **does not correlate well** with actual working hours: exhaustion may come from other factors (such as overlapping courses, high requirements, surface learning techniques or distressing course atmosphere)
- **Feeling of inadequacy** is prevalent in the faculty: it is strongly connected with high requirements, tense atmosphere and experience of trust
- Well-being was promoted by teachers' **positive attitudes towards students** and **positive atmosphere** in general: extra concern during covid outbreak was noted positively



HOW TO ACCESS THE RESULTS IN UNIHOW

- Programme directors can access the results of their own programme from the Unihow system:
 - Log in to unihow.helsinki.fi with your UH username and password
 - Choose "Degree program surveys"
 - Search from closed surveys the right one
 - From the "Response distribution" link you can see the distributions of the dimension statements
 - At the end of the report you can open the answers to open-ended questions from the link "Näytä avoimien kysymysten vastaukset"