

HowU**LEARN**

If you wish to use HowU**Learn**, please contact Anna Parpala, University of Helsinki, Finland (anna.parpala@helsinki.fi) for detailed reference information.

HowULearn** (previously **Learn** –questionnaire) in English 2016**

The objective of the HowU**Learn** questionnaire is to yield information on teaching and learning in different disciplines, and to form as specific an idea as possible of students' experiences and opinions of teaching and learning.

The questions and statements in the questionnaire are based on prior research on academic teaching and learning. There are no right or wrong answers. Instead, the main aim is to provide you with research-based and personalised feedback on your learning styles and approaches. The results will only be examined statistically at the group level. Therefore, the information gathered on an individual student will not be monitored or reported on.

Part 1: Information on studies

The questions in HowU**Learn** are related to your studies in your faculty, or in your discipline in general.

If you have completed courses mostly in your minor subject, please answer the questions accordingly.

1. During the current academic year, I have completed courses mainly in my
Major subject
Minor subject
2. If you have completed courses in your minor subject, please identify the content of those courses

Part 2: Studying and learning I

Consider your studies as a whole in your faculty or discipline, and response to the following questions and statements. Consider the most typical course (lecturing, group work etc.) which you have participated.

I completely disagree
I neither agree nor disagree
I fully agree

3. I often have trouble making sense of the things I have to learn.
4. I put a lot of effort into my studying.
5. Much of what I've learned seems no more than unrelated bits and pieces.
6. On the whole, I've been systematic and organised in my studying.
7. Ideas and perspectives I've come across while I'm studying make me contemplate them from all sides.
8. I look at evidence carefully to reach my own conclusion about what I'm studying.

HowU**LEARN**

9. I am unable to understand the topics I need to learn because they are so complicated.
10. I organise my study time carefully to make the best use of it.
11. Often I have to repeat things in order to learn them.
12. I carefully prioritise my time to make sure I can fit everything in.
13. I try to relate new material to my previous knowledge.
14. I try to relate what I have learned in one course to what I learn in other courses.

Part 3: Studying and learning II

15. I believe I will do well in my studies.
16. I'm certain I can understand the most difficult material in my studies.
17. I'm confident I can understand the basic concepts of my own study field.
18. I expect to do well in my studies.
19. I'm certain I can learn well the skills required in my study field.

Part 4: Development of teaching

Consider your studies as a whole in your faculty or discipline, and response to the following questions and statements.

Organisation and structure

20. It is clear to me what I am expected to learn in the courses.
21. What we are taught seems to match what we are supposed to learn.

Teaching and learning

22. I can see the relevance of what we are taught.
23. Students support each other and try to give help when it is needed.
24. I find most of what I learned in courses really interesting.
25. Talking with other students helps me to develop my understanding.
26. I enjoy participating in courses.
27. I can generally work comfortably with other students.

Requirements and assessment

28. I receive enough feedback about my learning.
29. It is clear to me what is expected in the assessed work (i.e., final exam, exercises).
30. I can see how the set work fit in with what we are supposed to learn.
31. The feedback given on my work helps me to improve my ways of learning and studying.
32. The set work helps me to make connections to my existing knowledge.
33. The feedback given on my set work helps to clarify things I hadn't fully understood.

HowU**LEARN**

Consider the most typical teaching arrangements and methods in your faculty or discipline. What has been the most typical number of students in the study groups of your faculty or subject?

34. The most common size of a study group
A small group max. 20 students
A middle-sized group; approx. 20 to 50 students
A large group; more than 50 students
35. Which assessment method has been the most typical one in your faculty/discipline?
The most typical assessment method
A written examination on set books
A written examination at the end of a lecture course
An essay or a written assignment
A learning diary or a portfolio
Written exercises
Group assignments
Oral presentations
Continuous activities during the course

Part 5: Studying and learning III

Please choose the alternative that best describes your situation (estimation from previous month).

36. I feel overwhelmed by the work related to my studies.
37. I feel a lack of study motivation and often think of giving up.
38. I often have feelings of inadequacy in my studies.
39. I often sleep badly because of matters related to my studies.
40. I feel that I am losing interest in my studies.
41. I'm continually wondering whether my studies have any meaning.
42. I brood over matters related to my studies during my free time.
43. I used to have higher expectations of my studies than I do now.
44. The pressure of my studies causes me problems in my close relationships with others.

Part 6: General working life competences

Consider the development of your skills during your university studies, and answer the following statements.

I completely disagree
I neither agree nor disagree
I fully agree

45. I have learned to apply theoretical knowledge to practice.
46. My studies have developed my collaboration skills.
47. I have learned to analyse and categorise information.
48. I have learned to see things from different points of view.
49. I have learned to make arguments for my thoughts.

HowU**LEARN**

50. Studying at the university has developed my skills in acting as a group member.
51. I've learned how to make my points across in different interaction situations.
52. I've learned to solve problems in practical situations.

Reference information regarding HowU**Learn**

If you wish to use HowULearn**, please refer as Parpala & Lindblom-Ylänne, 2012. If you wish to use some parts of the instrument the more detailed references are below. The recent version of the HowU**Learn** is not yet published. For further information, please contact anna.parpala@helsinki.fi.**

Part 2 Studying and learning

Items 3-14 (Parpala & Lindblom-Ylänne, 2012)
(Items 3-12 modified from the ALSI (used in the ETLQ and LSQ) Entwistle et. al 2003.)
Items 13 and 14 modified from R-LPQ-2F (Kember et al. 2004).)

Part 3 Studying and learning II

Items 15-19 (Pintrich, 1991)
(5 items from the scale measuring self-efficacy for learning and performance, slightly modified for HowU**Learn**)

Part 4 Development of teaching

Items 20-33 (Parpala & Lindblom-Ylänne, 2012)
(Items modified from the ETLQ (Entwistle et al. 2003))

Items 34-35 (Parpala & Lindblom-Ylänne, 2012)
(Developed for HowU**Learn**)

Part 5 Studying and learning III

Items 36-44 (Salmela-Aro et al., 2009)
(School burnout inventory)

Part 6 General working life competences

Items 45-52 (Parpala & Lindblom-Ylänne, 2012)
(Developed for HowU**Learn**)

References

Entwistle, N., V. McCune, and J. Hounsell. 2003. "Investigating ways of enhancing university teaching-learning environments: Measuring students' approaches to studying and perceptions of teaching." In *Unravelling Basic Components and Dimensions of Powerful Learning Environments*, edited by E. De Corte, L. Verschaffel, N. Entwistle, and J. van

HowU**LEARN**

Merriënboer, 89-107. Oxford: Elsevier Science.

Kember, D., Biggs, J., Leung, D. Y. P., 2004. Examining the multidimensionality of approaches to learning through the development of a revised version of the Learning Process Questionnaire. *British Journal of Educational Psychology*, 74, 261-280

Parpala, A. & Lindblom-Ylänne, S. (2012). Using a research instrument for developing quality at the university. *Quality in Higher Education*, 18 (3), 313–328.

Pintrich, P. R. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ).

Salmela-Aro, K., Kiuru, N., Leskinen, E., & Nurmi, J. E. (2009). School burnout inventory (SBI) reliability and validity. *European Journal of Psychological Assessment*, 25(1), 48-57.