HowU LEARN

DIGITAL SYSTEM FOR ENHANCING LEARNING AND TEACHING
WHAT IF

1. all students would be able to have
   - individual study counselling?
   - information concerning the strength and weaknesses in their learning strategies?
   - tools for enhancing their learning skills?

2. all this information would have been given by the experts in pedagogy and study psychology?

3. students’ up-to-date experiences on teaching-learning environment would be easily available and the changes in their experiences could be tracked down?
How U LEARN is

• A digital tool
  • for enhancing learning by providing evidence based feedback for individual students.
  • for quality enhancement by providing reports and research data for education institutions.
• Developed by the experts in student learning and the quality of teaching.
HIGHLIGHTS OF THE HowULEARN

• Three different levels to use feedback:
  1. Individual level: digital, web-based tutoring system supports student learning by giving individual level feedback on studying.
  2. Programme level: reports for enhancing teaching.
  3. Institutional level: reports for quality enhancement.

• Research-based tool:
  1. all contents are based on the research in university pedagogy.
  2. The feedback is developed by the experts in study psychology and student learning.
CONTENT

- Part 1. Aims and processes of learning: student engagement
- Part 2. Self-efficacy beliefs
- Part 3. Experiences of teaching-learning environment
- Part 4. Study exhaustion
- Part 5. Students’ general working life competences
- Part 5. Students’ working experience
WHY FOCUS ON STUDY AIDS AND PROCESSES WHEN EXPLORING STUDENT ENGAGEMENT?

• Offer a way to measure and give feedback about students’ cognitive engagement e.g. through time management (organised studying & deep approach).
• Explored in different contexts (secondary and tertiary education), can be used in different study phases.
• Enables international comparisons.
• Are related to students’ experiences of the teaching-learning environment.
USING THE SYSTEM IN ENHANCING STUDENT LEARNING: DIGITAL TUTOR FOR STUDENTS

- Students can answer the questionnaire multiple times during their studies.
- The system generates the feedback according to the students’ scores.
- The students are able to compare their results to those of their own faculty.
- The feedback is different for students with high, low and average scores on scales.
- The feedback is written by the study psychologists and experts in learning.
- The feedback includes ideas how to improve your learning.

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USING THE SYSTEM IN ENHANCING STUDENT LEARNING: DIGITAL TUTOR FOR STUDENTS

- Students can send their feedback to study counselling, tutor or their supervisor.
- Students can follow their answers and feedback from their own website.
USING THE SYSTEM IN ENHANCING TEACHING AND LEARNING AT THE UNIVERSITY: FEEDBACK FOR THE INSTITUTION

- Easily available reports on students’ experiences of the teaching-learning environment.
- Systematic data collection gives an opportunity to see:
  - the possible changes in students’ perceptions.
  - the “pain points” in studying.
  - the relation between working experience and learning.
- Gives information about the students not working during their studies and having difficulties in employability.

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HowULearn system

1. Aims and processes of learning
2. Self-efficacy beliefs
3. Experiences of the learning environment
4. Study exhaustion
5. Students’ general working life competences
6. Students’ working experience

Identification of a student by
- Course
- Study year

Using feedback in student counselling

Individual feedback for a student

Tailored questionnaire for a student

Group level feedback

Research data base

Using group level information in the faculty’s quality work

Study progress from the Registrars of the University

Developing the Questionnaire and teaching at the University
BENEFITS OF USING RESEARCH INSTRUMENT AS A QUALITY TOOL

- Data are easy to export from the system to Excel and SPSS.
- The use of the empirical data adds motivation: possibility to publish the results in international refereed journals.
- The academic community takes the results seriously as there is empirical evidence behind them.
EXAMPLES HOW TO USE RESULTS

• Faculty of Veterinary Medicine has followed students’ stress and now the effect of curricula changes seems to be working. Students are less stressed.

• Bioscience students suffered from heavy workload, overlapping courses and unorganised studying. The courses are now longer and overlapping less. Students are given more time to study.

• Major of theology students are unorganised in their studying. The obligatory participation to lectures especially in problematic course seem to help the students to pass the course.
Examples of student feedback

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**Study exhaustion**

For students, studying is work and may sometimes be both stressful and exhausting. Moderate stress is not necessarily a bad thing, as it can actually drive students to perform better. However, workloads are also occasionally acceptable provided that they are short-term and the student has sufficient time and means to recover. However, stress and exhaustion can sometimes drag on. In such situations, students should stop and think about what is happening and find tools to reduce their stress levels.

Study exhaustion refers to a prolonged condition resulting from constant, study-related stress. While short-term study exhaustion is relatively common, long-term exhaustion may be hazardous to one's health. The symptoms of exhaustion often include heavy fatigue, a cynical attitude and feelings of inadequacy towards studies. Heavy fatigue results from a taxing workload which interferes with, for example, sleeping. Studies may lose all sense of meaning if a student harbours a cynical, negative attitude. Feelings of inadequacy may result from feeling unable to complete as much work as before. Long-term study exhaustion may lead to impaired academic performance.

It is important to identify the limits of one's strength as a student. The statements in this questionnaire are designed to measure your risk of exhaustion. Compare your score with the average of the rest of the group 2.3.

A lower than average score means that you feel less exhausted than most in your group. The following methods may support your ability to cope:

- Reflect on what is important to you. Review your study-related goals. Goals ideally include sub-goals, which are easier to accomplish.
- Prepare a plan and a schedule for completing your goals. Be sure to include some leisure time in your schedule.

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**Self-efficacy beliefs**

Study-related self-efficacy beliefs refer to a student's perception of his or her ability to acquire new knowledge and skills and to complete study assignments. Self-efficacy beliefs are not static or independent of circumstances. They may vary considerably depending on the moment and study assignment. For example, a student might be confident that he or she can sail through a very demanding major subject book examination, but doubt his or her ability to complete a compulsory foreign language or statistics course. Students may anticipate failure in an examination if they think about it in a tired state the night before. After a full night's sleep, they may feel more confident that the examination will go well.

One's self-perceived abilities vary considerably depending on whether one is prepared to make an effort and to work hard to complete one's studies. If a student's self-confidence is weak, he or she may not even take on study assignments -- particularly if they are challenging -- under the presumption that he or she will perform poorly anyway. Self-efficacy beliefs have been shown to directly affect academic success. Every once in a while, one should consider whether any self-efficacy beliefs are affecting one's academic performance.

Compare your score with the average score of the rest of the group 4.1.

A score that is lower than average means you may doubt your ability to achieve satisfactory academic success. Has this been going on for some time? Is it related to all kinds of study assignments or specifically to your current studies? It is perfectly normal for self-efficacy beliefs to vary. A low score may be related to many things, such as lack of skills or knowledge, insufficient effort, or unsuitable teaching and completion methods. You may also have high expectations. Maybe you are asking too much of yourself?
Example of student counsellor rights

**Student Counsellor rights**

*Add rights for student counsellor*

- Counselor email
- Rights start
- Rights end

*Overview of rights*

<table>
<thead>
<tr>
<th>EMAIL</th>
<th>QUESTIONNAIRE</th>
<th>PERIOD</th>
<th>FEEDBACK</th>
<th>ANSWERS</th>
</tr>
</thead>
</table>

**Allow access to feedback**

**Allow access to answers**

[Clear] [Add]
Example of the reports
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