

HowULearn results 2021-2022

Viikki campus

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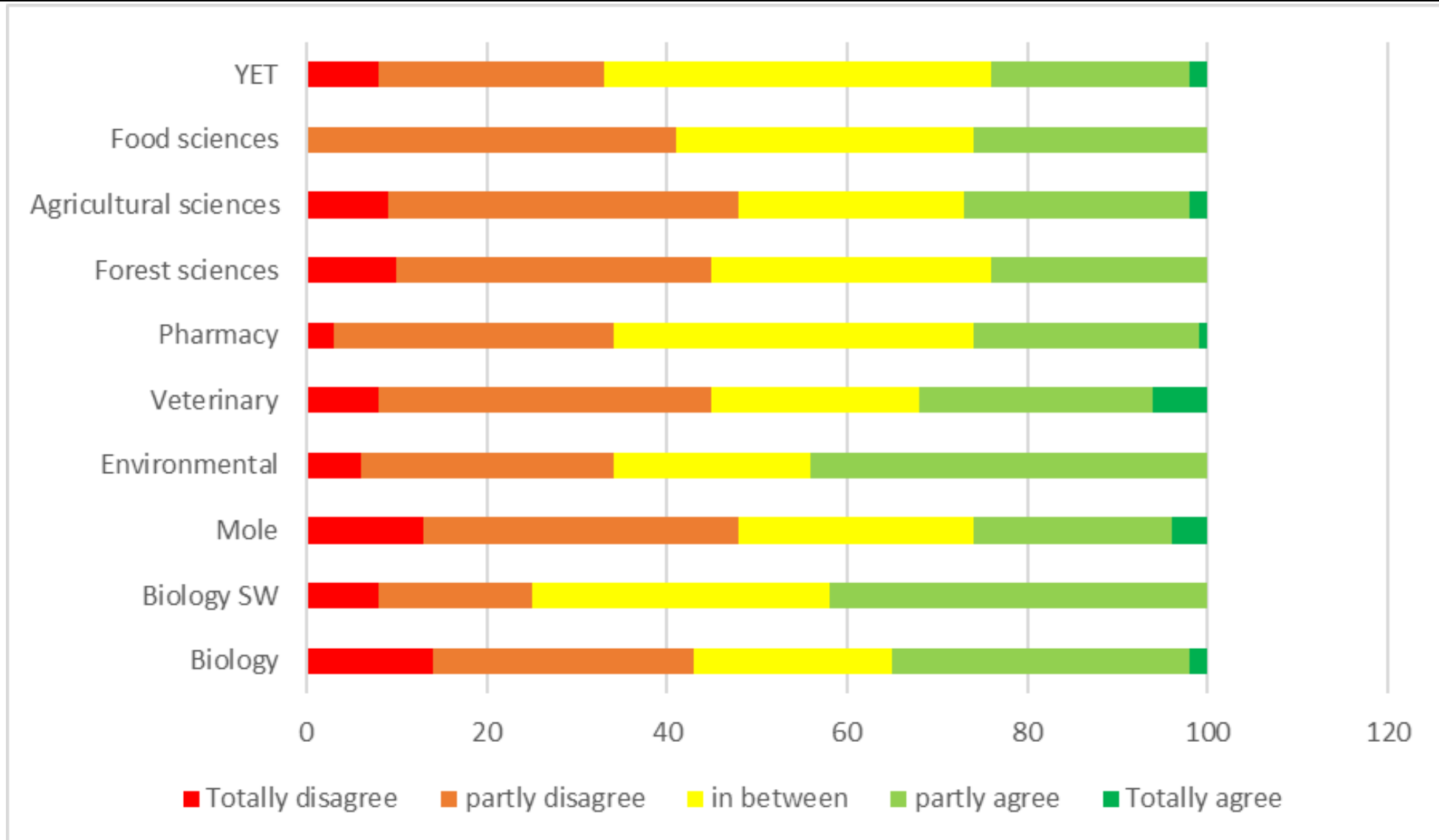
Experiences of teaching and learning environment, HUL1 & HUL2

| Degree program | Interest and relevance | | Peer support | | Constructive alignment of teaching | | Constructive feedback | |
|----------------------|------------------------|------|--------------|------|------------------------------------|------|-----------------------|------|
| | HUL1 | HUL2 | HUL1 | HUL2 | HUL1 | HUL2 | HUL1 | HUL2 |
| YET | 3,8 | 3,5 | 3,7 | 3,8 | 3,8 | 3,8 | 3,4 | 3,3 |
| Food science | 3,7 | 3,7 | 3,9 | 3,7 | 3,6 | 3,8 | 3,9 | 3,4 |
| Agricultural science | 3,7 | 3,6 | 3,8 | 3,8 | 3,7 | 3,7 | 3,5 | 3,5 |
| Forest science | 3,6 | 3,6 | 3,9 | 4 | 3,2 | 3,3 | 3,3 | 3,2 |
| Pharmacy | 3,8 | 3,8 | 3,7 | 3,9 | 3,7 | 3,9 | 3,4 | 3,6 |
| Veterinary | 3,9 | 3,7 | 4,2 | 4,1 | 3,3 | 3,7 | 3,2 | 3,4 |
| Environmental | 4 | 3,8 | 3,9 | 3,5 | 3,8 | 3,8 | 3,4 | 3,3 |
| Mole | 3,9 | 4,1 | 3,6 | 3,5 | 3,7 | 3,9 | 3,5 | 3,5 |
| Biology sv | 3,7 | | 4,3 | | 4 | | 3,4 | |
| Biologi | 3,9 | 3,9 | 3,7 | 3,9 | 3,8 | 3,8 | 3,5 | 3,4 |

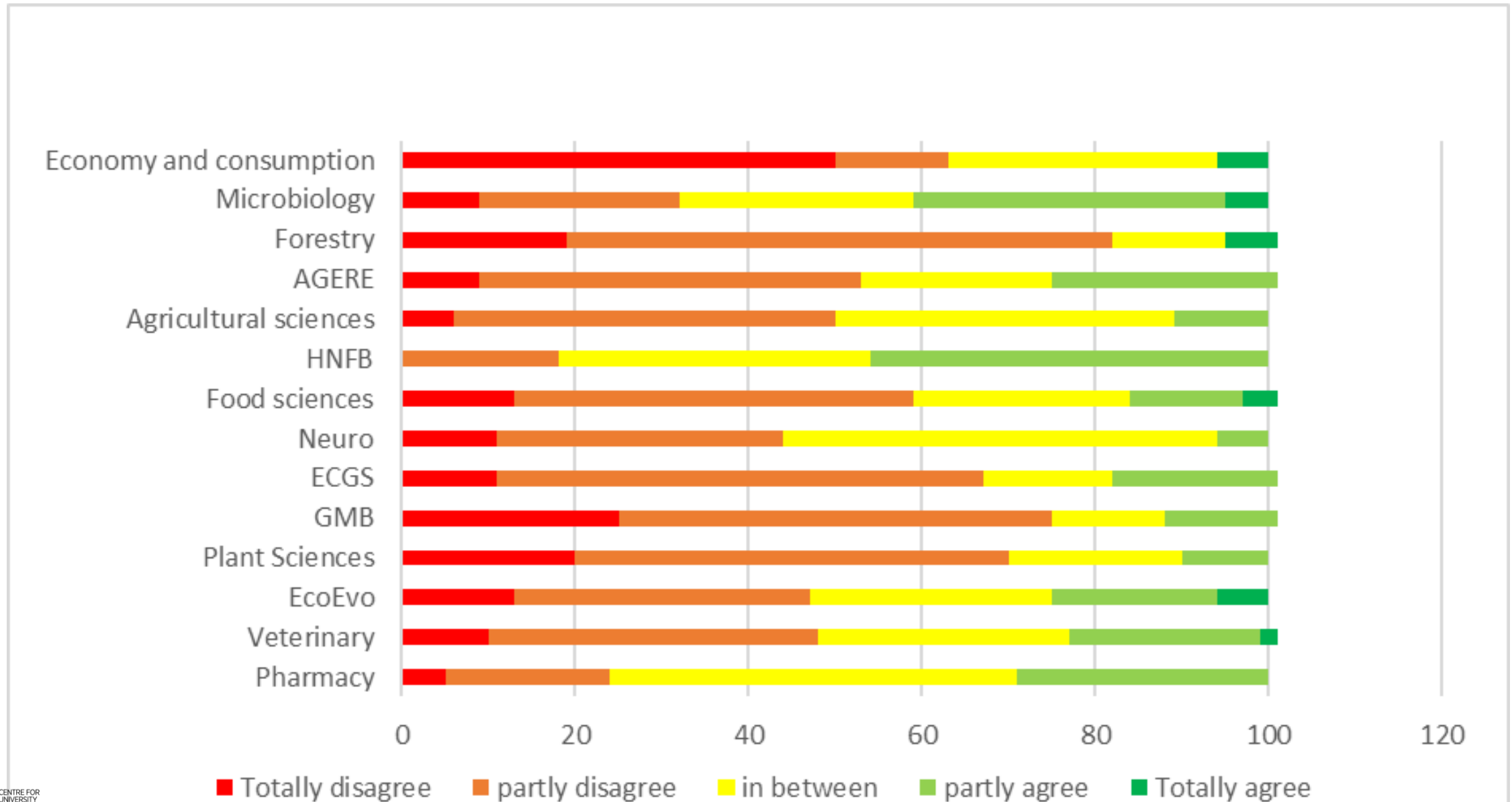
Experiences of teaching and learning environment (HUL3)

| Degree program | Interest and relevance | Peer support | Constructive alignment of teaching | Constructive feedback |
|------------------------------|------------------------|--------------|------------------------------------|-----------------------|
| Microbiology | 4 | 3,9 | 3,8 | 3,7 |
| Forest science | 3,7 | 3,9 | 3,3 | 3 |
| AGERE | 3,6 | 3,3 | 3,3 | 3,3 |
| Agricultural science | 3,5 | 3,4 | 3,5 | 3,1 |
| HNFB | 3,8 | 3,8 | 3,9 | 3,7 |
| Food sciences | 3,8 | 3,3 | 3,4 | 3,4 |
| Food economy and consumption | 3,5 | 3,7 | 3,3 | 3,2 |
| Neuro | 4,1 | 3,7 | 3,6 | 3,3 |
| ECGS | 3,8 | 4,1 | 3,7 | 3,4 |
| GMB | 3,8 | 3,3 | 3,7 | 3,6 |
| Plant sciences | 3,9 | 4,4 | 3,6 | 3,2 |
| Ecoevo | 3,8 | 4,1 | 3,7 | 3,4 |
| Veterinary | 3,9 | 4,1 | 3,8 | 3,2 |
| Pharmacy | 4,1 | 4,1 | 3,8 | 3,5 |

I get enough feedback about my learning – HUL 1 2022



I get enough feedback about my learning (Master programmes)



Analysis of 2021 data

Different students experience the feedback differently

Students applying a deep approach and organised students experience the constructive feedback and getting enough feedback more positively than unreflected students

However, in every student group more feedback is wanted

Organised students also experience more positive experiences and less negative experiences in online studying

Similar results with students with **high psychological flexibility**: they experienced less problems in wellbeing and more positive experiences in online studying

Risk of study-related burnout – 1st year students in spring 2022

| Program | N | No burnout risk % | Medium-level risk % | Elevated burnout risk % | Clearly elevated burnout risk % |
|--|-----|-------------------|---------------------|-------------------------|---------------------------------|
| Agricultural sciences | 65 | 34 | 22 | 26 | 19 |
| Forest sciences | 29 | 41 | 17 | 7 | 35 |
| Food sciences | 61 | 21 | 25 | 30 | 25 |
| Agricultural, Environmental and Resource Economics (YET) | 67 | 21 | 24 | 34 | 21 |
| Pharmacy | 183 | 21 | 17 | 34 | 28 |
| Veterinary science | 65 | 32 | 22 | 26 | 20 |
| Biology | 49 | 45 | 14 | 22 | 18 |
| Biology (swe) | 12 | 50 | 8 | 33 | 8 |
| Molecular bioscience | 23 | 9 | 30 | 48 | 13 |
| Environmental sciences | 18 | 28 | 11 | 39 | 22 |

Risk of study-related burnout – 2nd year students in autumn 2021/spring 2022

| Program | N | No burnout risk % | Medium-level risk % | Elevated burnout risk % | Clearly elevated burnout risk % |
|--|-----|-------------------|---------------------|-------------------------|---------------------------------|
| Agricultural sciences | 79 | 23 | 10 | 32 | 35 |
| Forest sciences | 25 | 24 | 20 | 24 | 32 |
| Food sciences | 57 | 19 | 25 | 23 | 33 |
| Agricultural, Environmental and Resource Economics (YET) | 48 | 21 | 19 | 29 | 31 |
| Pharmacy | 116 | 32 | 24 | 33 | 11 |
| Veterinary science | 69 | 22 | 13 | 39 | 26 |
| Biology | 54 | 19 | 22 | 33 | 28 |
| Molecular bioscience | 25 | 36 | 16 | 28 | 20 |
| Environmental sciences | 17 | 6 | 12 | 53 | 29 |

Risk of study-related burnout – master students

| Program | N | No burnout risk % | Medium-level risk % | Elevated burnout risk % | Clearly elevated burnout risk % |
|------------------------------------|----|-------------------|---------------------|-------------------------|---------------------------------|
| Agricultural sciences | 18 | 11 | 11 | 33 | 44 |
| Forest sciences | 16 | 38 | 13 | 38 | 13 |
| Food sciences | 24 | 25 | 13 | 29 | 33 |
| AGERE | 23 | 17 | 22 | 44 | 17 |
| HNFB | 11 | 0 | 36 | 36 | 27 |
| Food economy and consumption | 16 | 19 | 19 | 38 | 25 |
| Microbiology and microbial biotech | 22 | 23 | 14 | 32 | 32 |
| Pharmacy | 58 | 41 | 19 | 31 | 9 |
| Veterinary science | 63 | 29 | 14 | 33 | 24 |
| GMB | 8 | 13 | 25 | 25 | 38 |
| ECGS | 27 | 26 | 7 | 26 | 41 |
| Plant sciences | 10 | 10 | 10 | 40 | 40 |
| EcoEvo | 32 | 16 | 19 | 31 | 34 |
| Neuro | 18 | 11 | 28 | 22 | 39 |

1.Vuoden opiskelijoiden kommentteja/Comments from 1st year students in Viikki

- Paljon kommentteja: enemmän lähiopetusta! Toisaalta paljon toivottiin myös etäopistelun mahdollisuutta/hyödyntämistä osana opetusta Joustavuutta opiskeluun!
- Luentotallenteet, joita voi katsoa rauhassa omaan tahtiin
- Luennot etänä, lähiopetuksessa vuorovaikutteiset opetustapahtumat (kuten kyselytunnit, case-opetus), sekä harjoitustyöt ja labrat
- Enemmän palautetta oppimisesta
- Opetus aktivoivaksi ja osallistavaksi! Kurssilla erilaisia tehtäviä koko kurssin aikana ja välipalautuksia -> tukee opiskelua, ei vain lopputenttiä
- Yhdessä opiskelua, ryhmätöitä, vuorovaikutusta opetukseen
- Selkeät tavoitteet opetukselle ja sen osoittaminen mikä tärkeää -> OSAAMISTAVOITTEET
- Oppimisen arviointi järkeväksi ja monipuolisemmaksi (esim välipalautukset, materiaalit, erilaiset tehtävät, ryhmätehtävät)
- Etä ja lähiopetuksen selkeä rytmittäminen - esim massaluennot etänä ja pienemmät ryhmät lähinä
- Lähiopetus ei pelkkää luennointia
- A lot of comments wishing to have the possibility to online participation and More face to face teaching!
- Flexibility in studying
- Recordings of lectures
- Online lectures and face to face teaching should be interactive
- More feedback about learning
- Activating methods to teaching. Different kind of assignments to courses, not just the final exam – supports learning
- Studying together with others, group work
- Clear intended learning outcomes in courses and teaching
- Variety in assessment methods
- Blended learning – offering face to face and online teaching
- Face to face teaching shouldn't be just lecturing

Opiskelijoiden toiveita tulevaisuuden opetuksesta Viikin kampuksella/ Students wishes about the future teaching in Viikki:

1. Opetettavat sisällöt vahvasti kiinni ajassa mielellään jopa ennakoivasti, esim. kestävyysuhkien huomioiminen oman tieteenalan kontekstissa opetussisältöjä muokaten
2. Joustavat ja innovatiiviset opiskelumenetelmät ja oppimisympäristöt - oman ajattelun tukeminen vaativilla ja inspiroivilla oppimistehtävillä
3. Monitieteisyyden ja työelämäyhteyksien lisääminen
4. Yhteisöllisyyden, verkostojen, kommunikoinnin vahvistaminen sekä opiskelijoiden että opettajien kesken, mutta myös ulkopuolelle esim. Vierailevien luennoitsijoiden kutsuminen, "kotikansainvälistyminen" jne.

1. Teaching content should be up to date and also consider future aspects, for example taking into account sustainability in the context of the field
2. Flexible and innovative learning environments and teaching methods – supporting the development of students own expertise with demanding and inspiring learning tasks
3. Adding multididciplinary and working life connections to curriculums
4. Making interaction, communication and networking stronger between students and teachers and also outside university (for example visiting lecturers)



What has hindered your wellbeing?

- Studying from home, lack of interaction and support
- Too much work to do and unrealistic study schedule
- Unclear instructions to course assignments
- Not clear what are the aims of the courses and what you should learn
- Being alone, too much independent work (not knowing other students)
- Studying and leisure time hard to differentiate, lack of free time



What would support your wellbeing?

- Interaction in teaching, discussing together
- Interaction with other students/teachers
- More teaching face-to-face
- Clear course aims and schedules
- Appropriate workload in courses
- More group work, variability of teaching methods, different assignments
- Good quality teaching with activating methods and varying methods
- Feedback about learning

- Friends, enough freetime
- Enough rest and sleep