



HOWULEARN - A QUALITY TOOL FOR PROMOTING TEACHING AND LEARNING AT THE UNIVERSITY

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THE DEVELOPMENT OF FINNISH NATIONAL STUDENT SURVEY I

- 2009 Finnish Ministry of Education decided that from 2015 3% of universities funding would be based on student feedback
 - Increase in the importance of the quality of teaching and learning
- The National Bachelor Survey was developed in co-operation with the Finnish universities UNIFI, Ministry of Education and Finnish Student Union.
- Decision of the international student satisfaction survey
 - Developed by German CHE Consults GmbH in 2013



THE DEVELOPMENT OF FINNISH NATIONAL STUDENT SURVEY II

- There were problems in using the satisfaction survey
 - The validity of the instrument was weak
 - The results (mean level) were hard to interpret
 - There were no explanations on why students score lower in some places
 - No relation to better learning outcomes or employability
- The Finnish Universities (UNIFI) decided to take a research instrument HowULearn as a national student survey from year 2017

THE FOCUS IN THE HOWULEARN

- Strong research basis and validated in different contexts (Hailikari & Parpala, 2014; Herrmann et al. 2016; Parpala et al. 2013)
- Emphasise the relationship between student learning and their experience on academic quality (Parpala et al. 2010, 2013)
- Includes "easy to understand" concepts of teaching and learning (Coffield, et al. 2004)
- Highlights the dimension which are related to student study success and employability (Haarala-Muhonen et al., 2016; Heikkilä et al. 2012; Parpala et al. 2015; Ruohoniemi et al., 2011; Tuononen et al. 2017)
- Enables the supportive feedback for students (Parpala & Lindblom-Ylänne, 2012)

CONTENT (EXAMPLE ITEMS OF EACH SCALE)

Part 1. Aims and processes of learning

On the whole, I've been systematic and organised in my studying.

Much of what I've learned seems no more than unrelated bits and pieces.

I look at evidence carefully to reach my own conclusion about what I'm studying.

Part 2. Self-efficacy beliefs

I'm certain I can understand the most difficult material in my studies.

Part 3. Experiences of teaching-learning environment

It is clear to me what I am expected to learn in the courses.

The feedback given on my work helps me to improve my ways of learning and studying.

Students support each other and try to give help when it is needed.

I can see the relevance of what we are taught.

Part 4. Study exhaustion

I feel overwhelmed by the work related to my studies.

Part 5. Students' general working life competences

Part 5. Students' working experience

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 quality tool: research and reports for enhancing teaching.
3. Institutional level quality tool: research and 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.

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

Study progress from the Registrars of the University

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

Developing the Questionnaire and teaching at the University



BENEFITS OF USING RESEARCH INSTRUMENT AS A QUALITY TOOL

- Enables the critical evaluation of the system.
- Developing standardized surveys
- Creates opportunities to do research on teaching and learning at the university.
 - The academic community takes the results seriously as there is empirical evidence behind them.
 - Problems can be detected clearer
 - Finding reasons why students score lower on the quality of teaching.
 - The focus in the institution, not in comparing institutions

EXAMPLES OF DEVELOPING TEACHING ON THE BASIS OF HOW U LEARN – BEST PRACTICES

Faculty of Biological and Environmental sciences

The data collection revealed that students experienced workload and difficulties because overlapping courses (Rytönen et al. 2012)

- Study paths were created in order to help the students to progress in their studies.

Faculty of Veterinary Medicine

Systematic data collection revealed students experiencing high stress and workload

Especially students aiming at constructing meaning but lacking the time and effort management skills were in trouble (Ruohoniemi et al. 2010)

- The curriculum was developed further and students are given support e.g. on their time and effort management
- The stress and workload have decreased