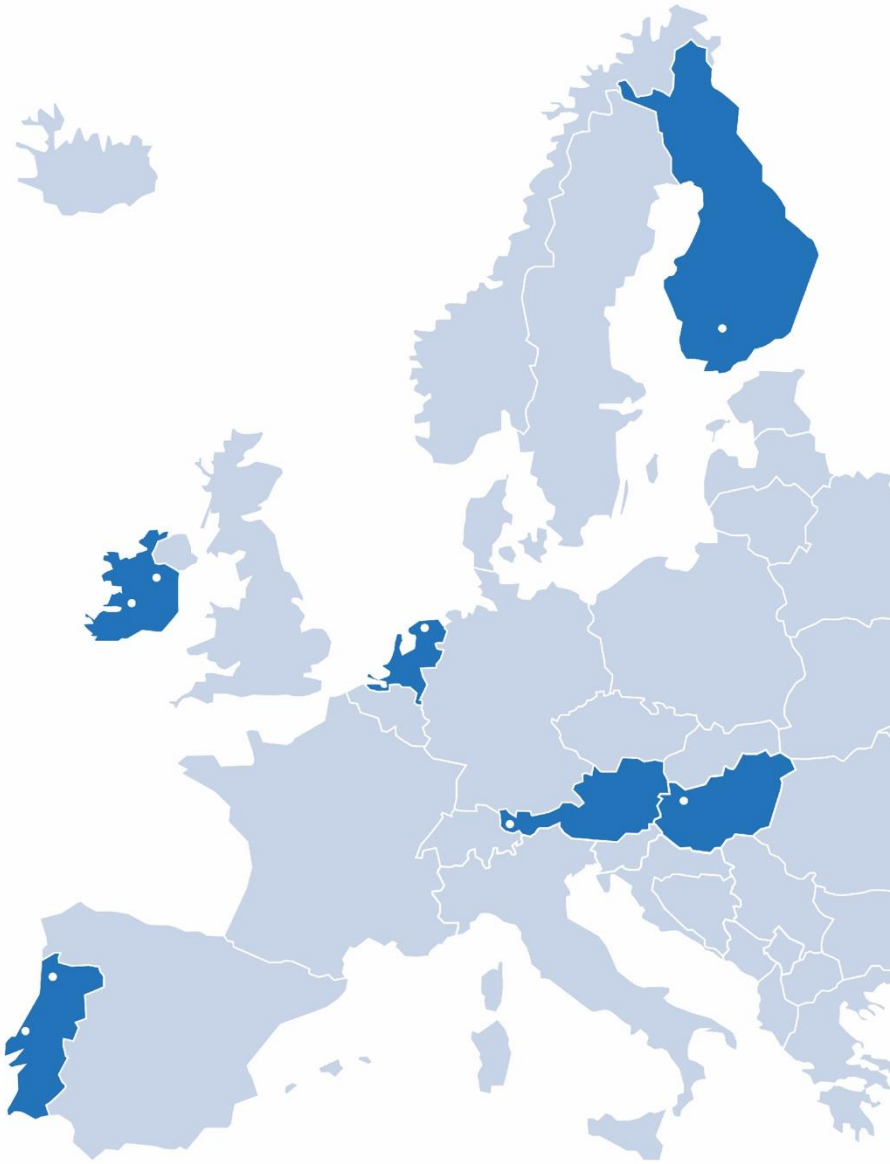

D3.18 - FASA NEW SKILLS PROGRAMME ANNUAL RELEVANCE, QUALITY AND IMPACT REPORT (1ST EDITION)

(Dec 21, 2021)

(Partner Responsible: Häme University of Applied Sciences)

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1. Introduction

The central FASA (Future and Advanced Skills Academies) produces an Annual Relevance, Quality and Impact report based on the assessment of the new future and advanced skills programmes developed as part of WP6 and WP7. The central FASA leads the development of processes and tools which are used to assess the relevance, quality and impact of Short Advanced programmes (SAPs) and Joint Programmes (JPs). In 2021, FASA has piloted the use of the *LearnWell* questionnaire, which is a research-based instrument to assess the relevance, quality and impact of single modules or courses (such as SAPs) and study programmes (such as JPs). Moreover, LearnWell is a self-reflection tool for the students to assess their own learning processes and study-related wellbeing.

This report describes the piloting of the LearnWell questionnaire in two SAPs and proposes how the instrument could be utilised more broadly to assess the quality of SAPs and JPs more broadly in the RUN-EU network. The instrument is currently being evaluated by the partners as a definitive tool to evaluate SAPs and JPs.

2. Description of the LearnWell questionnaire

The objective of the LearnWell questionnaire is to gain knowledge on students' learning processes, experiences of the teaching-learning environment and wellbeing in diverse teaching-learning contexts. It can be used to measure students' learning and experiences in course/module level or programme level. Therefore, it can be used both in the context of SAPs and JPs. The aim of utilising LearnWell in the RUN-EU is to get as specific an idea as possible of the students' learning experiences and opinions about studying and learning in the SAP or JP they are participating. The results can thus be used to develop the teaching and teaching-learning environments and to support students' learning and well-being.

The questions and statements in the LearnWell questionnaire are based on prior research on academic teaching and learning, and the questionnaire is mainly based on the HowULearn questionnaire (see e.g. Parpala & Lindblom-Ylänne 2012) developed at the University of Helsinki. The HowULearn questionnaire has been developed specifically for higher education context. Moreover, some parts are based on the Constructive Knowledge Practices questionnaire (Muukkonen et al., 2020) developed at the University of Oulu and University of Helsinki. The LearnWell questionnaire has been further developed, modified and extended at HAMK to take into account the context of universities of applied sciences. This modified version of HowULearn is called the LearnWell questionnaire. The questionnaire consists of different parts which include items that are evaluated on a Likert scale. The different parts focus on 1) students' learning processes, 2) experiences of the learning environment, 3) experiences of competence development and 4) study-related well-being.

The HowULearn and LearnWell questionnaires allow various possibilities to explore students' learning and experiences. For example, it can be used to identify successful or at-risk-students through profiling the students based on their responses in the different parts of the questionnaire (see e.g., Asikainen et al., 2020), or to investigate how students' learning processes and experiences of the teaching-learning environment predict their experiences workload and their wellbeing (see Cheung et al., 2020). It can also be used to explore students' learning both in face-to-face and online contexts (see Parpala et al., 2021).

In addition to being a research questionnaire, LearnWell can also be considered as a self-reflection tool for students. Through responding to the items, students have the opportunity to monitor their own studying and learning, and they can be given feedback (individual or group-level) to increase their awareness of their own learning. The aspects measured in LearnWell are skills that can be developed. Therefore, becoming aware of the importance of these aspects is important for the students to develop their own study processes and wellbeing.

For teachers and HE institutions, LearnWell provides valuable and reliable research-based information of students' study processes, experiences and wellbeing in different teaching-learning environments. This information can be used to develop teaching and teaching-learning environments. The benefit of LearnWell is that it provides knowledge on how students adopting

different kind of learning processes, i.e. approaches to learning, experience the teaching and the teaching-learning environment. Thus, it helps to detect what kind of development is required to enhance for example, the deep approach to learning, or student wellbeing.

The LearnWell questionnaire includes various scales and factors, but it can be shortened for different purposes. The scales, factors and items of the questionnaire are presented in Appendix 1 (at the end of the document). The parts measuring students learning processes (approaches to learning), experiences of the teaching-learning environment and wellbeing form the core of the questionnaire, and it is suggested that these scales are included in all versions of the questionnaire. The core parts of the questionnaire consist of 51 items, and it takes approximately 10-15 minutes to respond to the core items. The part measuring experiences of competence development is an optional component and can be included if it provides valuable information for the specific context where the questionnaire is used. This part includes 17 items. Thus, shorter or longer versions of the questionnaire can be utilised in SAPs and JPs.

Of the RUN-EU institutions, The LearnWell questionnaire is utilised at HAMK annually to measure students experiences of studying and learning at the programme level. NHL Stenden uses the HowULearn -questionnaire in a similar manner. The LearnWell questionnaire has been validated in the context of HAMK.

3. Piloting the use of the LearnWell in SAPs

The students' experiences of studying and learning were measured during the first SAPs in which HAMK had the main organising responsibility. The first SAP took place in February 2021 and the second in October 2021. The first SAPs worked as pilots in the measurement and reflection of the students' experiences.

The students responded to the LearnWell questionnaire at the end of the SAPs, more precisely, during the second last session. The data were gathered via a Webropol-form. The students were informed about the aim of the questionnaire and utilisation of the data, that there were no right or wrong answers, and that the answers would not affect the completion or evaluation of their studies. In addition, the students were informed that answering the questionnaire was anonymous, voluntary, the answers were handled confidentially, that it was possible to discontinue answering at any point, and that the results would be reported so that it is impossible to identify any individual respondent. During the last session of the SAPs, the Central FASA organised a feedback session for the students based on the questionnaire results. The teachers of the SAP joined the feedback discussion.

3.1 The SAP 'Design expedition: Emotional intelligence meets artificial intelligence in business design'

The SAP 'Design expedition: emotional intelligence meets artificial intelligence in business design' was jointly coordinated by Häme University of Applied Sciences (HAMK) and Polytechnic of Cávado and Ave (IPCA). The SAP was promoted as offering an experimental learning journey to emotions and artificial intelligence during a 1-week online workshop, from the 8th to the 15th of February 2021, offering 2 ECTS credits.

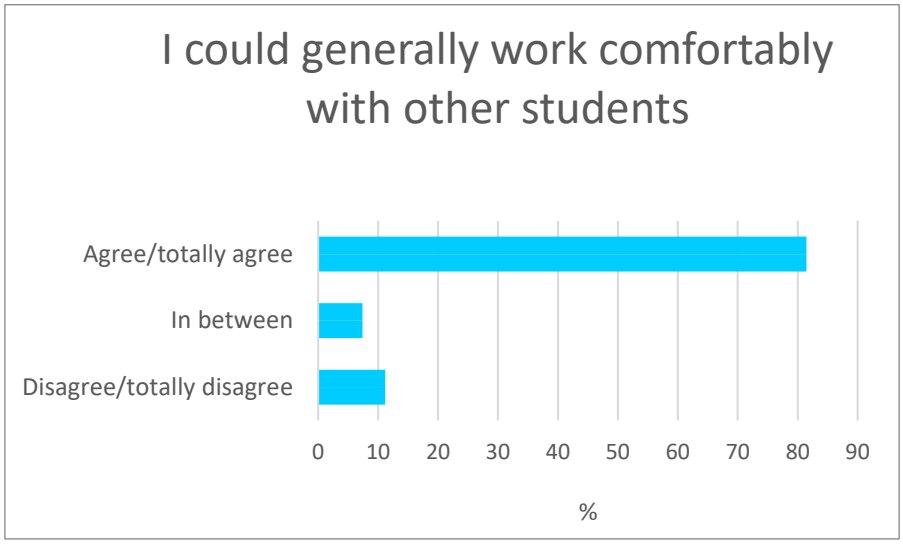
The students responded to the LearnWell questionnaire at the end of the SAP. A researcher at HAMK gathered the results for the joint feedback session organised as part of the SAP. The feedback session was carried out by two professionals working at HAMK, representing Central FASA, but not otherwise involved in the implementation of the SAP.

In the LearnWell questionnaire, the students responded, for example, to statements measuring their experiences of collaboration, self-efficacy beliefs and approaches to learning during the SAP. The first SAP focused on emotions and also the students' study-related emotions were measured at the end of the SAP, which are not part of the actual LearnWell questionnaire.

The feedback session consisted of the presentation of the theoretical background of the different study-related dimensions affecting learning, presentation of the results of the questionnaire and common discussion of the experiences during the SAP. The results were

presented through diagrams without detailed numbers so that the students' anonymity was guaranteed. The results were mainly presented at a statement level. Image 1 illustrates the presentation of the results.

Image 1 – An example of the presentation of the LearnWell results in relation to collaboration



Based on the background information and the results, the students and teachers could reflect their experiences during the SAP during the feedback session. Some leading questions were offered such as 'What supported collaboration of the multidisciplinary and multinational teams?'

3.2 The SAP 'How to Navigate Through Unfamiliar Contexts'

The SAP 'How to Navigate Through Unfamiliar Contexts' was jointly coordinated by Häme University of Applied Sciences (HAMK), Polytechnic of Leiria (IPL), NHL Stenden University of Applied Sciences (NHL Stenden), Vorarlberg University of Applied Sciences (FHV) and Limerick Institute of Technology (LIT). The SAP focused on the importance of future skills and reflecting one's own learning in the development of such skills (https://run-eu.eu/2021/08/25/sap-how-to-navigate-through-unfamiliar-contexts/). The SAP took place from October 5th to October 29th, 2021 and consisted of online sessions and teamwork and of the contact week organised at HAMK.

The students responded to the LearnWell questionnaire at the end of the SAP (the second last day). The students responded, for example, to statements measuring their approaches to

learning, experiences of alignment of teaching, constructive feedback, peer support, self-efficacy beliefs and psychological well-being.

A researcher at HAMK handled the data and Power BI was utilised in the presentation of the results in the feedback session. The results were presented at a factor level (consisting of several statements measuring the same dimension) by providing the mean value of each factor. Image 2 illustrates the presentation of the results. Estimation of workload and the item ' I believe I did well in this study module' were used as filter variables which enabled to detect how variation in these items influenced how students responded to the other factors. For example, students who experienced that the workload was too high, scored lower on factors measuring the deep approach to learning and experienced the teaching-learning environment more negatively than those, who experienced the workload to be appropriate. This indicates the importance of appropriate workload in the SAPs.

Image 2 – An illustration of the LearnWell results in SAP How to Navigate Through Unfamiliar Contexts.

The feedback session (1 hour) was organised during the final day of the SAP as a face-to-face session. The results of each factor and their theoretical basis were presented to the students and the SAP teachers by representatives of the Central FASA (who were also teachers of the SAP), followed by discussion between the students and the teachers about what worked well in the SAP and what could be further improved. For example, the results showed that students'

experiences of receiving constructive feedback during the SAP could have been better. In the feedback session, the students provided explanations for their experience, and discussed with the teachers how the feedback in the SAP could be further developed.

4. Further possibilities for using the LearnWell in RUN-EU

The piloting of LearnWell in the two SAPs has shown the potential of the questionnaire in assessing the relevance, quality and impact of the SAPs from the students' perspective. Being a research-based instrument, it provides reliable information concerning students' experiences, learning processes and wellbeing. Integrating the feedback sessions at the end of the SAPs provides valuable information for the students about their responses and promotes their reflection of their own studying and learning. It also allows reflective feedback conversations between the students and the teachers. Often, students experience that surveys collected from them don't have much impact, and they do not receive any feedback from their responses. However, feedback is central to the development of student learning, and bi-directional, reflective feedback practices connecting the students and teachers are needed to promote effective and sustainable feedback processes (Carless et al., 2011).

In practice, the feedback sessions at the end of each SAP and JP could be organised with the help of Institutional FASAs. The LearnWell data of each SAP can be analysed at HAMK's Institutional FASA and visualised in PowerBI. Each Institutional FASA can utilise the PowerBI in organising the feedback sessions for the SAPs their institution is responsible for. Institutional FASA members are trained to understand the basic principles of LearnWell and provide the feedback sessions by Central FASA.

In addition to promote student reflection and awareness of their own learning and enhancing teachers' awareness of how students' experience the individual SAPs or JPs, the data can be used to detect best practices. For example, implementations showing exemplary feedback practices, or those supporting deep learning or student wellbeing, can be taken as good examples from which the good pedagogical practices are spread within RUN-EU to enhance the quality of teaching and learning. Moreover, data from all SAPs/JPs can be integrated for research purposes. This could provide valuable information for the overall development of SAPs and JPs within RUN-EU.

In addition to assessing students' learning experiences, FASA should also assess the teachers' teaching experiences. The next step is to consider how the teachers' perspective could be included in assessing the quality of the SAPs and JPs. The HowUTeach -tool, which focuses on the teachers' teaching processes, experiences of work environment (such as collegial support and autonomy) and teachers' wellbeing, provides one alternative for this. It is a research-based tool designed to support high-quality teaching in higher education (see Parpala & Postareff, 2021).

In future reports, the focus will be in assessing the relevance, quality and impact of the SAPs and JPs more broadly. However, this requires negotiations between the RUN-EU partners and

between WPs 3, 6 and 7, concerning for example the General Data Protection Regulation (GPDR) and research permissions.

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Appendix 1. Scales, factors and items of the LearnWell questionnaire (items converted to fit the context of SAPs and JPs).

Scale	Factor	Item
Learning processes		
Approaches to learning HowULearn (Parpala & Lindblom-Ylänne 2012), modified from the ALSI questionnaire (Entwistle et. al 2003)	Deep approach to learning	I looked at evidence carefully to reach my own conclusion about what I'm studying. Ideas and perspectives, I came across while I was studying made me contemplate them from all sides. I tried to relate new material to my previous knowledge. I tried to relate what I learned in this SAP/JP to what I have learned elsewhere.
	Surface approach to learning	Often, I had to repeat things in order to learn them. I often had trouble making sense of the things I had to learn during the SAP/JP. Much of what I learned seems no more than unrelated bits and pieces. I was unable to understand the topics I needed to learn because they were so complicated.
	Organised studying	On the whole, I've been systematic and organised in my studying. I organised my study time carefully to make the best use of it. I put a lot of effort into my studying during the SAP/JP. I carefully prioritized my time to make sure I can fit everything in.
Experiences of the teaching learning environment		
Teaching-learning environment HowULearn (Parpala & Lindblom-Ylänne 2012) modified from ETLQ (Entwistle et al. 2003); some wording changed to fit the UAS context Collaborative Knowledge Processess (CKP; Muukkonen et al., 2020) *Added after HAMK student focus groups **Developed by HAMK Edu researchers	Alignment	It was clear to me what I was expected to learn in the SAP/JP . * The learning goals were clearly stated. What we were taught seemed to match what we weree supposed to learn. * Assessment seemed to focus on competences which are based on the learning goals. It was clear to me what was expected in the assessed work (i.e., final exam, exercises). I could see how the set work fit in with what we were supposed to learn. ** The teaching practices supported me to achieve the learning goals of the SAP/JP.
	Interest and relevance	I could see the relevance of what we were taught. I found most of what I learned in the SAP/JP really interesting. I enjoyed participating in SAP/JP.
	Constuctive feedback	The feedback given on my set work helped to clarify things I hadn't fully understood. The set work helped me to make connections to my existing knowledge. The feedback given on my set work helped to clarify things I hadn't fully understood. I received enough feedback about my learning.

	Peer support	Students supported each other and tried to give help when it was needed. Talking with other students helped me to develop my understanding. I could generally work comfortably with other students.
	*(*) Work load	** The workload matched the received study credits. * Estimate the general workload of your studies in a scale 1 (very low workload) - 5 (very high workload).
	CKP: Learning to collaborate on shared objects	During the SAP/JP I learned to coordinate the development of products (e.g., presentations, plans, reports, models) together with others. During the SAP/JP I learned to take responsibility for the shared group work. During the SAP/JP I learned to plan the collaborative work. During the SAP/JP I learned to develop ideas further together with others.
	CKP: Integrating individual and collaborative working	During the SAP/JP I learned to understand how important the expertise of others is when developing products. During the SAP/JP I learned to define sub-goals for the collaborative work. During the SAP/JP I learned to understand the benefits of working in collaboration. During the SAP/JP I learned to accomplish challenging tasks in collaboration with others.
Experiences of competence development		
Generic competences Tuononen (2019); two dimensions Myllykoski-Laine et al. (2021) Collaborative Knowledge Procesess (CKP; Muukkonen et al., 2020) *Added after HAMK student focus groups **Developed by HAMK Edu researchers based on the Finnish National Agency for Education publication Osaaminen 2035 [Competences 2035]	OPTIONAL FOR SAPs AND JPs: Generic competences / Constructing and applying knowledge	I learned to apply theoretical knowledge to practice. I learned to analyse and categorise information. I learned to see things from different points of view. I learned to make arguments for my thoughts. During the SAP/JP I learned to solve problems in practical situations.
	OPTIONAL FOR SAPs AND JPs: Generic competences / Collaboration and communication	The SAP/JP developed my collaboration skills. Studying at the SAP/jp developed my skills in acting as a group member. During the SAP/JP learned how to get my points across in different interaction situations.
	OPTIONAL FOR SAPs AND JPs: CKP: Understanding various disciplines and practices	During the SAP I learned new aspects about the practices of different organisations. During the SAP I learned the practices of people with different kinds of expertise. During the SAP I learned about the practices of work-life experts.

		During the SAP I learned how useful it is to learn the working practices of other fields and organisations.
	OPTIONAL FOR SAPs AND JPs: CKP: Interdisciplinary collaboration and communication	During the SAP I learned to ask questions relating to the practices of another field. During the SAP I learned to present my expertise to representatives of another field. During the SAP I learned to collaborate with representatives of other fields.
	OPTIONAL FOR SAPs AND JPs: ** Internationality	The SAP developed my skills to understand people from different backgrounds and cultures. During the SAP I was able to develop my interaction skills required in international collaboration.
Study-related well-being		
Self-efficacy HowULearn (Parpala & Lindblom-Ylänne, 2012) modified based on Pintrich (1991)	Self-efficacy	I believe I did well in the SAP. I'm certain I could understand the most difficult material in the SAP. I'm confident I could understand the basic concepts of the SAP. At the beginning, I expected to do well in the SAP. I'm certain I could learn well the skills required in the SAP.
Psychological flexibility The work-related acceptance and action questionnaire (WAAQ; Bond et al., 2013), developed for the Finnish context (Asikainen et al., 2018)	Psychological flexibility	I could study effectively even if I had worries. I can admit mistakes I have made and still be successful in the SAP. I could study effectively even if I was nervous. My worries did not prevent me from succeeding in the SAP. I could do what was required of me in the SAP, despite any emotions I might have had. I could work effectively even when I had doubts. My thoughts and emotions did not create an obstacle to studying.

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