



D3.8 FASA NEW SKILLS PROGRAMME ANNUAL RELEVANCE, QUALITY, AND IMPACT REPORT

Version 3.0

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1. Introduction

The central FASA (Future and Advanced Skills Academies) of RUN-EU 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 (Short Advanced Programmes) and WP7 (Collaborative European Degrees). 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).

FASA has used the *LearnWell* questionnaire, which is a research-based instrument to assess the quality, impact, and relevance of RUN-EU Short Advanced Programmes (SAPs). Moreover, LearnWell is a self-reflection tool for the students to assess their own learning processes and study-related wellbeing.

This report describes the results of the LearnWell questionnaire in 13 Short Advanced Programmes (SAPs) organized in 2023. Moreover, the report describes RUN-EU teachers' teaching approaches and teaching experiences, which reflect the quality of teaching in RUN-EU institutions. However, this data is not collected from SAP teachers, but from teachers teaching courses at their own RUN-EU institutions.



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, development of future skills and wellbeing in diverse teaching-learning contexts. It can be used to measure students' learning and experiences in course level or programme level. Therefore, it can be used both in the context of Short Advanced programmes (SAPs) and Joint Programmes (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' high-quality learning and wellbeing. In 2023, the questionnaire was used in D3.4. Framework for Innovative Pedagogical Approaches and Good Practices Report (3rd report), which reported LearnWell-questionnaire results of 550 students who studied across RUN-EU institutions. However, this data was not collected from students studying in SAPs, but from students across RUN-EU, and the students were asked to consider their experiences in general of studying in their own degree programme.

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. The LearnWell questionnaire has been further developed from the HowULearn questionnaire and modified and extended at Häme University of Applied Sciences (HAMK) to take into account also the context of universities of applied sciences. The LearnWell questionnaire parts which include items that are evaluated on a 5-point Likert scale (1=Completely disagree, 5=Completely agree). The different parts focus on 1) students' learning processes, 2) experiences of the learning environment, 3) development of future skills and 4) study-related wellbeing.

The LearnWell questionnaire allows 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 of 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 selfreflection 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. In 2023, at the end of the SAPs, the FASAs organized a reflective feedback session based on the LearnWell results in which the teachers and students of the SAP were encouraged to reflect on the results of LearnWell.

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 utilised for this report are presented in Appendix 1. 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. It takes approximately 10-15 minutes to respond to the core items.

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 has used the HowULearn questionnaire in a similar manner. The LearnWell questionnaire has been validated among HAMK students.



3. Use of the LearnWell in Short Advanced Programmes (SAPs) in 2023

The LearnWell questionnaire was piloted during the year 2021 in two SAPs in which HAMK had the main organizing responsibility. The results are reported in the first edition of D3.18. During the year 2022, the LearnWell questionnaire was applied in six SAPs in which the main organizing responsibility was on HAMK or IPCA. The results are reported in the second edition of D3.18. For this report, the results are reported from 13 SAPs organized in 2023. In total, 200 students responded to the questionnaire. Each SAP included online sessions and a contact week in one of the organizing institutions.

The SAPs included in this report are:

- 1. Living Playground in Finland
- 2. Delivering on the Socio-Economic Transition within the EU Research Challenge
- 3. Delivering on the Digital Transition within the EU Research Challenge
- 4. Delivering on the Green Transition within the EU Research Challenge
- 5. Stress and Stress Management in Educational Contexts
- 6. Engineering Applications in Python
- 7. Sustainable Tourism Destinations
- 8. Smart Everything A Collaborative Process 2nd edition
- 9. Supportive Care in Loss, Grief, and Bereavement: an Interdisciplinary Approach
- 10. Person-Centred Social and Health Services in Finland
- 11. Six-Sigma Manufacturing Processes Improvement
- 12. Who are we? Mapping the identity of the RUN-EU-er -2^{nd} edition
- 13. Living Playground in Portugal

The students responded to the LearnWell questionnaire at the end of each SAP. The data were gathered via an online form (MS Forms). The students were informed about the aim of the questionnaire and utilisation of the data, and that that there were no right or wrong answers to the items. They were also informed that their 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. Moreover, they were informed 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.

The LearnWell questionnaire measures relevance, quality, and impact with various factors. Relevance was measured through experiences of the learning environment with four factors, namely alignment, constructive feedback, interest and relevance and peer support. Constructive alignment ensures that learning goals, assessment methods, and teaching methods are aligned. Constructive feedback is specific, actionable, and objective feedback that helps individuals improve. Interest and relevance refer to how engaging and meaningful the material is to the learner. Ensuring that learning material is interesting and relevant is important for effective teaching and learning. Peers support refers to the perception of



receiving support from other students and working comfortably with other students (see e.g., Parpala at al., 2010).

Quality was measured through students' approaches to learning (deep approach, surface approach, and organized approach), and psychological wellbeing with two factors, namely selfefficacy and psychological flexibility. A deep approach to learning involves seeking understanding and creating a cohesive understanding of the material and is related to high quality learning outcomes (Asikainen & Gijbels, 2017). On the other hand, a surface approach to learning involves acquiring disconnected pieces of information with the goal of reproducing it. The surface approach to learning often results in fragmented understanding and poor learning outcomes (Vanthournout et al., 2014). Organized studying involves effectively managing one's studies through techniques such as time and effort management (Entwistle & McCune, 2004). The combination of deep approach and organized studying is related with good study success and fast study pace (e.g., Rytkönen et al., 2012). Self-efficacy is a person's belief in their ability to perform a specific task and influences their engagement, effort, persistence, and consideration of options (Pintrich et al., 1991; Ayllón et al., 2019). In the educational context self-efficacy influences the level of task performance, the degree of perseverance when performing a task as well as the overall effort that is put into completing a given task (Panadero et al., 2017). Psychological flexibility refers to the ability to adapt and respond effectively to different situations. It involves being open to new experiences, tolerating discomfort and uncertainty, and letting go of rigid thinking and behaviors. It is an important skill for mental health and wellbeing. Moreover, students were asked to answer to an item concerning their perception of how the workload of the SAP matched the received study credits. Research has shown that and experience of having a heavy workload is often related with the adoption of the surface approach (Trigwell et al., 2012; Kyndt et al., 2011).

Impact was measured through two factors addressing future skills, namely constructing and applying knowledge, and collaboration and communication (see Tuononen, 2019; Myllykoski-Laine et al., 2021). Constructing and applying knowledge refers to applying theoretical knowledge in practice, learning to analyse information, making arguments for own thoughts, and solving problems. Collaboration and communication skills include skills to act as a group member.



4. Quality, Impact and Relevance of SAPs organized in 2023

The results show that in general, the 200 students studying in the 13 SAPs perceived the SAPs to be rather relevant, as the mean values for the sub-scales were close to 4 or even above 4 on a scale from 1 to 5 (see Table 1 and Image 1). Especially, they perceived that the SAPs had interesting content and that the SAPs were relevant for them, and that they were able to get help from other students. They also considered that the learning goals were clearly presented, and that teaching, and assessment supported them to achieve the goals. Also, they generally considered to receive constructive and relevant feedback.

In terms of quality, the SAPs in general encouraged students to adopt the deep approach to learning and discouraged the use of the surface approach. The SAPs also supported organized studying rather well. The wellbeing of the students was also well supported by the SAPs in general, as they considered to believe in their own success in the SAPs and psychological flexibility allowed them to study effectively regardless of their emotions or worries. The students also reported that the workload matched the received study credits (ECTS) quite well.

Regarding impact, the SAPs in general supported well the development of future skills (constructing and applying knowledge, as well as collaboration and communication).

Area of the New skills programme	LearnWell scale	LearnWell factor	Means of all SAPs (scale 1- 5)
Relevance	Experiences of the	Alignment	3.92
	learning environment	Constructive feedback	3.81
		Interest and relevance	4.34
		Peer support	4.34
Quality	Approaches to learning Wellbeing	Deep approach	4.05
		Surface approach	2.13
		Organized studying	3.65
		Self-efficacy	4.20
		Psychological flexibility	4.06
		Workload	3.96
Impact	Future skills / generic	Constructing and applying knowledge	4.00
	competences	Collaboration and communication	4.09

Table 1 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAPs (scale 1-5).



Image 1 – A visualization of the mean values of the LearnWell factors measuring relevance, quality, and impact in the SAPs (scale 1-5).



However, even though the results look promising at the general level, there were remarkable differences between the 13 SAPs in each factor. The highest and lowest values for each factor are presented in Table 2. In the next chapters, the results are presented in more detail for each of the 13 SAPs organized in 2023.

Table 2 – Highest and lowest values of each factor in the SAPs.						
Scale	Highest value (scale 1-5)	Lowest value (scale 1-5)				
Approaches to learning						
Deep approach	4.49 (Living Playground in Portugal)	3.87 (Smart Everything – A				
		collaborative Process, 2 nd ed.)				
Surface approach	2.83 (Delivering on the Digital	1.63 (Sustainable Tourism				
	Transition within the EU – Research	Destinations)				
	Challenge)					
Organized studying	4.07 (Delivering on the Socio-	3.44 (Smart Everything – A				
	Economic Transition within the EU	collaborative Process, 2 nd ed.)				
	– Research Challenge)					
	Experiences of the learning environment					
Alignment	4.40 (Who are we? Mapping the	2.99 (Smart Everything – A				
	identity of the DUN EU or	and and the Dranges 2nd and)				
	Identity of the Ron-EO-er –	collaborative Process, 2 ^m ed.)				
	2^{nd} edition)	collaborative Process, 2 ¹¹⁴ ed.)				
Constructive feedback	2 nd edition) 4.33 (Sustainable Tourism	3.10 (Smart Everything – A				
Constructive feedback	2 nd edition) 4.33 (Sustainable Tourism Destinations)	3.10 (Smart Everything – A collaborative Process, 2 nd ed.)				
Constructive feedback Interest and relevance	2 nd edition) 4.33 (Sustainable Tourism Destinations) 4.65 (Sustainable Tourism	3.10 (Smart Everything – A collaborative Process, 2 nd ed.) 3.92 (Smart Everything – A				
Constructive feedback Interest and relevance	2nd edition)4.33 (Sustainable Tourism Destinations)4.65 (Sustainable Tourism Destinations; Engineering	3.10 (Smart Everything – A collaborative Process, 2 nd ed.) 3.92 (Smart Everything – A collaborative Process, 2 nd ed.)				
Constructive feedback Interest and relevance	2nd edition)4.33 (Sustainable TourismDestinations)4.65 (Sustainable TourismDestinations; EngineeringApplications in Python)	3.10 (Smart Everything – A collaborative Process, 2 nd ed.) 3.92 (Smart Everything – A collaborative Process, 2 nd ed.)				
Constructive feedback Interest and relevance Peer support	2nd edition)4.33 (Sustainable TourismDestinations)4.65 (Sustainable TourismDestinations; EngineeringApplications in Python)4.78 (Delivering on the Digital	3.10 (Smart Everything – A collaborative Process, 2 nd ed.) 3.92 (Smart Everything – A collaborative Process, 2 nd ed.) 3.58 (Person-Centred Social				
Constructive feedback Interest and relevance Peer support	2 nd edition) 4.33 (Sustainable Tourism Destinations) 4.65 (Sustainable Tourism Destinations; Engineering Applications in Python) 4.78 (Delivering on the Digital Transition within the EU – Research	 3.10 (Smart Everything – A collaborative Process, 2nd ed.) 3.92 (Smart Everything – A collaborative Process, 2nd ed.) 3.58 (Person-Centred Social and Health Services in Finland) 				

Table 2 - Ulabash and b als factors in the CAD



Future skills / generic competences					
Constructing and applying	4.40 (Delivering on the Green	3.65 (Smart Everything – A			
knowledge	Transition within the EU – Research	collaborative Process, 2 nd ed.)			
	Challenge)				
Collaboration and	4.64 (Who are we? Mapping the	3.35 (3.78 (Sig-Sigma –			
communication	identity of the RUN-EU-er –	Manufacturing Process			
	2 nd edition)	Improvement)			
Wellbeing					
Self-efficacy	4.73 (Who are we? Mapping the	3.84 (Smart Everything – A			
	identity of the RUN-EU-er –	collaborative Process, 2 nd ed.)			
	2 nd edition)				
Psychological flexibility	4.49 (Who are we? Mapping the	3.78 (Sig-Sigma –			
	identity of the RUN-EU-er –	Manufacturing Process			
	2 nd edition)	Improvement)			
Workload	4.59 (Living Playground in Portugal)	3.50 (Sig-Sigma –			
		Manufacturing Process			
		Improvement)			

4.1. Living Playground in Finland

The aim of the SAP was to provide the knowledge and enhancement of the social and environmental heritage and setting up proposals for intervention in the public space, promoting individual and collective wellbeing, creating dynamics of the living space that involves the community, encouraging their direct involvement in its development and preservation. This three-week SAP worth 3 ECTS consisted of a one-week online program before the contact week, a five-day contact period at HAMK followed by another week of online program. The SAP was open to all RUN-EU degree students but primarily targeted for students in Design, Landscape, and Built Environment. The SAP used active and collaborative learning, site visits, problem-based learning and creative methods, exploratory approach, and international project work in multidisciplinary context as its learning and teaching strategies. Participant assessment was based on attendance (20%) and a group project consisting of interim and final presentation where all students were expected to actively participate (80%). The SAP was organized by HAMK and IPL.

As Image 2 shows, the students' (N=14) scores in this SAP on the scales measuring the deep and surface approaches to learning were close to the mean scores of all SAPs. However, the score for the organized studying was above average. Their experiences of the learning environment in terms of alignment, interest and relevance and peer support were very close to the mean scores of all SAPs, but they experienced to have received more constructive feedback than their peers in general in other SAPs. The students of this SAP reported that they learned future skills (constructing and applying knowledge; collaboration and communication) more than students on average in the other SAPs. Concerning the scales measuring wellbeing, the students in the SAP reported higher values in psychological flexibility than students on



average, but their scores on self-efficacy and perception of workload were close the mean scores of all SAP students.



Image 2 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Living Playground in Finland.

4.2. Delivering on the Socio-Economic Transition within the EU – Research Challenge

The goal of the SAP was for students to develop joint innovative approaches and research project proposals, focused on addressing the EU priority areas of socio-economic challenges. The aims of the SAP were to enhance students' creative thinking and research skills, and to improve students' transversal and soft skills through cooperative project work. Furthermore, students enhanced their sustainable and innovative thinking skills in cooperation with others, and improved their understanding on the value driven tourism model and how interculturalism can be utilized to create a more inclusive and cohesive society in Europe. The SAP was worth 1 ECTS and was organized as a five-day contact week at SZE. The SAP was primarily targeted for 2nd and 3rd cycle research students, but 1st cycle students involved in research projects could also apply. The SAP involved problem-solving tasks, discussions, project work, presentations, peer teaching/learning, group work, mentor support and site visits in Hungary. Students were assessed on their active participation, final presentation, and reflection. The SAP was organized by SZE and TUS.

Image 3 shows that the students' (N=7) scores regarding approaches to learning in this SAP differed from the other SAPs most on the scales measuring the surface approach and organized studying. In the surface approach to learning, the score was significantly lower than in other SAPs, which might be due the use of problem-solving tasks and other activating



teaching methods. The score for organized studying was the highest of all SAPs. This could be influenced by the support they received from their mentors during the SAP. Regarding their experiences of the learning environment, they provided lower scores on all four dimensions. Especially, they gave lower scores for the constructive alignment and constructive feedback than students on average in the other SAPs. The scores for future skills were close to average of all SAPs. Of the dimensions measuring wellbeing, the students scored rather low on selfefficacy, but the score on psychological flexibility reflected the average score of students in all SAPs. Students in this SAP perceived the workload matched well the received study credits.





4.3. Delivering on the Digital Transition within the EU – Research Challenge

The SAP aimed to provide a general insight into the main paradigms of Industry 4.0 and covered topics such as digital twins, industrial modelling and high-performance computing, image processing with medical applications, robotics, and automation. The aims of the SAP were to enhance students' creative thinking and research skills, and to improve their transversal and soft skills through cooperative project work. Furthermore, students learnt to enhance innovative thinking in cooperation with others, to recognize cutting-edge topics in the digital transition and Industry 4.0, and to reflect on interdisciplinary aspects of digitalization, industry, and society. The SAP was worth 1 ECTS and consisted of a five-day contact week at SZE. The SAP was primarily targeted for 2nd and 3rd cycle research students, but 1st cycle students involved in research projects could also apply. The SAP involved problem-solving tasks, discussions, project work, presentations, peer teaching/learning, group work, and



mentor support. Student assessment was based on active participation, final presentation, and reflection. The SAP was organized by SZE, TUS, and IPCA.

The approaches to learning of the students (N=9) studying in this SAP differed from the other SAPs especially regarding the surface approach to learning. The score for the surface approach was rather high, while the scores for the deep approach and organized studying were closer to the average scores, as Image 4 below indicates. The scores for the experiences of the learning environment reflected average scores, an exception being the peer support scale, because students in this SAP experienced getting more peer support than students in any of the other SAPs. The students experienced that they were able to develop their communication and collaboration skills more than their peers in most of the other SAPs. Moreover, they reported higher scores for self-efficacy than students in most of the other SAPs, but the other dimensions related to wellbeing reflected average levels.

Image 4 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the Delivering on the Socio-Economic Transition within the EU – Research Challenge.



4.4. Delivering on the Green Transition within the EU – Research Challenge

The goal of the SAP was for participants to learn about the cutting-edge sustainability topics essential for the green transition in our economy. The aims of the SAP were to enhance students' creative thinking and research skills, and to improve their transversal and soft skills through cooperative project work. Furthermore, participants learnt to improve collaborative sustainable and innovative thinking, to recognise cutting-edge topics in the green transition, and to consider interdisciplinary aspects of green products, cities, architecture, and mobility.



The SAP was worth 1 ECTS and consisted of a five-day contact week at SZE. The SAP was primarily targeted for 2nd and 3rd cycle research students, but 1st cycle students involved in research projects could also apply. The SAP involved problem-solving tasks, discussions, project work, presentations, peer teaching/learning, group work, mentor support, and site visits in Hungary. Assessment was based on active participation, final presentation, and reflection. The SAP was organized by SZE and IPCA.

As Image 5 shows, the results revealed that the students (N=6) in the SAP scored close to average on the deep and surface approaches, but higher on organized studying. Their experiences of the constructive alignment and constructive feedback were slightly higher than on average in all SAPs, but on the contrary, the experience of interest and relevance was below the average. In experience of peer support, their score reflected the average level. The students of this SAP reported that they were able to develop their future skills regarding both constructing and applying knowledge and collaboration and communication notably more than students on average in other SAPs. The score on the scale measuring collaboration and communication was the highest of all SAPs, which could be influenced by the peer learning activities. The scales measuring wellbeing represented average levels, despite of self-efficacy, which was very high among the students in this SAP.



Image 5 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Delivering on the Green Transition within the EU – Research Challenge.

4.5. SAP 2: Stress and Stress Management in Educational Contexts

This SAP aimed to offer an active learning journey and approach to understanding stress and how to cope with it, particularly in educational contexts. The learning outcomes of the SAP



were focused on learning to apply critical thinking, creative problem-solving concepts, and strategies, working in multidisciplinary and multicultural teams, and recognizing and communicating information related to stress and stress management. The SAP was worth 2 ECTS and consisted of a three-week online period and 5-day contact session at TUS. The SAP was targeted for RUN-EU staff and students from postgraduate and level 6 study cycles. The SAP included a collaborative case study and active, peer, independent, and storytelling-based learning. Passing the SAP required writing a reflective summary of individual learning outcomes and self-care plan (30%), group presentation (50%), and attendance/participation in both online seminars and during in-person week (20%). The SAP was organized by TUS and IPL.

In this SAP, the students (N=21) reported average level values on the factors measuring the deep approach to learning and organized studying (Image 6). However, the score for the surface approach was lower than on average. In the scales measuring the experiences of learning environment, the students showed higher scores in all scales except for the constructive feedback, which was close to the average. Also, the scores on the future skills scales resembled the average scores, however, the score on constructing and applying knowledge was slightly higher among students of this SAP. The students' self-efficacy was higher in this SAP compared to the other SAPs, but the psychological flexibility and perception of workload mirrored the average levels.



Image 6 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Stress and Stress Management in Educational Contexts.

4.6. Engineering Applications in Python

The SAP aimed to introduce programming to students with some knowledge of a programming language and was oriented to engineering applications. Expected learning outcomes of the SAP included, for instance, developing abstract thinking skills and acquiring fundamental concepts



associated with programming language, understanding the elementary concepts of Python programming language, and developing programs using the Python programming language. The SAP was worth 3 ECTS and consisted of a six-week online period followed by a five-day contact session at the Polytechnic of Leiria (IPL). The SAP was offered to all RUN-EU students. The SAP included problem-solving tasks, discussions, project work, role play, presentations, and peer teaching/learning. Furthermore, the SAP involved live sessions (whole class/group work), independent (group and individual) work, mentor support, and site visits in Portugal. The assessment of the SAP was based on active participation, learner portfolio, final presentation, and reflection. The SAP was organized by IPL and TUS.

In this SAP, the students (N=23) reported average values on approaches to learning, except for the deep approach, which was slightly higher compared to the overall mean values. The students reported higher scores for the scales measuring their experiences of the learning environment as it can be seen in Image 7. The score for interest and relevance was the highest of all SAPs, indicating that the SAP succeeded in evoking the students' interest in the course content and the students also perceived that the SAP contents were relevant for them. Also, they considered that this SAP enabled them to develop their future skills, especially constructing and applying knowledge, for which the score was clearly higher than the average score. The scores for the scales measuring wellbeing reflected average values.



Image 7 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Engineering Applications in Python.

4.7. Sustainable Tourism Destinations

The goal of the SAP was for students to obtain an in-depth understanding of the complex interrelationships between tourism, economy, society, and environment and to gain skills to develop applied tourism projects based on sustainable development principles. The SAP aimed



for students to be able to critically analyse trends, developments as well as key issues and challenges in the field from the perspective of different stakeholders, gain skills to address these challenges, report on the findings and provide strategic advice for relevant stakeholders, and participate in multicultural and multidisciplinary teamwork and knowledge exchange. This 3 ECTS SAP lasted three weeks, including a two-week online period and a five-day contact week at the Polytechnic of Cávado and Ave (IPCA). The SAP was targeted for third- and fourth-year 1st cycle students and 2nd cycle students with priority given to 2nd cycle students. Participants were expected to already have a basic understanding of tourism management and applied research. The SAP included lectures, reflection sessions, unsupervised field work, consultations with supervisors, and final group presentations. Assessment was based on individual participation (60%) and group project (40%). The SAP was organized by IPCA and NHL Stenden.

The students studying (N=16) in the SAP reported higher values on the deep approach to learning than on average in the SAPs. Their score for the surface approach to learning was the lowest of all SAPs. The score for organized studying mirrored the average value. Their scores for the experiences of the learning environment were higher than the average scores for all scales except for the peer support scale. The scores for both the interest and relevance and constructive feedback were the highest of all SAPs, indicating that the SAP succeeded in evoking interest and showing the relevance of the content, but also that the students valued and benefitted from receiving feedback on their learning in this SAP. The highs score on feedback could be influenced by having the possibility to receive consultations from the supervisors. The scores for the future skills were close to the average. Self-efficacy and psychological flexibility were also close to the average. The students of this SAP perceived that workload matched the received study credits better than on average. These findings are illustrated in Image 8 below.



Image 8 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Sustainable Tourism Destinations.



4.8 Smart Everything – A Collaborative Process – 2nd edition

During this SAP, the makers (IT students) and the marketers (business students) enhanced their understanding of multiple viewpoints and expertise by rethinking the practice of design, development, and consumption, to create a more collaborative process. The learning outcomes of this SAP included, for example, learning how to identify business opportunities in the field of sustainability, digital technologies, and products and how to produce them quickly and successfully, understanding how visual programming is used with agile methods in business application creation, and familiarizing oneself with the industry requirements (smart products). The SAP was worth 3 ECTS and consisted of a four-week online period and a five-day contact session at IPCA. The SAP used the principles of active and collaborative learning, problem-based learning, and exploratory approach. Students worked in international and multidisciplinary teams and utilized various digital platforms (i.e., Zoom, Teams, and Moodle). The assessment of this SAP was based on student being able to successfully use creative and analytical thinking during collaborative work, to lead and be led with respect and value-driven mindset, and to use the technical language appropriately. The SAP was organized by IPCA and HAMK.

In this SAP, the students (N=26) reported the lowest score of all SAPs in the deep approach to learning, and the score for the organized studying was lower than the average (Image 9). Their score for the surface approach was remarkably higher than the average of all SAPs. Their score showed the lowest values of all SAPs in three of the scales measuring the experiences of the learning environment: alignment, constructive feedback and interest and relevance. However, the score for peer support was only slightly below the average of all SAPs. Moreover, the scores for both scales measuring the development of future skills were remarkably lower than



the average, the score for constructing and applying knowledge -scale being the lowest of all SAPs. Similarly, the score for the self-efficacy was the lowest of all SAPs, and also the score for psychological flexibility was lower than the average. Finally, the score for the perception of workload was very low, close to the lowest score of all SAPs. This could explain the students' low score on the deep approach and the high score on the surface approach. This result indicates that the workload was too high which prevented deep and reflective learning.

Image 9 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Smart everything – A collaborative process, 2nd ed.



4.9 Supportive Care in Loss, Grief, and Bereavement: An Interdisciplinary Approach

The goal of this SAP was for the students to be able to be more confident and competent in working with people who are experience a loss or have been bereaved. The central aim was to also encourage students to reflect on the work undertaken throughout the module and apply this to practice to enhance compassion and competence when working with people who are experiencing a loss. The learning outcomes of the SAP included, for instance, being able to acknowledge ethical, social, systemic, and cultural issues that affect the attitudes related to loss, death and grief, being able to evaluate various factors (e.g., cultural, social) which influence the experiences and responses to loss and grief, developing competences and skills related to interpersonal, digital and soft skills concerning loss, grief and bereavement processes. The SAP was worth 5 ECTS credits and lasted for 2 weeks which included online learning and a 4-day contact period at Polytechnic of Leiria. The learning and teaching strategies that were used included flipped learning, case- and team-based learning, as well as learning through videos, articles, audio and practical activities. Passing the SAP required for the students to comprise an individual e-portfolio (50%), developed a digital piece of experience of



loss and bereavement processes (25%) and presented their digital piece (25%). The SAP was organized in collaboration by the Polytechnic of Leiria, and the Technological University of the Shannon.

As Image 10 shows, the deep and surface approaches were at the average level in the SAP among the students (N=15) participating in the SAP. However, the score for the organized studying was lower than the average. All the scores measuring the experiences of the learning environment were very close to the average scores of all SAPs. Similarly, the scores for the scales measuring the future skills did not differ much from the average scores. The students perceived the workload similarly as on average in the SAPs. The score for psychological flexibility was also close to the average, but concerning self-efficacy, the students scored notably low on this scale. The score was close to the lowest score of all SAPs.

Image 10 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Supportive Care in Loss, Grief, and Bereavement: an Interdisciplinary Approach.



4.10 Person-Centred Social and Health Services in Finland

The aim of the SAP was to prepare the participating students for the change concerning moving from acute hospital-based model to a socially driven wellbeing model. The new model that was discussed during the SAP includes taking the social needs of person utilizing health and social care services into consideration. The learning outcomes of this SAP included the following goals: being able to 1) critically review a community organization in Finland recognising and respecting the values and the ideology of the organization, regarding demographic, legal issues, regulations and culture, 2) discuss the resources of community partners that are designated to serve a public purpose, 3) participate in a community activity which builds on the capacity of individuals, groups, and organizations and gain an insight and



experience in how to collaboratively address issues of public concern and 4) critically reflect on and evaluate community engagement, exchange of knowledge, groupwork, roles and resources within the framework of leadership and intercultural sensitivity. The SAP lasted for 6 weeks and included online learning and a 4-day face-to-face week that was organized at HAMK. The SAP was worth 5 ECTS. The learning and teaching strategy of this SAP included online lectures, tutorials, debates, group work, self-directed learning, seminars, e-learning and reflective practice. As a part of the SAP the students created a portfolio which included individual and group reflection, evaluation on international and intercultural differences and relationships and reflection concerning different care systems. The SAP was jointly organized by HAMK, NHL Stenden and the TUS.

The students (N=4) in this SAP scored close to the average of all SAPs in the scales measuring the deep approach and organized studying as it can be seen in Image 11. However, their score for the surface approach to learning was remarkably higher than on average. In the scales measuring experiences of the learning environment, there weren't big deviations from the average scores, except for the scale measuring experiences of peer support for which the score was the lowest of all SAPs. The scores for both scales measuring the development of future skills were close to average scores of all SAPs. Similarly, the scores for the scales measuring aspects of wellbeing, namely self-efficacy and psychological flexibility, mirrored the average level. However, the students perceived the workload did not match with the received study credits as well as in most of the other SAPs. Because of the low number of respondents, conclusions of the results should be drawn with caution.

Image 11 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Person-Centred Social and Health Services in Finland.





4.11 Six-Sigma – Manufacturing Processes Improvement

The goal of this SAP was for the students to learn the fundamentals of Six-Sigma and DMAIC methodology, and to be introduced to statistical concepts within the Analyse, Improve and Control sections of the Six Sigma DMAIC problem-solving methodology. After completing the SAP, the students had fundamental knowledge and statistical techniques to be part of the Lean and Six-Sigma project. The learning goals of the SAP were the following: learning the fundamentals of Lean and Six-Sigma to define and lead a process improvement project, acquiring statistical skills to measure, analyse, improve and control Six-Sigma projects as well as gaining knowledge of methods to implement changes in production processes ensuring that those changes have had the desired effect and are sustainable. The SAP was worth 2 ECTS, and it included online learning and a 3-day contact teaching week at Polytechnic of Cávado and Ave in Portugal. The SAP lasted for 1 week. The SAP was structured in two sections, the first of which the students were presented the fundamentals of six sigma and DMAIC methodology. In the second section the students were introduced to statistical concepts within the Analyse, Improve and Control sections of the Six Sigma DMAIC problem solving methodology. The SAP utilized action learning and resolution of exercises. The criteria for assessment were individual participation (20%), project work (20%), assignment 1 which included an exercise on parametric and non-parametric hypothesis testing and ANOVA (20%) and assignment 2 which was an analysis of production data using descriptive and inferential statistics (40%). The SAP was jointly coordinated by IPCA, and the TUS.

The students (N=18) in this SAP scored clearly lower in the deep approach to learning than on average in all SAPs (Image 12). However, their scores for the surface approach and organized studying were close to the average. Of the scales measuring experiences of the learning environment, they provided average scores for alignment and interest and relevance, but clearly lower scores for constructive alignment and peer support. Similarly, the scores for the scales measuring development of future skills were remarkably lower than the average of all SAPs. The score for the scale measuring the development of collaboration and communication skills was the lowest of all SAPs. Also, the scores for the scales measuring wellbeing were lower than the average of all SAPs. The score for the scales measuring wellbeing were lower than the average of all SAPs. The score for the psychological flexibility and perception of workload were the lowest of all SAPs. The low score for the psychological flexibility signals that the students' emotions and worries created more obstacles for the studying than in the other SAPs. The results indicate that the workload was rather high, and not in line the study credits and short duration of the SAP. This could explain why the low scores on the deep approach and wellbeing.



Image 12 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Sixsigma – Manufacturing processes improvement.



4.12 Who are we? Mapping the identity of the RUN-EU-er – 2nd edition

This SAP aimed to develop students' intercultural skills to enable them to operate within several cultures at the same time. By promoting multiculturalism and multilingualism among the alliance regions, supported by student mobility, innovative pedagogies and blended learning activities, the SAP also aimed to contribute to societal needs and lifelong learning. The learning outcomes of this SAP included, for instance, demonstrating an understanding of what cultures are, and how they work, and developing an awareness of the students' own cultural identity, managing one's learning in a reflective manner, demonstrating sensitivity towards their own and other languages/cultures and becoming aware of linguistic/cultural decentring as well as being able to discuss cultural diversity to begin to recognise cultural proximity or distance. The SAP included a 4-day face-to-face week at SZE and online learning and the SAP lasted for 7 weeks, resulting in 3 ECTS. The learning and teaching strategy included active learning, learner-centred teaching and collaborative learning methods. The students also participated in workshops, interactive lectures, peer teaching/learning sessions, project work, presentations, discussions, problem-solving, quizzes and live sessions. The students did independent work as well. The assessment criteria involved active participation, creating a learner portfolio (including reflective activity) and final presentation (The RUN-EU-er). The SAP was coordinated in collaboration with SZE, HAMK, NHL Stenden, Polytechnic of Leiria, TUS and FHV.

In this SAP, the students' (N=12) scores for all the scales measuring the approaches to learning were close to the average scores of all SAPs (Image 13). The scores for all the scales measuring



the experiences of the learning environment were higher than the average scores of the SAPs, and the score for alignment was the highest of all SAPs. This implies that the SAP succeeded in making the learning objectives clear for the students, and the teaching and assessment of the SAP supported the students to reach these objectives. The students also scored remarkably higher on the scales measuring the development of future skills, and the score for the scale measuring the development of collaboration and communication skills was the highest of all SAPs. Similarly, the SAP succeeded in enhancing student wellbeing. The scores for the scales measuring self-efficacy and psychological flexibility were the highest of all SAPs. This indicates that the SAP succeeded in strengthening students' own beliefs in their good success and ability to learn well in the SAP. Moreover, the high score for the psychological flexibility implies that the students' emotions and worries created less obstacles for their studying than in the other SAPs. The students perceived that the workload matched very well the earned study credits.

Image 13 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Who are we? Mapping the identity of the RUN-EU-er, 2nd edition.



4.13 Living Playground in Portugal

This SAP explored physical and social environments in a multidisciplinary approach to improve students' understanding of ecosystems and humans' health and wellbeing. The programme's strategic approach was based on the knowledge of the site's identity, within its various dimensions (e.g., native flora and fauna, sun exposure, winds, land conditions), as the genesis of a plan, restoring and establishing ecosystems. The learning outcomes included understanding the relevance of knowledge and enhancement of the territory and local cultural identities, applying critical thinking to provide practical solutions to problem-based scenarios encountered in the field, collaborating with others to achieve common goals, being able to create proposals for intervention in the public space that contribute to their environmental



and cultural qualification, and the promotion of individual and collective wellbeing and discussing different cultural and social approaches to improve understanding of the health and wellbeing of ecosystems and humans. The SAP lasted for 3 weeks, and it included online learning and 4-day face-to-face-week at Polytechnic of Leiria, resulting in 3 ECTS. The learning and teaching strategies included active and collaborative learning among teams and partners, site visits, problem-based learning and creative methods, exploratory approach, project work in internationally mixed groups. The students worked in transnational teams in a multidisciplinary context. The assessment criteria included individual participation (20%) and a group project (20% interim presentation and 60% final presentation). The SAP was jointly coordinated by the Polytechnic of Leiria and HAMK.

The students (N=17) in this SAP scored the highest of all SAPs on the scale measuring the deep approach to learning. Thus, the SAP succeeded in encouraging the students to deeply process the contents, draw their own conclusions, analyse the contents from different perspectives and relate new information with their previous knowledge. Also, the score for organized studying was among the highest of all SAPs. The score for the surface approach did not differ that much from the average. The scores for all the scales measuring the experiences of the learning environment were above average. Especially, the scores on experiences of interest and relevance, as well as peer support, were among the highest of all SAPs. Similarly, the scores for both scales measuring the development of future skills were clearly higher than on average in other SAPs. The same applies for the scales measuring wellbeing, namely self-efficacy and psychological flexibility. The students perceived that the workload and received study credits matched well, the score on this item being the highest of all SAPs. Thus, it could be concluded that the reasonable workload enabled the students to adopt the deep approach to learning in this SAP.



Image 14 – The mean values of the LearnWell factors measuring relevance, quality, and impact in the SAP Living Playground in Portugal.



5. LearnWell feedback sessions

After filling in the LearnWell questionnaire during the final session of the SAPs, the Institutional FASAs organized a reflective feedback session immediately after the students had responded. In the feedback session, the representatives of an Institutional FASA showed the results (generated through PowerBI) of all factors of that specific SAP and promoted a reflective feedback session between the teachers and the students of the SAP. They utilized feedback texts which have been developed at Häme University of Applied Sciences (HAMK) for each factor, and further visualized in PowerBI (see Images 15 and 16). Image 15 shows an example of the feedback for the constructive alignment scale in the SAP Who are we – Mapping the identity of the RUN-EU-er. The aim of the feedback sessions was to promote students' self-reflection of their studying and learning. Often, students experience that surveys collected from them don't have impact, and students rarely receive any feedback from their responses. However, feedback is central to the development of student learning, and bidirectional, reflective feedback practices connecting the students and teachers are needed to promote effective and sustainable feedback processes (Carless et al., 2011). Moreover, the aim was also to enhance the teachers' understanding of how the SAP influenced students' learning, experiences of the learning environment, development of future skills and wellbeing. The focus of the feedback session was on the dimensions where students of the SAP scored very high or low, and thus differed from the average level of all SAPs.

Image 15 – Example of the feedback (self-efficacy) utilised in the feedback sessions.

SELF-EFFICACY

Self-efficacy refers to a person's belief in their capability to perform a specific task in a specific context. In study context, self-efficacy refers to your trust in yourself as a learner.

Self-efficacy shows in the choice of activities you engage with; the higher the self-efficacy, the higher the effort, persistence, and number of options considered - and similarly, the lower the stress reaction and task avoidance. Self-efficacy correlates strongly with academic achievement.

Self-efficacy

4.73

STUDENTS

- Can support their self-efficacy by - Paying attention to previous successes, and the amount of effort required for a successful
- amount of effort required for a successful learning experience - Seeking opportunities for engaging in learning
- activities that are challenging enough - Seeing fellow students in similar situations being
- successful • Being part of creating psychologically safe and
- supportive learning environments.

TEACHERS

Can support their students' self-efficacy by

- Providing timely feedback (feed forward) that supports learning already during a course or a task
 Considering students' previous knowledge when designing the course contents and intended learning outcomes
- Facilitating a safe and supportive learning environment that enhances social interaction and peer feedback.

Reflect on the following questions:

1) Recall an experience of success during the SAP. What happened? What enabled the experience of success?

 How could you use this experience to increase your belief in your possibilities for success in the future?

Reflect together on the above and give feedback to the SAP organisers:

3) What practical aspects of your studies have supported your self-efficacy?



Image 16 – Example of the feedback (constructive alignment) utilised in the feedback sessions.

CONSTRUCTIVE ALIGNMENT

Constructive alignment refers to designing teaching so that the intended learning outcomes, study content, learning activities, and assessment are aligned together to support students' active learning. When teaching is constructively aligned, the intended learning outcomes are clear to both the teacher and the students, the learning activities support students to achieve the intended learning outcomes, and the assessment focuses on how students attain the intended learning outcomes.

Constructively aligned teaching supports students' learning and study-related wellbeing.



STUDENTS

Constructive alignment refers to design of teaching so it is not directly linked to students' own activity. However, students **can enhance their own learning experience by:**

- Finding out the intended learning outcomes of the SAP
- Exploring own interests and learning goals
- Engaging in the designed learning activities as well as discussions with peers.

Reflect on the following questions:

1) Why did you enroll in the SAP?

2) What did you expect to learn? What activities did you engage in to learn?

TEACHERS

- Can support constructive alignment by: • Discussing transparently with the students what they
- are expected to learn • Designing what students need to concretely do
- to achieve the intended learning outcomes • Requiring students' active input in learning
- Designing continuous assessment and providing feedback to the students regarding their progress.

Reflect together on the above and give feedback to the SAP organisers:

 How was constructive alignment applied in this SAP? Give concrete examples of learning objectives, related learning activities, and assessment.



6. Conclusions

The LearnWell questionnaire has been collected altogether from 22 SAPs in 2021-2023. It has shown that the quality, relevance and impact vary between SAPs as reported by the students. Thus, the data shows which SAPs have been most successful in enhancing student learning, positive experiences of the learning environment, developing future skills and promoting student wellbeing. These SAPs can be seen as good examples of pedagogically well-designed learning programmes. It would be important to analyse in more detail what characteristics of the SAPs resulted in positive LearnWell results and use this information to coach SAP teachers in designing the SAPs from the pedagogical perspective. In the next cycle of RUN-EU, the teachers of the successful SAPs will be interviewed and asked to provide more detailed information about the pedagogical design of the SAPs. This information will be included in the pedagogical guide which will be developed for teachers who develop the joint learning programmes. Moreover, it is important to provide pedagogical support for teachers when they are designing their learning programmes to support them in designing pedagogically innovative and high-quality learning environments.



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Appendix

Table 3 – Scales, factors and items of the LearnWell questionnaire utilised in SAPs.

Scale	Factor	Item			
Approaches to learning					
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 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. 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.			
	Organized studying	On the whole, I've been systematic and organized in my studying. I organized my study time carefully to make the best use of it. I put a lot of effort into my studying during the SAP. I carefully prioritized my time to make sure I can fit eventthing in			
	Experiences of the lea	rning environment			
Tooching loorning onvironment	Alignment	It was clear to me what I was expected to learn in the SAP			
HowULearn (Parpala & Lindblom-Ylänne 2012) modified from ETLQ (Entwistle et al. 2003); some wording changed to fit the UAS context *Added after HAMK student focus groups **Developed by HAMK Edu researchers		 * 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. 			
	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.			
	Constuctive feedback	I enjoyed participating in SAP. 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.	
	Future	skills	
Generic competences Tuononen (2019); two	Constructing and applying knowledge	I learned to apply theoretical knowledge to practice.	
dimensions Myllykoski-Laine et		Learned to see things from different points of view	
al. (2022) *Added after HAMK student		I learned to see timings from different points of view. I learned to make arguments for my thoughts. During the SAP I learned to solve problems in practical situations.	
focus groups **Developed by HAMK Edu researchers based on the Finnish National Agency for Education publication	Collaboration and communication	The SAP developed my collaboration skills. Studying at the SAP developed my skills in acting as a group member.	
Osaaminen 2035 [Competences		During the SAP learned how to get my points across in	
2035] different interaction situations. Study-related wellbeing			
		Ç.	
Workload **Developed by HAMK Edu researchers	Perception of workload	**The workload matched the received study credits.	
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	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.	
(WAAQ; Bond et al., 2013), developed for the Finnish context (Asikainen et al., 2018)		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 constitutes 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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