

# AllWell?

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## The role of teaching in study well-being

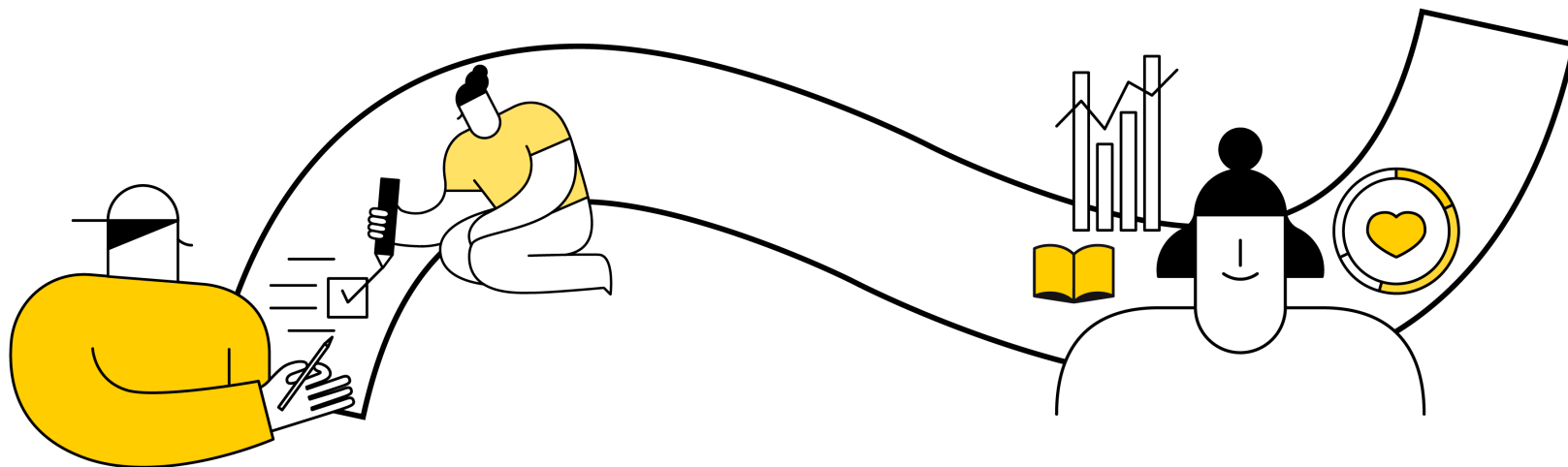
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Aalto-yliopisto  
Aalto-universitetet  
Aalto University



# What is AllWell?



sent to  
**3500 students**  
yearly

assesses **study-skills** and  
**study-well-being**, the quality of  
teaching and peer support

# What is AllWell?

The AllWell? questionnaire is an annual questionnaire administered to **2nd year Bachelor's and 1st year Master's students** of Aalto University (about 3500 students yearly)<sup>1</sup>.

The questionnaire assesses students' **study-skills and study-well-being, the quality of teaching, as well as peer support** through qualitative and quantitative measures, and is used not only to support students in their personal development, but also to develop the quality of teaching at Aalto University.

The study well-being questionnaire uses scales based on the "HowULearn" questionnaire, developed at the University of Helsinki<sup>2</sup>, and applies the „study ability model“<sup>3</sup> to structure students' ability to study.

<sup>1</sup> Response rate: 46% in 2019

<sup>2</sup> See Parpala & Lindblom-Ylänne, 2012

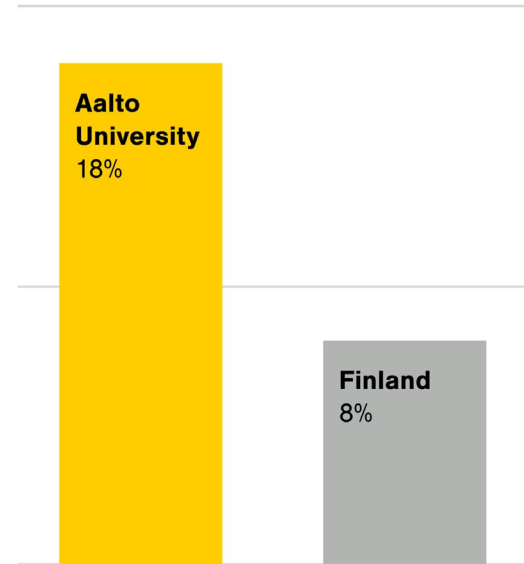
<sup>3</sup> The study ability model (Kunttu, 2005) divides study ability into student's own resources, study skills and motivation, teaching and study environment.

# Main findings from the AllWell? questionnaire

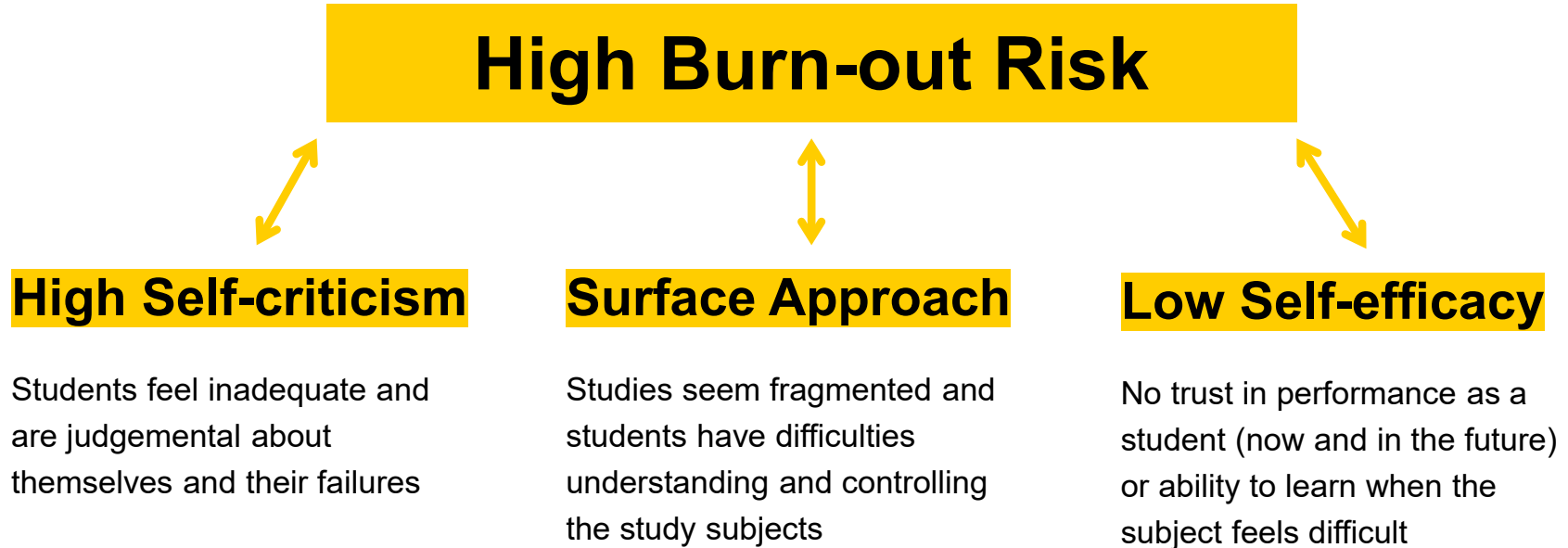
Throughout 2017–2019, around **20%** of Aalto University students were at **high risk** of study-related burn-out<sup>1</sup>.

That is **more than twice** the national average<sup>2</sup>.

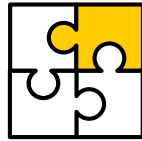
Percentage of students with high burn-out risk



**Network analyses have shown that students' burn-out risk is tightly linked to self-criticism, surface approach to learning and self-efficacy.**



Teaching can have a **positive impact** on students' burn-out risks by lowering surface approach and increasing self-efficacy.



## Low Surface Approach

Studies seem coherent and students have no difficulties understanding and controlling the study subjects



## High Self-efficacy

Trust in performance as a student (now and in the future) and ability to learn when the subject feels difficult

**Why is students' well-being  
so important?**

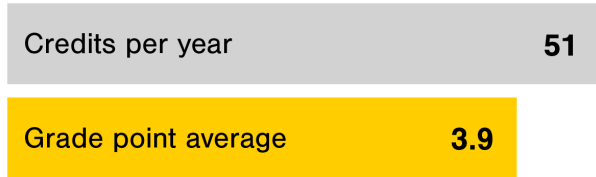


Students' level of burn-out risk not only affects their well-being, but is also linked to their **academic performance**<sup>1</sup>.

Students with lower burn-out risk levels **perform better** in regard to both grades and credits.

0 ————— 60

### No burn-out risk



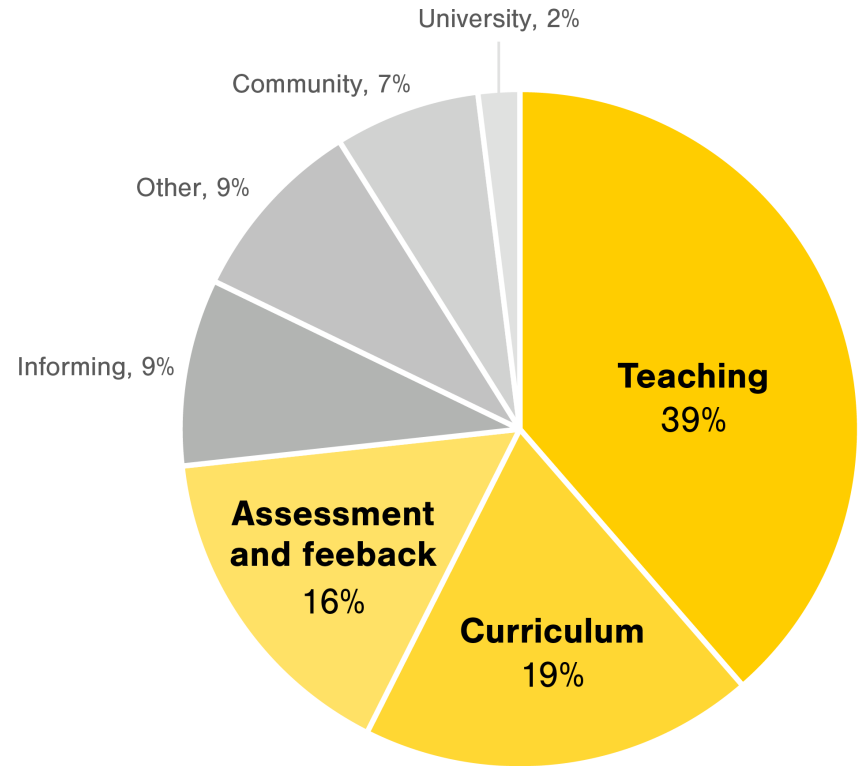
### High burn-out risk



1 ————— 5

**What can we do to improve  
student well-being?**

When we asked students what would help to improve their well-being, around 75% of answers pinpointed **teaching related issues** as a main factor<sup>1</sup>.



# What (many of our) students say about ...

## Teaching practices, pedagogy, alignment

„More diverse teaching, now really outdated lectures, exercises and exams. [...] I feel that for many courses the **main goal is not learning**, but rather passing.“

## Curriculum

„In my program, course managers should **communicate more** with each other for two reasons. Firstly, the course content overlaps severely.[...] Secondly, the courses in the same period should be sequenced in terms of workload.“

## Assessment and feedback

„[...] In fact, I learned far the most from common courses which have made a lot of tasks / cases from / learning diary during the course and has not been in the exam. The exams just get stressed and they go crazy and then the next day you forget everything. [...] I think the best courses are those with both group and individual assignments.“

# How we can improve students' well-being through teaching?

Based on insights from the AllWell? data and programme-level AllWell? visits, there are **three big areas** of developmental actions that can help to improve students' study wellbeing.

Increasing cooperation,  
communication and co-planning  
between teachers

Reducing course and curriculum  
level workload

Focusing on feedback and  
assessment practices that support  
learning

**With the help of the annual study well-being questionnaire AllWell?, we gain research-based knowledge for planning pedagogical development and teaching curricula.**

**Read more about how we can improve students' well-being through teaching:**

<https://www.aalto.fi/en/services/pedagogical-training-main-page>

<https://www.aalto.fi/en/services/curriculum-design-course-planning-and-student-well-being-three-things-to-take-into-account>

<https://www.aalto.fi/en/services/supporting-student-well-being-allwell-counter-feedback>

