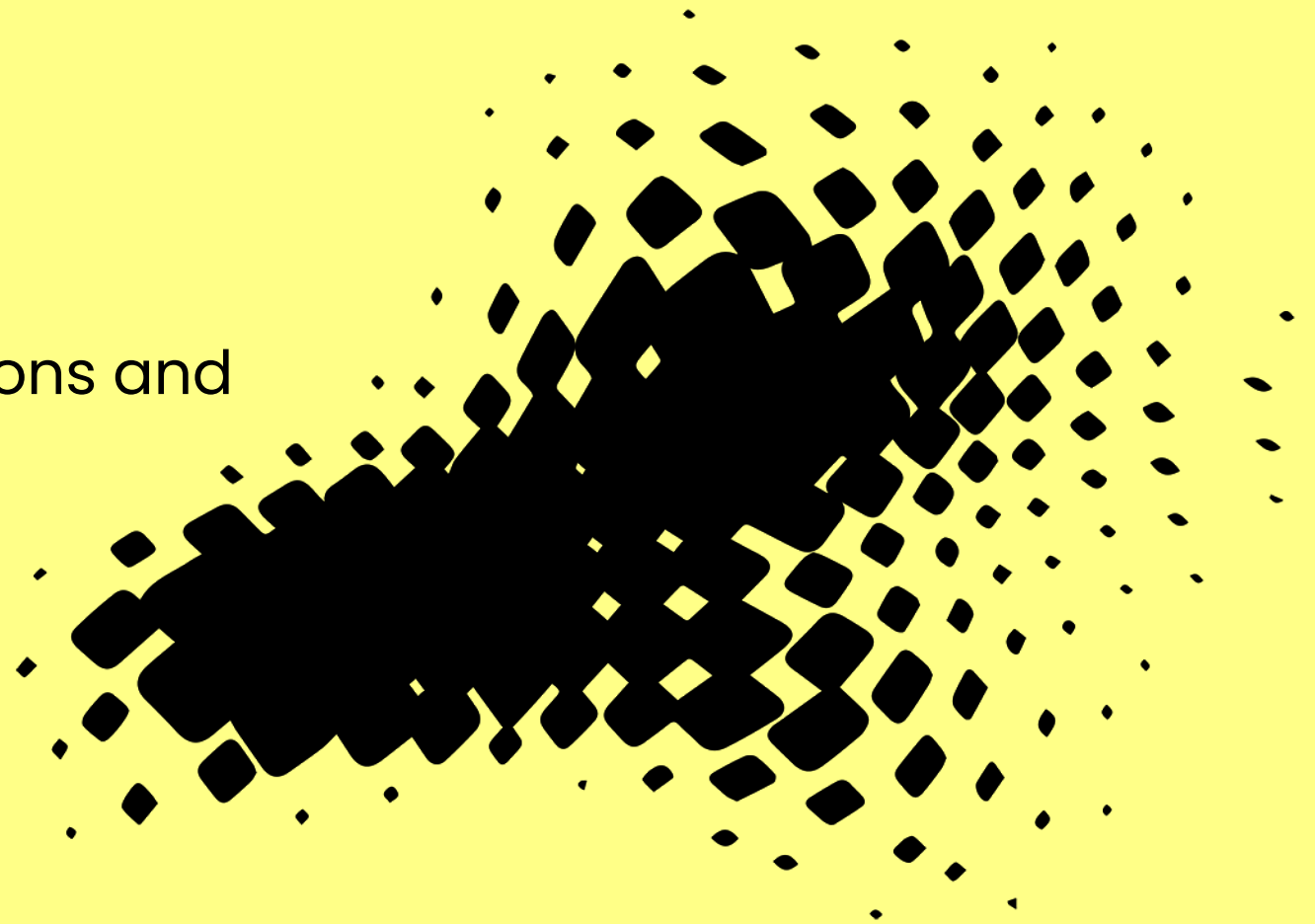# Study ability

Good practices, recommendations and network cooperation

Ville Nevalainen &
Leena Penttinen

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Supporting study ability

- The report is based on recommendations for supporting study ability, which were made on the basis of a preliminary study (Auvinen & Vainio 2022): the material consisted of guidance development projects, higher education institutions' study ability support practices and guidance field literature.

- The summary has theme-specific tables from the perspective of guidance in the supporting of study ability
  - of identified good practices and well-functioning networks in the field of higher education
  - proposed measures for higher education institutions, their cooperation and development projects
  - proposals for developing personnel competence as part of higher education pedagogy and guidance training

- Conclusions
  - Of supporting study ability in the framework of continuous learning and lifelong guidance

Study ability model as a guiding framework for the guidance and support of continuous learners

Recommendation on utilising the study ability model

- In supporting guidance and individual study skills in the study path continuum

- In curriculum work

- In wide-ranging development of degree programmes and education

- In the strategic management of higher education institutions

Study ability and pedagogical well-being

Actors	Good practices	Recommendations	Staff competence
Higher education institutions	• Study ability model • The KOHO project compiles higher-education-institution-specific good practices for supporting study ability to a databank in the aoe.fi service in 2023		• Utilising the study ability model in the higher education pedagogy training and continuing education of teaching staff
Networks	• Expert networks on study ability and pedagogical well-being: KOHO, study psychologists, special needs teachers, Kouke		
Digivisio 2030		• Tailoring the study ability model to the context of continuous learning: workshops with networks & as a target of the guidance theme group	• National open webinar

Developing Personal Study Plan (PSP) guidance

Actors	Good practices	Recommendations	Staff competence
Higher education institutions		• Investigating and developing the current state of PSP guidance in higher education institutions	• Investigating and supporting the competence of PSP counsellors
Networks			
Digivisio 2030		• Building a modular PSP tool for continuous learning needs • Developing PSP visualisation methods based on learning analytics and artificial intelligence	

Support for returning to studies at higher education institutions

Actors	Good practices	Recommendations	Staff competence
Higher education institutions			
Networks			
Digivisio 2030		Supporting and activating continuous learners to return to studies: 1. Mapping good practices that support returning to studies and developing guidance 2. Using analytics and artificial intelligence to identify and contact drop-out students	

Development of career guidance

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Actors	Good practices	Recommendations	Staff competence
Higher education institutions	• Higher-education-institution-specific digital self-assessment tools, online platforms and solutions utilising artificial intelligence	• Structuring the career guidance service package: the utilisation of guidance tools, the strategic structuring of tasks and roles in higher education institutions	• Developing competence concerning career guidance methods and tools • Perceiving the scope of tasks in career guidance
Networks	• Aarresaari network • Project cooperation in career guidance development		
Digivisio 2030		• Developing digital self-assessment tools and solutions utilising artificial intelligence for continuous learning needs (e.g., competence data) • Building support for individual study and career planning from the perspective of continuous learning (see also support for returning to studies)	

Strengthening peer support and community spirit

Actors	Good practices	Recommendations	Staff competence
Higher education institutions	• Introducing good practices developed in higher education institutions' activities and projects (for example, KOHO)	• Organising diverse peer support activities • Developing peer counsellors' training and support forms	• Developing the competence of teaching and guidance staff to increase equality and community spirit
Networks			
Digivisio 2030		• Developing forms of peer support activities for continuous learning needs • Developing digital platforms so that learners can encounter each other by area of interests and topic	

Supporting study skills in the study path continuum

Actors	Good practices	Recommendations	Staff competence
Higher education institutions	• Plenty of good study path practices exist: compiled to the aoe.fi service in the KOHO project in 2023	• Higher-education-institution-specific structuring of study skills support practices in the study path continuum (including transitions in the application and graduation stages)	• Identifying the role and responsibilities and the pedagogical and guidance task of those working in different tasks regarding study skills support
Networks	• The ESOK network, Erilaisten oppijoiden liitto, the networks of study psychologists and special needs teachers		
Digivisio 2030		• Developing support and services for study skills to continuous learning through national cooperation (e.g., opintotaidot.fi)	

Developing accessibility

Actors	Good practices	Recommendations	Staff competence
Higher education institutions	• Accessibility criteria prepared by the ESOK network	• Engaging students and staff in the planning of learning and studying environments • Benchmarking of good accessibility practices between higher education institutions	• Increasing staff's accessibility competence
Networks	• The ESOK network		
Digivisio 2030		• Cooperation in national accessibility promotion (e.g., situational analysis and development in different learning environments)	

Utilising learning analytics

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Actors	Good practices	Recommendations	Staff competence
Higher education institutions			• Utilising learning analytics in teaching and guidance
Networks			
Digivisio 2030		• Identifying key guidance needs and opportunities for artificial intelligence, learning analytics and digital learner tools and developing them, especially in continuous learning	

Conclusions

- **Promoting sustainable continuous learning requires that lifelong guidance is taken into account comprehensively also in Digivisio 2030.** Digivisio has the opportunity to participate in dismantling inequalities in the Finnish society. It can critically examine the ethical nature and effectiveness of digital solutions from the perspective of promoting educational equality, non-discrimination and accessibility.

- **When developing staff's competence in e-learning and guidance, it is important** that long-term, research-based development work is taken into account when designing e-learning training. This has been done in higher education pedagogy and teaching both separately and nationally.

- **Higher education experts are already sharing their competence and assessing and developing good practices and new operating models together in different cooperation networks.** The Digivisio 2030 project could strive for closer cooperation with existing networks. The network's expertise could be utilised especially in developing learners' individual services to the platform for continuous learning.

Ville Nevalainen
Tampere University of Applied Sciences
ville.nevalainen@tuni.fi

Leena Penttinen
University of Jyväskylä
leena.m.penttinen@jyu.fi

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