

GENERAL INFORMATION	
Title	University sports fostering wellbeing for all
Key words	physical wellbeing, psychosocial wellbeing, student life
Objectives	Providing all students and staff opportunities to do physical exercise; Supporting physical and psychosocial wellbeing
Phase of studies (<i>Choose all phases it applies</i>)	Access - Retain X Graduation X Transition to work-life X (only if working at the university)
Type of degree (<i>Choose all degrees it applies</i>)	Bachelor's X Graduate X Master's X
Level (<i>Choose all levels it applies</i>)	International National X Institutional X Faculty X Group X Individual x
Name of the institution	University of Jyväskylä
Location (<i>City and country</i>)	Jyväskylä
Target group/s	All students and staff members
Stakeholders involved	University sports staff (administration and instructors) Student association Finnish students sport association Health work group (internal and external stakeholders) Finnish Student Health Service Finnish sport associations University subject associations University student services University space services Department of communication Faculties (Goodies model, job training, Master's thesis)

	<p>Students Other university staff members</p>
<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>University sports is a university unit in charge of organizing sport activities both for students and university staff members. It works in close collaboration with Student association, which is a member of Finnish students sport association. Other important external stakeholders are Finnish sport associations. University sports also works closely with Finnish Student Health Service, for example, in Health work group (internal and external stakeholders). There is internal collaboration also with university's subject associations, student services, space services and department of communication. Collaboration with faculties is based, for example, in Goodie operating model providing support for students. Students also do Master's thesis and job training at University sports. There is also collaboration at an international level, for example, in different exchange projects. University sports offers some courses also to members of polytechnics in the same city. From the university students' perspective, students can buy a sport sticker (approx. 65 euros) which will give them access to all group fitness and ballgame activities. Separate courses can be attended based on course fee, which is around 20-50 euros per course. There is also a free sport course which students can take as a part of their studies (up to 4 credits). During 2 credits lasting course, students can choose amongst 30 different types of activities (a total of 15 sessions). In addition to this, there is a gym available free of charge. University sports also supports student and staff in selecting activities they are interested in and by providing information related to them. All students are encouraged to participate in activities, also students with physical health problems (e.g., overweight), mental health problems, hearing disability, foreign students, students with low incomes, etc....</p>

A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>https://www.korkeakoululiikunta.fi/en (in English)</p>
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>University sports has been working nearly 45 years. A free sport course for students had existed nearly since the beginning of its existence. Historically the focus was more on ballgames but in recent decades the offer has been widened out significantly. It looks like these practices are already stabilized and will continue also in the long run.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>Academic sports (group fitness, ball games and gym) is available for both the university and polytechnics (JAMK and Humak) in the city, course offer is only available for university members. Based on the ongoing Master's theses, the most active users at the university are from the Faculty of Sport Science (approx. 80 % of their students participate) and the</p>

	<p>least active users are from the IT faculty (approx. 29 % of students). The percentage of users in other faculties is around 50-60%. In collaboration with Finnish Student Health Service, University sports aims at identifying services for physically more passive students or students, who are not oriented to group sport of ball games.</p>
<p>A4. SCALABILITY (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>University sports has already been scaled up to offer services to other high education institutes in the city. Scaling up the services require, however, further resources (time, money, personnel).</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>Target groups are already wide: students, staff members, people with varying ages, varying sizes and varying health conditions, etc. participate. The model has already been partially transferred to other high education institutions. Good practices are exchanged in collaboration with various stakeholders at national level. There has also been exchange with countries such as Malta, Italy, Spain and Germany. Based on these experiences, there may be cultural differences obstructing the transfer. For example, in some countries university sport may be more focused on professional sport than physical exercise for ordinary people. Activities may also be more expensive, fixed and closed.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>University sports gathers feedback in many ways. There is, for example, a wide board where users can leave their messages. Messages written in one week’s time are photographed and saved for the analysis. Feedback is also provided in Facebook. Surveys have been used to evaluate services. In addition to internal surveys, surveys conducted by Finnish Student Health Service at national level provide feedback. Student association has also organized theme weeks for expressing complains or providing positive feedback. Participants in the sport course write their learning diaries and also provide general feedback at the end of the course. University sports organizes coffee sessions with trainers so as to discuss and share feedback and concerns with them. Finally, studies such as Master’s thesis made on this theme support the development work. Feedback and evaluation results are used in order to improve the program. University sports is very open to suggestions. For example, the sport course contents can be modified during the academic year based on students’ suggestions.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Anneli Mörä-Leino Head of Sports Office anneli.mora-leino@jyu.fi</p>

B. CONTENT EVALUATION CRITERIA				
B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)				
<p>B1.1 Self-determination Rate and Justify (max. 70 words)</p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
		<p>Activities are designed, enacted and evaluated in close collaboration with students (student association, subject associations, individual students...). Lots of changes have been made based on student suggestions.</p>		
<p>B1.2 Rights Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
		<p>Students are encouraged to participate no matter what their background or skill level is. As an example of valuing individual's cultural systems, Indian students suggested cricket, an Irish student suggested organizing Gaelic football and German student suggested adding hand ball into offer. Both of these, not traditionally Finnish sports were added to offer leading to introducing and spreading these practices in Finland. On the other hand, in the feedback from foreign students, they express that it has not been problematic to participate in activities such as Finnish traditional dance lessons. Trainers but also Finnish students help their colleagues with language difficulties, when the language of instruction is Finnish. On the other hand, in sport, body language is a useful tool for communication.</p>		
<p>B1.3 Access Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
		<p>The focus is not in competition but in providing everyone opportunities to exercise sport. Trainers make efforts in order to adapt the activities for participant students, for example, by differentiating activities based on skill level. Neither is there a time limit for accomplishing the objectives – students can start whenever they want and process on their own pace. There are also courses in English. Activities are economical and even free activities are organized. Even equipment is lent for people or group not having their own equipment. Information is made available on webpages (Finnish and English) and in information sessions provided for users. As a challenge, it is not always easy to reach foreign students, who are also less familiar about the services. Also, based on Finnish laws, no list of students</p>		

	with special needs can be created so as to protect their rights. This on one hand, makes reaching them as more difficult.			
<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input checked="" type="checkbox"/>	<i>Very well</i> <input type="checkbox"/>
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>Multiple internal and external stakeholders in various levels collaborate (see description). One of the latest collaboration was related to training sport tutors for each faculty in collaboration with the Student association. Organized events such as a bicycle trip to hut of Jyväskylä Latu (a non-competitive sport club organizing mainly nature sport activities) have also resulted to spontaneous collaborations. For example, a foreign group of participants created a Facebook group for organizing visits to nature in Jyväskylä area.</p>			
<p>B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</p>	<p>Based on feedback provided by students on the sport course, they value experiences obtained during it. They perceive that the climate is open and permissive. It has helped some students to get rid of negative opinions about sports. Based on the ongoing Master's thesis, physical fit, good and refreshing overall feelings motivate to do sports, while doctor's order or pressure from other people does not motivate.</p>			

<p>B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>Based on the ongoing Master's thesis, activities promote physical and psychological wellbeing and satisfaction. As commented by foreign students, activities have also provided opportunities for social life.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>The quality and attitudes of trainers working at University sports is important. There is an ambient of trust and overall satisfaction that has been promoted. User statistics are followed so as to keep the offering in balance with number of users. One support element has also been the Faculty of Sport Science at the University of Jyväskylä.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>It is challenging to find the balance between economical access for all and good services. The prizes are going to raise somewhat in the future. However, there continue to be free offer available as well. Maintaining and developing wellbeing and health are also economically and socially beneficial both for the individual and for the society.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>One challenge continues to be how to motivate people with negative perceptions of physical exercise. Some people also view lack of time as a problem. Some specific user groups also need better attention (e.g., faculty of IT). There is also a need to provide company for students who do not want to do sport alone. Also communication and marketing requires efforts.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)