



Assessing Wellbeing in Education: A How-to Guide and Demonstration

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Festival of Positive Education

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Overview

1. What is 'Assessing Wellbeing in Education':
 - History & development
 - Assessment content
 - Assessment process and usability
 - Cool features
 - Reports and data

- Ethical issues
- Feedback to date

2. Live demonstration
3. Wellbeing activities
4. Lollies



AWE: History and Development

- 4th October 2013 – Aaron email's Mike with an idea
- 30th November 2013 – Business plan drafted
- 11th February 2014 – Development of the 'student assessment' to complement WoW assessment
- 16th March 2014 – Employed an IT company to build AWE (originally called APE)
- April – September 2014 – build, testing, refinement
- 28th October 2014 – Frist school registration
- Team expanding: Aaron, Mike, Sarah and Denise



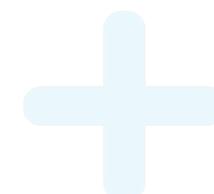
AWE: Assessment Objectives

- Aim:
 - The aims in developing the AWE assessment were to utilise current assessment science to empirically measure, **track** and report on school community wellbeing (students, school staff, and parents)
- Methods:
 - In creating this assessment tool, best practice online measurement guidelines and recommendations for online psychometric testing were adhered to (i.e., American Psychological Association Internet Task Force guidelines: Naglieri, Drasgow, Schmit, Handler, Prifitera, Margolis, & Velasquez, 2004).

AWE: Assessment Content

- Questions

	Adult Assessment (Staff, parents)	Student Assessment
Global Wellbeing	14 questions	5 questions
Domain Wellbeing	10 questions	5 questions
School / Work Wellbeing	19 questions – work wellbeing	10 questions – school wellbeing
Component Wellbeing	7 questions (up to)	7 (questions (up to)



AWE: Assessment Content

- Example Questions: Adults
 - How satisfied are you with your workplace relationships?
 - How much control over the important aspects of your job do you have?
 - To what extent are you using your strengths in your job?
 - In general, how rushed and pressured for time do you feel in your job?
 - In general, how satisfied are you that your school supports and enables student wellbeing?



AWE: Assessment Content

- Example Questions: Students
 - My relationships with other students at school are fantastic.
 - I feel like I fit in at my school.
 - I get bullied by students at my school.
 - I am able to deal with my problem at school.
 - The teachers at my school care about me.



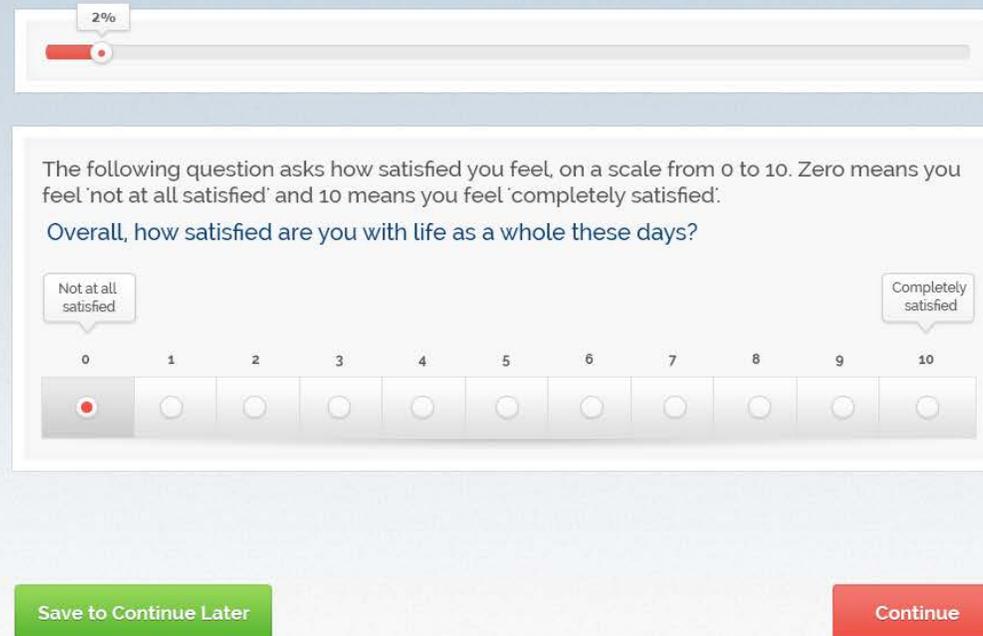
AWE: Assessment Content

- Qualitative Questions: Both Adults and Students
 - What one thing, more than anything else, makes your school a great place?
 - What one thing, more than anything else, needs to change to make your school a great place?



AWE: Assessment Process

- A focus on usability: Mean = 4 ½ minutes for students, 9 minutes for adults.

A screenshot of the AWE assessment interface. At the top, a progress bar shows 2% completion. Below it, a text box explains the question: "The following question asks how satisfied you feel, on a scale from 0 to 10. Zero means you feel 'not at all satisfied' and 10 means you feel 'completely satisfied'." The question is "Overall, how satisfied are you with life as a whole these days?". Below the question is a horizontal scale from 0 to 10. The scale has radio buttons for each number. The button for '0' is selected, with a tooltip that says "Not at all satisfied". The button for '10' has a tooltip that says "Completely satisfied". At the bottom of the interface, there are two buttons: a green "Save to Continue Later" button and a red "Continue" button.

AWE: Cool Features

- Bullying, key word, and low-wellbeing warnings
- Raw results to all questions in report appendix →
- Add questions (free-text, scale, grid)
- Add measures (50 of the best)
- Research consent form
- Full technical manual on website – fully transparent

Appendix A – Raw Results

— Current Assessment Score — Previous Assessment Score

Global Wellbeing

SQ1. The following question asks about how happy you felt yesterday on a scale from 0 to 10. Zero means you did not experience the feeling of happiness "at all" yesterday while 10 means you experienced the feeling of happiness "all of the time" yesterday.

How happy were you yesterday?

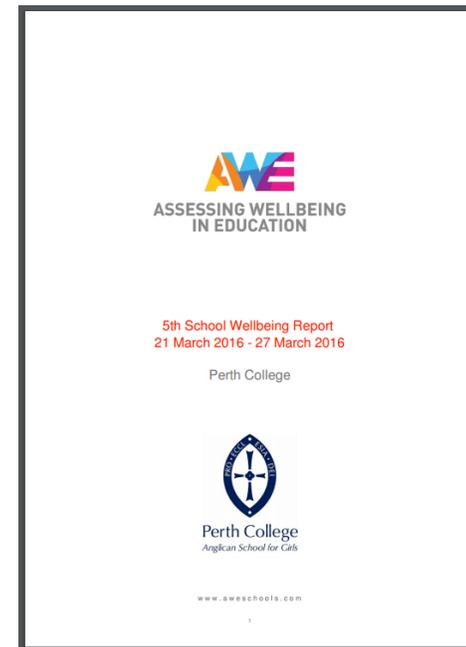
Did not feel happy at all yesterday Felt happy all the time yesterday

0 1 2 3 4 5 6 7 8 9 10



AWE: Cool Features

- Upload users
- Free-text reports
- Sub-group reporting
- School logos on all reports 
- Flexible assessments scheduling
- Overtime graphs



AWE: Reports

School report

Adult report

Student report

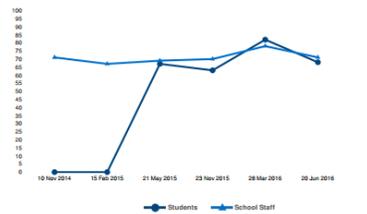
Your School's Wellbeing Over Time

AWE recommends caution in comparing wellbeing – the scores are more useful for seeing how your school's wellbeing is changing over time. The below graphs indicate how the main metrics and wellbeing indicators assessed and reported on above have changed over time. If this is your school's first assessment, only one data point will display and additional data points will be added in this section over time. If this is your school's first AWE assessment, you should skip this section of the report.

	This result	Last result	Your average	Your all time high	Your all time low	AWE average	Top 25% result **
AWE-Some score (%)	69	31	71	82	64	68	80
Happiness (0/10)	7	7	7	7	7	7	8
Resilience (%)	66	66	44	68	0	68	80
Health / Lifestyle (%)	72	64	45	72	0	64	78
Wellbeing Enablement (%)	71	75	48	75	0	64	78

Note: AWE-Some score includes only student results. All other scores are a combination of student and adult averages.
** Top 25% result* represents the result of a person who falls at the 75th percentile in the data range.

AWE-Some Score



This graph displays the AWE-Some wellbeing indicator over time. This graph will display up to your school's most recent 10 assessments.

Work Wellbeing

The following ranks average school staff and parents answers to the work wellbeing questions. For the blue questions, higher scores are better. The four questions in orange are negatively phrased so a low score is better.

Question	School staff (8)	Parents (9)
Work meaning How meaningful is the work you do? <i>Not at all meaningful</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely meaningful</i>	7	7
Work effort On average, how much effort do you put into your job on a daily basis? <i>No effort at all (0%)</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Complete effort (100%)</i>	7	7
Job satisfaction All things considered, how satisfied are you with your present job? <i>Not at all satisfied</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely satisfied</i>	7	7
Work motivation How motivated are you in what you are doing for your job? <i>Not at all motivated</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely motivated</i>	7	7
Work relationships How satisfied are you with your workplace relationships? <i>Not at all satisfied</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely satisfied</i>	7	7
Work pride How proud do you feel to work for your organisation? <i>Not at all proud</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely proud</i>	7	7
Work competence To what extent are you successful at completing difficult tasks and projects in your job? <i>Not at all successful</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely successful</i>	7	7
Valued at work How valued do you feel by your manager? <i>Not at all valued</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely valued</i>	7	7
Work autonomy How much control over the important aspects of your job do you have? <i>Not at all in control</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely in control</i>	7	7
Work happiness How happy do you generally feel at work? <i>Not at all happy</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely happy</i>	7	7
Work vitality In general, how alive and vital do you feel in your job? <i>Not at all alive and vital</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely alive and vital</i>	7	7
Work strengths To what extent are you using your strengths in your job? <i>Not at all using my strengths</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely using my strengths</i>	7	7
Work / life balance How satisfied are you with the balance between the time you spend on your paid work, and the time you spend on other aspects of your life? <i>Not at all satisfied</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely satisfied</i>	7	7
Job security How worried are you that you might lose your job in the next six months? <i>Not at all worried</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely worried</i>	7	7
Intention to leave How likely is it that you will leave your job in the next six months? <i>Not at all likely</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely likely</i>	7	7
Time pressure In general, how rushed and pressured for time do you feel in your job? <i>Not at all rushed</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely rushed</i>	7	7
Work stress On average, how stressful is your job? <i>Not at all stressful</i> 0 1 2 3 4 5 6 7 8 9 10 <i>Completely stressful</i>	7	7

Flourishing

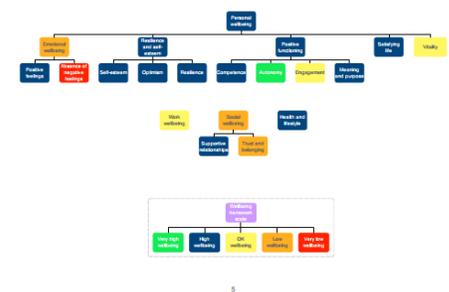
In the last part of the global wellbeing section you answered eight questions from a scientific measure called the Flourishing Scale. These questions investigated your perceptions on aspects such as leading a meaningful life, having supportive and rewarding social relationships, and being optimistic about the future. These eight questions assess psychological 'flourishing' which is defined as 'living within an optimal range of human functioning, one that implies goodness, generativity, growth, and resilience'. In essence, flourishing involves high levels of wellbeing and psychological wealth; a high score represents an individual with many psychological resources and strengths.

Research suggests that flourishing individuals learn more effectively, are more productive at work, more likely to contribute to their communities, enjoy better social relationships and emotional health, experience less limitations on daily activities, and have better health and life expectancy. Beyond the individual benefits, flourishing is also associated with a range of workplace benefits including reduced absenteeism, greater engagement, enhanced productivity, and lower health care costs.

Possible scores on this scale range from 8 to 56 (you scored 46), but after converting your score so that it is now out of 100, your score on the Flourishing Scale was 79/100. This score indicates that you have low flourishing.

Wellbeing Framework

The three main metrics above (your 'AWE factor' or global wellbeing, your qualitative feel of happiness, and psychological flourishing) are good indicators of how you are faring in general. Below is a broader snapshot of your personalised 'wellbeing framework', which is based on a similar common framework a variety of countries are using to take account of their wellbeing. This framework looks across your AWE assessment so that you can easily identify the components and indicators that are building or hindering your wellbeing – the lower components in this framework are more process orientated elements that build into the higher more outcome based elements. The graphic is colour coded so that you can see where you're doing well, and where you can improve.



Your Wellbeing Over Time

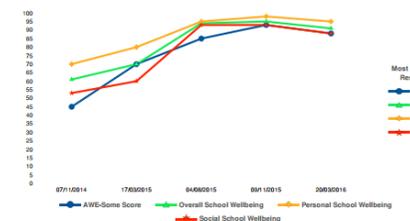
AWE recommends caution in comparing your wellbeing to others – the scores are more useful for seeing how your wellbeing is changing over time.

	This result	Last result	Your average	Your all time high	Your all time low	AWE average	Top 25% result *
AWE-some score (%)	68	93	76	93	45	68	80
Happiness (0/10)	8	8	8	9	6	7	8
Overall School Wellbeing (%)	91	95	82	95	61	79	89
Social School Wellbeing (%)	95	98	88	98	70	79	89
Personal School Wellbeing (%)	88	93	77	93	53	79	89
Resilience (%)	77	93	79	93	63	68	80
Health / Lifestyle (%)	80	78	72	90	30	64	78

** Top 25% result* represents the result of a person who falls at the 75th percentile in the data range.

The below graphs indicate how the main metrics and wellbeing indicators assessed and reported on above have changed over time. If this is your first assessment, only one data point will display and additional data points will be added in this section over time. If this is your first AWE assessment, you should skip this section of the report.

Global and School Wellbeing



This graph displays four of your main wellbeing indicators over time – one global wellbeing score, and three school wellbeing scores. This graph will display up to your most recent 10 assessments.

Dashboard

Welcome, [Name]

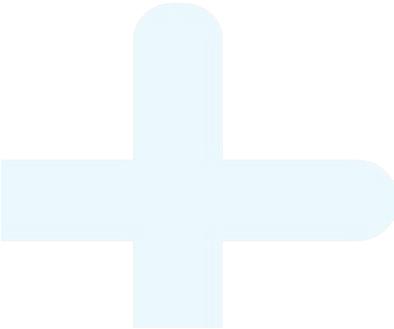
School: Geelong Grammar School

AWE: Data and Dashboards

	A	B	C	D	E	F	G	H	I	J	K
1	Person ID	School Name	Adult or Stuc	School Relationship	Subgroup	Assessmen	Adult/Stud	School Asses	StartDate	EndDate	Total Assessment Time
2	4156	Elmont High School	Student	Student	Level 2	Custom	1	1	7/01/2015 11:34	7/01/2015 11:35	0:00:59
3	4157	Elmont High School	Student	Student	Level 1	Custom	1	1	7/01/2015 11:38	7/01/2015 11:39	0:01:13
4	4158	Elmont High School	Student	Student	Level 1	Custom	1	1	7/01/2015 11:42	7/01/2015 11:43	0:01:13
5	4159	Elmont High School	Student	Student	Level 1	Custom	1	1	7/01/2015 11:43	7/01/2015 11:44	0:00:44
6	4160	Elmont High School	Student	Student	Level 1	Custom	1	1	7/01/2015 11:45	7/01/2015 11:46	0:00:59
7	4161	Elmont High School	Student	Student	Level 2	Custom	1	1	7/01/2015 11:47	7/01/2015 11:48	0:00:56
8	4162	Elmont High School	Adult	Parent	Level 1	Custom	1	1	7/01/2015 12:00	7/01/2015 12:04	0:04:05
9	4163	Elmont High School	Adult	Parent	Level 1	Custom	1	1	7/01/2015 12:11	7/01/2015 12:12	0:01:15
10	4164	Elmont High School	Adult	Parent	Level 1	Custom	1	1	7/01/2015 12:13	7/01/2015 12:14	0:01:31
11	4165	Elmont High School	Adult	Parent	Level 1	Custom	1	1	7/01/2015 12:15	7/01/2015 12:17	0:01:53
12	4166	Elmont High School	Adult	Parent	Level 1	Custom	1	1	7/01/2015 12:18	7/01/2015 12:19	0:01:16
13	4167	Elmont High School	Adult	School Staff	Level 2	Custom	1	1	7/01/2015 12:21	7/01/2015 12:23	0:02:27
14	4168	Elmont High School	Student	Student	Level 3	Custom	1	1	7/01/2015 20:41	7/01/2015 21:13	0:31:50
15	4169	Elmont High School	Student	Student	Level 2	Custom	1	1	7/01/2015 21:16	7/01/2015 21:17	0:01:08

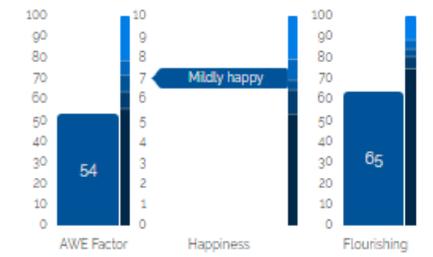


	L	M	N	O	P	Q	R	S	T	U	V	W	X
Using Res	I have	Email	Email r	AQ1 Glc	AQ2	AQ3	AQ4	AQ5	AQ6	AQ7	AQ8	AQ9	AQ1
Yes	Yes	No	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	No	No	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	No	No	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yes	Yes	Yes	Yes	7	8	8	8	2	7	5	5	5	
Yes	Yes	Yes	Yes	8	8	9	8	1	7	5	5	5	
Yes	Yes	Yes	Yes	7	7	8	5	3	7	3	3	4	
Yes	Yes	Yes	No	6	6	7	6	3	7	4	4	4	
Yes	No	Yes	No	7	6	7	5	4	7	3	4	5	
Yes	Yes	Yes	Yes	5	7	8	7	2	7	5	5	5	
Yes	Yes	Yes	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Yes	Yes	No	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

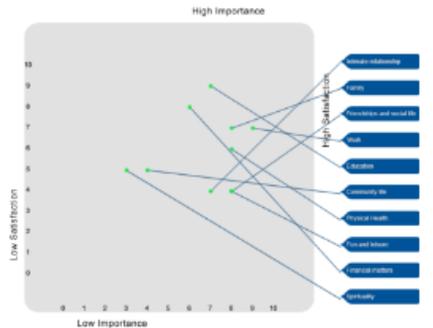


Latest Results

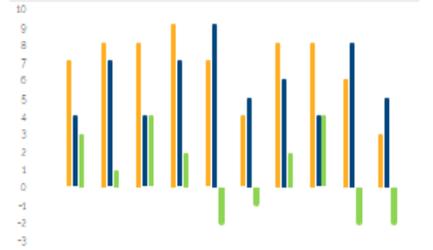
Download Latest Report



On the whole it seems like you have very low wellbeing. You reported that you are mildly happy, and your scores indicated that you have very low flourishing.



Your domain wellbeing scores indicate that across most aspects of your life, your wellbeing is very high. This means that you are satisfied with most life domains.



Your next assessment period will be 11 July 2016 to 17 July 2016.

Disclaimer: The AWE Report and associated results should not be used to replace the advice of a qualified professional. If you are experiencing significant psychological difficulties you should contact your doctor or a qualified mental health professional.

Share Report

You can share your report with up to three people. Enter their email addresses below and then select Share Report Now.

Enter email address Remember email?



Enter email address Remember email?



Enter email address Remember email?



Share Report Now

You can automatically share your report every time you complete an assessment. Enter an email address below and then select Update Email.

Enter email address

Update Email

Recommend AWE

You can recommend AWE to a friend. Enter their email address below and then select Recommend AWE. To see a copy of the email text, [click here](#). You will be cc'ed on the email sent.

Enter email address

Recommend AWE

AWE: Ethical Issues

- Prominent disclaimers
- Privacy protected
- Consent to share reports and warnings
- Schools wellbeing contact person put on student reports
- Key word notifications to school – “kill”, “suicide”, “die”

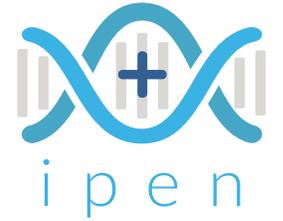
Disclaimer: The AWE Report and associated results should not be used to replace the advice of a qualified professional. If you are experiencing significant psychological difficulties you should contact your doctor or a qualified mental health professional.



AWE: Feedback to Date - schools

"Mercedes College used the AWE survey in 2016 to measure the wellbeing of our staff and students, to assist with both understanding and monitoring any changes in the wellbeing of our school community. The data we received from AWE has been used most recently in a presentation to our whole staff about the importance of our wellbeing, and will be also used to review any changes when we re-test in 2017. The features of AWE that have been particularly useful are: the easy to understand online survey format; questions being based on psychological research; the opportunity to add our own questions to the survey; receiving all of the raw data enabling more in-depth analysis; the individual reports sent to the participants that include suggestions for improving wellbeing; and the student alert system that enabled us to monitor our more vulnerable students. **I would recommend the AWE survey to any educational organisation that wants to make community wellbeing a priority.**"

Tanya Kadak – College Psychologist and AWE Administrator - Mercedes College - June 2016



AWE: Feedback to Date - schools

“We used AWE here in the Kristin Middle School starting in 2015 as we felt that it was important to have a clear measure of how our student body is feeling and as a gage of the impact of our increasing wellbeing offerings. We chose AWE as it has New Zealand based support who are readily available and due to the flexibility it provides to tailor the survey to our individual setting. The students find it easy to register and the reports that are generated allow us to make meaningful changes for the betterment of the programmes we offer”.

Kate Pollard - Assistant Principal, Kristen Middle School



AWE: Feedback to Date - students

- “I really appreciate these types of surveys the school does. it makes me feel important”.
- “This survey has helped me understand my life and where I am at. It has made me more courageous to accomplish big things in life”.
- “This was a very helpful quiz to help understand more about me and to reflect”.
- “I thought this was a great test ad really made me think about my life”.

Live Demonstration



AWE ASSESSING WELLBEING
IN EDUCATION

[INFO](#) [PRICING](#) [CONTACT](#) [LOGIN](#) [REGISTER](#)



Wellbeing assessments for school communities

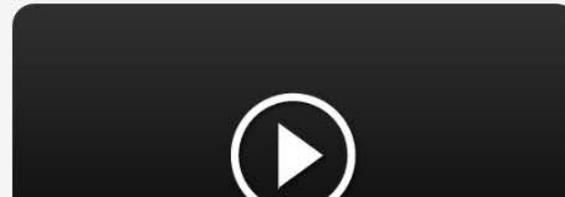
[LEARN MORE](#)

[REGISTER](#)

Students - watch this!



Schools & Adults - watch this!



Wellbeing Activities

Dashboard

Welcome, [Redacted]

 School: Geelong Grammar School

My Activities

The following activities are provided for you to proactively increase your wellbeing. All of the suggested activities below are based on the scientific literature, so have been empirically tested and shown to, on average and for most people, increase wellbeing. However it is important to note that not all activities will be beneficial or work for all individuals or to the same degree. Thus we suggest you read and consider each and try on for size the activities you think will be beneficial for you and for which you would enjoy. Think of these activities as a way to experiment with your wellbeing and to discover first-hand new tools to drive and build your wellbeing.

If at any point you experience psychological difficulties or distress, you should stop and contact your doctor or a qualified mental health professional for assistance.

Activity	Target	Document	Viewed?	Attempted?	Benefitted from?
Gratitude Letter	Gratitude	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gratitude Habits	Gratitude	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three Good Things	Gratitude	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compassionate Self	Compassion	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loving-Kindness Meditation	Compassion	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best Possible Self	Optimism	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closed and Open Doors	Optimism	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth Mindset	Success Mindset	Click here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gratitude Letter

Goal

The goal of this exercise is to increase gratitude by means of a writing exercise.

Instructions

Gratitude is a feeling of being thankful for the people and things in your life. The expression of gratitude brings positive emotions to those receiving and giving thanks. Yet we do not always express our gratitude to the people in our lives. Now here is your opportunity.

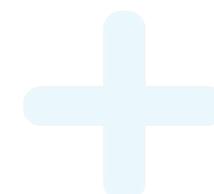
Choose someone in your life that has been helpful and kind to you, yet you haven't had an opportunity to express your gratitude. This person can be a family member (parents, grandparents, children, spouse, etc), a friend, a teacher or coach – anyone that has made a positive impact on your life but has never (or rarely) heard you express your gratitude. Take a moment to think about the things that this person has done that makes you extremely grateful.

In this exercise you are to write a letter of gratitude to this person. Take 10-20 minutes to write this letter expressing your gratitude for what this person has contributed to your life. Use the following points as a guide to help you:

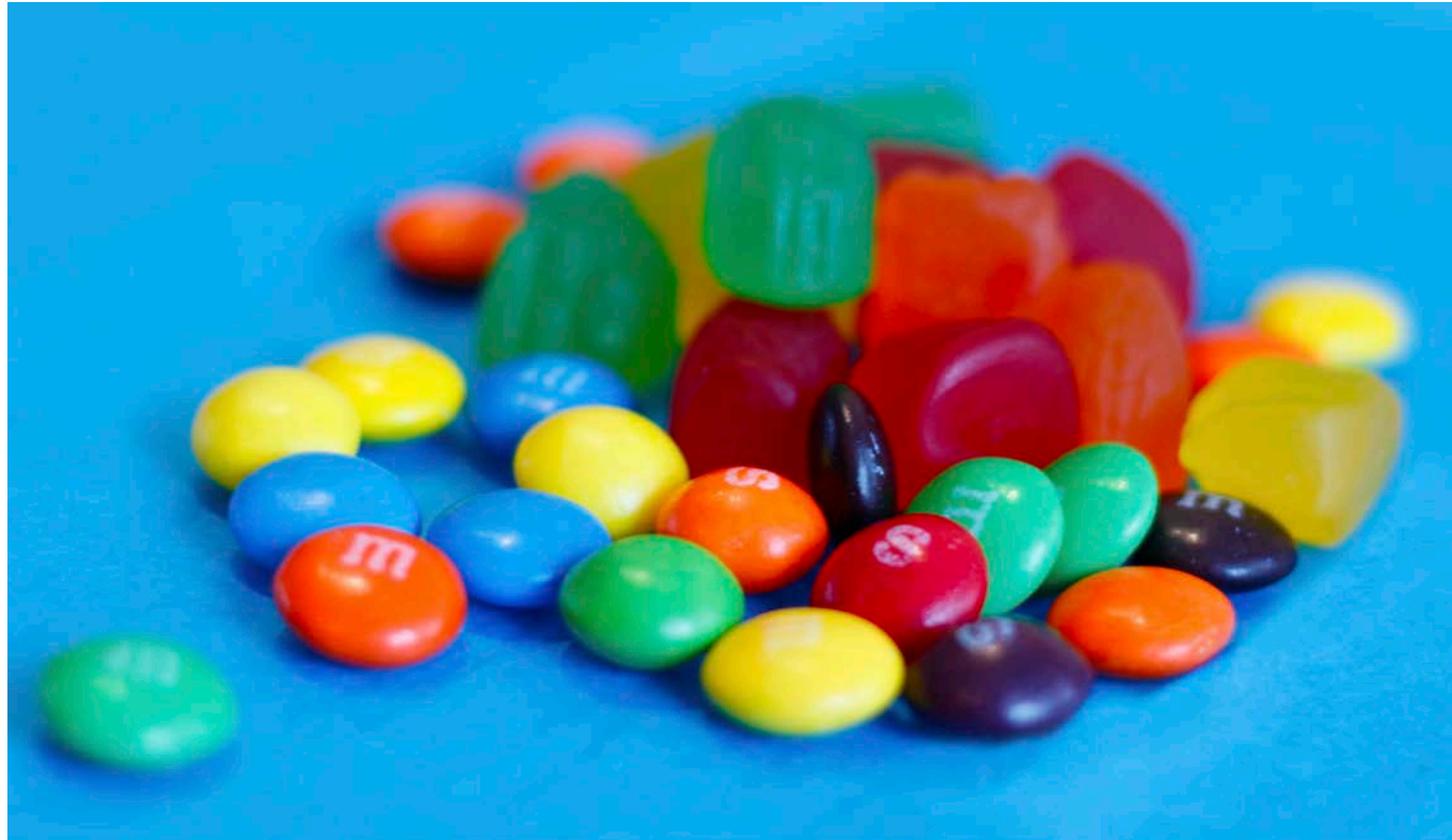
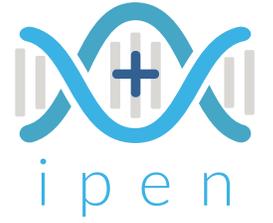
- ▶ Address the letter specifically to the person ("Dear...").
- ▶ Do not worry about grammar and spelling.
- ▶ Directly address the person throughout the letter.
- ▶ Describe specific things that this person has done that made you grateful and how this person's behaviour has affected your life.
- ▶ End the letter by identifying that is from you. (Sincerely... or Love... etc.)
- ▶ If possible, deliver the letter personally and ask the person to read the letter in your presence.

Background

Expressing gratitude to others can have a significant impact on wellbeing. Previous research has indicated that people who regularly express gratitude to others experience improved



Lollies





i p e n

Dr Aaron Jarden & Michael Parker

20th July 2016

Festival of Positive Education

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ASSESSING WELLBEING
IN EDUCATION



ASSESSING WELLBEING
IN EDUCATION