UNIPS - University Pedagogical Support
- A digital solution for teachers' and doctoral students' pedagogical training

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GOVERNMENT KEY PROJECTS

Collaborators in Finland (8 out of 13 universities)

Aalto University: Virve Pekkarinen

Hanken School of Economics: Martti Mäkinen, Alona Chmilewsky & Susanna Taimitarha

Lappeenranta & Lahti University of Technology: Johanna Naukkarinen & Terhi Virkki-Hatakka

University of Eastern Finland: Tuula Heide, Antti Kauppila & Ulla Ritvanen

University of Jyväskylä: Anita Malinen, Kari Toiviainen & Ulla Klemola

University of Oulu: Paula Vaskuri, Merja Maikkola & Pekka Mertala

Tampere University: Sara Selänne & Eila Pajarre

University of Turku: Mari Murtonen, Hanna Nori, Henna Vilppu, Heidi Salmento, Erkki Anto, Neea Heinonen, Samuli Laato & Emilia Lipponen

History

- Based on earlier **UTUPS = University of Turku Pedagogical Support** 2015-2017, funding 95 000 euros

- Finnish network Peda-forum used in finding collaborators in Finland

- Ministry of Education funding for **UNIPS = University Pedagogical Support** 2017-2019, funding 1,8 million euros

STARTING POINT & GOALS:

1. Univeristies were unable to offer University Pedagogy studies **to all** staff members and doctoral students.
2. Most of our target audience had very full schedules, and a **flexible studying** solution was needed for them to be able to complete pedagogical courses.
3. Courses **in English** were needed

→ **Online** courses
→ In collaboration with other universities to have **wider selection** of modules
→ **Collaboration possibilities for teachers** across universities (theme for further applications also)

The UNIPS project schedule

2017

- Planning and development of the UNIPS modules
- Planning and starting research

2018

- Piloting the modules
- Providing modules for larger student groups
- Mid-term review
- Collecting data for research

2019

- Consolidation of functions
- Development of new modules
- Assessment of the UNIPS project
- Reporting research results
- Planning the future after the project period

Requirements for our own platform

Practical

1. Modern looking
2. Universally accessible
3. Secure
4. Easy to maintain
5. Low-cost

Pedagogical

1. Supports collaborative learning
2. Activating tasks
3. Able to show videos
4. Interactive exercises

→ **Built on Wordpress, using also Moodle**
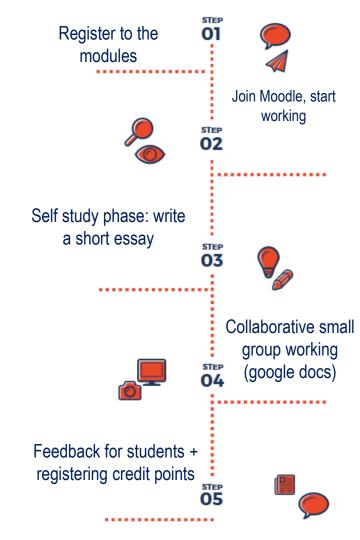
Example of module structure

BECOMING A TEACHER
- How can I develop as a teacher?
- What is learning at the University?
- How and why to support my students learning?

LECTURING AND EXPERTISE
- How can I use lecturing as an efficient teaching method?
- How students construct knowledge?
- How can I support students' development of expertise?

HOW TO PLAN MY TEACHING
- What should I take into consideration when planning teaching?
- How can I plan constructively aligned teaching?
- Why should I ask my colleagues to collaborate with me?

Each module 1 ECTS

ECTS requires registering to modules, self study phase with an essay, collaborative small group working and taking pre- and post tests (participating in research voluntary)

STEP 01
Register to the modules

Join Moodle, start working

STEP 02
Self study phase: write a short essay

STEP 03
Collaborative small group working (google docs)

STEP 04

STEP 05
Feedback for students + registering credit points

ECTS/certificates amounts in UNIPS (+ former UTUPS) 2015-2018 at the University of Turku

	Becoming a teacher	Lecturing and expertise	How to plan my teaching?	TOTAL
Winter 1/15	0	9	9	18
Winter 1/16	0	15	19	34
Spring 1/16	35	23	20	78
Spring 2/16	11	13	10	34
Autumn 1/16	20	15	9	44
Autumn 2/16	4	5	6	15
Spring 1/17	22	23	24	69
Spring 2/17	20	17	15	52
Autumn 1/17	40	39	38	117
Spring 1/18	25	30	25	80
Spring 2/18	8	5	7	20
Autumn 1/18	17	15	18	50
Autumn 2/18	36	27	24	87
TOTAL	**238**	**236**	**224**	**698**

PEDAGOGIGS IN DIGITAL LEARNING

In co-operation of 4 universities
Was piloted in 2018 as a part of a 5 ects web course "Develop and try your digital teaching skills" in Univ. Of Oulu.

TPACK is a perfect modlel to develop one's teaching with digital tools.

https://unips.fi/pedagogics-in-digital-learning/

CREATING AND UTILIZING WORKING LIFE CONTACTS

In co-opetation of 4 universities
Nationwide implementation going on during spring 2019. Students from 5 universities. Self-study period and collaborative learning period and web meetings.

https://unips.fi/creating-and-utilizing-working-life-skills/

COMPETENCY-BASED TEACHING AND CURRICULUM

Basic information

- The module was piloted in the fall of 2018, 1 ECTS
- Students from 2 universities: Tampere University of Technology (TUT) and University of Tampere (UTA)
- 22 students: university teachers and doctoral students, both novice and very experienced teachers
- 2 digital learning platforms: TUT's Moodle (assignments) and UNIPS's WordPress page (learning materials)
- Students worked in small groups throughout the whole course, 5 students per group
- Individual and group assignments

Content

Competency-based teaching and learning

Learning outcomes

Competences

Assessment of competency-based learning

Curriculum mapping - a tool for curriculum development

Structure

http://popplet.com/app/#/5175878

Challenges & Good Practices

Pre-course assignment

- course orientation: reading How to study? -materials
- introducing yourself: writing a short story about yourself
  - ➢ students know what is expected of them, how they should plan their studying, etc.
  - ➢ students become more committed and motivated
  - ➢ based on the introductions, the teacher can make course adjustments and divide the students into small groups

Scheduling group meetings

- the students should schedule the upcoming small group meetings already in the beginning of the course
  - ➢ the students had trouble agreeing on meetings and contacting each other
  - ➢ the members of the small groups should decide on how they are going to communicate quickly with each other if needed (e.g. using WhatsApp or Instant messaging in Skype)

Provide instructions for the online tools

-e.g. Discussion Forum Netiquette or How to meet via Skype?
  - ➢ the online tools used during the course might not be familiar to everyone
  - ➢ a rehearsal meeting in Skype: the teacher offers a chance to test video conferencing equipment and at the same time, the teacher can welcome the students to the course and answer possible questions

Weekly assignments and regular small group meetings

- several smaller assignments and weekly deadlines
  - ➢ Students don´t drop out of the course so easily
  - ➢ in every meeting the students will give each other some feedback of their assignments, which is very important for student's learning process. Of course, if the teacher has enough resources, s/he should also give some feedback for the small groups already during the course