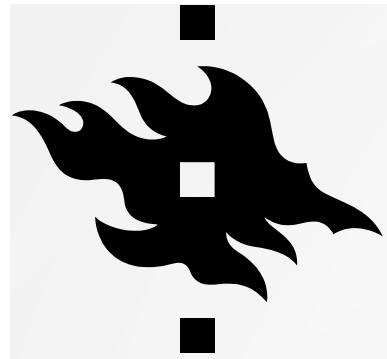




FROM PRACTICE TO STRATEGY

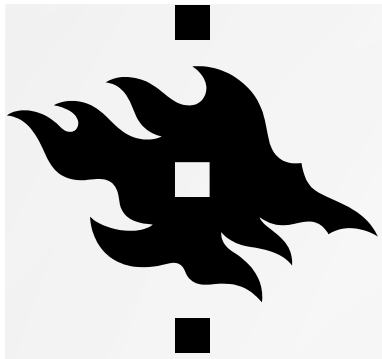
DEVELOPING LEARNING ENVIRONMENTS IN LANGUAGE CENTRE

Janne Niinivaara, Johanna Vaattovaara,
Sinikka Karjalainen & Nina Sulonen



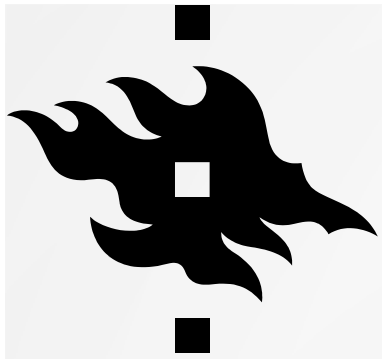
OUTLINE OF THE PRESENTATION

- 1) Context:
 - University of Helsinki Language Centre (LC) & supporting teaching development
 - Basic guidelines for development
- 2) Students' and teachers' voices on learning environments – survey data:
Focus on attitudes towards and experiences of **digital** learning environments
- 3) Implications for the Digital Learning Strategy at the University of Helsinki LC

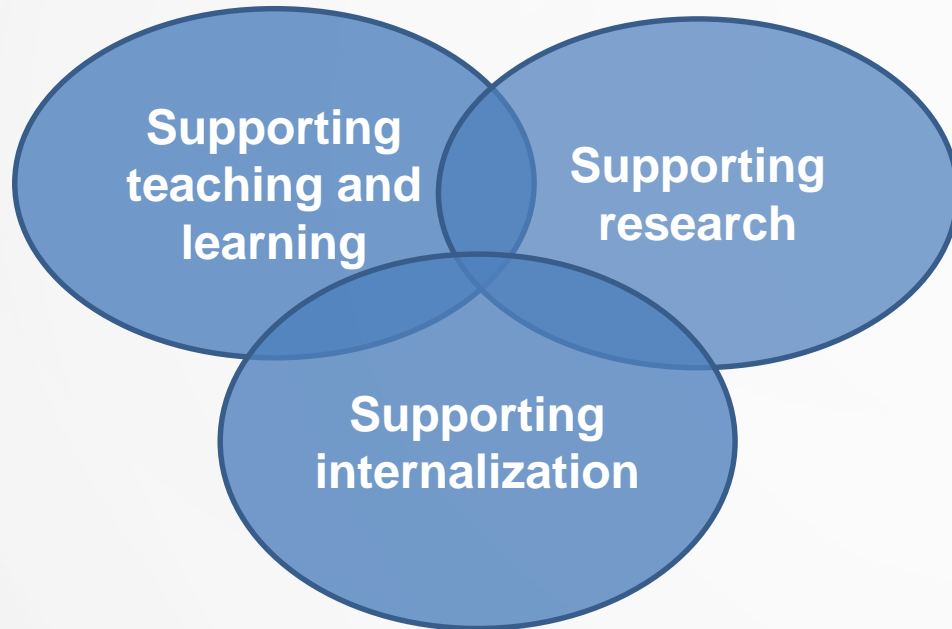


UNIVERSITY OF HELSINKI LANGUAGE CENTRE

- 15,000 students / year
- Ca. 170 staff
- Elementary, intermediate and specialised courses in 14 languages
- Main task to provide the language and communication studies included in the degrees completed by the graduates of the University of Helsinki.
- Also offers a wide range of language-related services to the University and its staff.



SUPPORT FOR TEACHING AND LEARNING UNIT



Head of Development

Sinikka Karjalainen

Senior lecturer in University Pedagogy

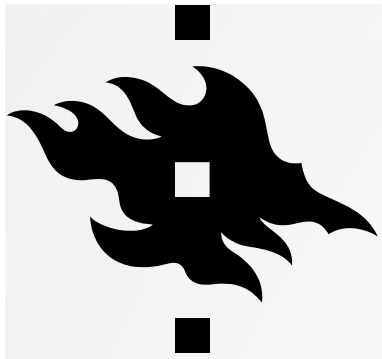
Johanna Vaattovaara

Coordinator (online learning & communications)

Janne Niinivaara

Coordinator (international affairs)

Nina Sulonen



BASIC GUIDELINES FOR THE DEVELOPMENT OF TEACHING

University of Helsinki strategy 2017-20

"Focus on the student"

- Open & digital learning environments
- Flexible learning possibilities
- Customisable teaching facilities
- Interaction & learning in the scientific community

Language Centre Curriculum 2017-2020

Developing learning environments

- Supporting UH strategic goals
- Shared pedagogical principles
- Teaching development based on research
- Active professional development & training

Structures for professional development at the University of Helsinki LC

Teaching development seminars
4-6 / academic year

Development Days
1-2 / academic year

Research seminars
3 / academic year

Mini-conference
1 / academic year

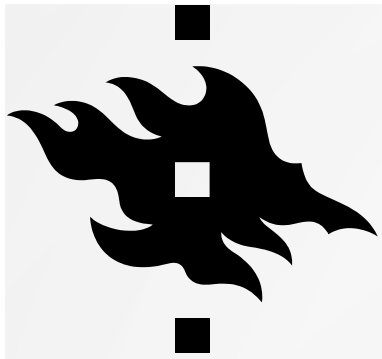
LC publication series

**5-credit course modules in
University Pedagogy**
1-2 courses / academic year

**Common-room coffee sessions,
reading groups, workshops**

**Occasionally (invited by individual
teachers)**

Activities mainly organised and coordinated by the
Support for Teaching and Learning Unit
Together with the LC Teaching Development Committee and Research Support group



SURVEY DATA FOR DEVELOPING LEARNING ENVIRONMENTS

- **Students*** (N=219) and **teachers*** (N=39) viewpoints on e.g. digitalization
 - Experiences – attitudes – expectations; digitalization as part of daily routines and practices
 - Electronic survey (Likert scales; open-ended questions)
 - The focus of interest: the differences and similarities of teachers' and students' views and experiences

* **Teachers**= Language centre teachers

* **Students**= Respondents recruited in language courses; most faculties covered

Of the 219 respondents: 73% Bachelor degree students – 19% Master's – Doctoral/other 8 %

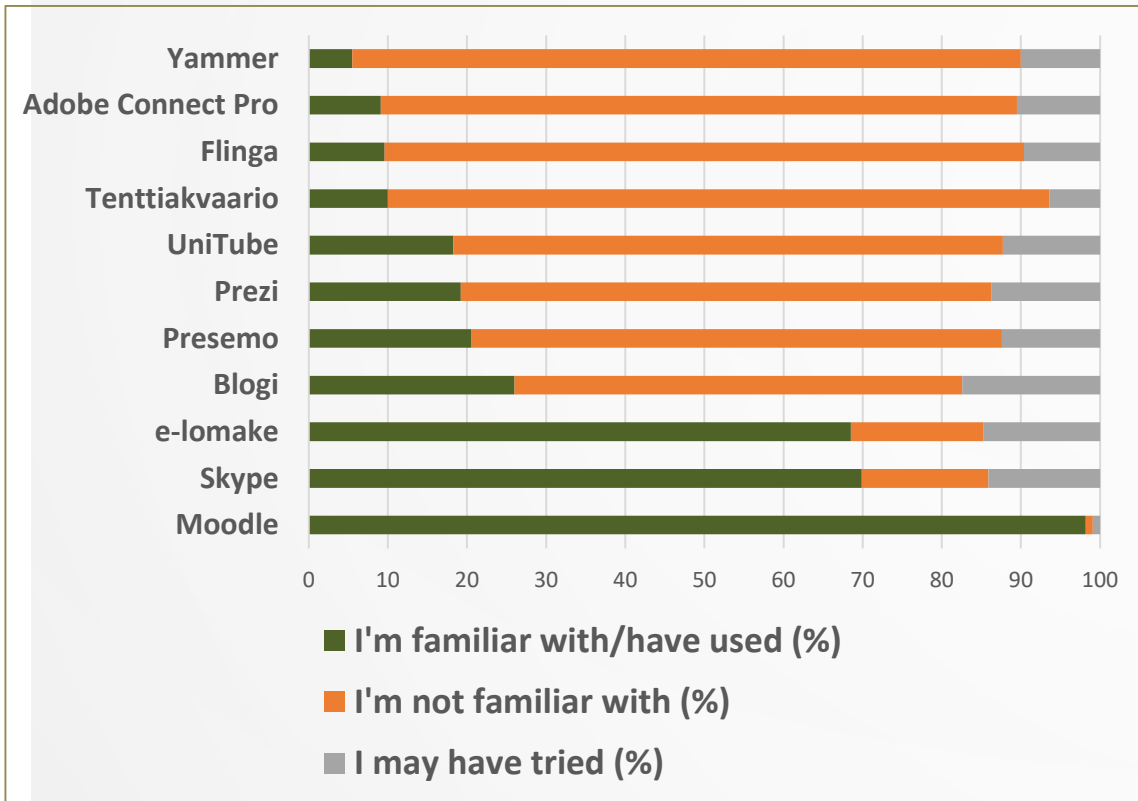


FAMILIARITY OF DIGITAL TOOLS

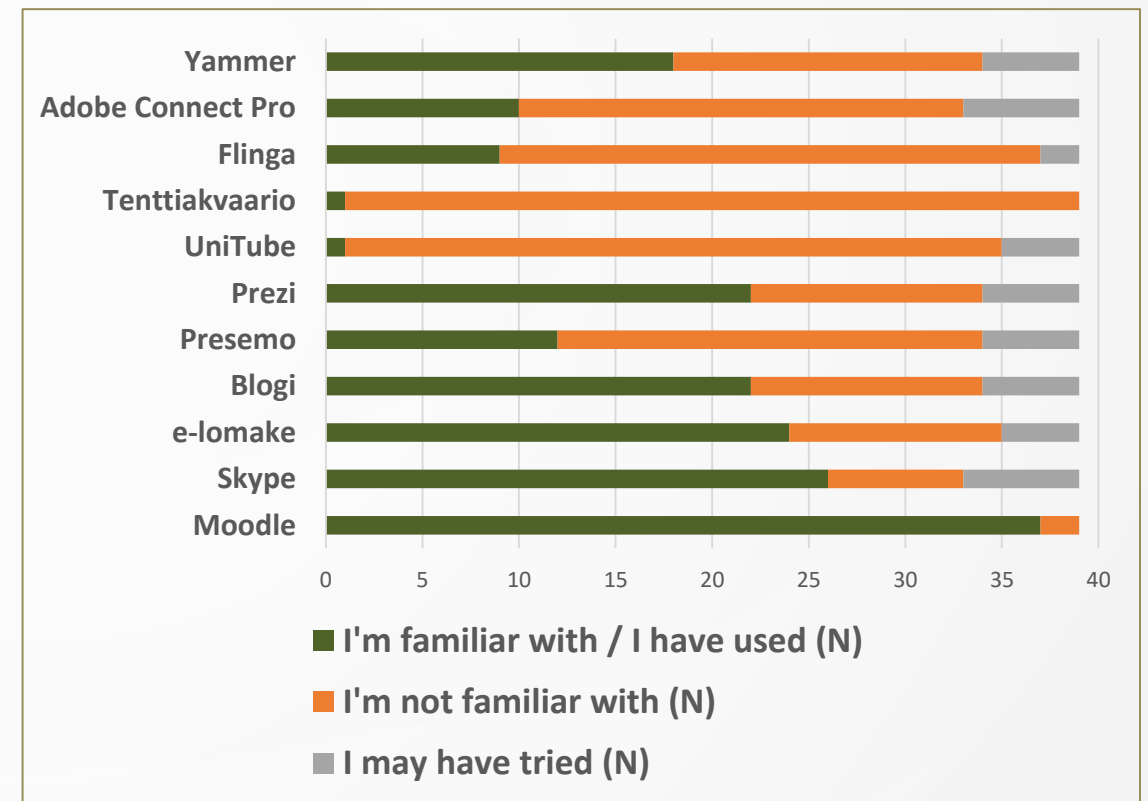
Offered and supported by the University

SELF REPORTS OF THE RESPONSE GROUPS

Students (%)



Teachers (N)



THE REPORTED "WORST EXPERIENCES"

Response category	Students	Teachers
Technical issues	Poor usability + technical challenges	Poor cha
Digital solutions ≠ pedagogical purposes	The solution used wasn't pedagogically	Wron in teach
Unskilfulness, embarrassment	Own o unskilf embarrass hand em.	feeling insecure and unskilful
Miscommunication online	Alone in the v o, forced to communicate online, the teacher didn't contribute	The students didn't contribute + communication apprehension experienced by the students

"Online learning and different applications always cause me uncertainty, even though I want to develop further (--)."

"I was requested to learn independently several programs, and I couldn't learn them since there was no one to ask help from."

THE REPORTED "BEST EXPERIENCES"

Response category	Students	Teachers
Added value by digital tool	Pleasant online discussions and useful learning tools in action	Teaching "spiced up" by digitality + Creative communication among students
Suitable arrangement, handy tool	Pleasant online discussion and useful learning tools in action	Online learning support learning
Seamless and natural way of working	Online learning materials support lessons and peer-learning	Natural, inseparable part of teaching

"Group dynamics usually work better in online collaboration than face-to-face"

"A lot of e-learning tools that I implement just seem like a natural part of teaching"



IMPLICATIONS FOR THE LC DIGI-STRATEGY



- Teachers' and students' points of views are similar and/or intertwined
- Successful implementation of digital solutions requires teacher-student communication, administrative and pedagogical support
- Students will be involved in pedagogical planning – macro & micro
- A sufficient variety of digital tools is needed to serve different pedagogical purposes



- LC digital pedagogy group has started in the autumn 2016
- Teachers will be supported in online pedagogy and in guiding students in online learning
- Learning environment research to be continued and extended



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