



UNIVERSITY  
OF TAMPERE



**EDU** SCHOOL OF EDUCATION

The Year in Review

2014



## Development and Partnerships

**WE ARE WITNESSING** a change in education in our environment. For example, digitalization is changing the interaction between people and learning is taking new forms. Once again, this will challenge teaching and research in the field of education as answers concerning how to facilitate the construction of more compassionate and egalitarian world are sought.

In the University of Tampere, the School of Education has already responded to these challenges in many ways. At the beginning of the 2010s, an important integration process in the field of education was implemented. First, all functions were introduced into one administrative unit, the School of Education. Secondly, the bachelor and master level education was integrated into one large degree programme. Thirdly, all functions, except the Teacher Training School, were literally located under one roof in the Virta building on the Centre Campus.

However, development is continuously needed. In the autumn of this year, we will initiate a new international Master's Degree Programme on Media Education together with the School of Communication, Media and Theatre. A respective international

Master's Programme in Teacher Education will start in the upcoming year as well. We are now in the process of reorganising our research activities into research groups. By way of this, we will improve the conditions for research and secure the continuity of the research activities. We are also developing our

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**THROUGH EDUCATION, WE CAN  
PROMOTE THE CONSTRUCTION OF  
A MORE COMPASSIONATE,  
EGALITARIAN WORLD.**

Open University tuition and integrating it more closely into degree education. The cooperation between regional, national and international partners will be intensified. Indeed, the publication at hand supports this goal. I warmly thank our current partners and welcome new partners into our network!

Tampere May 4th, 2015

**Risto Honkonen**  
Dean

# General overview of activities at the University of Tampere Teacher Training School, 2014

**THE YEAR** at the Teacher Training School of the University of Tampere saw a period of rooting activities. After the merging of the teacher training schools, concentrating more on fine-tuning activities and ensuring quality management of the fundamental mission in education has been easier. The positive work atmosphere among the personnel is openly evident in the quality of activities; a healthy learning community is, indeed, one of the essential goals in the activities carried out at the Teacher Training School.

The society surrounding schools is changing and constantly imposes demands and pressure to change amidst everyday school work. In 2014, the peaceful school regulations and act on student welfare called for new measures and amendments to the curriculum, which were completed impeccably. The curriculum planning process has also progressed according to plan and schedule.

Although many things have succeeded extremely well, solutions for all of the deficiencies in our school's activities have yet to be found. The problem with insufficient space in our primary school, especially, is urgent because the sizes of the classes in our Nekala school building will continue to increase. Rector Kaija Holli of the University of Tampere has appointed a committee to expedite the space issue by preparing a proposal of how to solve the problem. The committee submitted the proposal to the Rector on May 7th, 2014.

If the committee's proposal is approved and implemented, the primary school children will be transferred to Kuokkamaantie and the upper secondary school students will be transferred to the Nekala school building in the autumn of 2016 at the earliest. Before that, the personnel, guardians, students and stakeholders, together, have to solve many practical issues.

**Vesa Toivonen**  
Leading Principal



FUNDING FOR TEACHER

TRAINING SCHOOL:

€ **11** MIL.

PERSONNEL AT TEACHER

TRAINING SCHOOL:

**92** (DECEMBER, 2014)

PUPILS AND STUDENTS AT

TEACHER TRAINING SCHOOL:

**880**

**THE EDU INCUBATOR**, organized by the students in the School of Education and presented at the *Light into Darkness* science event on January 18th, inspired children to look for treasures with iPads, to crochet and perform in a shadow theater. The school also organized two workshops for teachers during the event.



**IN APRIL** and May, two workshops on *Educational Wisdom* and *the Planetary Condition* were organized at the School of Education. The workshops were carried out together with interested teachers and students from the university's other schools.

**TOGETHER** with the Finnish National Opera, the primary school of the Teacher Training School produced the *Hölmöläiset* opera which was presented March 19th, 2014. The opera was integrated into teaching at the school and at the same time it was also an thrill for the participants and audience.



## 40 year anniversary

**ON DECEMBER** 5th, the Rector of the University of Tampere, invited guests and other visitors celebrated the 40-year journey of the university's Faculty and School of Education. Today, the School of Education is a learning community that investigates changes in education and society. The personnel in the school promote research of the fundamentals and practices in education and training and, through their scientific approaches, reform the foundation of education in a changing society. The goal is to evolve students into broadly thinking, socially and culturally aware experts in education. The hosts of the 40th anniversary were **Tatu Arminen** and **Maria Markkula**, students of the University of Tampere Teacher Training School.

**THE EDUSTA** gallery, located on the ground floor of the Virta building, was opened on January 30th, 2014. The opening exhibition, *Studying at EDU pays off*, examined the School of Education from the viewpoint of the students and shed light on the different aspects of the school's activities: research, multiculturalism, expertise, creativity and becoming a teacher. The primary ideas behind the temporary exhibitions are interdisciplinarity and versatility.



## Open house

**THE SCHOOL OF EDUCATION** introduced its activities at its open house in honor of Tampere Day on October 1st, 2014. Visitors had the opportunity to attend classes, receive bulletins about research in the school, listen to the students' music performances and visit the Speech and Voice Research Laboratory. Students and teachers of the Teacher Training School introduced the Business Norssi and eNorssi activities.



**A JOINT DOCTORAL** conferral ceremony for the School of Education, School of Communication, Media and Theatre and School of Social Sciences and Humanities was held 5th –7th June, 2014. Professor **William E. Doll, Jr.** of Louisiana State University, USA, Professor **Henning Salling Olesen** of Roskilde University, Denmark, and Associate Professor **Manjula Waniganayake** of Macquarie University, Australia, were inducted honorary doctors.

ALL CAMPUS UNIT ACTIVITIES

TRANSFERRED TO THE VIRTA

BUILDING: **2012**

HÄMEENLINNA TEACHER TRAINING SCHOOL MERGES

WITH THE UNIVERSITY OF TAMPERE TEACHER

TRAINING SCHOOL: **2012**



## PROFESSOR PIIRKKO PITKÄNEN:

# International research collaboration as a learning experience

**IN 2014**, three international research projects started within the research group Migration, Transformation and Transnationalism (MTT). The EURA-NET Project, funded by the EU's 7th Framework Programme, is the most extensive of them and involves researchers from 12 European and Asian countries. The focus of the research lies in the political, socio-economic and socio-cultural impacts of temporary migration between Europe and Asia.

Working with Asian researchers on an almost daily basis has been very rewarding. It has been extremely enlightening to see how Philippine, Thai and Chinese colleagues not only carry out excellent research work but also assist, in a splendid way, the rest of research team in achieving the best possible results. Being used to the rather aggressive type of Anglo-American criticism, it has been a healthy experience to see how feedback can be given politely and tactfully without "losing face" in

your own eyes or the eyes of colleagues. The feedback hits home, but the target of the feedback maintains motivation to continue the research collaboration.

TRANS-SPACE, funded by The Finnish Work Environment Fund, is another research project which serves as a forum for international collaboration. In the project, the recruitment of Filipino nurses to Finland is under study. We investigate the pre-departure training in the Philippines and the training and orientation the nurses receive in Finland. The study has helped to understand the extent of the additional challenges arising when the learning environments cross international borders. The challenges of transnational learning environments are partly the same in higher education, which, in turn, is in the focus the Marie Curie project TRANSMIC. In the TRANSMIC Project, experiences of Chinese students are studied in Finland, Germany and the Netherlands.

## PHD STUDENT HANWEI LI: Dedicated supervisors and freedom to explore

**WORKING** at EDU is an incredibly fulfilling and edifying experience. My supervisors are dedicated to the excellence of social science research, continuously providing me insightful guidance on my PhD topic. They give me much freedom to explore my own interests on the topic. Other colleagues in the school are also extremely helpful. They are always willing to help with all kinds of issues, whether work- or life-related. The working environment in the school is extremely delightful, with an ergonomic workstation, cozy and warm coffee area, comprehensive choice of stationery, and so forth. I would recommend the PhD program in EDU to anyone. Here, you can find all of the resources and help you need to conduct outstanding research. It will be a great complement to your future academic career.



## RESEARCH ASSESSMENT 2014

An international assessment panel visited the School of Education in October, 2014 as part of the university's external research assessment. The panel comprised eight participants from four countries. Professor Jan van Damme of the KU Leuven in Belgium and Professor Lars-Erik Malmberg of the University of Oxford in Great Britain represented education. Of the four areas of assessment, the research at School of Education was deemed outstanding for societal impact. The quality of research, scientific impact and quality of the research environment were also assessed as excellent.

## POST-DOCTORAL RESEARCHER ANTTI SAARI: Visiting researcher in the United States

**I HAVE CONCENTRATED** on the history of education and curriculum theory in my research. At the moment, I am studying positive psychology and mindfulness from the point of view of the sociology of scientific knowledge, investigating how current problems in education and training are described through them. Today, these perspectives are applied in the United States especially. I spent the autumn semester of 2014 as a visiting researcher at the University of Wisconsin-Madison where I learned about the history of American education and applications of positive psychology. Being a visiting researcher offered me the opportunity to network with significant researchers in my own field of research. In addition, the visit offered a rare opportunity to concentrate on my research without other obligations associated with university work.

PEER-ASSESSED PUBLICATIONS:

71

PERSONNEL AS PEER REVIEWERS IN

39 SCIENTIFIC JOURNALS

## International research on the politics of assessment in education

**PROFESSOR Tuomas Takala** and his research team are a part of a consortium project (2014–2017) funded by the Academy of Finland. The purpose of the project is to analyze the dynamics between the transnational, national and local levels in the politics of assessment in education in Russia, China and Brazil. The main goal is to study how the intertwining of different factors shapes local assessment politics and in this way also shapes the learning environments in the target countries. The research consortium combines the resources of three leading research environments for Finnish education politics and two top institutions. The School of Education at the University of Tampere is involved in the project associated with Russia. In Tampere, **Nelli Piattoeva**, PhD, and doctoral student **Galina Gurova** are working together with Professor Takala.

## SCHOOL MATTERS RESEARCH PROJECT

In 2013, the Learning and Development in School research group was granted funding by the Ministry of Education and Culture for the *School Matters* research project (2013–2018). Research Director and Docent **Tiina Soini** of the University of Tampere, Professor **Janne Pietarinen** of the University of Eastern Finland and Professor **Kirsi Pyhältö** of the University of Helsinki are supervising the project. The longitudinal study involves the investigation of cumulative learning, increase in well-being and the conditions for consolidating human agency in the school community. The data is being collected on the various levels of the educational system, from the state administration to student experiences all around Finland. The project will be linked to the reformation process of the core curriculum which will enter into effect in 2016.



## Next Move – Apprenticeships and changing skill requirements

**LED BY PROFESSOR Petri Nokelainen**, the Characteristics of Vocational Excellence and Learning research team project (2014–2017) examines the development of the expertise of youth and adults learning through apprenticeships. The goal of the project is to identify and strengthen the factors influencing professional growth, especially in environments that are not essentially designed as learning environments. The research data is being collected from students, teachers, on-the-job instructors, training advisors, organizers of education and representatives of the working world. The results of the project can be utilized to reform and develop apprenticeship training, especially for students under the age of twenty-five. The research project is funded by the City of Tampere Apprenticeship Fund.

# Transnational education

**IN 2014**, the positive reputation of the University of Tampere and Finnish education attracted exchange students to the School of Education from Europe, Brazil, China, Japan and Taiwan. During their studies, the international students also learned about the Finnish educational system and the practical work of teachers at the University of Tampere Teacher Training School. The students studying at the School of Education went on exchanges primarily to European countries.

New initiatives for guest researchers and teachers from the United States, Russia, the Nordic countries and Estonia were introduced. The Rewell project, involving adult and vocational education, brought visitors and teachers from Mzumbe University in Tanzania and Kyambogo University in Uganda. The primary purpose of the visits was to prepare the upcoming collaboration.

In 2014, the School of Education organized training for European, Chinese and Indian experts in education. Working in a challenging international context rendered positive learning experiences to the school's own personnel as well. The activities were restructured when the

University of Tampere, University of Eastern Finland and the University of Turku established a joint company to take care of international agreements. Professor **Eero Ropo** of the School of Education participated in visits to India, China, Indonesia and Thailand. In addition, negotiations concerning the export of education were held with collaborating partners in Brazil and South Africa.

In 2014, the School of Education initiated preparations for an transnational master's program in teacher education. Additionally, an international master's program in media education is being carried out together with the School of Communication, Media and Theatre. Both programs can be commissioned as further education for experts working in different areas of education.

In addition to the master's programs, the School of Education has developed other transnational course modules. The themes include university pedagogy, leadership and development in education and early childhood education. Further, new courses were initiated in the Multicultural Studies module in response to the students' diversified needs.



## COLLEGIAL COLLABORATION IN AN INTERNATIONAL UNIVERSITY PEDAGOGY COURSE

The first basic course in university pedagogy (10 ETCS) at the University of Tampere was held in the spring, 2014. A total of 20 people, including teachers, researchers and doctoral students, representing seven different schools in the university took part in the course. The participants spoke 15 different languages making it an extremely international group. University lecturers **Johanna Anjala** and **Jyri Lindén** led the 5-month pilot course combining online and contact teaching. Study circles and peer learning also had a significant role in the course, and many of the participants said that breaking the borders between the university's 'tribal cultures' and collegial collaboration were the best outcomes of the course.

SCIENTIFIC PRESENTATIONS:

**180**

UNIVERSITY PEDAGOGY:

**100** STUDENTS

UNIVERSITY PEDAGOGY:

**800** CREDITS



## Marita Mäkinen becomes professor

**THE RECTOR** of the University of Tampere appointed **Marita Mäkinen**, PhD (Ed.) to fill the position of professor of education (field of teacher education) beginning August 1st 2014.

In her inauguration speech, Marita Mäkinen characterized teacher education as “a barrel of wishes”.

- An immense amount of expectations is placed on teacher education in hopes that teachers and schools will turn the unfavorable directions of society into favorable ones.

- In addition to being able to handle single issues, student teachers should be equipped, at least, with the idea that they are starting the development of expertise to last their entire lifetime. The students are those who will be going out into the field to develop and advance school work.

- The university’s close connection with the school world is a fundamental factor in ensuring that teacher education and training keeps up with the everyday reality in schools.

- Research based orientation means that experts from the university root themselves in the field and go and truly listen to what teachers have to say and what issues are topical.

## KUULUMISIA III

The School of Education has offered *Kuulumisia* teacher education and training programs since 2009 for people with an immigrant background. The program offers two qualifying modules of study: Subject Teacher’s Pedagogical Studies and Multidisciplinary Studies, which are a part of the qualification requirements for basic education teachers. In 2014, 55 students from 26 countries studied in the program.



## THE OSU PROJECT

The OSU Project is an participatory design and research project, which supports the sustainable development of the operations environment and culture of the University of Tampere Teacher Training School. The experiences of teachers, student teachers and school students have concerning ownership and bonding to the school are the key focus of the research.

## Development of student teaching at the Teacher Training School

**COMPREHENSIVE** teaching practice is one of the four practicum modules for students studying to be class teachers. Comprehensive teaching practice involves the development of teaching and it is based on theory. The purpose of the placement is to give students a complete picture of work as a teacher. The students are present in the everyday routines of the school as much as possible and learn about the multifaceted collaboration associated with the teaching profession. Expertise and learning environments outside the school are also utilized.

There are also aims to further develop the new, project-oriented implementation of the comprehensive teaching practice. Projects are a natural way to carry out the practicum because they are in line with the idea of multidisciplinary learning as described in the new core curriculum (2014). Projects provide the opportunity to empower students more actively and process issues related to the students' experiences and beyond.

In the winter of 2014, the projects were presented at the science fair organized one afternoon at end of the training at the Teacher Training School. During

the event, students presented posters they had made of their projects and exchanged thoughts and ideas with other students and personnel. Lively conversation about questions related to pedagogy was generated around the students' works.



## Speech and Voice Research Laboratory

**THE SPEECH** and Voice Research Laboratory studies speech and the cultural variation of speech and singing voice, background factors associated with voice problems, prevention and voice training methods. The laboratory also holds an extensive recording archive. The research carried out in national and international multidisciplinary networks has been extremely successful in international audits.

In Finland, undertaking studies in speech technique and vocology is only possible at the University of Tampere. Postgraduate studies in the field interest students abroad as well. Recent dissertations have investigated the background factors contributing to teachers' voice problems and measures that can be taken to support a healthy voice in teaching. In the autumn 2015, a new

course module pertaining to speech education will begin as a result of collaboration between three of the university's schools.



SPEECH TECHNIQUE  
AND VOCOLGY:  
**857** CREDITS

STUDENTS IN BASIC STUDIES  
FOR SPEECH TECHNIQUE AND  
VOCOLGY: **11**

DOCTORAL STUDENTS IN  
SPEECH TECHNIQUE AND  
VOCOLGY: **3**



## Intensive and eclectic year in subject teacher training

**SUBJECT TEACHING** students acquire comprehensive knowledge about the work of subject teachers during four supervised practice periods in the course of one academic year. Students have the opportunity to do this on the primary, lower secondary and upper secondary school levels at the Teacher Training School and also expand their understanding of teachership through a topic of their choice, for example in a vocational education institution, higher education or during an international training period. The various practice periods are marked by an investigative and empirical approach, which students implement in their teaching experiment at the end of the year.

The year of pedagogic studies culminates at the end of the spring with the pedagogy exposition where students present the results of their experiments to other students, supervisors, teachers of didactics and

representatives of the university's schools. The event has developed from exhibitions carried out within the different subjects into one exposition for all subject

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***THE YEAR OF PEDAGOGIC STUDIES  
CULMINATES AT THE END OF THE SPRING  
WITH THE PEDAGOGY EXPOSITION.***

teacher trainees that lasts for an entire afternoon. There are efforts being made to develop the subject teacher practice exposition into a joint event with the primary school teacher training science fair, which would function as a joint forum for peer learning among class and subject teacher trainees.

## Developing subject teacher education through subject-specific networks

**SUBJECT TEACHER** education at the University of Tampere is carried out in collaboration with the university's Schools. Qualifications in teaching are constructed from three areas of study: completed bachelor and master's degrees, studies in one or two subjects and pedagogical studies. The School of Education is responsible for the pedagogical studies and, in addition, students are required to do training practicum, primarily at the University of Tampere Teacher Training School.

In 2014, the subject teacher education was developed by six subject-specific networks. The primary purpose of the networks has been to develop teaching arrangements to enable students to complete studies in their chosen subject(s) while doing their pedagogical studies. The status of pedagogical studies in the schools' degree programs and offering flexible opportunities to complete the studies have also been discussed. Each network comprises of the supervising

subject teacher and the head of student affairs from the university's schools, supervising teachers from the Teacher Training School and the university instructor of didactics as well as the coordinator from the School of Education.



## STUDIES OF THE SCHOOL OF EDUCATION CAN ALSO BE UNDERTAKEN IN THE OPEN UNIVERSITY

Open University teaching at the University of Tampere is a part of the activities in the university's schools. Teaching is open to everyone regardless of age, goals or level of education. No entrance examinations are required.

At the School of Education, it is possible to complete the basic and intermediate studies in education science in the Open University. Students can complete the basic studies through contact teaching, blended learning or online study. The intermediate studies offer two options: one involves studies in research methods and a bachelor's degree seminar and the other consists of alternative intermediate studies. In addition, studies in multilingual teaching and speech technique and vocology are available. Teaching is available in Tampere, Seinäjoki and Pori.



STUDENT TEACHERS (SUBJECT-MATTER TEACHERS) HAVING COMPLETED THE PEDAGOGY STUDIES 2013–2014: **101**

OPEN UNIVERSITY STUDENTS UNDERTAKING STUDIES IN THE SUBJECTS OF THE SCHOOL OF EDUCATION : **925**



## 2014: The year of the student

**FROM THE VIEWPOINT** of the student, the year 2014 embodied both everyday routine and celebration. Our days were filled with group work, lectures and seminars, learning journals, e-mails, exams and piles of books that sometimes just seemed to grow in size. Our calendars were full and we spent the evenings walking a tightrope between working, studying and socializing. We enjoyed learning new things, but we also looked forward to vacation. We pondered, listened, reflected, discussed, completed assignments and learned... but we also grew.

Although the everyday for us students is often a jigsaw puzzle, the pieces of which are challenging to fit together, the year 2014 was also a year of celebration. The 40th anniversary of education science at the University of Tampere gave us the opportunity to see and hear the history of our own field. The abundance of events in the school brought the students of the different intake options closer together, which was im-

portant for us. We have built a completely new type of "EDUan" mentality where there is space for different perspectives and emphases within education.

Through collaboration, students have had the opportunity to develop studies together with the university per-

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### **A COMPLETELY NEW TYPE OF "EDUAN" MENTALITY HAS BEEN BUILT.**

sonnel and many good practices have been established, such as electronic exams, alternative ways to complete studies and a system to recognize previous education. For the students, the word *collaboration* does indeed describe the year 2014.

**Ulla-Mari Kuusinen**

Student, lifelong learning and education

## More than 50 research topics presented in Bachelor Thesis Conference



**THE BACHELOR THESIS** Conference at the School of Education was organized for the third time in May, 2014. It is especially intended for students who plan to begin their bachelor or thesis seminar in the autumn. As in scientific conferences in general, the Bachelor Thesis Conference involved discussion about on-going research topics, following normal conference procedure with 10-minute presentations and final discussions.

The central idea of the Bachelor Thesis Conference is to offer students an authentic experience in presenting their core idea, statement or logic behind their thinking at an early stage of their studies. Moreover, it is important for the culture of discourse in the scientific community that one is able to discuss and even argue about incomplete ideas and conclusions.

## PARTNER DAYCARE CENTRE NETWORK IN EARLY CHILDHOOD EDUCATION

The purpose of the activities in the partner daycare centre network, established in 2013, is to generate the types of structures and activities which promote the learning of the different network members and the creation of new knowledge along the border zone of two operational systems, i.e. the university and partner daycare centres. The partner daycare centres are places where early education students can do their

practicum and thesis work and where early childhood education personnel carry out joint research projects. A total of 53 daycares in six municipalities (Tampere, Kangasala, Lempäälä, Nokia, Pirkkala and Ylöjärvi) are a part of the network. Collaboration was enhanced in 2014 with the organization of the Early Childhood Education Research Conference in the spring and the pedagogy leadership seminar in the autumn.



STUDENTS IN EARLY  
CHILDHOOD EDUCATION:

**301**

NEW STUDENTS IN EARLY  
CHILDHOOD EDUCATION

IN 2014: **78**

MASTER'S DEGREES  
IN EARLY CHILDHOOD

EDUCATION: **7**

