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

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
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 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

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**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.

**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**

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**ALL CAMPUS UNIT ACTIVITIES TRANSFERRED TO THE VIRTAA BUILDING: 2012**

**HÄMEENLINNA TEACHER TRAINING SCHOOL MERGES WITH THE UNIVERSITY OF TAMPERE TEACHER TRAINING SCHOOL: 2012**
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.
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.

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.
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.
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.
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.

TEACHER STUDENTS (PRIMARY SCHOOL TEACHER): 418
NEW TEACHER STUDENTS (PRIMARY SCHOOL TEACHER) IN 2014: 92
MASTER’S DEGREES IN TEACHER EDUCATION: 49
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.
STUDENT TEACHERS (SUBJECT TEACHERS) IN 2014–2015: 106

A TOTAL OF 25 OF THE STUDENT TEACHERS (SUBJECT TEACHERS) ARE FROM THE TAMPERE UNIVERSITY OF TECHNOLOGY

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 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.

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

A COMPLETELY NEW TYPE OF “EDUAN” MENTALITY HAS BEEN BUILT.
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 pedagogic leadership seminar in the autumn.

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

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