Relationships among Civil Engineering Students' Approaches to Learning, Perceptions of the Teaching-Learning Environment, and Study Success

This study examines the relationship among civil engineering students' approaches to learning, their perceptions of the teaching-learning environment, and their study success. The aim was to identify civil engineering students' approaches to learning and how their approaches to learning are related to their perceptions of the learning-teaching environment and their study success. The data of the study consist of the students' answers to a questionnaire (n=215) and their study success data (n=204), which were gathered from their university's study register. The study success data consist of the cumulative study credits and weighted averages of their course grades. The students were classified into four clusters according to their approaches to learning. Differences in their perceptions of the teaching-learning environment and study success between the clusters were statistically significant. Students who belonged to clusters that emphasized the deep approach to learning experienced their teaching-learning environment more positively than did other students. Students who belonged to clusters emphasizing organized studying earned more credits and higher marks in their studies than did other students.

General information
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Organisations: Research group: Construction Management, Industrial and Information Management, University of Helsinki
Authors: Salmisto, A., Postareff, L., Nokelainen, P.
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Scopus rating (2015): SJR 0.678 SNIP 1.509 CiteScore 0.96
Scopus rating (2014): SJR 0.479 SNIP 1.172 CiteScore 0.94
Scopus rating (2013): SJR 1.386 SNIP 1.598 CiteScore 1.01
Scopus rating (2012): SJR 0.897 SNIP 1.947 CiteScore 1.02
Scopus rating (2011): SJR 0.566 SNIP 1.315 CiteScore 0.63
Scopus rating (2010): SJR 0.771 SNIP 1.125
Scopus rating (2009): SJR 0.366 SNIP 0.635
Vygotsky's Zone of Proximal Development in Connection with Technology-Enhanced Learning Environments

Technology-enhanced learning environments (TELEs) that support social interaction between teachers and learners are common in engineering higher education institutes. TELEs are often equipped with professional hardware and software, which not only enable learners to gain access to variety of learning instruments, but also allow learners to practice with authentic equipment and design tools. Furthermore, teachers can use TELEs and scaffolding principles to organize teaching in several ways that are beyond traditional classrooms. This paper discusses the potential of TELEs to shape the zone of proximal development (ZPD) of learners such that they could do harder learning activities than would otherwise be possible in less conducive environments. In addition, an example of a conducive TELE is presented that might have enlarged ZPD of learners, and, as such, may partly explain good learning outcomes obtained. The illustrations in this paper may help teachers to gain better understanding of the benefits of environment creation as well as to organize learning episodes that are suitable for ZPD-based thinking.

Pedagogical Content Knowledge in Product Development Education

Engineering education at university faces challenge concerning the efficiency in producing results in learning. Engineering Education will be exposed to globalisation resulting in tough competition between the service providers and individual contributors. This study focus on capturing and discussing teachers’ pedagogical content knowledge on product development education. Currently there are no holistic approaches presented from teacher knowledge viewpoint. The next steps how to develop this knowledge of product development teaching further by focusing on the continuous learning process.
WorldSkills achievers’ and their co-workers’ and employers’ perceptions of vocational expertise and school-to-work pathways

This paper examines the perceptions of vocational expertise and school-to-work pathways among WorldSkills Competition (WSC) achievers and their co-workers and employers within the Finnish context. At the biennial international WSC, young people (aged 18-to-23 years) from over 60 countries demonstrate their skills in more than 40 trades. Individualized training for this competition is provided through the cooperation of vocational institutions (e.g., expert coaches, team leaders and competition panellists) and industry (e.g., mentors, sponsors, materials, equipment). Semi-structured thematic interviews (N=51) were conducted in 2013 and 2014 with former Finnish WSC medal or diploma winners (n=18) who had since begun their working lives (1-to-15 years of work experience). Their employers (n=16) and colleagues (n=17) were also interviewed. Results showed that in addition to vocation-specific knowledge and skills, problem-solving skills, creativity, social skills and self-regulatory skills were acknowledged as the most significant elements of vocational expertise. The findings also indicated that formal vocational education combined with deliberate practice and training based on expert mentoring improved the long-term career progress and vocational expertise of the WSC achievers.
Survey of health informatics education in Finland in 2017
The European Union and the USA collaborate in developing the skills of the application of information technology in the health care workforce. A part of this activity is a project which studies the gaps in the present education and proposes methods of filling these gaps. The objective of this paper is to identify the existing IT related education to the health care workforce in Finland. A secondary objective was to get an impression of the experience and attitudes of the members of this workforce about health IT education.

This paper presents the results of the survey of how information technology is educated to the students of the health care professions in Finland in the year 2017. In addition to literature search including also the study guides of many major health care professional education organizations, 24 telephone interviews of health care professionals in different fields in Finland were made.

The results show that although basic information technology education is often available at every level of education, it is expected that the health care professionals learn to use the health information systems during their training periods or later in working life. The interviews showed that the given education varied considerably and some of the personnel had received no or only a little education on IT during studies. As the amount and quality of on-the-job information technology education varies, many health care professionals are not able to fully benefit from the information systems if their general feeling is that they just "survive" from daily activities with them.

General information
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Ministry of Education publication type: A1 Journal article-refereed
Organisations: Faculty of Biomedical Sciences and Engineering, Research group: Sleep and Sensory Signal Analysis Group-SSSAG, Research group: Personal Health Informatics PHI
Authors: Tolonen, J., Värri, A.
Number of pages: 15
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Publication date: 22 May 2017
Peer-reviewed: Yes
Publication information
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ASJC Scopus subject areas: Computer Science(all)
Electronic versions:
SurveyOfHIeduInFinland2017
Links:
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Links:
Research output: Scientific - peer-review Article

A teacher? A mentor? A friend? - Teacher mentoring experience at Tampere University of Technology
In this paper, we research a recently set up engineering students' teacher mentoring programme with special interest on teacher mentors' expectations and experiences from the point of view of self-efficacy and motivation. We aim to have an insight in the teacher mentors' met and non-met expectations and see if this has effect on the teacher mentors' motivation and expectations of the outcomes of the mentoring programme. We also examine how beneficial the teacher mentors consider the programme to be to the students and how this is linked to their motivation.

General information
Guiding the workplace learning in vocational education and training: A literature review

This review provides an overview of the empirical research concerning guidance in the context of vocational education and training (VET). The study examines practices, providers and supporting and hindering factors related to guidance and learning at the workplace. After the inclusion/exclusion process, the final number of research articles included in this review is 18. Results show strong evidence for the collective nature of workplace guidance, with the entire work community providing learners with guidance and assistance. Guidance provided to VET students at workplaces seems to relate strongly to the activities of the members of communities of practice. Guidance provided by the members of communities of practice opens up opportunities for learners to participate in collective practices by gradually assuming more responsibility and more demanding tasks as their skills develop. The learner’s self-regulative skills, such as responsibility and the ability to take the initiative and to actively seek guidance, affect how guidance is afforded to him/her in the work community during training. Furthermore, these skills may also determine the learner’s prospects for developing expertise in future workplaces.

General information
State: Published
Ministry of Education publication type: A2 Review article in a scientific journal
Organisations: Industrial and Information Management, Research group: Knowledge and Learning Research Center
Authors: Mikkonen, S., Pylväs, L., Rintala, H., Nokelainen, P., Postareff, L.
Publication date: 2017
Peer-reviewed: Yes
Early online date: 18 Apr 2017

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Scopus rating (2014): SJR 0.142 SNIP 0.616 CiteScore 0.29
Scopus rating (2013): SJR 0.121 SNIP 0.331 CiteScore 0.21
Scopus rating (2012): SJR 0.2 SNIP 0.535 CiteScore 0.14
Scopus rating (2011): SJR 0.127 SNIP 0.07
Scopus rating (2010): SJR 0.141 SNIP 0.108
Original language: English
Electronic versions: s40461-017-0053-4
Structural development of substance in engineering education: Method of cornerstones

During the current millennium, engineering education has confronted an emerging problem with learning. Driving forces have mainly been economical, since financial pressure and effort for increasing efficiency have given rise to growing amount of accessed and graduated students. Consequently, in the lack of time and financial resources, universities have had a tendency to decrease the emphasis on thorough and time-consuming learning of fundamentals. As a result, so-called immediate skills have gained excessive role in comparison with long-term skills in engineering education. According to a generally accepted view, students learn to carry out engineering tasks quite well, but they do not necessarily learn to think. Recently, a study carried out at MIT ended up to call for “coherent and interconnected curriculum structure” to achieve excellence in engineering education. We suggest that by utilizing the hierarchical structure of natural sciences in engineering education, such a coherent and interconnected structure can be created. In this paper, we show how the method of cornerstones is implemented to clarify engineering substance and to promote higher learning. By making cornerstone-based structure visible to students, we aim to clarify and harmonize the substance and to promote both immediate and long-term engineering skills.

General information
State: Published
Ministry of Education publication type: A4 Article in a conference publication
Organisations: Electrical Energy Engineering, Tampere University of Applied Sciences
Authors: Korpela, A., Tarhasaari, T., Kettunen, L., Mikkonen, R., Kinnari-Korpela, H.
Teacher perceptions of teaching CLIL courses

After various definitions and discussions about what CLIL / ICLHE is, there is a need to take a critical stance on the actual teaching practices teachers employ in (adjunct) CLIL classrooms in a higher education setting. We aim to contribute to a better understanding of teacher perceptions of teaching CLIL courses, which can lead to a better ability in identifying staff training needs. Based on a questionnaire and small-scale interview, we give the voice to the teachers to describe their current teaching from the ICLHE point of view. Through thematic analysis we focus on the areas the interviews show as in need of development. These are identified based on how the teachers describe their own teaching. The results report similarities, but also differences, between the responses to questionnaire items and interview answers on the same topics. There is a need for a deeper understanding of the pedagogical and didactic differences between CLIL teaching and subject-specific language teaching. The results show that these teachers would benefit from training focusing on the basic didactic practices of CLIL, and especially on the cognitive dimension in CLIL teaching. The results provide information from an adjunct CLIL context to researchers and serve as guide for future teacher development.

Assessing business learning by analysing ERP simulation log files

General information
State: Published
Ministry of Education publication type: A4 Article in a conference publication
Organisations: Department of Information Management and Logistics, Research group: Novi
How to develop a new innovation education tool: case of impact canvas

General information
State: Published
Ministry of Education publication type: A4 Article in a conference publication
Organisations: Department of Industrial Management, Research group: Center for Innovation and Technology Research, Innovation Services, Research Services, University of Tampere
Authors: Aarikka-Stenroos, L., Boedeker, S., Köppä, L., Langwaldt, J.
Publication date: Dec 2016

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Title of host publication: In the Proceedings of ISPIM Innovation Summit. The International Society for Professional Innovation Management (ISPIM). : 4-7 December 2016, Kuala Lumpur, Malaysia.
Links:
http://summit.ispim.org/
Research output: Scientific - peer-review » Conference contribution

Affective experiences and student engagement in higher education

General information
State: Published
Ministry of Education publication type: A4 Article in a conference publication
Organisations: Department of Information Management and Logistics, Research group: Novi, Language Centre, Managing digital industrial transformation (mDIT)
Authors: Helander, N., Boedeker, M., Hellsten, P., Jussila, J., Myllärniemi, J., Tukiainen, M.
Publication date: 13 Sep 2016

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Title of host publication: 44th Annual Conference Of The European Society For Engineering Education : 12-15 September 2016, Tampere, Finland
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Keywords: Affective experience, Higher Education
ASJC Scopus subject areas: Education
Links:
Research output: Scientific - peer-review » Conference contribution

Integrating mobile orienteering to team forming activity in a software engineering course

One of the most important skills software engineers need when entering work life is working in teams, including communicating, collaborating, as well as coordinating work in a team. This paper presents a team building activity aiming to support the first phases of team formation with a mobile orienteering activity. Created tasks at orienteering checkpoints were related to communication, collaboration and work division. Students were enthusiastic about the activity and expressed in their group reports on the activity that it supported the team building activity well, helped break the ice and supported agreeing the ways of working. Students also liked getting out of the classroom. The approach seems promising and we will investigate in the future similar type of activities in the first phases of team formation as well as will explore further integrating physical activity to the exercise sessions.
ABSTRACT

Most freshmen enter universities with high expectations and with good motivation, but too many are driven into performing instead of true learning. The issues are not only related to the challenge of comprehending the substance, social and other factors have an impact as well. All these multifaceted needs should be accounted for to facilitate student learning. Learning is an individual process and remarkable improvement in the learning practices is possible, if proper actions are addressed early enough. We motivate and describe a study of the experience obtained from a set of tailor-made courses that were given alongside standard curriculum. The courses aimed to provide a "safe community" to address the multifaceted needs. Such support was integrated into regular coursework where active learning techniques, e.g. interactive small groups were incorporated. To assess impact of the courses we employ the feedback obtained during the courses and longitudinal statistical data about students’ success.
I feel great - university students affective experiences on learning and teaching

According to Kolb [1], experience is the source of learning and development. This is a statement that serves as the starting point of this study. We argue that the role of affective experiences cannot be overlooked when evaluating university learning and teaching. In the present paper, we will study students' affective experiences in higher education setting, specifically in engineering education in a technological university. The perceived affective experiences are empirically analysed through a mystery shopper data set, which was gathered in the case university by a group of students. The study bases theoretically on affective experiences framework, more familiar from the consumer behaviour research stream. The aim of the study is to analyse what kinds of affective experiences students recognise when studying in a technical university and further to elaborate, how these affective experiences could be used to increase student engagement and the students' motivation to learn. The study provides an innovative approach to university learning and teaching by applying mystery shopper method and affective experience approach from more business-oriented disciplines. The contribution to education science is the increased understanding of the role of affective experience in learning.

General information
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Ministry of Education publication type: A4 Article in a conference publication
Organisations: Language Centre, Department of Information Management and Logistics, Research group: Novi, Managing digital industrial transformation (mDIT)
Authors: Tukiainen, M., Helander, N., Hellsten, P., Jussila, J., Mylläriemi, J., Boedeker, M.
Number of pages: 8
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Editors: Gómez Chova, L., López Martinez, A., Candel Torres, I.
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Authors: Pajarre, E.
Number of pages: 42
Publication date: 26 Jan 2016

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Original language: Finnish
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Links: https://tyylihanke.files.wordpress.com/2016/01/harjoittelu_tyyli_yliopistoissa_loppuraportti_01_2016.pdf
Research output: Professional › Commissioned report

How is it sustainable? Identifying key indicators for sustainable educational design

General information
State: Published
Ministry of Education publication type: A4 Article in a conference publication
Organisations: Department of Civil Engineering
Authors: Sandström, N., Hytti, V., Nenonen, S., Lonka, K.
Number of pages: 3
Pages: 4217-4219
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Source: Bibtex
Source-ID: urn:6581b3d417d27c5477c844ae889e72da
Research output: Scientific - peer-review › Conference contribution

Huomio! Obs! Alert! "Työelämä on globaalissa murroksessa ..."

General information
State: Published
Ministry of Education publication type: B1 Article in a scientific magazine
Organisations: Teaching and Learning Services
Authors: Nokelainen, P.
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Self-regulation and competence in work-based learning

This chapter discusses the connection between self-regulation and competence in both formal and informal contexts of vocational and professional education. The goal is to show that self-regulation has a theoretical linkage to a multifaceted and holistic approach to competence and that self-regulatory abilities play a role in the development of vocational competence. Different theoretical approaches to self-regulation and competence and the link between the two concepts are discussed. We argue that self-regulation plays an important role in the development of competence, as it is needed to acquire competencies, unified sets of knowledge, skills and views. Self-regulation acts as an indirect factor between competencies and direct formal, non-formal and informal learning processes (e.g. vocational studies, leisure time activities and work) aimed to develop them. In this chapter, we present results of empirical studies on self-regulation and competence to support this argumentation. Several studies with vocational skills competition competitors show that strong self-regulatory abilities are related to successful competition performances. Also results from a study with Finnish in-service air traffic controllers indicate a link between vocational excellence and self-regulative action. Our conclusion is that self-regulatory skills should be taught in addition to the vocation-specific skills in competence-based vocational and professional education.
STACK assignments in university mathematics education

Students' learning process can be assisted and diversified with the help of e-learning tools and virtual environments. In Tampere University of Technology, the aim is to utilize software that delivers assignments, checks students' answers and gives feedback to the students, in the mathematics courses. The software that has been used is called STACK, which can be integrated into Moodle. STACK assignments have been created as a part of the STEM education material bank Abacus.

Written feedback can be generated in STACK assignments as necessary. Feedback guides the students to identify their errors and revise them. It can also motivate the students to try again after giving a wrong answer.

This study concerns the use of STACK in TUT mathematics courses. Especially we are interested in
- how do the points gathered and the time of the last submission in STACK exercises correlate with the exam grades?
- when and for how long do the students solve the STACK assignments?
- how does the activity in STACK differ between honours and engineering mathematics students?

In STACK assignments, the students were able to give their answers in Moodle. For each lecture week, they had one week to solve and return the answers. All the student activity related to the STACK assignments was saved in the Moodle logs. Data was analysed with Matlab by the means of educational data mining.

We observed that the activity in STACK was the greatest near the deadline. We also found that, on average, the better the grade, the earlier the students gave their final answers in STACK. Additionally, the honours mathematics students made their submissions earlier: many of them considered STACK exercises as a good way to revise the subjects considered in the lectures, while engineering mathematics students mostly rehearsed with STACK near the deadline.

According to the survey polls, students found the STACK exercises as a nice and efficient way to rehearse and learn mathematics. Especially, the instant feedback was mostly appreciated. However, some of the students felt writing the answers with a computer unappealing, but generally this aspect was not considered a problem.
Virtual Reality Situational Language Trainer for Second Language: Design & Evaluation

This study focuses on the knowledge sharing barriers in the space between learning and teaching in higher education as reported by mystery shoppers. There is surprisingly little context-specific research on learning and teaching in a knowledge intensive community like a university from the perspective of knowledge management (KM). Discussing learning and teaching within KM is based on considering students controversially as customers or stakeholders. Thus including them more meaningfully in assessing and developing teaching practices, or knowledge flow, seems justified. The specific aim of this paper is to first recognise possible knowledge sharing barriers and then categorize such barriers emerging from the material into three larger domains, namely, individual barriers, technological barriers and organisational barriers.

There were 45 students from all faculties participating in a mystery shopper project in a Finnish university of technology. They observed their learning experience for six weeks in order to supplement data from other sources, to add a student voice on the process of developing learning and teaching in higher education.

The research approach represents qualitative content analysis in which knowledge-sharing barriers were recognised from the qualitative mystery shopper data. The results identify teaching practises that contribute to creating knowledge sharing barriers. More detailed and almost real-time contextual activity sampling is suggested as a method for further study and also an avenue for instant feedback for teaching staff. The results will provide data on current knowledge practices and learning processes in a technical university in Finland.

MYSTERY SHOPPERS RECOGNISING KNOWLEDGE SHARING BARRIERS IN HIGHER EDUCATION

This study focuses on the knowledge sharing barriers in the space between learning and teaching in higher education as reported by mystery shoppers. There is surprisingly little context-specific research on learning and teaching in a knowledge intensive community like a university from the perspective of knowledge management (KM). Discussing learning and teaching within KM is based on considering students controversially as customers or stakeholders. Thus including them more meaningfully in assessing and developing teaching practices, or knowledge flow, seems justified. The specific aim of this paper is to first recognise possible knowledge sharing barriers and then categorize such barriers emerging from the material into three larger domains, namely, individual barriers, technological barriers and organisational barriers.

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General information
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Authors: Tukiainen, M., Helander, N., Mäkinen, M.
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University Students’ Perceptions of Academic Writing: An Academic Literacies Perspective

General information
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Organisations: Language Centre, Department of Information Management and Logistics, Research group: Novi, University of Tampere
Authors: Tukiainen, M., Mäkinen, M., Helander, N.
Number of pages: 7
Pages: 7589-7595
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Tila haltuun! Suositukset virtuaalisen suomen opiskelun toteuttamiseen

General information
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Ministry of Education publication type: D4 Published development or research report or study
Organisations: University of Tampere
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Publication series
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Publisher: Turun yliopiston Brahea-keskus
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ISSN (Electronic): 2342-4273
Research output: Professional › Commissioned report

A Barrier framework for open e-learning in public administrations
E-Learning and openness in education are receiving ever increasing attention in businesses as well as in academia. However, these practices have only to small extent been introduced in public administrations. The study addresses this gap by presenting a literature review on Open Educational Resources [OER] and E-Learning in the public sector. The main goal of the article is to identify challenges to open E-Learning in public administrations. Experiences will be conceptualized as barriers which need to be considered when introducing open E-Learning systems and programs in administrations. The main outcome is a systematic review of lessons learned, presented as a contextualized Barrier Framework which is suitable to analyze requirements when introducing E-Learning and OER in public administrations.
Examples of the Teaching of the Health Questions of Electric and Magnetic Fields at Tampere University of Technology in Finland

General information
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Organisations: Department of Electronics and Communications Engineering, Research group: Environmental Health
Authors: Korpinen, L., Pääkkönen, R.
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Pages: 277-282
Publication date: 2015
Peer-reviewed: Yes

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Issue number: 4
Finnish Innovations and Technologies in Schools: a Guide towards New Ecosystems of Learning

General information
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Organisations: University of Helsinki
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Publisher: Sense Publishers
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Original language: English
Source: Bibtex
Source-ID: urn:acc503c02a8b1e66660f5e823b95fa02
Research output: Scientific - peer-review › Anthology

Prologue: Towards a Global Ecosystem

General information
State: Published
Ministry of Education publication type: A3 Part of a book or another research book
Organisations: University of Helsinki
Authors: Niemi, H., Multisilta, J., Lipponen, L., Vivitsou, M.
Pages: ix-xii
Publication date: 2 Oct 2014

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Publisher: Sense Publishers
Editors: Niemi, H., Multisilta, J., Lipponen, L., Vivitsou, M.
ISBN (Print): 978-94-6209-747-6
Source: Bibtex
Source-ID: urn:428e026a42270240fd84f51f0240c03f
Research output: Scientific - peer-review › Chapter

Matka AVOmerelle: Avoimuutta ja verkostomaista toimintakulttuuria tutkimassa

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Organisations: University of Tampere
Authors: Lappalainen, Y.
Number of pages: 104
Publication date: 31 Mar 2014

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http://wiki.eoppimiskeskus.fi/display/AVOkoulutukset/Matka+AVOmerelle+-+avoimuutta+j+a+verkostomaista+toimintakulttuuria+tutkimassa
Content and Language Integration as a part of a degree reform at Tampere University of Technology

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Authors: Niemelä, N., Jauni, H.  
Number of pages: 15  
Pages: 39-53  
Publication date: 2014

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http://mon.uvic.cat/hepclil

**Bibliographical note**  
HEPCLIL (Higher Education Perspectives on Content and Language Integrated Learning)<br/>&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbs...
Global is Becoming Everywhere: Global Sharing Pedagogy

General information
State: Published
Ministry of Education publication type: A3 Part of a book or another research book
Organisations: University of Helsinki
Authors: Niemi, H., Multisilta, J.
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Title of host publication: Rajaton luokkahuone
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Publisher: PS-kustannus
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Language Learning in Task Management and Task Accomplishment In Higher Education Perspectives on Content and Language Integrated Learning

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Ministry of Education publication type: A4 Article in a conference publication
Organisations: Language Centre
Authors: Jauni, H., Niemelä, N.
Number of pages: 11
Pages: 183-203
Publication date: 2014

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Title of host publication: HEPCLIL, Higher Education Perspectives on CLIL, University of Vic - Central University of Catalonia, VIC, 27 and 28 March 2014
ISBN (Print): 978-84-941644-9-1
Links:
http://mon.uvic.cat/hepclil

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Leikilliset oppimateriaalit innostavat oppimaan

**General information**
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Authors: Harju, V., Multisilta, J.
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Title of host publication: Rajaton luokkahuone
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Leikkien mutta tosissaan: Leikillä iloa oppimisympäristöön

**General information**
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Organisations: University of Helsinki
Authors: Harju, V., Multisilta, J.
Number of pages: 15
Designing Learning Ecosystems for Mobile Social Media

Social media has gained interest not only in entertainment applications, but also with learning and business applications; however, there are not many research frameworks available for designing learning activities for learning ecosystems based on mobile social media. In this chapter, a framework for designing and analyzing learning activities in learning ecosystems that are based on mobile and social media is presented. The framework is based on Activity Theory (AT) and Experiential Learning Theory (ELT). In the chapter the existing research on e-learning, mobile learning, and multimodal learning are discussed and reviewed. The research on learning ecosystems based on mobile social media is also positioned to this multi-scientific research field. Finally, two examples of using the framework for designing, learning, and analyzing learning activities in mobile social media learning ecosystems are presented.

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Organisations: University of Helsinki
Authors: Multisilta, J.
Number of pages: 22
Pages: 270-291
Publication date: 2012

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Title of host publication: Informed Design of Educational Technologies in Higher Education
Publisher: IGI Global
Editors: Olofsson, A. D., Lindberg, J. O.
ISBN (Print): 978-1-61350-080-4
Keywords: 516 Educational sciences, 113 Computer and information sciences
DOIs: 10.4018/978-1-61350-080-4.ch014
Source: Bibtex
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Research output: Scientific - peer-review › Chapter

On Actor-Network Theory and Learning Ecosystems based on Mobile Social Media

In this paper we will define learning ecosystems based on social media and try to describe the learning process in these environments using Actor-Network Theory. Especially, we are interested in the question of how an ad-hoc group of learners could be understood as an actor-network in ANT. We claim, that the availability of social media does not guarantee that the actors in the social media system form the actor-network. However, it would be important to know under which conditions the actor-network is formed and what kind of quality we get from the actor-networks. Finally, we conclude that pedagogically meaningful and high-quality learning ecosystems based on mobile social media can be described as actor-networks.

General information
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