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.

General information
State: Published
Ministry of Education publication type: A3 Part of a book or another research book
Organisations: Language Centre
Authors: Niemelä, N., Jauni, H.
Pages: 77-96
Publication date: 2017

Host publication information
Title of host publication: Integrating Content and Language in Higher Education: Perspectives on Professional Practice. Selected Papers from the IV International Conference Integrating Content and Language in Higher Education 2015
Place of publication: Frankfurt
Publisher: Peter Lang
Editors: Valcke, J., Wilkinson, R.
ISBN (Print): 978-3-631-68126-8
ASJC Scopus subject areas: Arts and Humanities(all)
DOIs: 10.3726/978-3-653-07263-1
Research output: Scientific • peer-review > Chapter

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
State: Published
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., Mylärniemi, J., Boedeker, M.
Number of pages: 8
Pages: 4453-4460
Publication date: 4 Jul 2016

Host publication information
Volume: 8
Place of publication: Barcelona
Publisher: IATED Academy
Editors: Gómez Chova, L., López Martinez, A., Candell Torres, I.
ISBN (Electronic): 978-84-608-8860-4

Publication series
Hollywoodin Viyetnamin sota

General information
State: Published
Ministry of Education publication type: B2 Part of a book or another research book
Organisations: Signal Processing
Authors: Ahonen, K.
Number of pages: 18
Pages: 435-452
Publication date: 15 Jun 2016

Host publication information
Title of host publication: Ilmestyskirja : Viyetnam sodan kulttuurihistoriaa
Place of publication: Turku
Publisher: TYÖVÄEN HISTORIAN JA PERINTEEN TUTKIMUKSEN SEURA
Editors: Koivisto, H., Kärki, K., Leskelä-Kärki, M.
ISBN (Print): 978-952-5976-44-1
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Links:
https://helda.helsinki.fi/handle/10138/166796
http://urn.fi/URN:NBN:fi:tty-201705151395
Research output: Scientific › Chapter

Ventana 2

General information
State: Published
Ministry of Education publication type: E2 Popularised monograph
Organisations: Language Centre
Authors: Ahlava, A., Hämäläinen, E., Kemppainen, K., Mendoza Santana, C., Rambla Lop, B., Warjus, S.
Number of pages: 228
Publication date: Apr 2016

Publication information
Publisher: Sanoma Pro Oy
ISBN (Print): 978-952-63-3539-1
Original language: Finnish
Keywords: Spanish, Ventana
Links:
https://www.booky.fi//tuote/anna_ahlava/ventana_2/9789526335391?kb=1&gclid=CP-S-bfBrsuCFWTeagodHZgDhw
Research output: General public › Book

Virtual Reality Situational Language Trainer for Second Language: Design & Evaluation

General information
State: Published
Ministry of Education publication type: A4 Article in a conference publication
Organisations: University of Tampere
Authors: Korkalainen, T., Pääkylä, J., Liukkonen, T. N., Järvenpää, L., Mäkiä, T., Lappalainen, Y., Kamppari, H.
Publication date: 2 Dec 2015
Tila halluun! Suositukset virtuaalisen suomen opiskelun toteuttamiseen

General information
State: Published
Ministry of Education publication type: D4 Published development or research report or study
Organisations: University of Tampere
Number of pages: 135
Publication date: 18 Jun 2015

Publication information
Publisher: Turun yliopiston Brahea-keskus
ISBN (Electronic): 978-951-29-6162-7
Original language: Finnish

Publication series
Name: Turun yliopiston Brahea-keskuksen julkaisuja
Publisher: Turun yliopiston Brahea-keskus
No.: 6
ISSN (Electronic): 2342-4273
Research output: Professional › Commissioned report

Ventana 1
Ventana 1 is a textbook for learners of Spanish as a foreign language. The target group is students of universities and vocational schools. It is a method for complete beginners. At the end of the book, the student will achieve level A1.

General information
State: Published
Ministry of Education publication type: D5 Text book, professional manual or guide or a dictionary
Organisations: Language Centre, Aalto University
Authors: Rambla Lop, M., Ahlava, A., Hämäläinen, E.
Number of pages: 237
Publication date: 2015

Publication information
Publisher: Sanoma Pro Oy
ISBN (Print): 978-952-63-1843-1
ISBN (Electronic): 978-952-63-3312-0
Original language: Finnish
Keywords: Spanish, Ventana
Research output: Professional › Book

Life Beyond the Binary Code: Select Prose and Poetry
This is a collection of fourteen short stories and five poems from the first-ever creative writing course offered at the Language Center at Tampere University of Technology. Thematically varied, the writings range in humor, irony, wit, and compassion from high adventure to human oddity to drama, conflict and their resolution. Imaginative and well crafted, the collection testifies to the writers’ enthusiasm, creativity, and commitment to learning the necessary expressive skills.

General information
State: Published
Ministry of Education publication type: D4 Published development or research report or study
Organisations: Language Centre
Authors: Lepistö, T. (ed.)
Number of pages: 79
Publication date: 2014
Assessments and the social construction of expertise and authority in political tv-interviews

General information
State: Published
Ministry of Education publication type: A1 Journal article-refereed
Organisations: University of Jyväskylä
Authors: Jauni, H., Piirainen-Marsh, A.
Number of pages: 24
Pages: 637-660
Publication date: 2012
Peer-reviewed: Yes

Publication information
Journal: TEXT AND TALK
Volume: 32
Issue number: 5
ISSN (Print): 1860-7330
Ratings:
Scopus rating (2016): SJR 0.454 SNIP 0.81 CiteScore 0.63
Scopus rating (2015): SJR 0.647 SNIP 0.69 CiteScore 0.75
Scopus rating (2014): SJR 0.815 SNIP 1.094 CiteScore 0.7
Scopus rating (2013): SJR 0.426 SNIP 0.764 CiteScore 0.43
Scopus rating (2012): SJR 0.488 SNIP 0.986 CiteScore 0.6
Scopus rating (2011): SJR 0.677 SNIP 1.169 CiteScore 0.74
Scopus rating (2010): SJR 0.376 SNIP 0.894
Scopus rating (2009): SJR 0.485 SNIP 1.007
Scopus rating (2008): SJR 0.307 SNIP 1.006
Scopus rating (2007): SJR 0.37 SNIP 0.714
Scopus rating (2006): SJR 0.448 SNIP 1.817
Scopus rating (2005): SJR 0.337 SNIP 0.89
Scopus rating (2004): SJR 0.675 SNIP 0.745
Scopus rating (2003): SJR 0.25 SNIP 0.461
Scopus rating (2002): SJR 0.452 SNIP 1.236
Scopus rating (2001): SJR 0.508 SNIP 1.39
Scopus rating (2000): SJR 0.5 SNIP 0.75
Scopus rating (1999): SJR 0.638 SNIP 1.673
Original language: English
Research output: Scientific - peer-review › Article

The goal of this paper is to provide an overview of the methods used in assessing a group work product as well as the individual effort of the group participants. To accomplish the goal we use some practical examples, literature review, and our own personal experience. Finally, we propose an alternative assessment method for lecturers to use within their classes.