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.
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
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Publication information
Publisher: Sanoma Pro Oy
ISBN (Print): 978-952-63-3539-1
Original language: Finnish
Keywords: Spanish, Ventana
Links:
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., Pääkkylä, J., Liukkonen, T. N., Järvenpää, L., Mäkilä, T., Lappalainen, Y., Kamppari, H.
Publication date: 2 Dec 2015

Host publication information
Title of host publication: GAMEON’ 2015. 16th International Conference on Intelligent Games and Simulation
Editors: Bakkes, S., Nack, F.
Research output: Scientific - peer-review › Conference contribution

Tila haltuun! 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
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ISBN (Electronic): 978-951-29-6162-7
Original language: Finnish

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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.
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.

Assessments and the social construction of expertise and authority in political tv-interviews

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