



## PEDAGOGICAL SKILLS

INSIGHTS FROM A STUDY ON THE COVID-19  
PANDEMIC AND CHANGES IN TEACHING AT  
TAMPERE UNIVERSITY

à SUPERVISING DOCTORAL STUDENTS &  
DOCTORAL STUDENTS AS TEACHERS

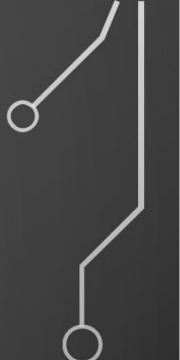

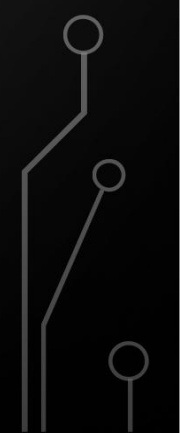
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## STUDY 1: TAMPERE UNIVERSITIES STAFF IN SPRING 2020

- Survey targeted to all teachers and supervisors
- Altogether 381 replied
- Study questions: how teachers approach their teaching and how they regulate their own development of pedagogical expertise
- Additional questions concerning COVID-19
  - What digital tools teachers used in teaching before COVID
  - What changes they made to their tools because of COVID
  - How they felt about it: positive/negative

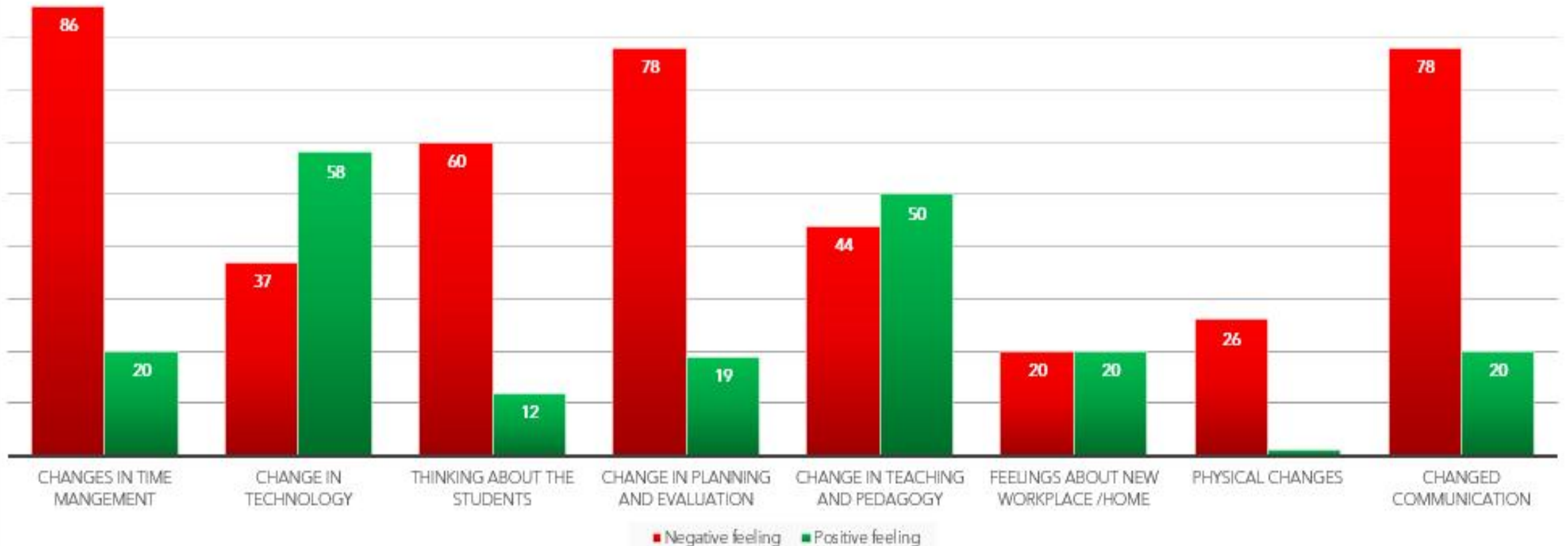


# PRELIMINARY RESULTS

- Connection between
    - One's ability to regulate own development & will to develop teaching towards more learning-focused direction
    - Pedagogical training and regulation skills (not so much about the length of teaching experience)
  - COVID-19 effects
    - Worry about students and planning of teaching
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# REASONS BEHIND THE FEELINGS (NEGATIVE AND POSITIVE)

Reasons behind the feelings





# CONCLUSIONS: SUPERVISING DOCTORAL STUDENTS


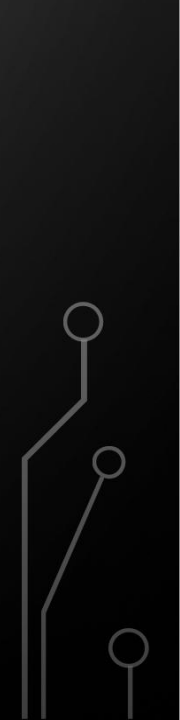
- How to collaborate with doctoral students
  - New students?
    - Interaction with supervisors
    - Interaction with other staff – becoming a member of a scientific community
    - Interaction with other doctoral students
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## STUDY 2: DOCTORAL STUDENTS AS TEACHERS

- Many doctoral students have teaching tasks – how can we support them in this very important task?
- Many university teachers begin their teacher career without any pedagogical training
  - New teachers are usually doctoral students
  - Lack of training may cause unpleasant “first teaching” experiences
  - Risk of copying old teaching culture without reflection
  - May cause lower well-being than those who have pedagogical training



# URGENT NEED FOR PEDAGOGICAL TRAINING FOR DOCTORAL STUDENTS

- [Unips.fi](#) – University Pedagogical Support for university teachers and supervisors to study pedagogical skills
  - Developed in collaboration with **8 Finnish universities**
  - Offers **modules** on various topics (1 ECTS each) that universities can offer to their teachers and doctoral students, also in collaboration.
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BECOMING A TEACHER

LECTURING AND  
EXPERTISE

HOW TO PLAN  
MY TEACHING

HOW TO PLAN  
MY COURSE

What should  
the student...  
...know?

STANDARDS, GUIDELINES AND  
QUALITY ASSURANCE IN  
TEACHING AND LEARNING

PEDAGOGIGS IN DIGITAL  
LEARNING

COMPETENCY-BASED  
TEACHING AND CURRICULUM

CREATING AND UTILIZING  
WORKING LIFE CONTACTS

ENTREPRENEURIAL  
TEACHING AND LEARNING

THE SPARKS AND SPOOKS OF  
SPOCS AND MOOCS

SCIENTIFIC THINKING IN  
UNIVERSITY EDUCATION

LEARNING  
IN AND  
ABOUT  
GROUPS



Turun yliopisto  
University of Turku



Tampere University



LUT  
Lappeenranta  
University of Technology



UNIVERSITY  
OF OULU



JYVÄSKYLÄN YLIOPISTO  
UNIVERSITY OF JYVÄSKYLÄ



Aalto University



HANKEN



UNIVERSITY OF  
EASTERN FINLAND



# UNIPS RESULTS

- No previous knowledge if short trainings can make a difference
- UNIPS results showed that **even very short trainings** (1 ECTS) can change especially **becoming or new teachers'** conceptions towards **more learning oriented**.
- Changes can be seen also on the level of teachers' **gaze (eye-movement studies)**, i.e. trained teachers gaze more to students, especially in challenging situations.

# REFERENCES

Please see <https://unips.fi/publications/>

1. Vilppu, H., Södervik, I., Postareff, L. & Murtonen, M. (2019). The effect of short online pedagogical training on university teachers' interpretations of teaching-learning situations. *Instructional Science*, 47(6), 679–709.
2. Murtonen, M. & Vilppu, H. (2020). Change in University Pedagogical Culture – The Impact of Increased Pedagogical Training on First Teaching Experiences. *International Journal of Learning, Teaching and Educational Research*. Vol. 19, No. 3, pp. 367–383.
3. Murtonen, M., Anto, E., Laakkonen, E., & Vilppu, H. (to be submitted). The effect of pedagogical training on university teacher's gazing at and interpreting of teaching-learning situations.
4. Murtonen, M., Aldahdouh, T., Nguyen, T., Riekkinen, J., Vilppu, H. & Vermunt, J. D. (to be submitted). The effect of university teachers' pedagogical education and regulation skills to coping with COVID-19.