

TEACHER EDUCATION	PRESENTER	TITLE	ABSTRACT
TUESDAY 23.3.			
9:00	Sanna Ruhalahti & Leena Katto, Tampere University of Applied Sciences, Finland	Pedagogy Matters: Teaching and Learning Centre in Practice	The presentation provides an overview of a brand-new networking model to foster higher education pedagogy and supervision at TAMK University of Applied Sciences and Tampere University. The education strategy of the higher education community emphasises high-quality pedagogics, integrating teaching with new research data and links to development and innovation work carried out with working life. This requires continuous pedagogical development and offering the teachers opportunities to grow professionally. Teaching and Learning Center (TLC) of Tampere Universities community is a network that brings together pedagogical expertise and the information and services needed by teachers. TLC supports all those who teach (approx. 2600 teachers) in our community by increasing community spirit and offering opportunities for networking. The center elaborates and brings together relevant sources from national and international research and development related to higher education pedagogy and supervision from the viewpoint of universities and universities of applied sciences.
10:00	Jiri Votava, Czech University of Life Sciences Prague, Czechia	Self-directed Learning Re-discovered	Since Covid-19 paralyzed most educational institutions primarily prepared to use face-to-face types of training, they all are looking for new models and solution applicable in virtual and distant settings. This contribution is going to show self-directed, self-responsible a self-regulated learning approaches as something that is not in fact new in education and, on the application level, there will be presented some examples how to develop self-directed learning as a part of teacher formation.
12:00	Timo Nevalainen, Tampere University of Applied Sciences, Finland	Professional Higher Education as a Space for Recognition	I want to engage the participants to reconsider the core of social interaction and teamwork in different contexts – in short, what enables diverse groups and teams to work together in a wide variety of settings. My partial answer to the question stems from Axel Honneth's theory of recognition (Ger. Anerkennung) as a central concept in all social collaboration. Honneth draws from original social philosophy of G.W.F. Hegel (1770 – 1831) and reinterprets the conditions that enable people to work together towards shared goals and experience solidarity, while achieving a sense of autonomy. The idea of recognition is connected with accompanying recognitional attitudes of respect for one another as uniquely valuable, rational and intentional human beings), love as loving care for one another's best potential and esteem for one another's work and achievements that support shared social goals. These recognitional attitudes may initially sound somewhat "soft" when compared, for example, to cognitive or technical "learning outcomes". However, according to Honneth, they are at the core of all social action, including the functioning of the market economy and technical development as a collaborative effort, and they underlie any attempt at shared sense-making, will-formation, goal setting and coordinated work and action, even if this can be hidden by the technical-economic push for efficiency. In the dialogic workshop, I invite the participants to consider the consequences of recognition and lack of recognition (misrecognition) for pedagogical and other relationships within learning communities in the context of professional higher education, and how focus on recognition may change the ways in which we think about autonomy, motivation, solidarity, trust, engagement and dialogue.
14:00	Jess Power, David Hawkins & Andrew Lawrence, Staffordshire University, the United Kingdom	An Interdisciplinary Approach – Connecting beyond the Curriculum	2020 will be remembered as a critical turning point for Education. An unpredicted pandemic took nations leaders by surprise and led to freedoms we had become accustomed to, being suspended. The response from education was to diversify into virtual/blended learning models to support the continuation of learning and knowledge generation. A case study is presented from a UK higher education institution that responded, reframed and re-thought learning and teaching in the wake of the global crisis. By adopting an opportunistic approach to innovate teaching and learning practice through transforming physical interdisciplinary collaborations, into flexible virtual creative spaces it was able to provide a blue print for lockdown learning to enhance engineering. At Staffordshire University we have embraced Creative Branding within the higher education experience to give our engineering students the opportunity to network with key community stakeholders whilst working in interdisciplinary teams with non-engineering disciplines and different year groups. This extends opportunities to build: lifelong networks, communities of learning, advanced skill sets and enables teamwork in a competitive environment to co-create, problem solve and more importantly "play", to discover, invent and grow into the rounded Professional that the discipline requires. "Creative Connections" at Staffordshire University focused on: resilience building and flexibility, adopting novel approaches to deal with the challenges, it captured opportunities within what became an extended period of uncertainty. This teaching and learning initiative, funded through the Royal Academy of Engineering Visiting Professors Scheme, adopted to the pandemic to provide virtual innovative interdisciplinary challenges to: increase learning opportunities within a world of uncertainly, build sustainable networks to ensure participants were best placed for life after study, cultivate employability skills through introducing the concept of "play" (risk taking) within the new norm for learning. The pedagogical model was based on embedding interdisciplinary creative "virtual" design challenges into the learning journey. Working with externally stakeholders from the technology industries, creative/heritage disciplines and education, we brought together students from different locations into a virtual space to co-create, collaborate and network.
WEDNESDAY 24.3.			
9:00	Michael Lawrence, Australia	Testing 3,2,1: What Australian Education Can Learn from Finland: A Teacher's Perspective	Testing 3,2,1 is the story of how Australian education fell behind the world's best and how Finland came to lead. It is also a guide to how some of Finland's ideas can be used by teachers and schools to begin to reverse the current malaise of Australia's education system. Essential reading for all Australian educators. "Finnish teachers looked at me as if I was a child molester when I described the NAPLAN tests given to children as young as eight. When they suggested that the results of these tests would lead to increased funding and assistance for those students and schools that did not do well, it was difficult to explain that this was not the case! My investigation into what made the Finnish system so successful was quickly becoming an inquiry into why my own system was so unsuccessful. The next few years would see more time in schools in Finland, interacting with

			Finnish educators at all levels. I immersed myself in education books and dissertations on Finnish education, in addition to countless formal and informal interviews with Australian and Finnish teachers."
10:00	Regina Lamscheck-Nielsen, Moeve, Denmark	"Vocational Maturity" – The Individual's Pathway on a Taxonomy for Youth Progression towards This Goal and a New Online Tool for Self-Evaluation	<p>Vocational maturity can briefly be defined as a combination of those competencies and potentials that are necessary for starting and staying in a job or an internship/apprenticeship. The same is relevant when considering or joining a vocational educational program.</p> <p>Progression towards vocational maturity Young persons' progression towards vocational maturity are individual pathways in each their own speed, where detours, regress and leaps can occur, differing with a high probability from each other. The evaluation of vocational maturity relates to the last steps of the taxonomy for the progression of NEETs towards education/job and a life that is desirable for them.</p> <p>Self-evaluation in dialogue The Danish, Slovenian and Icelandic partners in the European project "Youth in transition" (2018-2021) have co-developed an interactive tool for self-evaluating vocational maturity, to be applied in dialogue with a professional. 21st March 2021</p> <p>Webinar The webinar at Eye on TAMK offers an introduction to the concept of vocational maturity as well as to the tool and its application to practice. The participants will:</p> <ul style="list-style-type: none"> • approach the concept of vocational maturity • achieve insight into the technical use of the tool • consider pedagogical recommendations for using the tool <p>The program contains two parts:</p> <ul style="list-style-type: none"> • Part 1) Introduction to Vocational Maturity, the taxonomy for youth progression and the purpose with the tool • Part 2) Functionalities of the tool, results from trial runs and pedagogical recommendations <p>Methods The lecturer, vocational consultant Regina Lamscheck-Nielsen, Moeve, Denmark, uses the following methods:</p> <ul style="list-style-type: none"> • Presentation(s) • Question & answers • Individual test of the tool • Individual reflection and contributions via Menti <p>Learning materials and sustainability The participants will receive a pdf of the presentation after the lecture. The tool is freely available: https://youth-it.cool/vocational-maturity/. Links to the freely available country versions in Danish, Slovenian and Icelandic can be accessed via the generic English tool. A German version is under development. Additional information is accessible via https://youth-it.cool/deliverables/. By the time writing in March 2021, the webinar has been conducted 5 times during 2020-2021 in different settings and with differing durations of 1–2 hours. Interested stakeholders are welcome to take contact to Regina Lamscheck-Nielsen for future webinars: regina@moeve.dk</p>
11:15	Elina Harju, Tuomas Takala, Elias Pekkola, Tomi Järvinen, Juha Lahtinen & Tarja Juurakko-Koskinen, Tampere University of Applied Sciences, Tampere University & Finn Church Aid, Finland	Educational Challenges in Developing Countries and Development Cooperation in TUNI Community – "Global Educators for Development" Seminar	<p>The "Global Educators for Development" is recently founded unofficial, free, open, voluntary network of education experts that are interested in education in developing countries. The network was inspired by the collaboration agreement between Finn Church Aid (FCA) and Professional teacher education units. Network is coordinated by the School of Pedagogical Innovation, TAMK. Interested contact: elina.harju@tuni.fi or tarja.juurakko-koskinen@tuni.fi.</p> <p>11:15-11:20 Welcome to Global Educators for Development seminar, Elina Harju and Tarja Juurakko-Koskinen 11:20-11:50 Overview of educational challenges in developing countries and potential of development cooperation to respond to the challenges, Tuomas Takala Professor Emeritus Tampere University 11:50-12:00 Comments and discussion in breakout rooms 12:00-12:15 Comments and discussion in main session led by Tomi Järvinen, Finn Church Aid, Director of International Cooperation and Juha Lahtinen, Head of Continuous Education, Pedagogical solutions, TAMK 5 min break 12:20-12:50 Developing higher education systems and leadership in southern Africa, Elias Pekkola professor, Faculty of Management and Business at Tampere University 12:50-13:00 Comments and discussion in breakout rooms 13:00-13:15 Comments and discussion Tomi and Juha 5 min break</p>

			<p>13:20-13:35 Experiences in developing career counseling in Cambodia, Tarja Juurakko-Koskinen senior lecturer, Pedagogical Innovations, TAMK</p> <p>13:35-14:05 Finn Church Aid and collaboration with TAMK/TUNI community, Tomi Järvinen, Finn Church Aid, Director of International Cooperation and Juha Lahtinen</p> <p>14:00-14:15 Closing words by Juha Lahtinen</p>
THURSDAY 25.3.			
9:00	Elina Harju, Outi Rantanen & Liisa Marttila, Tampere University of Applied Sciences, Finland	Perspectives on Gender Equality in Teaching and Counselling	<p>Programme:</p> <p>9:00-9:15 Welcome words and gender equality quiz</p> <p>9:15-9:50 Equality on teaching and guidance counselling, Outi Rantanen senior lecturer and Elina Harju teacher, School of Professional Teacher Education, TAMK</p> <p>9:50-10:05 What have we learned on careers of women on the field of technology? - Career monitoring, Liisa Marttila, Senior Adviser, Education development services, TAMK</p> <p>10:05-10:20 Workshop time</p> <p>10:20-10:30 Summary</p> <p>The workshop is based on two gender equality projects, funded by the ESF, in TAMK: Equal career paths for women – NOW! (https://tasaarvoisestiuralle.fi/in-english/). The project produces new and topical knowledge about the causes and consequences of gender segregation in Finnish working life and – especially in the field of technology – creates, pilots and consolidates new forms of study and career counseling, career services and entrepreneurial support for female students and professionals. The project is coordinated by Tampere University of Applied Sciences TAMK, and it is implemented by three Universities (Aalto, LUT and Tampere), five Universities of Applied Sciences (TAMK, JAMK, Haaga-Helia, Laurea and Oamk) and trade union Academic Engineers and Architects in Finland TEK. Naistech - feminine power to technology (in Finnish Naistech – naisvoimaa tekniikkaan, https://projects.tuni.fi/naistech/) The aim of the project is to encourage and support girls and women to open-mindedly to study technology. The project staff visits schools to have workshops with representatives of working life, produces and collects material describing the field of technology, its diverse work and opportunities, and supports study counselors to guide students in a variety of ways.</p>
12:00	Eveliina Asikainen, Tampere University of Applied Sciences, Finland	Sustainability Competences and Professional Identity	<p>Introduction 10 min</p> <ul style="list-style-type: none"> • Need to rethink education • Teachers as change agents • Sustainable Development Goals and Sustainability Competences as tools for curriculum development <p>Workshop on Flinga 20 min</p> <ul style="list-style-type: none"> • Ways to operationalize sustainability competences • Breakout rooms <p>Closing 15 min</p> <ul style="list-style-type: none"> • Discussion + Mentimeter – what am I taking from here and how could we co-operate
13:00	Steve Hall & Jori Leskelä, Staffordshire University, the United Kingdom & Tampere University of Applied Sciences, Finland	Getting the Most out of International Partnerships and Networking	<p>Where is the White Space for effective collaboration and collaborative learning? White Space is a personalised condition; each individual needs more or less time and space to function, thrive and grow within any situation. At times an individual will function more effectively within their own 'comfort zone', yet at other times they thrive on the challenge of operating in a zone and state of discomfort. The important issue is that they recognise the difference and can make decisions to effect change when needed. We suggest that by applying a similar approach to international partnerships added value can be achieved at the initial, developmental and achievement levels simply by exploring the question, 'Where is the White Space for Professional Collaborative Learning?' In this seminar we ask questions to stimulate thinking about the potential of White Space when:</p> <ol style="list-style-type: none"> a) reaching out to make an initial connection with a colleague in a partner organisation to collaborate on a potential international project; b) exploring the opportunities within the proposed project, being open-minded towards new and additional opportunities; c) developing the project with a specific goal in mind but even then leaving 'White Space' for the unexpected; d) exploring any mutual long-term added value to a collaborative project, even if the best decision is to wait for a year until the funding is available. <p>The seminar will outline the concept of White Space and how it affects the effectiveness of communication when exploring a potential partnership, sharing of values, interests and goals within the parameters of a collaborative project whilst being mindful of the emotional dimension of professional learning. Mutual long-term added value is the vision and flexibility in approach is vital whilst concentrating more on the partnership and after that on the funding opportunities and not vice versa. The seminar aims to increase awareness of:</p> <ul style="list-style-type: none"> • How we feel when our ideas, imagination and capacity to work at our best are limited, restricted and shut down because of a lack of White Space, • How this applies to a collaborative project where the parameters do not allow sufficient opportunity for developing ideas of mutual interest, • The importance of listening and giving White Space to the interests and goals of partner colleagues within a collaborative project, • The potential of long-term mutual interests where the amount of White Space for all partners is maximised and how we feel when we get the levels of White Space 'just right'.

