



FINNISH EDUCATION  
EVALUATION CENTRE

# EVALUATION OF THE STATE AND RENEWAL OF HIGHER EDUCATION PEDAGOGY



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# 1 Introduction

This publication is a summary of the key results, conclusions, and recommendations of the Finnish Education Evaluation Centre's evaluation of the state and renewal of higher education pedagogy.

According to the Education Evaluation Plan 2020–2023 (2022, 14–15), the evaluation of the state and renewal of higher education pedagogy provides information about the current status of higher education pedagogy, including the pedagogical policies and operating models of higher education institutions, the role of digitalisation in teaching and learning, higher education institutions' internal activities for developing teaching and education, and cooperation between higher education institutions on pedagogical development. It also produces information about the support and incentives for teachers' pedagogical competence. The evaluation supports higher education institutions in developing and renewing higher education pedagogy. The Vision for higher education and research in 2030 and the development projects for competence in higher education pedagogy of the Ministry of Education and Culture form the background for the evaluation.

Versatile quantitative and qualitative data were used in this evaluation. The data was collected for the evaluation from different actors in higher education institutions: students, teachers, pedagogical leaders in faculties or units, higher education institutions and vice rectors responsible for education.

The conclusions and recommendations of the evaluation can be used to improve higher education and higher education pedagogy. The evaluation results can benefit higher education institutions, teachers and students, developers of higher education pedagogy, decision-makers, and other stakeholders.

## 2 Evaluation questions and systemic levels of the evaluation



## The key evaluation questions were:

- What is the current state of higher education pedagogy in Finnish higher education institutions?
- How do higher education institutions renew, support, and develop higher education pedagogy?
- What types of pedagogical policies and operating models do higher education institutions have, what roles does digitalisation play in teaching and learning, how do higher education institutions develop and support teaching and education internally, and how do higher education institutions cooperate in pedagogical development?
- How do higher education institutions support and encourage teachers in developing their pedagogical competence?

Due to the broad objectives and the targets of the evaluation, a systemic approach was selected, where the national level and the levels of the higher education institution, faculty or unit and student are considered. This provides a sufficiently broad overview of the state of higher education pedagogy. The systemic approach refers to analysing issues from multiple perspectives and, in this evaluation, especially looking at different levels in higher education, such as the macro, meso, and micro levels (see Table 1).

**TABLE 1. Systemic levels of higher education and data collection methods at different systemic levels**

SYSTEMIC LEVEL	DATA COLLECTION METHOD
National level – meta level	Focus group interviews Development seminar Survey for higher education institutions
Higher education institution level – macro level	Survey for higher education institutions Focus group interviews with vice rectors for education
Level of faculty, higher education unit, competence unit or similar – meso level	Survey for pedagogical leaders Workshops
Teacher level – micro level	Survey for teaching staff Workshops
Student level – micro level	Survey for students Workshops

# 3 Evaluation data



## Participants in the data collection for the evaluation of the state and renewal of higher education pedagogy



**14**  
universities



**370**  
pedagogical leaders  
(see Table 3)



**22**  
universities of  
applied sciences



**23**  
participants in focus  
group interviews



**7,506**  
students  
(see Table 1)



**104**  
participants  
in workshops



**3,064**  
teachers  
(see Table 2)



**90**  
participants in the  
development seminar

**FIGURE 1. Participants in the data collection for the evaluation of the state and renewal of higher education pedagogy**



**TABLE 2. Respondents in the survey for students (N = 7,506)**

RESPONDENTS IN THE SURVEY FOR STUDENTS		RELATIVE SHARE OF UAS STUDENTS WHO RESPONDED (%, N = 3,386)	RELATIVE SHARE OF UNIVERSITY STUDENTS WHO RESPONDED (%, N = 4,120)
Share of all survey respondents (100%)		45 %	55 %
Gender	Women	71 %	63 %
	Men	25 %	32 %
	Others	4 %	5 %
Highest number of respondents by field	Engineering/ Technology	18 %	22 %
	Business, administration, and law	22 %	12 %
	Health and welfare sector	28 %	3 %
	Education	1 %	14 %
Respondent's assessment of their wellbeing as a student on a scale of 1 to 100, average		67	65

**TABLE 3. Respondents in the survey for teachers (N = 3,064)**

RESPONDENTS IN THE SURVEY FOR TEACHERS		RELATIVE SHARE OF UAS TEACHERS WHO RESPONDED (%, N = 1,316)	RELATIVE SHARE OF UNIVERSITY TEACHERS WHO RESPONDED (%, N = 1,748)
Share of all survey respondents (100 %)		43 %	57 %
Gender	Women	62 %	54 %
	Men	33 %	40 %
	Others	5 %	6 %
Highest number of respondents by field	Engineering/ Technology	12 %	19 %
	Health and welfare sector	28 %	3 %
	Business, administration, and law	19 %	9 %
	Humanities	3 %	14 %
Highest completed degree	Doctorate	18 %	73 %
	Master's degree	74 %	22 %
Respondent's assessment of their wellbeing at work on a scale of 1 to 100, average		72	74

**TABLE 4. Those who responded to questions for pedagogical leaders (N = 370)**

THOSE WHO RESPONDED TO QUESTIONS FOR PEDAGOGICAL LEADERS		RELATIVE SHARE OF UAS RESPONDENTS (% , N = 106)	RELATIVE SHARE OF UNIVERSITY RESPONDENTS (% , N = 264)
Share of all respondents to these questions		29 %	71 %
Gender	Women	61 %	51 %
	Men	35 %	45 %
	Others	4 %	4 %
Most typical job title	Degree Programme Director	10 %	36 %
	Director responsible for teaching or education	13 %	18 %
	Head of Unit	15 %	16 %
	Director of Education or Competence Manager	36 %	2 %
Highest completed degree	Doctorate	11 %	88 %
	Master's degree	72 %	12 %

# 4 Results

## 4.1 Higher education pedagogy policies and operating models



## **Higher education institutions' pedagogical policies and operating models**

Higher education institutions described the link between pedagogical work and the strategy clearly. Almost all higher education institutions had a teaching philosophy, pedagogical policies, or a pedagogical operating model in use. Their pedagogical activities were shaped by either strategic policy work or pedagogical operating models.

Key aspects of higher education institutions' pedagogical policies and operating models were student-centredness, continuous learning, digitalisation, and internationalisation. The pedagogical policies of universities of applied sciences emphasised working life orientation, regional impact and RDI activities, while those of universities stressed research-based education

### **RECOMMENDATION**

Higher education institutions should engage their staff and students in dialogue and negotiations on the meaning of the institution's teaching philosophy, pedagogical policies, or pedagogical operating models.

## **Pedagogical leadership**

In this evaluation, pedagogical leadership meant the actions and procedures aimed at promoting the delivery of learning-oriented education to higher education students. Core processes of pedagogical leadership include the curriculum process and the quality management process of education. Managing and developing personnel competence and allocating resources to teaching and learning play a key role in pedagogical leadership.

Higher education institutions had dedicated directors of teaching and pedagogy, including vice rectors for education, deans responsible for teaching, or heads of fields of education. Institutions have management groups for teaching, teaching councils or other similar bodies. Higher education institutions said they offered training in pedagogical leadership.

The views of pedagogical leaders and teachers concerning pedagogical leadership in higher education institutions differed. Teachers would like to see more pedagogical leadership in higher education institutions, and more competence in pedagogical leadership of the management. Almost all pedagogical leaders (92%) felt they engage the teachers in their units in pedagogical development.

### **RECOMMENDATION**

The policies, structures, and processes of pedagogical leadership in higher education institutions should be implemented systemically at the level of the management, units, teachers, and students.

## **Student expertise aimed for in higher education**

Higher education institutions' responses did not clearly indicate the type of student expertise for which higher education aims. The student expertise aimed for in teaching consists of field-specific, content-related competence and general working life skills (generic skills). Among generic skills, workplace skills and renewal of working life, learning-to-learn skills, development of critical thinking, and multicultural and multidisciplinary skills were emphasised.

### **RECOMMENDATION**

Higher education institutions should define the student expertise aimed for in education. This definition should be based on research, future labour market needs and the current higher education policy challenges, and it should be formulated together with the staff, students, and stakeholders.

## 4.2 Teaching and learning cultures and curriculum processes



## **Teaching cultures in higher education institutions**

When analysing the data, higher education institutions' teaching cultures were divided into a culture focused on pedagogical education and projects, a culture that supports the development of teaching, and an individualistic 'clique' culture. According to teachers, the teaching cultures in higher education institutions are oriented towards pedagogical education and development, and they support cooperation between teachers.

Most (72%) teachers felt that teaching development is considered important in their units. A large share of teachers (70%) found that their units enable teachers' participation in pedagogical education.

### **RECOMMENDATION**

Education cultures that support pedagogical development and cooperation in higher education institutions should be further strengthened through versatile communal practices at the levels of the institution, units, teachers, and students.



## **Learning environments in higher education institutions**

Higher education institutions' learning cultures were analysed in terms of students' and teaching staff's experiences of equality, atmosphere, appreciation, and social support. Students experienced the learning environment of higher education institutions as mainly positive and felt that students were treated equally and respectfully. Almost all students (97%) reported that they treat their fellow students with respect. Most students (78%) said that they have been treated respectfully and equally and that the higher education institution has a good study atmosphere. However, students would like more social support from their learning environment.

Teachers were more positive than students when assessing the features of the higher education institution's learning environment. Almost all teachers reported that they appreciate the effort students put in their studies, and that they treat students with respect and maintain a good study atmosphere.

### **RECOMMENDATION**

Social support for students, a sense of community and participation should be further increased by the higher education institution.

## **Higher education institutions' curriculum processes**

While higher education institutions' curricula in different fields are updated every two to five years, smaller changes are made in them each year. According to their responses, higher education institutions and pedagogical leaders experienced curriculum work and pedagogical updates as more consistent and effective than teaching staff. Higher education institutions would develop curriculum work by clarifying its process and schedule.

More than a half (60%) of the teachers found they had been able to influence curriculum policies and contents. Most (91%) pedagogical leaders said that teachers' competence is used diversely in the development of teaching. Some teachers, however, felt that they were not sufficiently engaged in the curriculum process. A quarter (25%) of the teachers said that working life representatives had been involved in the curriculum work.

### **RECOMMENDATIONS**

The curriculum processes of higher education institutions should be managed and developed further. The entire higher education institution's community, labour market representatives and other external stakeholders should be engaged in the curriculum processes, and their initiatives should be listened to.

Operating methods that enable flexible changes without the reform cycle becoming too fast and burdensome should be developed for updating curricula.

Curriculum development should be based on research and evaluation data and anticipation information.

## 4.3 Teaching and learning in higher education institutions



## **Research-based teaching and education**

Higher education contents are based on the latest research evidence, even if the practical links of teaching with research or RDI activities varied between higher education institutions. Only one out of five (22%) students had participated in research or RDI projects.

Pedagogical leaders considered they draw on research findings on learning and teaching in their leadership of teaching. The responses of higher education institutions also indicate that the development of higher education pedagogy is based on research.

### **RECOMMENDATION**

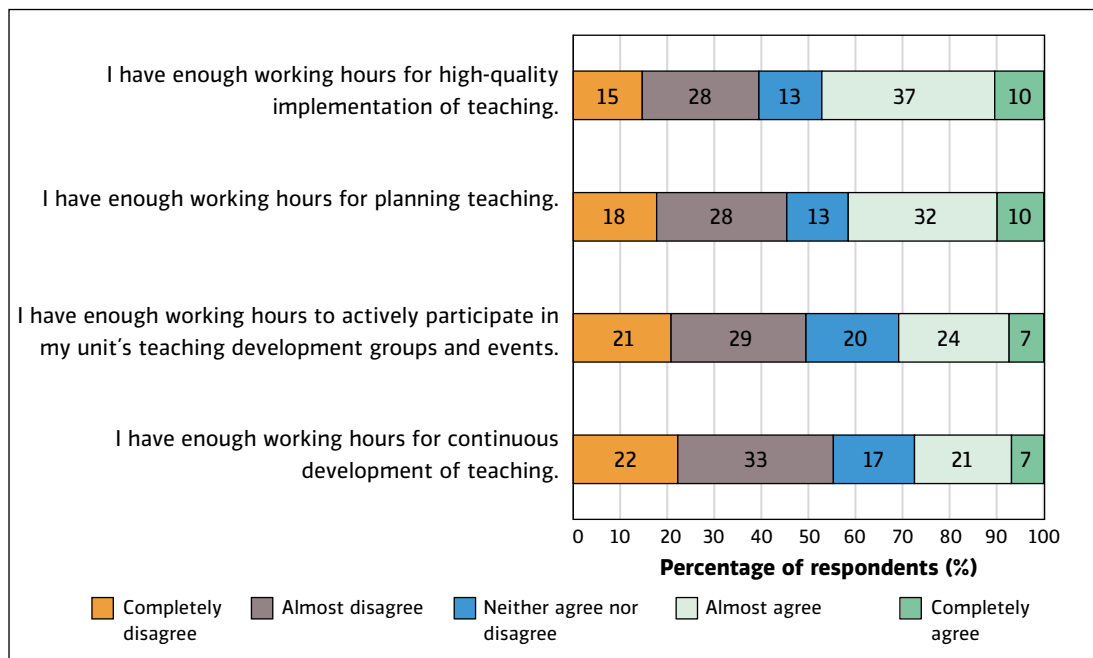
The connection between teaching and research or RDI activities should be developed further, and the effectiveness of this connection should be assessed by the higher education institutions..

## **Student engagement and support for student and staff wellbeing**

According to pedagogical leaders, the wellbeing of staff and students is supported in many ways. However, teachers and students needed more support to promote their wellbeing.

Most students found that their studies were meaningful and their study skills good. Some students felt that the guidance and support they received was inadequate. Student wellbeing was bolstered by guidance, tutoring and student support services. The challenge faced by higher education institutions in supporting students' wellbeing lay in the diversity of students, their different needs and difficulties in reaching them.

The challenge to teaching development was that teachers lack sufficient working hours. Only 28% of the teachers felt that they had sufficient time for developing teaching (see Figure 2). The challenges related to the sufficiency of working time are linked to teachers' experienced wellbeing, their pedagogical competence, and their considerations for leaving the field.



**FIGURE 2. Working time available for teaching and its development according to teachers' responses (N = 2,925–2,958)**

### RECOMMENDATIONS

Higher education institutions should support student wellbeing by diverse means of learning-centred teaching and guidance.

Higher education institutions should support teachers' wellbeing at work through participatory and systemic pedagogical leadership.

Teachers should be encouraged in team teaching and closer cooperation with other teachers. Teachers should be supported by means of mentoring arrangements.

## **Teaching, guidance, and assessment methods**

Higher education institutions' teaching and guidance methods analysed in the evaluation included discussing learning outcomes and assessment criteria, cooperation and interaction, integration of theory and practice, development of thinking, and offering opportunities for exerting influence. According to students and teachers, teachers go through the intended learning outcomes and competence assessment criteria at the beginning of study units. Diverse teaching and guidance methods are used, and presenting information, and group work are emphasised in teaching. Integration of theory and practice as well as development of thinking are also considered important. Teachers gave the integration of theory and practice the average grade of 4.6 on a scale of 1 to 5, compared to the average grade of 3.8 given by students. Students from universities of applied sciences assessed teaching more positively than university students. Teachers assessed teaching more positively than students.

While diverse competence assessment methods are used in teaching, the use of self-assessment and peer assessment is limited. Teachers emphasise the ability to apply knowledge in the assessment of competence.

### **RECOMMENDATION**

The use of versatile teaching, guidance and assessment methods should be continued.

## **Use of digitalisation**

Students' and teachers' digital skills were good, and the digital learning environments used in teaching were fit for purpose. Teachers assessed the balance between contact teaching and remote teaching more positively than students. Digital learning environments are used appropriately in studies.

Higher education institutions provide diverse support for promoting digitalisation, for example through digital mentoring, support services and online pedagogues. Higher education institutions work together to develop digital pedagogy, especially in the Digivision 2030 project.

### **RECOMMENDATIONS**

Digitalisation should be used more in teaching and learning. Teachers should be supported in diverse pedagogical use of up-to-date digital tools and environments.

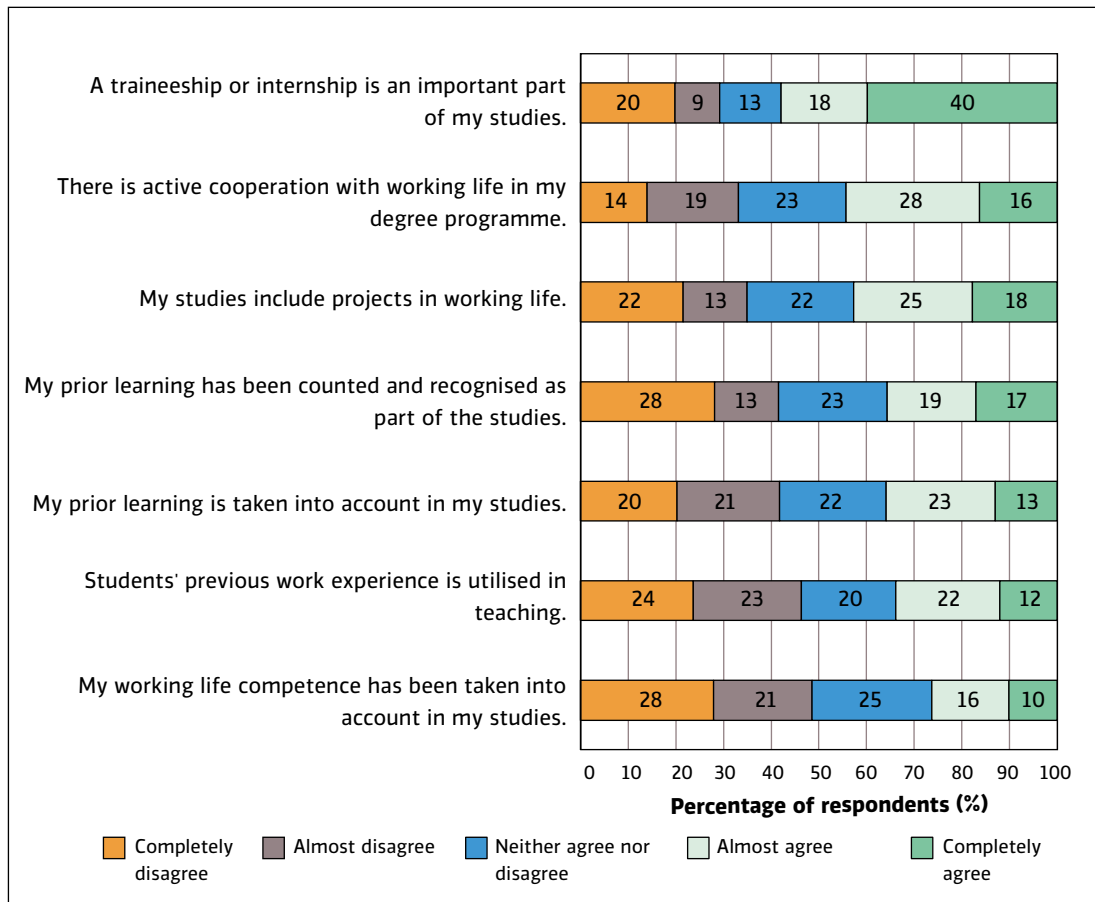
Clear and jointly agreed pedagogical justifications must exist for the selection of distance, hybrid and contact teaching.

### **Working life perspective**

The role of cooperation with working life in teaching was relatively minor, and not every student participated in traineeships, projects, or other working life studies as part of their studies. There was more cooperation with working life in teaching in universities of applied sciences than in universities. In teaching, little attention was paid to students' previous work experience and their working life skills.

### **RECOMMENDATION**

The working life perspective and cooperation with working life should be strengthened, especially in university teaching and studies.



**FIGURE 3. Working life perspective in teaching and learning according to respondents to the student survey (N = 7,499–7,427)**



## 4.4 Pedagogical development in higher education institutions and education feedback processes



## **Education feedback processes**

Higher education institutions collected a large volume of feedback on teaching in different ways. Few respondents reported that the diverse feedback on teaching was used systematically. The response rates in feedback surveys for students were low.

Teachers mainly collected feedback from students at the end of study units. While teachers thought they responded to feedback, students did not feel they received responses. Teachers and students also experienced the impact of feedback differently.

Teachers and students mainly discussed teaching with their peers. Students discussed teaching with each other more than with teachers. Teachers discussed feedback from their students with their colleagues.

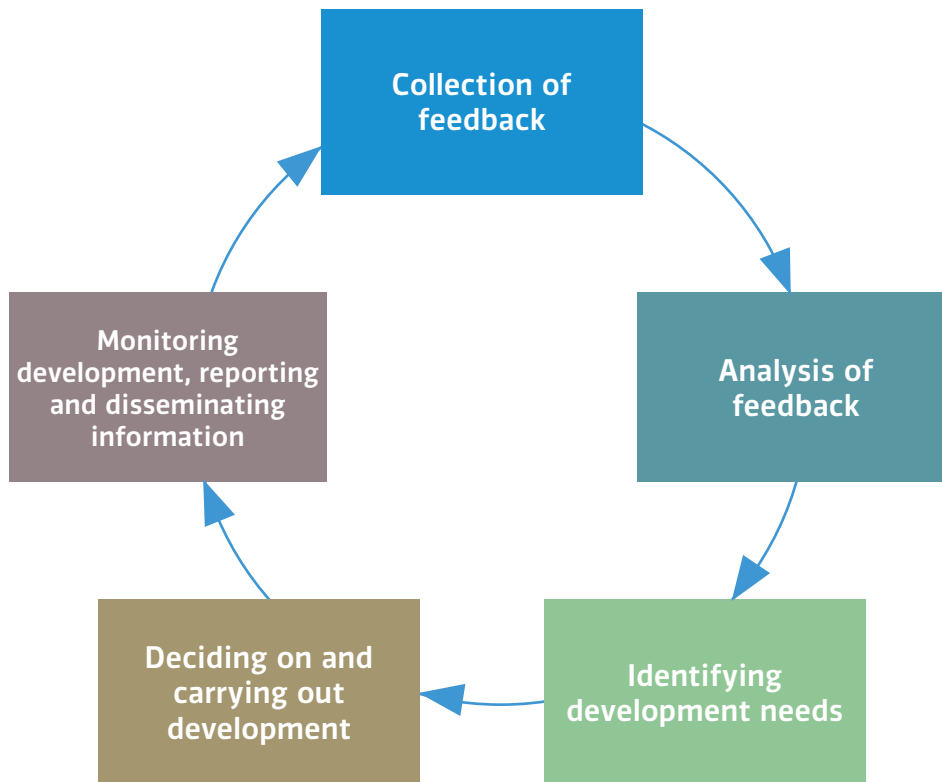
### **RECOMMENDATIONS**

Use of feedback in higher education institutions should be developed across the board. The use of feedback should be managed systemically, and actors at different systemic levels should be engaged in it.

Students should be engaged more in communal development of teaching as active agents. Teachers and students should also be encouraged to use informal feedback processes.

Staff should respond to student feedback, enabling students to feel that their feedback has an impact on teaching and its development.

Higher education institutions should clarify the feedback cycles related to the development of teaching: collecting and analysing diverse feedback data, identifying development areas, deciding on, and implementing development measures, monitoring and reporting on the measures and informing different levels of the higher education institution's community of the changes (see Figure 4).



**FIGURE 4. Feedback cycle in development of teaching**

## **Internal development of teaching and education in higher education institutions**

To support the development of teaching, higher education institutions have established support services that may comprise centres, units, teams, internal networks or contact persons. Students' role in these teams or bodies for supporting teaching and learning is described little. Higher education institutions mainly support teaching development in different fields by means of various field-specific development or RDI projects, networks, and training.

The impact of higher education pedagogy development is assessed mostly by means of student feedback and different evaluations in higher education institutions. According to higher education institutions, the impact of higher education pedagogy development could be enhanced by better planning of competence development and more systematic collection and use of feedback. Support for developing teaching in different fields is provided in the form of various development projects, networks, and training.

### **RECOMMENDATIONS**

The responsibilities for pedagogical development in higher education institutions should be divided between the different levels of the institution, and the development work should be viewed in the long term.

In the future, the impact of higher education pedagogy activities should be monitored more diversely with quantitative and qualitative impact indicators and included as part of the operation and its development.

Comprehensive and systemic criteria should be drawn up to monitor the impact of higher education pedagogy.

## 4.5 Cooperation on pedagogical development between higher education institutions



## **Networking and cooperation during studies**

Internationalisation played a minor role in studies: few students had participated or intended to participate in international traineeships or exchanges. However, almost everyone had the possibility of completing part of their degree at a foreign higher education institution. University students participated in international mobility periods slightly more often than university of applied sciences students. According to teachers, foreigner personnel work in departments and other units, and opportunities for internationalisation at home were consequently available.

Visiting lecturers from other higher education institutions were not frequently seen in higher education teaching. Universities had more visiting lecturers from other higher education institutions than universities of applied sciences. However, visiting lecturers from labour market participated in higher education teaching.

### **RECOMMENDATION**

To improve international competence, students should be encouraged to participate in international student exchanges and internships, especially at universities of applied sciences.

## **Cooperation among teachers and higher education institutions in teaching and pedagogical development**

Teachers' networking and teaching-related cooperation mainly takes place within their own units. Teachers in higher education institutions engage in relatively little teaching-related cooperation with other fields and persons working in the public sector and companies, the third sector, foreign higher education institutions, the other higher education sector and other Finnish higher education institutions.

At the national level, cooperation relating to higher education pedagogy between higher education institutions mainly takes place in shared networks, joint projects, and the Digivision 2030 project. Higher education institutions engage in international cooperation related to higher education pedagogy in networks, joint projects, and university alliances. Higher education institutions would like to see stronger cooperation through networks, joint projects, thematic and sectoral development, and cooperation in the Digivision 2030 project.

### **RECOMMENDATIONS**

Cooperation and networking related to higher education teaching with workplaces, foreign and other Finnish higher education institutions as well as between the higher education sectors should be increased.

Cooperation relating to higher education pedagogy between higher education institutions should be increased through permanent networks, long-term projects, and more systematic sharing of expertise among different higher education institutions.

Teachers should be encouraged in team teaching and closer cooperation with teachers in other higher education institutions.

## 4.6 Support for pedagogical competence and educational provision in higher education pedagogy





Almost all higher education institutions offered short-term or long-term education in higher education pedagogy and digital pedagogy. Based on the data, an accurate overall picture could not be formed on whether the education was based on research or if it was of practical nature. Around two thirds of higher education institutions stressed that they offered support, training and mentoring to their staff in the selection and use of digital pedagogy solutions.

Pedagogical leaders in higher education institutions welcomed the development of teachers' pedagogical competence and encouraged teachers to participate in pedagogical training in different higher education institutions. Teachers felt that teaching is appreciated less than research. They also felt that their working time was insufficient, which hindered their participation in various training and teaching development events.

Teachers assessed their teaching competence as good (8 on a scale of 4 to 10), as did pedagogical leaders their leadership competence (8 on a scale of 4 to 10). Teachers discuss teaching and guidance with each other and develop and experiment with new teaching and guidance methods on their own and with other teachers.

## **RECOMMENDATIONS**

Education in higher education pedagogy should be research-based and of sufficiently long duration while also having concrete links to teachers' practical teaching work.

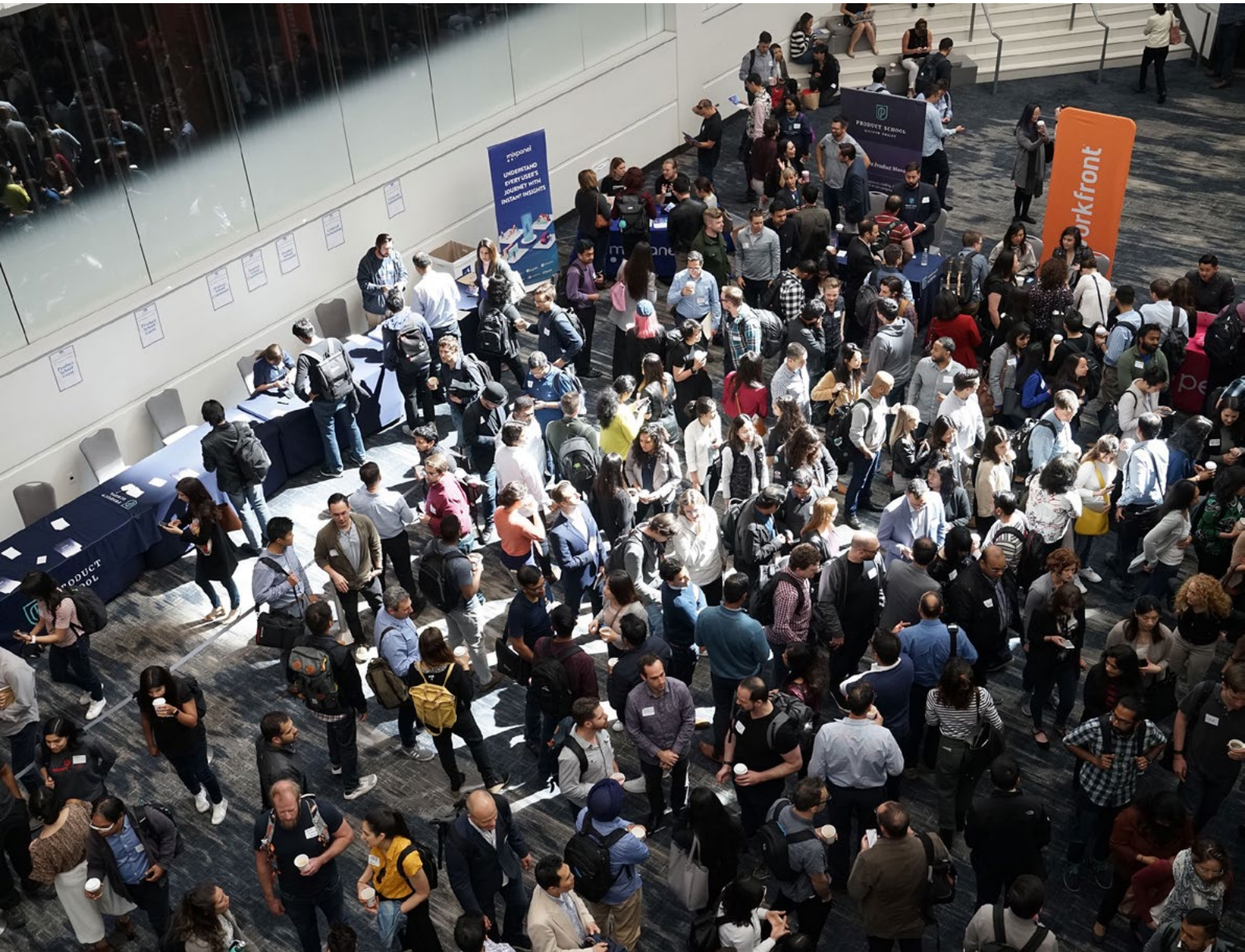
Higher education institutions should consider making pedagogical studies (10 to 60 credits) compulsory for those working in teaching tasks.

Teachers should be encouraged in co-teaching, communal teaching development and innovative pedagogical experiments.

Higher education institutions should show appreciation for teaching by supporting teachers' career paths and the development of pedagogical competence and research.

Higher education institutions should introduce diverse incentives for communal development. Good incentives include concrete rewards to teachers and teacher teams for good teaching or education development.

## 4.7 Future and renewal of higher education pedagogy



In the daily work of higher education institutions, the focus was on current problems. Little attention was paid to envisioning future, innovation, and development according to different datasets. Higher education institutions had concerns over funding and competition between higher education institutions for students.

Higher education institutions addressed the topical themes of sustainability, continuous learning, internationalisation and multidisciplinary. Room for improvement remains in these areas, especially in the practices of higher education pedagogy. Pedagogical leaders felt that they were responsible for the international contacts of teaching and compliance with sustainability policies.

As pedagogical challenges of the future, higher education institutions experienced especially the diversification of students, expansion of continuous learning and challenges posed by digital pedagogy. According to higher education institutions' views, higher education pedagogy can be renewed by accounting for the diversification of pedagogy, regional working life needs, and the opportunities offered by digitalisation and artificial intelligence. Strengthening teachers' and students' experiences of participation was considered important. Enthusiasm and new opportunities relating to the practices of teaching and learning will also be needed in the future.

## **RECOMMENDATIONS**

Higher education institutions should engage in continuous pedagogical discussion on higher education, learning and teaching as well as envision the future together in a way that helps higher education institutions, the management, units, and teachers stay at the forefront of research-based education, teaching, and its development.

The focus on sustainability, internationalisation, multidisciplinary and continuous learning should be sharpened in teaching and teaching development in the future. The perspectives of multilingualism and language awareness should be addressed better.

The opportunities offered by artificial intelligence and technology should be used in a holistic, innovative, and experimental manner in pedagogical development. Higher education institutions should develop solutions that draw on artificial intelligence to support teaching, studying, and learning.

Consensus, shared goals, trust, and a positive atmosphere related to higher education pedagogy should be strengthened in higher education institutions.

# 5 Conclusion



The evaluation findings indicate that many things are well and highly developed in Finnish higher education pedagogy. Room for improvement was, however, found in curriculum processes, use of different feedback types and working life perspectives in education.

The systemic and multi-method evaluation model provided an opportunity to look at higher education pedagogy extensively, diversely and from the perspectives of such key actor groups as students, teachers, higher education institution management and the national level. The datasets collected at different levels of higher education highlighted interestingly different perspectives as well as concurring and conflicting views in different target groups' responses. As a general observation on all datasets, it can be said that the management and pedagogical leaders of higher education institutions saw many things in a more positive light than teachers. Students were the most critical respondents regarding almost all evaluation themes.

From the perspective of development work, it is essential that development activities are systemic and coherent, and that actors at different levels are always considered within and between the different levels. Development should therefore be carried out both within higher education institutions and in national and international cooperation. The evaluation team hopes that the results of the evaluation can be fully exploited in the development process.

# **Checklists for developing higher education pedagogy**

## Pedagogical leaders' CHECKLIST

- Make sure that your higher education institution draws up pedagogical policies or a pedagogical operating model communally and through active discussions. Inform students and teachers of the pedagogical policies or the pedagogical operating model in different contexts and justify them.
- Crystallise your institution's policy on what kind of student competence higher education aims for.
- Develop your personal pedagogical leadership by participating in training, reading literature in the field, and discussing pedagogical leadership and the expectations associated with it with colleagues, teachers, and students. Improve your understanding of the basic processes of pedagogical leadership, or the curriculum process and feedback processes.
- Encourage teachers in evidence-based teaching development. Give teachers tips about the latest pedagogical research literature and facilitate their initiatives concerning evidence-based teaching development. Tell teachers where they can find help for developing their teaching.
- Draw on Finnish and international pedagogical research findings, versatile evidence, and learning analytics in your leadership. Avoid relying exclusively on your personal experiences and views in pedagogical leadership.
- Produce summaries of different types of feedback together and consider how they could be used to prioritise development measures. Put the plans into practice and monitor the launched development activities regularly.



## Supporting a sense of community

- Listen to students and staff, and discuss matters related to student wellbeing and wellbeing at work with them. Develop ways of improving wellbeing together. Organising studies and teaching in a manner that supports student wellbeing and wellbeing at work is the key.
- Support the creation of a sense of togetherness among the staff and students.
- Draw up common rules and instructions for when study units can be implemented remotely, as contact teaching, or as hybrid teaching. Draw up clear principles regarding the situations in which artificial intelligence can be used in work and studies. Ensure that teachers have sufficient skills and opportunities for using digital pedagogy.
- Plan and organise different social encounters related to studying to support interaction between students.

## Curriculum work

- Engage teachers, students, and workplace representatives in curriculum work.
- Take teachers' and units' initiatives seriously and make them part of the curriculum work.
- Tap research evidence as well as evaluation data and anticipation information in curriculum work.
- Draw up a common policy for the higher education institution to ensure that the curriculum cycle is as long as possible. This makes it possible to develop teaching over the long term and assess the success of the development efforts.
- Pay attention to the working life competence accumulated by students as part of the curriculum. Together with teachers and students, consider the areas and study units in which students accumulate working life competence.
- Account for internationalisation and sustainability competence, opportunities for continuous learning, and the realisation of multidisciplinary at the study unit level in the curriculum process.

## Teachers' CHECKLIST

- Participate actively in the curriculum renewal process and put your expertise at the disposal of others in the process.
- Develop your teaching by participating in training, reading literature in the field, and discussing teaching and teaching development with colleagues and students.
- Teach study units together with your colleagues as a team or pair.
- Conduct research or keep up with advancements in research in your field. Update your teaching with new and topical research evidence and evidence-based teaching methods.
- At the beginning of a study unit, find out about what prior knowledge and skills the students have related to the topic in question, and consider how you could use their prior learning as part of the study unit and teaching.
- Encourage students to set their personal learning objectives for the study unit and to monitor their achievement.
- Incorporate support for students' learning skills in your teaching.
- As part of the teaching, address and provide support for students' problems associated with studying.

### Teaching and guidance modules and situations

- Discuss the learning outcomes and assessment methods of the study unit with students and explain how the study unit supports the students' learning. Make sure that the selected teaching and assessment methods are in sync with the learning outcomes.
- Use versatile teaching, guidance and assessment methods in teaching, and stress learning and mastering knowledge, skills, and attitudes alike in teaching.
- Monitor the development of students' skills in courses and modules. Enrich your teaching and assessment by using self and peer assessment by students.

- Justify to students why a specific study unit is carried out as remote, contact, or hybrid teaching.
- Consider how students build up their working life competence during the study unit and explain it to the students. Plan ways in which introduction to working life or work-based learning can be integrated into the study unit.
- Listen to and actively collect feedback from students during and after a study unit. Tell students how you use the feedback you receive and how it will be reflected in your teaching in the future.
- Use learning analytics in your teaching, when possible.

## **Other support for students**

- Listen to and discuss with students their wellbeing related to studies and develop methods for improving student wellbeing together.
- In teaching, create social situations where students can network with each other and with students from other fields and other higher education institutions.
- Pay active attention to students' messages about loneliness or need for support.
- If a student is often absent without a reason, pay attention to this and try to contact them.
- Involve students in your research or RDI projects.

## Students' CHECKLIST

- During each study unit, consider what you would like to learn and why: what the most essential aspect of the unit is, and how you will be able to use it in working life.
- Participate in study units that help you learn study skills. Strive to use as versatile methods as possible when studying.
- At the end of the course, reflect on how you have learned the key points of the course and ask for feedback on your skills.
- Network actively with students in your field, other fields, and other higher education institutions.
- Keep actively in touch with your fellow students. Make sure no one is left alone.
- Participate in study units to which visitors from working life, other higher education institutions and other fields are invited.
- Find out about opportunities for international exchanges or international traineeships. Try to include at least one international mobility period in your studies.
- Give feedback and remind teachers about responding to it. You can give constructive feedback orally, in writing and in various discussions alike. Positive feedback is also feedback.
- Take part in feedback days and various development events of your degree programme and tell constructively and respectfully about the ways in which you have learned best and what would help you learn in the future.



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**Evaluation of the state and renewal of higher education pedagogy**

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