Slide 1

STUDENT WELL-BEING, SENSE OF COMMUNITY AND THE FUTURE OF LEARNING

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Slide 2

Future Competencies

Creative Learning Environment

Learning Design

Well-being

Digitalisation

Professional Growth

Employability

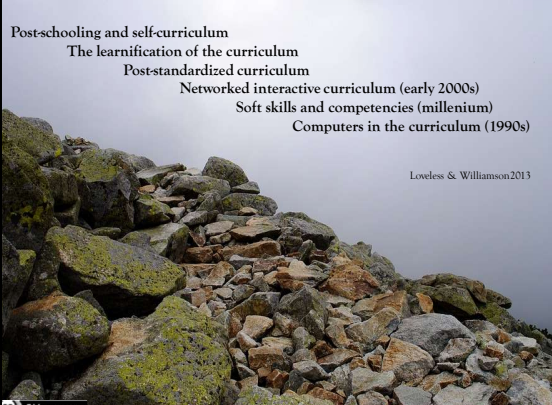HELSINGIN YLIOPISTO
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CHANGE?

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Slide 4

Post-schooling and self-curriculum
The learnification of the curriculum
Post-standardized curriculum
Networked interactive curriculum (early 2000s)
Soft skills and competencies (millenium)
Computers in the curriculum (1990s)

Loveless & Williamson 2013

BY Niinistö-Sivuranta

Slide 5

DIGITALISATION OF EDUCATION

- Be open! Open education, open course pages, open educational material, open science…
- Put some letters like MOOC, BYOD, VR together and be in the top of the development
- Make action, be visible! Videos, vlogs, YouTube…
- Design flipped classroom, blended learning and other solutions to promote learning.

→ New flexible ways for digital assessment, assessing the learning actions and expertise, creating personal study paths for students

But don`t forget the learner…

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"Any classroom can be organized to be a global communications center"

(November 2012)

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Technology in itself does not speed up the learning process, but it can be used to enrich the learning environment, to provide pedagogical choice and to encourage the learner. Digitality as such is not a solution to the challenges of learning.
(Pfeffer & Reif 2015; Loveless & Williamson 2013.)

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CONCLUSION

The demands of the digitalising world and working life on the one hand and the digital competences of new learners on the other create challenges for learning environments in higher education.

The digitalisation of learning environments, the expectations of the generations of learners, and the increasing openness of education are paving way for changes in pedagogy.

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THREATS?

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ABOUT LEADERSHIP

"…learning-centred leadership have often sought only to create the space for **teachers to operate successfully**, rather than for them to explore and develop their pedagogic capability."

(Male, T. & Palaiologou, I. 2011)

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ABOUT WORKING LIFE

The future of (working) life seems threatened, and the demand for new competences might seem unreachable.

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ABOUT POLITICS

In the current political environment, increased openness and better results are expected from education. In the European context, the funding of higher education is increasingly based on degree progression and number of graduates.
(Mathies & Ferland 2014.)

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CONCLUSION

We must be able to guarantee a steady quality of education with reducing resources.

University leaders' focus on staff and institutional development is essential to ensure sustainable and scalable results.

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Future?

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NEXT GENERATION
(POSITIVE THINKING)

New student generations are commonly associated with hyper-connected digital natives, who expect interactive and student-centred learning with high expectations of teachers and a rejection of 'sage on the stage' teaching. They respond well to team work and show a high level of motivation in developing the skills they see as useful. In addition to acquiring specialist knowledge, there is a growing focus on transversal skills, including active citizenship.

(EU-PLA-report 2017, Paris)

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NEXT GENERATION
(WORRIED THINKING)

Mental health issues and visionlessness are growing issues among the young generations of learners, partly due to increasing pressure to produce quick results as well as the endless number of choices available.

There is an **increasing need for student counselling** and study support in institutions of higher education. (Korkeakouluopiskelijoiden terveystutkimus 2016; Nuorisobarometri 2017.)

The need for social encounters as well as boundaries and guidance do not disappear when learning is transferred online due to advancements in technology.

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IT´S ALL ABOUT PEOPLE

Communication culture
Caring
Compassion

"Whether you are the giving or the receiving end of compassion, it is all about being part of something; do I feel meaning in my work life, do I matter?"

ANNE BIRGITTA PESSI'S TAKE ON DIFFERENT ARGUMENTS OF THE POWER OF COMPASSION IN WORK LIFE. (6.5.2016)

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CONCLUSION

New generations of learners can place their own goals on learning and make more choices based on their own preferences, when the whole world is open to them.

There is a need for research-based knowledge on the effects of different pedagogical solutions on learning.

Technology in itself does not guarantee good learning results; we still need high quality encounters and time for interaction.

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How can we develop a supportive interaction culture in our degree programme?

Share best practices/experiences about pedagogical solutions or learning situations that support students to express their own ideas and feelings.

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Learning takes time

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