LAMK Lahden ammattikorkeakoulu
Lahti University of Applied Sciences

# INSIGHTFUL LEARNING TO MEET FUTURE WORK LIFE CHALLENGES PROVIDED BY LUAS MASTER SCHOOL

LAHTI UNIVERSITY OF APPLIED SCIENCES
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Insightful learning to meet future work life challenges provided by LUAS master school

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ABSTRACT

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The future of jobs will differ substantially from today's work and the disruption will happen rapidly. New work categories will emerge as old ones will seize to exist. This all will require a lot of learning and therefore the quality of learning will play such an important role in the future.

The main objective of the paper is to make sure LUAS master school students will be considered as attractive recruitments by the employers' of the future working environment. The benefit of this, to the degree students, is to guarantee their future employment in the changing working environment, and also to provide them capabilities to succeed in their careers.

The literature review consists of the future of jobs, engaging learning experience –model and issues related to universities of applied sciences. The empiric research is conducted around factors currently advancing and preventing students' insightful learning in LUAS. The empirical data is collected from both students and teachers of LUAS.

The end result of the research is a recommendations list for future actions for LUAS teachers. By implementing the actions, the level of insightful learning in LUAS is bound to improve. Besides teachers' actions, the school itself has a major role in enhancing the students' insightful learning and ways in succeeding in that, are also suggested in the paper.

Insights and insightful learning are mentioned in both LUAS's vision and values, and hence redeeming those promises need to be present in LUAS's teachers' practices at school every day. In order to ensure the teachers' implementation of the recommendations, they need to be committed to insightful learning practices.

The results of the study reveal that most of the actions expected of teachers in enhancing insightful learning are very practical and simple and should be implemented, naturally, by means of insightful learning.

Key words: insightful learning, engaging learning experience – model, future of jobs, LUAS, LUAS vision and values, UAS teachers

Lahden ammattikorkeakoulu
Master's Degree Programme in International Business Management

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Tulevaisuuden työn haasteisiin vastaaminen oivaltavan oppimisen keinoin LAMK:n tuella

106 sivua + 9 liitettä

Syksy 2016

TIIVISTELMÄ

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Työn tulevaisuus tulee eroamaan huomattavasti tämän päivän tilanteesta ja murros tulee tapahtumaan nopeasti. Uusia töitä ilmestyy samaan aikaan vanhojen hävitessä. Murros tulee vaatimaan paljon oppimista ja siksi oppimisen laadulla tulee tulevaisuudessa olemaan suuri merkitys.

Työn päätavoite on varmistaa LAMK:in opiskelijoiden houkuttelevuus tulevaisuuden työmarkkinoilla. Tutkinto-opiskelijoille se tarkoittaa varmuutta työn saamisesta tulevaisuuden muuttuvassa toimintaympäristössä sekä mahdollisuutta menestymiseen urallaan.

Työn teoriaosuus keskittyy työn tulevaisuuden kuvaamisen lisäksi oivaltavan oppimisen kokonaisvaltaiseen malliin sekä ammattikorkeakoulujen toimintaan. Empiirinen tutkimus koskee tämän hetkisiä oivaltavaa oppimista edistäviä ja estäviä tekijöitä LAMK:issa. Empiirinen tutkimusaineisto kerättiin LAMK:in nykyisiltä opiskelijoilta sekä opettajilta.

Tutkimuksen lopputuloksena tuotettiin suosituslista toimista, joiden avulla LAMK:in opettajat voivat edistää opiskelijoiden oivaltavaa oppimista. Opettajien toimenpiteiden lisäksi toki opiskelijoilla itsellään sekä koululla on rooli oivaltavan oppimisen tason nostamisessa. Sen vuoksi työ sisältää myös muutamia kehitysehdotuksia koululle.

Oivallukset ja oivaltava oppiminen on molemmat mainittu LAMK:in visiossa ja arvoissa ja ne ovat lupauksia, jotka pitäisi lunastaa opettajien käytännön toimenpiteiden kautta päivittäin. Tulosten perusteella kootun suosituslistan toimenpiteiden jalkauttamiseksi opettajat tulee saada sitoutettua oivaltavaa oppimista edistävien toimintatapojen käyttöön.

Tulosten perusteella opettajilta odotetut toimenpiteet oivaltavan oppimisen edistämiseksi ovat hyvin käytännönläheisiä ja yksinkertaisia ja ne pitäisi luonnollisesti jalkauttaa opettajille oivaltavan oppimisen keinoin.

Avainsanat: oivaltava oppiminen, oivaltavan oppimisen kokonaisvaltainen malli, työn tulevaisuus, LAMK, LAMK visio ja arvot, LAMK opettajat

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# 1 INTRODUCTION

As the results of this paper will present, introduction is one of the major things in creating interest towards a subject and as such has a great role in defining whether insightful learning will happen or not. Besides the important role of introduction, as creating interest towards a subject, this paper will give several other suggestions for Lahti University of Applied Science's teachers, on how to enhance their students' insightful learning and thus guarantee their success in the changing working environment.

## 1.1 Background

I bet most of you are familiar with studying for an exam just to pass the test, maybe even with a good grade. I was an A student in high school and with the help of a good memory managed to get pretty good grades with a very limited amount of work. I studied a few hours for the exams, went to the class room, executed and… forgot everything I had just written. The end result, academically, was quite good, but for me, personally, what was the gain in it all?

I know I am not alone with these experiences, I have had many interesting discussions related to this with my colleagues and several of them recognize the same experience. Who have we been studying for, the teacher and the school, or for ourselves? In the future there will be a constant need to learn new things in order to remain competitive. Would it be possible to change the way we learn and make the most of it?

When I studied a model called "engaging learning experience" (oivaltava oppiminen in Finnish) it felt like this is what has been missing from my learning. Constant, insightful ability to learn. The model is created by Kirsti Lonka, Professor of Educational Psychology at University of Helsinki. The concept of engaging learning experience combines sense, creativity and emotions. Having an insight means that there is an element of novelty, for a moment everything seems to be clear and there is a feeling of pieces falling into place. At that moment you may want to laugh since the insight

gained can feel so natural and have a surprising perspective to the issue at hand. (Lonka 2014, 6.)

Many teachers would like to believe that issues that they are teaching are heard, listened and also understood. Teachers tend to, very dutifully, go through the content of the course and thus thinking of fulfilling their task well. If one or more issues listed in the curriculum, is left out, teachers easily feel that they have failed in their time management. If then at the end of the course they realize that the students have misunderstood their intended message, teachers easily think students as being bad, lazy or stupid. The fact is that they are nor lazy nor stupid but they have learned to do only what is expected of them, even if it does not always feel sensible. They have always succeeded at school with only superficial working methods. Some teachers may feel offended, justifiable so, with general discussion about the need to transfer from teaching practices to learning practices. Teachers may feel that they already are primary emphasizing learning in their work. Many experienced pedagogues are subconsciously instinctively using engaging learning experience –model and its principles, as they have realized that with the help of the said principles, learning comes naturally. That is why the engaging learning experience -practices are so useful and functional in everyday school work. (Lonka 2014, 221-222.)

Insights and insightful learning are mentioned in both Lahti UAS's vision and values and hence redeeming those promises should be seen in Lahti UAS's teachers' practices at school every day. How could the teachers improve their students' insightful learning and provide the students with tools to be successful in the changing future work environment?

This paper will discuss the very different nature of jobs in the future, compared to one's today. It will also present how insightful learning can be supported by the use of engaging learning experience –model. The emphasis will, however, be on the current situation; which factors do LUAS students and teachers currently see, as advancing or preventing insightful learning, and what are the actual actions needed from the teachers to

support their students' insightful learning, in the future.

### 1.1.1 Terminology

The terminology related to the subject in question in English is very diverse and therefore perfect translations are hard to formulate. In this work the term "gain insight" will be used whenever meaning the Finnish equivalent of "oivaltaa" and the term "insight" for the Finnish equivalent of "oivallus". In the Cambridge dictionary the noun insight is defined as "(the ability to have) a clear, deep, and sometimes sudden understanding of a complicated problem or situation" which could be understood with the Finnish noun "oivallus". Also LUAS, in its own material translates "oivaltava" as "insightful".

However, when discussing about the model created by Kirsti Lonka, her own translation "engaging learning experience –model" is used for the Finnish term "oivaltavan oppimisen kokonaisvaltainen malli".

## 1.2 The objective of the research and research questions

The main objective of the thesis is to make sure LUAS master school students will be considered as attractive recruitments by the employers' of the future working environment. The benefit of this, to the degree students, is to guarantee their future employment in the changing working environment, and also to provide them capabilities to succeed in their careers.

The main research question is:

***How LUAS master's students facing of future work environment's challenges can be supported by means of insightful learning?***

The main research will be answered based on best practices from students, teachers and relevant literature.

The sub-questions are as follows:

- *What are the challenges of the future work environment the students will face and what is the role of LUAS master school in all that?*
- *Which factors do current LUAS master's school students and teachers see as advancing and preventing insightful learning?*
- *How could the current situation be improved with the help of engaging learning experience –model?*

To ensure the actualization of the main objective, the expected result of the thesis is to produce a recommendations list for LUAS master school teachers. The list will consist of practical examples on how to enhance the students' insightful learning.

## 1.3 Scope and limitations

The scope of the thesis is very much on practical actions; how teachers could better support their students in insightful learning in the future. Much emphasis has also been given to presenting the current situation and the factors currently advancing or preventing students' insightful learning. It would, naturally, be unfair to assume that actions are only expected from teachers. Certainly a student's own role has to be stressed, as well as the school's role as a provider of teachers' resources and guidelines. The students' and school's role will, however, be discussed very briefly in this paper and the focus will be on the teachers' actions. A suggestion for the school to implement the new actions enhancing insightful learning, will also be presented in the paper.

The research has been limited to Lahti University of Applied Sciences. It is possible that the results would function in any other UAS also, but that possibility has not been evaluated more. Within LUAS, the work is limited to only concentrating on master students. Some parts of the results might be useful with the bachelor students also, but without the practical working life experience as a vital part of the master studies, the results and therefore suggestions for teachers would inevitably be somewhat different.

The end result, in a form of a teachers' recommendations list, does not only concern teachers, but it would be beneficial for the students, also. With the help of the list they could better understand which factors influence insightful learning and what is expected of them. I would therefore recommend getting familiar with the contents of this paper to all LUAS master school teachers and administrative personnel but also to all master school students.

## 1.4 Knowledge base of the research

The knowledge base of the research consists of knowledge related to: future of the jobs (both international and national aspect), engaging learning experience –model, universities of applied sciences (both in general in Finland and LUAS, especially), qualitative research and conventional content analysis. The presence of the knowledge between the chapters is illustrated in the below figure 1.

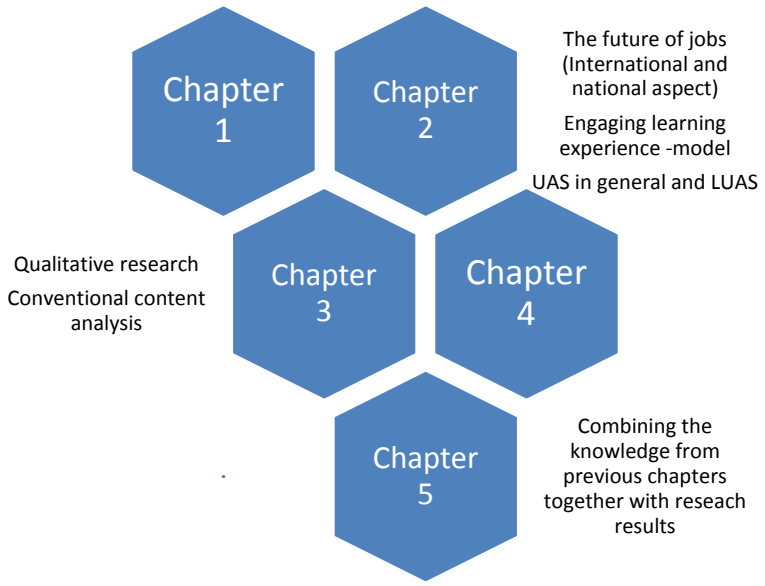


Figure 1. Knowledge base of the research

The knowledge base consists of traditional business literature, books, articles (both academic and non-academic) and various electronic

sources. The knowledge related to universities of applied science, was mostly found from various government publications as well as other official literature. A lot of blogs and articles were read during the preliminary stage of the process when getting familiar with the concept of insightful learning. Due to their non- academic nature they were not used as references but they assisted in getting a coherent picture of how diverse the concept of insightful learning, is currently considered as.

## 1.5 Structure of the thesis

The structure of the thesis and a summary of each chapters' contents is shown in the below figure 2.

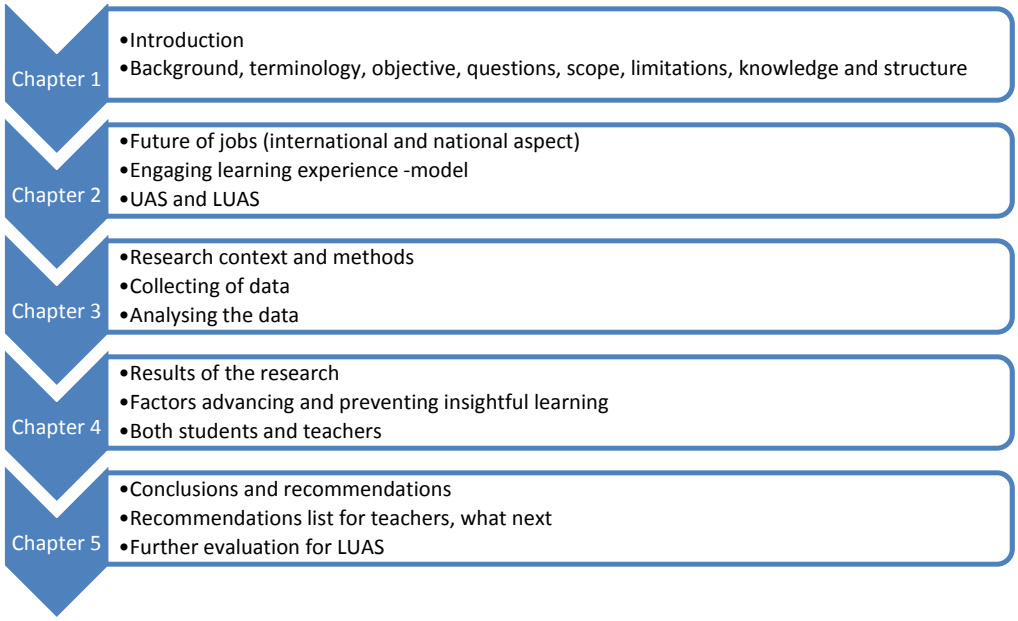


Figure 2. The structure and content of the thesis

The first chapter introduces the thesis and justifies its existence. The second chapter outlines the relevant literature used as a theoretical foundation in this paper. The third chapter explains the content of the empirical research. It describes the execution of the data collection phase and also the analyzing of the data.

The research results, based on the data analysis, are presented in chapter four. They are shown in the main categories formed during the data

analysis phase. The fifth, and final, chapter first summarizes the results of the empirical research and then moves on to combining them with the appropriate theory. Based on that, a recommendations list for teachers' actions is presented and also a suggestion on how to implement the recommendations to teachers' daily practices. The chapter also presents some suggestions for future evaluation for the school. Finally the significance of the results and an evaluation about the whole process is introduced.

# 2 LITERATURE REVIEW

The literature review will be divided into three sections. First section will talk about the future working environment and jobs, both in a global and national viewpoint. The second section revolves around engaging learning experience –model, aiming to explain what are the common factors enhancing insightful learning. The third section will describe the reference frame of this paper. First universities of applied sciences in Finland in general. Then master school within universities' of applied sciences, moving on to Lahti University of Applied Sciences' master school, its strategy in 2020 and related pedagogical programme in years 2016-2018.

## 2.1 The Future of Jobs

One of the main objectives of the research refers to the future challenges of the work environment. The future of jobs will be introduced by various sources of information and will be presented from both international and national (Finland) perspective. More emphasis will be given to the future of work in Finland, since the framework of the research in completely within the Finnish boundaries.

### 2.1.1 International aspect

According to World Economic Forum (2016), the fourth industrial revolution's interaction with other socio-economic and demographic factors results in changing the business models, creating major disruptions to labour markets, emerging of new job categories, requiring of new skill sets, and changing how and where people will work. According to Minahan (2014), we are about to enter the most diverse work environment ever. Five different generations will be working together by year 2020, all with different kind of experiences, working habits, skills and motivations. Increasing amount of work-force will work as freelancers or long-term contractors. (Minahan 2014.)

Industries and business models are rapidly transforming due to technological, demographic and socio-economic disruption. The skills employers need, are changing, and the time-period employees' existing skill-sets are useful to them is shortening, as a result of the transformation of industries and business models. Robotism and machine learning, for example, as a result of technological disruption, are not likely to fully replace current jobs but will replace some parts of existing jobs, allowing employees to concentrate on new tasks. These changes will be rapid and will require changes in employees' skill sets. (World Economic Forum 2016.)

Historically, it has taken ages to have the needed educational systems and labour market institutions to meet the needs of newly created industries during industrial revolutions. Developing major new skill sets on a large scale has been time-consuming. The coming fourth industrial revolution with its speed and level of disruption will most likely not allow years for educational systems and labour markets to adjust. According to the report, there is an estimate that in many academic fields almost 50% of subject knowledge, learned during the first year of a four-year technical degree, would be outdated already by the time the student graduates. The rapid changes require a lot from curriculum contents of academic institutions. This poses a threat that a part of the current workforce's existing subject knowledge could be outdated in just a few years. (World Economic Forum 2016.)

Not only the subject knowledge and formal qualifications are subject to accelerating change and major disruption in the near future. Also work-related practical skills, which are needed to perform one's everyday work successfully, will be disrupted. "In this new environment, business model change often translates to skill set disruption almost simultaneously and with only a minimal time lag". (World Economic Forum 2016.)

According to The Future of Jobs –report (2016), social skills (persuasion, emotional intelligence, ability to teach others etc.) will be needed more than specific technical skills (equipment operation and control,

programming etc.). “Content skills (which include ICT literacy and active learning), cognitive abilities (such as creativity and mathematical reasoning) and process skills (such as active listening and critical thinking) will be a growing part of the core skills requirements for many industries.” (World Economic Forum 2016.)

The ability to teach others and active learning will be crucial skills in the future and therefore the way we learn to learn, and teach others, will be a major issue. About two thirds of respondents to World Economic Forum’s study have intentions to invest in the reskilling of their existing employees and this is across all industries. This is definitely seen as a priority change management action in many organizations. Reskilling and retraining efforts will make recruiting easier for the hiring industry and at the same time it will preserve the current workforce employment opportunities in situations where their existing skills are outdated. This creates a win-win situation for both the employer and the employee. (World Economic Forum 2016.)

### 2.1.2 Finnish aspect

Historically one of the objectives of educational institutions has been to prepare people to serve as part of the industrial society, i.e. jobs in which specific tasks were divided in beforehand. The workers of the industrial society were mostly working separately from each other and learning one skill that lasted for a long time, possible even the length of one’s working career. (Elinkeinoelämän Keskusliitto EK 2011.)

According to a working paper by Sitra (Mäenpää 2016), there is a need to evaluate issues from a new perspective and to execute in a new manner, in order for Finland to be internationally competitive in the future. Ministry of Employment and the Economy says that the traditional operations model of the working society is in transition, and as a result, even a good education does not, necessarily, guarantee a life-long employment, as it did before. A full-time paid work is still a predominant form of employment, but sole entrepreneurship, freelance-work and work executed via internet

will become common. This development is seen at workplaces as changes on how the work is organised. (Pentikäinen 2014.)

In the new digital world, companies benefit from the co-operation between the employer and the employees in developing their competencies together and exploiting those competencies into a common product and service development with the customers. The working life in Finland now and in ten years' time will be very different. (Mäenpää 2016.)

It is not possible to reach enduring growth-path in Finland, unless traditional industrial and economical structures are regenerated and sources for fresh growth found. Innovations are the key in finding the growth; in information society the earning logic of companies is increasingly based on innovations. Insights, born as a results of finding new, researching and learning, are developed into new products and services and ways to use them. Regenerating of structures requires values and working culture, which appreciates courage, enthusiasm and readiness to take risks, but also openness, tolerance, pluralism, and the ability to co-operate and network diversely. Ensuring the needed values and working culture is, based on Alasoini et al.'s recommendations, at least partly on education's responsibility. (Alasoini et al. 2014, Elinkeinoelämän Keskusliitto EK 2011.) According to Arene (2016) "for Finland to remain competitive, it must have a world-class higher education system, and universities of applied sciences are its integral parts."

According to Elinkeinoelämän Keskusliitto EK (2011), the shift towards working in projects with varying combination of skills has already started and will increasingly be emphasised. Mäenpää (2016), in Sitra's working paper lists the following observations for future of jobs:

- Digitalisation, robotism and other technological development demolish old work tasks and professions, but at the same time big amount of new work tasks emerges.
- A growing portion of work in the future is more independent, individual and project-like. These factors require wide-ranging

freedom to the employees. This change does not, however, apply to all jobs as quickly or with the same emphasis.

- Globalisation takes international competition into a new level, and even to individual or task levels. Technology shifts work into different networks which alters the concept of work community.
- New technology gives companies the opportunity to operate in global networks. This networking enables exploiting the knowledge of others, in a global way, and causes fragmentation. Fragmentation means that, in addition to traditional employment, work is also done in projects and entrepreneur-like. This will challenge how companies are organised and managed.
- Productivity is not only based on technology but management, organising of work, open dialogue, and confidence have ever growing impact on productivity.
- Educational institutions should be renewed towards practical know-how and its development as a vital role.

Education and competencies need to be updated in order to achieve regeneration. The level of education must be competitive on a global level and practical knowledge is needed, in addition to degrees. Practical know-how and developing of it, is going to be more important to the individuals and therefore, the educational system needs to adjust to that need. Also versatile technological education is needed and the opportunities of networks, as an enabler of on-the-job-learning, need to be taken advantage of. Networking will also provide an opportunity to benefit from other people's knowledge, in a global setting. As professions and the way work is executed change, the role of good leadership is yet emphasised. (Mäenpää 2016.)

The Confederation of Finnish Industries (Elinkeinoelämän Keskusliitto EK) has researched the nature of jobs in Finland in 2020's. Based on their research, exact instructions will be replaced with imperfect guidelines and the level of abstraction will increase. Therefore following rules, set by others, and executing tightly defined tasks will not be adequate in the

future. More often the contents of the job and rules need to be defined by the worker himself or in co-operation with others. Elinkeinoelämän Keskusliitto EK questions whether the current educational system is too much based on the needs of an industrial society, and whether people are still educated towards well-defined jobs, when the working life is shifting to another direction. (Elinkeinoelämän Keskusliitto 2011.)

Elinkeinoelämän Keskusliitto EK continues saying that the most sharp-sighted understanding of future and the needed skills is received by evaluating the nature of work itself, not so much the structures of future work. In its research, Elinkeinoelämän Keskusliitto uses two dimensions to define the nature of work; the results of work and the methods used in work. Based on these two dimensions, work can be divided into three categories:

- Both the objective of work and methods used are predefined. Both objective and method are partly or fully standardized.
- The objectives are predefined but methods on how to get there are not set and can be very open.
- Both the objectives and work methods are open; the desired end result is sharpened during the work.

Work, related to the first category, will always exist and be needed in the future also. The third category with an open nature has already been growing as a trend, and will increasingly grow in the future. The goal for this type of work is constant regeneration and creation of new, instead of repeating old. The report claims that regeneration requires changes to ways of working and also to ordinary solutions. Divergent thinking and doing, searching for alternative methods, and applying them in to practise is not just a privilege for the creative sector, but a trend applying to all sectors. (Elinkeinoelämän Keskusliitto EK 2011.)

Elinkeinoelämän Keskusliitto EK’s report lists the following as a broad line of 2020’s companies’ competence needs: networking skills, internationalisation competence, business knowledge, technology skills,

environmental competence, service skills, and design-thinking. The list is long and exhausting and it seems that when talking about skills needed in the future, concentration is often on individuals. The list of competencies needed in the future can easily create an image of a super-human, but even in the future, it is not needed for one individual to be competent in absolutely everything. Instead of an individual inclusive competence, a group or a network need to have a wide and deep competence – together. In the future the ability to acquire various competence combinations, with the help of networks, is crucial. (Elinkeinoelämän Keskusliitto EK 2011.)

Future success, based on the above, is very much dependent on how well different people can work together. Group-work, learning from others, and refining ideas from others are all skills that require training. Those skills are not considered as strengths in today's Finland and therefore they need to be enhanced more systemically than currently by educational institutions. Elinkeinoelämän Keskusliitto EK's report says, that today's education operates completely contrary to what future working life needs are. Networking skills refer to being willing and able to engage into various information streams, to search for information, and also to develop that information further. In today's educational world, using tools and learning material during assessment, is generally forbidden. From working life's perspective, assessment should, in the future, be more focused on abilities to implement and refine information. Asking for help should be the central element of learning, but now it seems that what is essentially needed at working life, is currently prohibited at school. Elinkeinoelämän Keskusliitto EK's report's suggestion to this is that, the use of information outside one's own head, in learning situations such as assessment, should be recommended. (Elinkeinoelämän Keskusliitto EK 2011.)

Suomalaisen työn liitto (Association for Finnish work), researched Finnish work-aged population and employers related to working life's future needs. In the survey, employers were questioned what are the employees' most important competences in the future working life. The will to evolve and learn new things was considered as the most important quality by the employers. Also flexibility, readiness for change, adaptability, and multi-

skillness were highly appreciated as future characteristics. Employees, on the other hand, considered especially multi-skillness and flexibility as the most important qualities in the future working life. (Suomalaisen työn liitto 2016.)

The speed of change in our current society is drastic and the amount of new knowledge is extremely large. Expertise will face brand-new challenges, and one specialist or even the expertise of an entire profession will not be able to outline the hyper-complex problems, which need to be solved in co-operation. Multidisciplinary knowledge, so called hybrid- or network-expertise, is needed in order to solve these hyper-complicated questions. Specialists will need to network with specialist from other fields and evaluate the problem at hand from several different aspects. The ability to exceed subject fields and create knowledge communally is already typically needed, in order to research groups to become highly advanced. (Lonka 2014, 42.)

According to Lauri Hietajärvi in Kirsti Lonka's (2014) interview, it is more important to teach skills related to learning and intellectual functions and practices than content. Individual learning paths should be made possible in a culture of communal information creation. (Lonka 2014, 89.)

In the future, the knowledge and skills of a regenerating person are constantly accumulated. Occasionally there is a need to return backwards and adjust. The future is all about life-long learning. Building up knowledge and skills, adjusting them as moving forward, as well as amending them, when needed, all require help of others. Therefore also education that supports and furthers co-operation and working together, is needed. (Elinkeinoelämän Keskusliitto EK 2011.)

To foresee the changes in labour markets and professions becomes harder in the increasingly complex environment. The generation entering the labour market will always be the one to create the premise for renewal of the economy and the labour markets. (Pentikäinen 2014.)

New ways to support the learning of people of various age-groups, both at schools and work places, are needed in order for active and enthusiastic people to grow in Finland. Generations must learn from each other and everyone must be willing and able to constantly learn new. Educational institutions cannot drift afar from the external reality and students must learn to experience the joy of learning. The basis for good life and prosperity is the joy of creativity, journeys to unfamiliar insights and the fun in succeeding. It is time to move towards new forms of interaction, since insightful and creative learning enables new possibilities for mental growth and well-being. (Lonka 2014.)

## 2.2 Engaging learning experience –model

This chapter discusses insightful learning through an engaging learning experience –model developed by professor Kirsti Lonka. As mentioned earlier the term engaging learning experience will be used as a synonym for insightful learning when talking about the engaging learning experience –model.

The research related to learning and motivation has lately progressed rapidly, and the existing learning theories, such as active learning and discovery learning, have recently been expanded with new dimensions, e.g. digital technology. The ability for insightful learning “to drop the penny” and deepening the learning experience have, especially, become a priority in pedagogical environment in the recent years. A central issue related to insightful learning is supporting of creative thinking and the joy in learning. (Lonka 2014.)

Aiming to learn with only means of passive listening is bound to fail since passive listening, easily, creates misunderstanding. This is why a teacher should talk with the students, instead of talking to them. There is also a third dimension between teaching and learning and that is studying. In a research by Lonka et al (2012) it was shown that the more interest a teacher was able to evoke during an activating lecture, the more time the students invested in self-learning and thus better succeeding in a case-

based examination, measuring their understanding of the subject matter. This raises a question whether the effectiveness of a certain teaching method could be measured based on how well it motivates to self-studying. (Lonka 2014, Lonka et al. 2012.)

It may be a challenge for teachers to evaluate what kind of mental representations students originally have and how they have been able to integrate the new information to those. This may result in not measuring the understanding of the knowledge but only how much of the issues during lectures are mechanically remembered and repeated. It may well be that in case understanding was evaluated, the results would be crucial. (Lonka 2014.)

Engaging learning experience -model is not a new learning method but rather a new approach or perspective to learning, combining earlier learning models. The experience of engaging learning can be born as a by-product of various kinds of learning processes. One could claim that insights are results of good learning. Mostly, engaging learning describes what meaningful and rewarding learning could be at its best. The model is based on extensive academic research on e.g. the following: how the human memory operates, human expertise, learning in interaction with others, different learning environments, feelings, motivation, and creativity. These aspects, together, create a basis for comprehensive understanding of how learning could best be supported, and that understanding, is the foundation for the engaging learning experience –model. Lonka emphasizes that even though conceptual models are not direct instructions on how to act, it is important that pedagogical solutions can be justified based on theory. (Lonka 2014.)

The engaging learning experience –model's principles can be creatively applied from early childhood education to universities for elderly people. It is a general approach from which pedagogies can thrive inspiration to their work. According to the model, insightful learning can be supported by various pedagogical approaches, such as activating learning or research learning. All those available learning methods consist of many stages and

processes but they can, nevertheless, be summarized by the three stages of the engaging learning experience –model. The three stages combined together can form a single lecture, a learning module or a whole course. A longer course, on the other hand, would comprise of several engaging learning experience –cycles. (Lonka 2014.)

Next the three stages of the model will be looked into in detail. The complete model is found on the below figure 3. Since the model is developed by Professor Kirsti Lonka, most of the information in this chapter is originally hers. Therefore the three stages' general reference is by Lonka (2014) and Lonka et al (2012) if not otherwise stated.

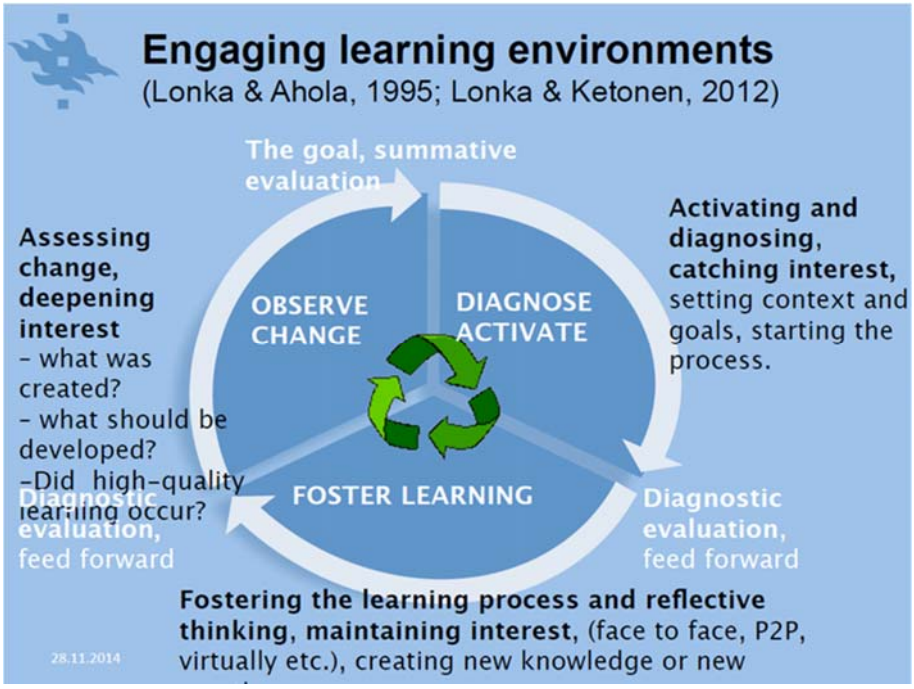


Figure 3. Engaging learning experience –model (Lonka 2012).

### 2.2.1 Stage 1: Diagnosing and activating current understanding and knowledge

The most important thing related to insightful learning is always to prevail the existing knowledge and understanding of the students. Based on that, the meaningful contexts in students' minds need to be activated by bringing up students' prior knowledge and skills. Activating can begin e.g. from the students' experiences, questions and working theories and it may be executed on-line or face-to-face and continue in several ways. The objectives should be transparent and set together in co-operation, based on the students' current knowledge and understanding of the subject knowledge, not priory defined.

A student's understanding of the issue differs from the teacher's understanding. It may be difficult for a teacher to take that into consideration and to be able to perceive what the students' understanding possibly is. This may well be the most difficult part of a teacher's or lecturer's work since they do not necessarily have any comprehension of the students' mental representations. The mental representations are, however, the truth and automated way of thinking for many people. A student brings his previous experiences and mental representations to every situation he encounters and that will either benefit or prevent learning. In order to learn new, mental representations must be activated and challenged. This is why finding out students' existing mental representations and to have an open conversation related to those beliefs, is vital.

It may be difficult to acknowledge one's mental representations, they are so close to the individual. This difficulty may restrict us from learning, since critical evaluation of one's own thinking patterns is needed to achieve creative and innovative thinking. Challenging of one's mental representations may create strong emotions, such as curiousness, interest and excitement and can therefore be a huge asset if correctly exploited. Negative emotions, such as depression, boredom or defensive behavior

may, on the contrary, prevent learning. This is why learning processes should be observed also from the emotions' perspective.

It is almost impossible for a human being to feel an interest towards something one has no prior knowledge what so ever, nor cannot understand its connection to a prior knowledge. The more difficult and abstractive the issue, the harder it is to understand it in a difficult and abstract way. Being able to set the subject into a meaningful context will always advance learning.

In the beginning of a learning process, an interest towards issues – which may not, at first, seem at all interesting – must be created. The aim of insightful learning is to maximize the amount of students who begin pondering around the subject and maybe even start getting interested towards it. Then allowing the participants to compare their thoughts in an open atmosphere may result in more participants getting interested in the subject at hand.

The feelings of confusion and insecurity are inevitably linked to effective learning and must be faced in order to learn insightfully. Deep learning will not occur if all the previous mental representations are maintained intact. Producing an intellectual imbalance, which demands and feeds new thinking is very much linked to insightful learning. Experiencing confusion or flow has been proven to intensify learning, whereas boredom weakens the learning results.

In order to gain insightful learning it is important to support such developed concepts about learning and knowledge which advance the positive feelings related to learning (interest, joy of learning and curiosity) and also help dealing with confusion and anxiety related to complex phenomena. In order to succeed in this, also the teacher needs to tolerate such uncertainty and not limit oneself to providing students with ready-made solutions. In lecture-based learning less feelings occur, but at the same time less insights and joy of learning is gained when compared to e.g. research based or phenomena based learning.

It is easier for today's teacher to encourage students to share their thoughts with the help of various tools and applications. Many applications provide students an opportunity to raise their voices without the fear of possible embarrassment and thus giving teachers means to overall understanding the level of existing knowledge. The use of tools allows for the thoughts themselves being in the centre of attention, it is irrelevant who is presenting them, and therefore to bring the focus to the subject knowledge. This allows participants to learn collectively from each other's thinking and to develop their own skills.

The aim of the first stage of the model is to activate the learning process of the students. This can be a challenge since often the participants expect brainstorming to bring highly-developed answers to the question at hand instantly. This may result in eliminating some of good results in early stages of the process. This stage is highly important to the student himself since at this stage he links the new subject to a personally meaningful context by activating his thoughts and therefore grows and deepens his understanding of the subject. Another purpose for this stage is to provide the teacher with information needed to diagnose the level of understanding within the students. It is easier to correct possible misconception related to the subject when one is aware of it.

It is important, though, to leave enough room for questions and insights also in later stages of the learning process. In order for this to happen, the teacher must be able to create an open atmosphere from the beginning. It may be that the students anticipate for teachers to go straight to the point. The time invested in creating interest, curiosity and participation is, however, needed. A strange case study, a story or an exciting video are examples of means to create interest in the beginning of an insightful learning process.

The last part of the first stage, once the prior knowledge has been activated and diagnosed, is to set common objectives. The objectives may well alter and focus during the learning process. Also the students need to be able to give up or compromise if the objectives, set in the beginning,

end up being too ambitious or unrealistic. Creative thinking is not a straight-forward process but instead it may take a while with occasional dead-ends and meaningless thinking patterns. With the help of the teacher and other students the right track is found for all.

All the above does not mean that the teacher should find out the base level for every individual student and to apply that to his teaching. More important is to teach the whole group to learn from each other, to adjust each other's actions reciprocally, as well as to take an active role in their own learning. As an added bonus, when students start to discuss and wonder things together, they will learn such thinking skills which help them to learn more effectively. A win-win situation.

### 2.2.2 Stage 2: Fostering the learning process and reflective thinking

After preliminary setting of the learning objectives together, it is the teacher's role to support the learning process and creativity creation of communal knowledge-building in various ways. The key is to obtain students' thinking patterns and strategies open for discussion and evaluation. This can be executed partly on-line and partly face-to-face, the main issue is to have a pedagogically well-thought concept and room for constant creative improvisation. As mentioned earlier, the objectives may be adjusted during the course but it is the teacher's responsibility to remind of the central aims of the course and guide towards them.

Learning can be supported by means of e.g. learning diaries, small group conversations and focused writing exercises. It is essential that students build their knowledge in interaction with others. This can be executed e.g. by reading their inputs to each other aloud and having a group discussion afterwards. Whatever the method of learning is (activating learning, research learning, problem-based learning etc.) the importance lies in the co-operation with other students and also in encouraging students for self-studying. The amount of knowledge increases during self-studying and thus deepens the interest to the subject.

This part of the model is heavily linked to feedback which will be discussed in more detail in chapters 2.2.3 and 2.2.4. The constructive and timeliness feedback during the learning process is crucial. The students share their thoughts with the group and receive preliminary diagnostic feedback to push them forward. This information must be informative and to help the student to move forward.

The use of tools and technology is important at this stage also. Different thinking tools and technologies assist in gaining insights. Communal information creation seldom happens without the use of external tools. Producing of e.g. a video or a blog is a process in which the input in question is created but also a lot of new learning and interactions skills is obtained simultaneously. Creating of a safe environment and having various options open is needed during this stage, too. This can be advanced with the use of technology. Being able to share one's thoughts on the digital wall or virtually takes attention away from who is saying, to what is being said and what kind of arguments are presented. By eliminating overreaction, a respectful behavior is learned.

### 2.2.3 Stage 3: Assessing change and giving feedback

The objective for insightful learning is not superficial knowledge of facts or learning by rote. An actual learning experience always results in qualitative changes in both the way we think and act. This change can occur both on individual and communal level and it would be ideal if they had an actual impact on our live. If the knowledge or skill is deepened enough, it may result in deep and permanent personal interest towards the studied subject.

The meaning of assessment should not be underestimated. By developing assessment, it is possible to effectively change learning practices and operating culture. The methods of assessment vary between different pedagogical approaches but the most important thing is to guarantee adequate amount of feedback, both from the teacher and the group, throughout the entire learning process.

The students will invest to the issues they are driven to by means of assessment. Instead of labeling whether one is an A student or a B student, it would be more valuable to know what went well and what should be done better in the future. The most important aspect of assessment is to guide learning. Unfortunately assessment is often limited to checking what is already known, and therefore it encourages superficial learning instead of insightful one. This also results in eliminating the possible benefits from the use of innovative learning methods. The objective should be life-long learning and the assessment should be done with inspirational methods to help acknowledge one's own strengths and development areas.

A teacher should focus on learning instead of on performance. To achieve insightful learning, best way to guide students is by asking questions: What was the most exciting issue you learned today? What kind of new insights have you gained during this class?

Measuring of skills and knowledge which may later lead to applying them into real-life practices, is called authentic evaluation. It means that assessment should support the real and effective learning which enables students to actively develop themselves. This results in assessment criteria being relevant to the core of the subject knowledge: meaningful, adequately complex, and possibly even multi-disciplinary. The shift from traditional matriculation examination towards an electronical one in Finland, is an example of an effort towards authentic evaluation. (Lonka 2014, Dierick et al. 2001, McFarlane 2015.)

The objectives of the course, pedagogical methods and assessment all need to be aligned; this in the literature is called constructive alignment. The focus should be on what actions are needed from the student to learn, not on what the teacher's actions are. The constructive alignment begins with defining what the students' subject knowledge after the course should be, not on listing all the issues that should be gone through during the course. In the end of the course the group should also evaluate, how the objectives set together, were met. (Biggs 1996, Lonka 2014.)

Constructive alignment ensures that the objectives and methods during the course will remain in line throughout the course. Failing in constructive alignment could, for example, be having a multiple choice examination in the end of an activating lecture course. Assessment *for* learning should be focused instead of assessment *of* learning. In general, assessment methods that allow the availability of material and encourage data research during the assessment, should be developed further. (Lonka 2014, Tillema et al. 2011.)

### 2.2.4 Continuous stages

In addition to the described three stages, there are also constant processes within the engaging learning experience –model. In the core of the model is the constant nature of feedback and it should not be considered as focusing only to one or two of the stages.

Receiving feedback can be difficult for an individual, especially, if one is not aware what the criteria for assessment of the success is. A part of the insightful learning process is also to be able to practice failure in a safe environment. Therefore it is vital that the feedback is given in a constructive manner. The fundamental purpose of constructive feedback is pushing learning forward, instead of incapacitating to the current state. Traditionally feedback has been seen as a critique given from above, not such as a feed forward to enhancing individuals' own agency and to strengthen individual's ability to gain insights. Research shows that social support and constructive and well-focused feedback can enable an individual to exceed his abilities and to gaining such resources one was not aware of having.

Constructive feedback should not be misunderstood as praise and it should also not focus on the errors students have made nor their weaknesses. In case the teacher only corrects the mistakes, the feedback minimizes to critique and will not benefit the student at all. Effective feedback should always concentrate on students' strengths and give them the opportunity to gain insights on how they wish to develop themselves

and also to realize new aspects of themselves. Feedback should be seen as a dialogue between two equals in an encouraging and trusting environment. The person giving feedback has expertise that the person getting feedback can exploit on, and in this sense feedback shows itself more as a gesture of generosity than showing of one's status. Good feedback also has an approach on future and critical comments preferably stated as questions.

Another, often disregarded fact about feedback, is its' timeliness. The feedback should be given as soon as possible, preferably during the process. Feedback received after completing the process has not as high value as feedback given during the process. If it looks like that the student is going to the wrong direction, he should be gently redirected and not humiliated afterwards.

Another constant process related to the engaging learning experience – model is ensuring a safe environment to enable students' insightful learning. Stage one is when the teacher creates a safe environment for the whole group. That safe environment is then maintained during stage two and during stage three the focus shifts to encouraging students' future, life-long, learning.

Once a teacher begins applying insightful learning and activating working methods, he is likely to face resistance to change, and the interaction in the classroom is bound to alter. It is almost for certain that there are difficulties in the beginning, but with careful planning and leaving enough room for the student's opinions, this phase will not take long. The students will need to be able to adjust their own actions as well as the actions of their peers. This requires creating a new operating culture to the school, in which also teachers co-operate with each other. Everyone needs to understand the objectives even though the actual learning process may sometimes feel complicated or chaotic even. In order to really shake the existing mental representations, confusing of thoughts is often required. This will, inevitably, result to various emotions which need to be dealt with, too.

In interaction, several parties affect each other. There are no tricks on how to make interaction successful. One needs to understand their own reacting patterns even though it would be easier to consider others as “difficult”. In challenging interaction situations one may need to be humble and change their own attitude and beliefs instead of being able to change other people. According to Lonka it is especially difficult for experienced instructors (such as teachers) to change their own adjusted operating models.

The basic behavior of people everywhere is astonishingly similar, we all want to be respected and heard. Kirsti Lonka’s philosophy towards insightful learning includes her five K’s rule of thumb (K’s in Finnish) – Respect. Listen. Show interest. Encourage. Thank. These are very traditional principles and very difficult to cope without, in the multi-cultural and rapidly changing environment. These five principles crystallize the attitude with which an individual can develop, not only oneself, but also the community.

Insightful learning enables working which is effective, motivating and compelling. People can regenerate themselves and the world through insightful learning and at the same time do good, not only to themselves, but to others as well.

## 2.3 Universities of applied sciences in Finland

The aim of structural development of higher education is to strengthen the quality, impressiveness and international competitiveness of higher education operations. The objective for Finnish universities and universities of applied sciences is to be powerful and competitive players, especially within European higher education and research areas. The higher education institution will, also in the future, be developed based on a so called “dual model”, an aggregate consisting of universities, universities of applied sciences and the possible new links between them. (Ministry of Education and Culture 2016a.)

As mentioned, higher education in Finland consists of universities of applied sciences (UAS) and universities. The distribution of work between those two is clear; universities' mission is to take care of scientific research, and based on that research, provide instructions and postgraduate education, whereas UAS's object is to respond to labour market needs by educating professionals and by conducting research, development and innovation (R&D&I) to support instructing and promoting, especially, local area development. The Ministry of Higher Education and Culture oversees the operational and financial plans of universities of applied sciences, the same way as it does for universities. Both are included in the common objectives of the higher education system in the Government Programme. (Ministry of Education and Culture 2016 b&c.)

One of the objectives of universities of applied sciences, according to Rectors' Conference of Finnish Universities of Applied Sciences Arene Ry (later Arene), is to be dynamic, as a consequence of e.g. phenomena-based focus areas responding to the challenges of working life. Other objectives, as examples, include the following: make sure UAS degree is seen as an expertise likely to guarantee employment, to be an attractive, proactive and cost-effective producer of degree and to be internationally seen as interesting producer of higher education degrees. (Rectors' Conference of Finnish Universities of Applied Sciences Arene Ry 2016.)

Universities of applied sciences are characterized mainly as multi-field and regional educational institutions which function is to emphasize connections to working life and also on regional development. The degrees given out by universities of applied sciences are highly professionally oriented. The total amount of universities of applied sciences graduates (both bachelor and master degrees) is 130,000. Annually, over 20,000 bachelor's and 2,400 master's degrees are awarded by universities of applied sciences. Today there are 24 universities of applied sciences operating on a joint-stock principles under Ministry of Education and Culture in Finland. (Ministry of Education and Culture 2016, b&c.)

According to University of Applied Sciences Students in Finland – SAMOK's vision paper (2016), in the future students are being encouraged to finding individual learning tracks. Know-how in less known or even completely unknown fields, in addition to traditional fields, is provided by higher education. The most updated knowledge exists in universities due to highly qualified research- and development actions, but it should not be seen as higher education's privilege. The knowledge should be spread widely to different sectors of society and also knowledge produced elsewhere should be rapidly embraced and exploited. (University of Applied Sciences Students in Finland – SAMOK 2016.)

University of Applied Sciences Students in Finland also see that future pedagogical solutions make students to participate, innovate and take responsibility in their learning much more than they currently do. Situations that simulate working life are included in the studies, and failure experiences in safe school environment are encouraged to reflect the situation for future reference. The ability to receive and give feedback is guaranteed during the studies and the numeric evaluation is only part of the evaluation, other feedback is always provided. The feedback is executed by numerous people and also peer-evaluation is used. Both will be executed, at least partially, anonymously so that biases are avoided and subjectivity of the evaluation secured. Brand-new pedagogical solutions are courageously and open-mindedly experimented, leading to students regarding new learning methods openly and willingly as a result of diverse use of methods throughout their studies. (University of Applied Sciences Students in Finland – SAMOK 2016.)

### 2.3.1 Master school of universities of applied sciences

Opintopolku.fi, a web page by Finnish National Board of Education and Ministry of Education and Culture, describes UAS master's level degree programme (later also master school) as a degree, to deepen professional expertise based on the work experience acquired prior to the studies. Master school degrees are, therefore, mainly targeted for those already in

the working life. During the studies one will learn to acquire and manage subject related knowledge, and to implement that knowledge in working life. Master school provides readiness to work in development and expertise positions. UAS master's degree is equivalent to a university master's degree in the labour market. A bachelor's level degree or other higher education degree and a minimum of three years' work experience is required to become an eligible applicant for UAS master's degree. (Opintopolku.fi 2016.)

According to Arene (2016b), a master's degree by a university of applied sciences (later: master school –degree) is a general master's degree-level education with a tight connection to working life. The role of master school studies is strongly based on renewal of working life and prediction of future knowledge needs. According to Arene (2016a), the intention of master's level professional UAS degrees in Finland is to be an educational innovation to developing the labour market. The needs, communicated by working life and students' feedback, report that master degrees by universities of applied sciences have redeemed their place within the Finnish higher education framework. Universities of applied sciences' master school has developed into a flexible and effective form of university education to renew working life capabilities and execution of a life-long learning. It is said that master school studies have developed into a Finnish schooling innovation. (Arene 2016b.) Having said that, Arene's report also admits that there is still work ahead.

The below figure 4 illustrates the development of master school degrees in 2004-2016 and the estimated need for master school degrees in 2019-2031. Arene's estimates until year 2020 perceive the information from Ministry of Education and Culture's KT2020 –report. From year 2020 onwards the estimation on based on the evaluation of future skills needs.

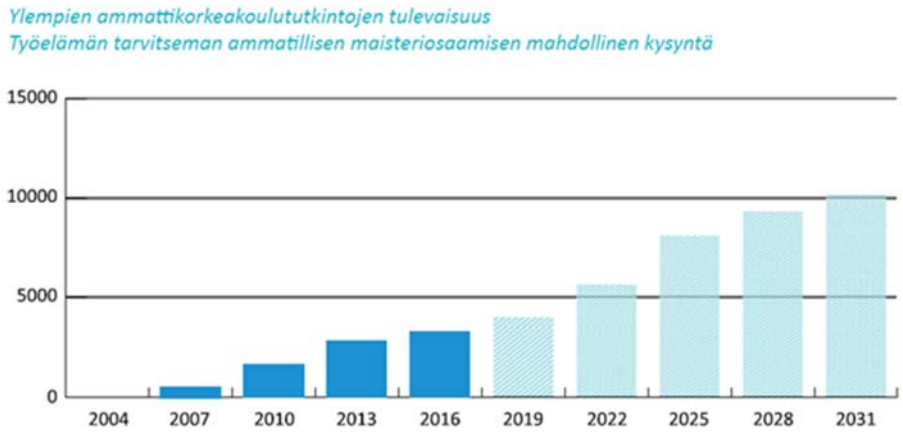


Figure 4. Estimate of the need for higher education –degrees in the future. The development and future need from master school graduatea in years 2004-2030. (Arene 2016b).

In year 2015, 13.4% of all master's level education in Finland was carried out in master schools by universities of applied sciences. Master school –degrees, for their closeness to working life and R&D&I –connection, are socially remarkably and the know-how formed in those studies is rapidly transferred to be exploited by the working life, by the students already included in it. Due to the estimated future need for higher education, Arene suggests doubling of the current amount of master school degrees by year 2020. Due to altering of the skill sets needed in the future, it is expected that professionally profiled master studies (master school by universities of applied sciences) will have an even higher demand in the future.(Arene 2016b.)

As flexible and multi-field degree, master school graduates are an excellent tool to answer future skill-set needs unknown today. Master school studies are founded on teachers' and other personnel's strong pedagogical knowledge, research knowledge and practical connections to working life. The pedagogical baseline for master school studies, according to Arene, consist of the following:

- Dialogue and joint creation of knowledge
- Learning together and peer-learning
- Research development work, researching and developing attitude towards work and problem based approach
- Creativity and sustainability
- Diversified
- Flexible and individual learning paths. (Arene 2016b.)

The criteria for master school studies includes, in addition to an applicable higher education degree, an adequate experience from working life. Motivation and interest to develop working life and own expertise are especially evaluated during application process. Often the motivation to apply for the studies comes from flaws experienced in one's own work or in the society and the need to develop or change those. This forms a good foundation for the studies. (Arene 2016b.)

### 2.3.2 Lahti University of Applied Sciences' master school

Lahti University of Applied Sciences (Lahti UAS, LUAS), established in 1991, has been a limited company since 2015. Lahti UAS, still today, has the same aim, to serve the needs of the working life by providing education. Lahti UAS presents itself as: "an internationally respected multidisciplinary education provider supporting the competitiveness and development of the region". LUAS's study fields include culture, business, social and health care, technology, and tourism. Approximately 5,000 bachelor's and master's students are currently studying at LUAS. (LAMK 2016.)

### 2.3.3 LUAS strategy 2020

LUAS's strategy for 2020 is "a shared, value-based agreement which states the choices and objectives derived from the vision". According to LUAS, its strategy positions them as "a part of regional, national and international operating environments and the wider field of higher

education". The strategy discusses about responding to changes in the operating environment caused by globalization as well as adding value to students and the local region by standing out in the competition within higher education. LUAS lists the following factors as affecting the operating environment:

- Regeneration of Lahti region
- Competition in higher education
- Changes in the economy and in revenue models
- Digitalisation, robotisation
- Changes in learning and teaching, ubiquitous learning
- Resource efficiency
- Globalisation. (LUAS 2015.)

LUAS's vision in year 2020 is to be insightful, experiential and exploratory as well as a promoter of regional growth and international reformer of future learning. LUAS's values are:

- Joy of exploring together
- Insightful learning experiences and
- Valuable work, expertise and success. (LUAS 2016.)

LUAS values have been created in co-operation with students, staff and other stakeholders. They steer LUAS's decision-making process, as well as other actions and choices, and also help in creating of a new working culture. The values in more detail are as follows:

> ***Joy of exploring together****: We strive to shape the future proactively as part of the wider society and networks. We engage in new forms of creative and responsible cooperation at regional and international levels. Our industry-oriented activities contribute to the region's well-being and help build a better world.*
>
> ***Insightful learning experiences****: We enable our students to embark on a journey of professional development. Researching, doing and experiencing together helps develop expertise and equips students for success in the future.*
>
> ***Valuable work, expertise and success****: We value a responsible approach to study and work. We have the courage to put ourselves on the line and show what we can do. We generate expertise to the needs of industry and society at large with a sustainable and long-term approach.* (LUAS 2015.)

LUAS has different profiles to describe their operating models and practices. These profiles are: experiments, protos and demos, transformative learning, and entrepreneurship. The profiles are created to

differentiate UAS from other UASes and demonstrate LUAS's originality. The profiles, in detail, are as follows:

> ***Experiments, protos and demos*** *are produced by communities and networks of students and experts. In cooperation with the industry they generate inspiring learning experiences and novel practices and solutions for the future. An experimental and inclusive working culture encourages rich and supportive interaction.*
>
> ***Transformative learning:*** *Critical thinking, creativity, collaborative development and activity, and the creation of new meanings are at the core of transformative learning. Learning takes place in communities which allow a learner to develop as a person. Transformative learning provides the basis for lifelong learning. It results in true, practical expertise and a strong professional identity.*
>
> ***Entrepreneurship*** *promotes the refinement and commercialisation of innovative product and service ideas. Entrepreneurship, productisation of skills, and an entrepreneurial attitude enhance employability and potential for success. Entrepreneurial activity is emphasised in the learning process. It results in the ability to combine different skills, utilize networks and assess business risks.* (LAMK 2015.)

Furthermore, LUAS has also listed some strategic choices, which consist of: higher education policy, teaching and learning, RDI, regional development, and digitalisation and ubiquitous learning. The strategic choices related to learning, in full, are:

> ***Teaching and learning:*** *Lahti UAS educates future workplace developers by allowing students to learn in genuine development projects and networks together with working life. Collaboration, experimentation, inclusion and creativity are at the core of learning. In teaching practice, student-centred and guidance-based approaches are emphasised.*
>
> ***Digitalisation and ubiquitous learning:*** *Digitalisation is a social process which utilizes new opportunities provided by technological advancements. It requires a multi-channel and user-friendly service culture which promotes the rapid renewal of learning and teaching methods and the delivery of industry services. Digitalisation facilitates ubiquitous learning which combines different types of learning environments. Ubiquitous learning is based on the ubiquity of information technology which is all-encompassing, networked and smoothly embedded in the environment.* (LAMK 2015.)

All the above mentioned related to LUAS's vision, values, focus areas, profiles and strategic choices is combined to the below figure 5 illustrating the big picture of where LUAS is heading towards by year 2020.

Figure 5. LUAS vision 2020 (LAMK 2015.)

A more general, not so detailed illustration of LUAS's vision, values, profile and focus areas is seen on below figure 6. Both describe the LUAS strategy in 2020 very approachable.

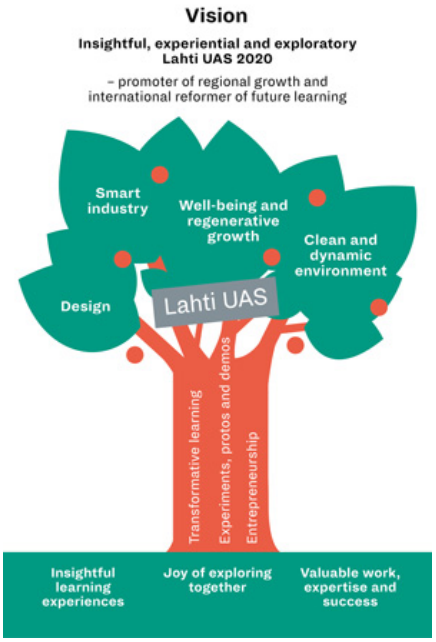


Figure 6. LUAS vision 2020 (LAMK 2016).

### 2.3.4 LUAS pedagogic programme 2016-2018

Insights and insightful learning are mentioned in both LUAS's vision and values and hence redeeming those promises need to be present in LUAS's teachers' practices at school every day. LUAS has a pedagogic programme for years 2016-2018:

> Designed to support quality development in education and learning, and to promote: the internationalisation of education, faster graduation, year-round learning, digital learning opportunities, workplace-oriented learning, entrepreneurship and innovation, future competencies, higher education cooperation within the FUAS federation and in the local region. (LUAS 2016.)

The earlier mentioned transformative learning profile serves as the foundation of learning at LUAS. What LUAS means by transformative learning is that learning at LUAS is critical, explorative, reflective and challenging. Students are encouraged to "examine personal motives, preconceptions, ideas, and possible obstacles to learning". The key of learning is not only to find the correct answer or solution but also to identify the essential questions and thus concentrate learning to those issues which are vital in the future. Learning is supposed to be holistic, embedded and ubiquitous, meaning that it is happening constantly and all-around. Various methods are used for teaching, e.g. learning based in projects, problem-driven learning, authentic and phenomenon-based learning. The range of learning environments varies from authentic and simulated workplace settings to online platforms and classrooms to social media platforms. (LUAS 2015.)

The below figure 7 illustrates LUAS's elements to transformative learning based on theory by Mezirov.

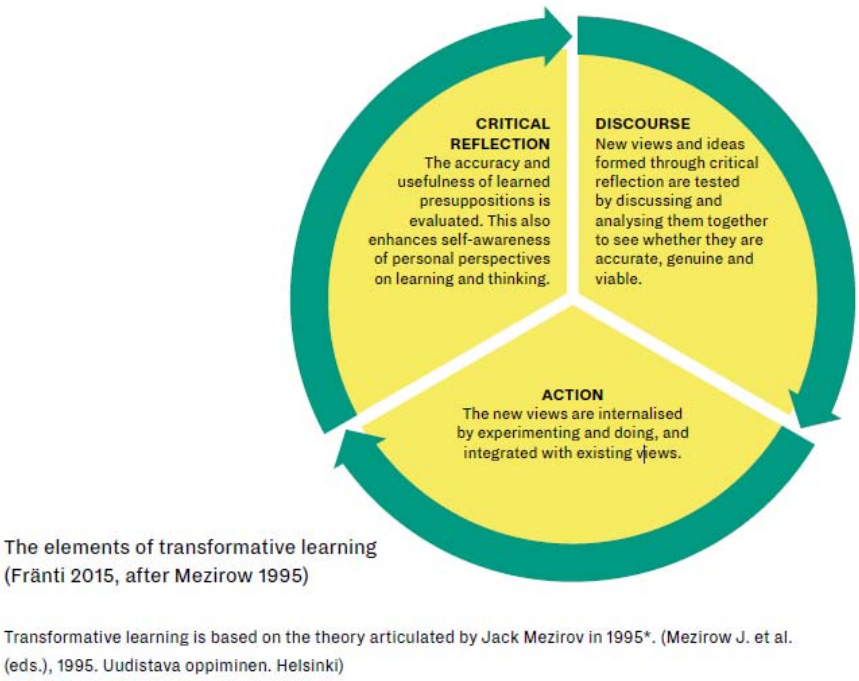


Figure 7. LUAS elements of transformative learning (LUAS 2016).

As mentioned before, LUAS's strategic choice related to teaching and learning talks about educating developers of future workplace. That is done by learning in real-life development projects and by networking with working life. The focus is on co-operation, experimentation, inclusion and creativity. Student-centred and guidance-based philosophies are essential factors in teaching. (LAMK 2015.) The teaching and learning strategic choice by LUAS is divided into elements of learning, aspects of learning and drivers of learning described in the below table 1.

| ELEMENT OF LEARNING | ASPECT OF LEARNING | DRIVERS OF LEARNING |
|---|---|---|
| CRITICAL REFLECTION | Student-centred approach | Development of professional identity, a service culture that supports learning, construction of personal meaning, shared leadership |
| | Guidance-based approach | Supporting professional growth, guidance methods, S2S, developmental evaluation, services |
| | Inclusion | Evolving teaching methods, curricula for future competencies |

| | | |
|---|---|---|
| DISCOURSE | Collaboration | Team teaching, team learning, the Open UAS |
| | Multidisciplinarity | Learning pathways, multidisciplinary projects, joint courses, Lahti UAS Master School |
| | Networking | Regional development, international activities, "e-Lahti UAS" |
| ACTION | Experimentation | Experiments, protos and demos, RDI projects, practice, |
| | Creativity | Ubiquitous learning, learning environments |
| | Entrepreneurship | Entrepreneurial approach to learning, growing into an entrepreneur |

Table 1. Elements, aspects and drivers of learning in LUAS (LUAS 2016).

The pedagogical programme of LUAS 2016-2018 lists seven focus areas of pedagogical development: teaching and learning guidance, curricula for future competencies, teacher development, study guidance, competence assessment and feedback on learning, a service culture that supports learning, and digitalisation, learning environments and ubiquitous learning. Most relevant issues from those seven focus areas are next briefly introduced. (LUAS 2016.)

According to teaching and learning guidance focus area, teaching and learning guidance are increasingly getting closer to each other. Focus is on student and his individuality, and concentration shifts from teacher's passive transferring of knowledge to active learning of the students. Various co-operation, exploration and experimentation, as well as trying out new contents and environments furthers learning. Learning happens through guidance and assessment, too. Methods to provide group guidance and peer guidance are encouraged. Digitalization and the usage of external resources is increasingly utilized. (LUAS 2016.)

Curricula is formed around future needed competencies and therefore foresight work is heavily used when creating curricula. Foresight capability is also central competence of the graduates. Development of teachers relates to their future role, not primarily to teach but to be a learning

facilitator, coach and enabler. Core development areas for teachers include knowledge related to future, team-teaching, digitalization opportunities, assessment and new teaching methods. Teachers need to be coached to being able to ensure the execution of transformative learning.  The development of study guidance practice aims to renewing guidance methods and practices, introducing of new digital tools, and creating a proactive, needs-based guidance system. (LUAS 2016.)

Competence assessment and feedback on learning is relative to the learning objectives and desired competencies. All students receive feedback information on their further development needs, in addition to a grade. LUAS strategy says "digitalization facilitates ubiquitous learning which combines different types of learning environments”. Digitalization will radically change the way we learn, teach and guide, and these changes require LUAS to reshape its whole operating. (LUAS 2016.)

# 3 RESEARCH CONTEXT AND METHODS

This section of the paper concentrates on explaining on how the data of the empirical study was gathered for the analysis provided in the next chapter.

## 3.1 The research objective and questions

The main objective of the thesis is to make sure LUAS master school students will be considered as attractive recruitments by the employers' of the future working environment. The benefit of this, to the degree students, is to guarantee their future employment in the changing working environment, and also to provide them capabilities to succeed in their careers.

The research questions, as mentioned previously, are:

1. *How LUAS master's students facing of future work environment's challenges can be supported by means of insightful learning?*
2. *What are the challenges of the future work environment the students will face and what is the role of LUAS master school in all that?*
3. *Which factors do current LUAS master's school students and teachers see as advancing and preventing insightful learning?*
4. *How could the current situation be improved with the help of engaging learning experience –model?*

To ensure the actualization of the main objective, the expected result of the thesis is to produce a recommendations list for LUAS master school teachers as practical examples on how to enhance the students' insightful learning.

Research question number two will be answered purely based on the literature review. Question number three will be answered by means of empirical research and questions number one (the main research

question) and number four by combining the results of both literature and empirical research.

This chapter will focus in explaining how the data to answer research question number four was collected and then analysed.

## 3.2 Qualitative research approach

As the main research question of the paper relates to, how *people* could better support *people* by their own actions, it was only natural to choose qualitative research as a core methodology of my work. According to Myers (2009, 5), “Qualitative research methods are designed to help researchers understand people and what they say and do.” He continues by saying that qualitative research allows a researcher to both see and understand, in which context the decisions are made and actions take place. This can be seen as a key advantage of qualitative research. (Myers 2009, 5.)

According to Dey (1995, 2), even though the types and tendencies of qualitative research are numerous, there are common features between the different research variations. Dey continues by saying that all those variations emphasize the relevant nature of social phenomena and the need to take that relevant nature into consideration when describing, interpreting or explaining communication, culture or social activities.

Myers (2009, 6) sums up the need for qualitative research as: “It is only talking to people, or reading what they have written, that we can find out what they are thinking, and understanding their thoughts goes a long way towards explaining their actions. According to Robson (1995, 227), the advantage of the examinees themselves, talking about things related to themselves, should be exploited when researching people. One benefit that interview, as a researching method, has over other forms of data collection, is the fact that the data collection can be flexibly adjusted to the situation’s requirements and adopting to examinees comments. An

interview gives also an opportunity to control the order of the questions. (Hirsjärvi et al. 1997, 205.)

As the aim of the empirical research is to find factors current LUAS master's school students and teachers see as advancing and preventing insightful learning, the obvious choice was to include both LUAS master school students and teachers as research objectives as shown in table 2.

| Students | Teachers |
|---|---|
| • MIB 15<br>• YAMK 14<br>• YAMK 15 | • Master school teachers |

Table 2. Research objectives

## 3.3 Collecting of the empirical data

The empirical data from the research objectives was collected in various ways. The different data collection methods of the research objective groups are illustrated in the below table 3.

| MIB15 | YAMK 14&15 | Master school teachers |
|---|---|---|
| Group interview | Questionnaire | Group interview |

Table 3. Research objective groups

The research group "MIB15" consists of current students of master's of international business management –degree students of LUAS. These studies are executed in English and include also non-Finnish students. The group commenced their studies in 2015, hence the "15". The research

group “YAMK14&15” consists of current students of the Finnish-speaking degree of master’s in business management of LUAS. This group included two classes, one that began their studies in 2014 and other beginning in 2015. The third group “master school teachers” consist of LUAS master school teachers and include both Finns and non-Finns.

The student groups consist only of classes of 2014, 2015 and 2016 since master studies usually last for 2-3 years and most of the students from earlier years had already graduated. The reason why class of 2014 was only chosen from the Finnish students, is mostly because the English speaking group did no longer have any contact lessons and thus would have been difficult to reach. Also, many of MIB14 students have already graduated or terminated their studies and the remaining amount of students would have been too narrow for a group interview. The class of 2014 of the Finnish speaking degree students was also incomplete, since some of the students had already graduated and were thus excluded from the research. Class of 2016 was completely left out from the research scope, since the students had only just started their degree studies and would not have been experienced enough to share their views.

For practical reasons (lack of contact lessons and students living throughout Southern Finland) it was not possible to interview all three chosen research objective groups and the input of one group was collected by using a survey questionnaire with open questions. This, actually, also resulted in gaining triangulation to the research. According to Myers (2009, 10), triangulation means that one should do more than one thing in a study; use more than one research method, use two or more techniques to gather data, or combine qualitative and quantitative research methods in a single study.

The questionnaire limits the questions only to ones relevant to the objective of the research and research questions, there cannot be questions related to issues that would be just nice or interesting to know. This means that every pre-defined question must be justified in relation to the framework of the study. (Tuomi et al. 2002, 74-77.) The questions in

the survey questionnaire were based on previously tested questions created in co-operation with thesis supervisor Leena Eloranta.

Next I will go through each group's data collection methods in more detail.

### 3.3.1 MIB15 students' group interview

MIB15 students' data was collected in a group interview on October 7th during a strategic knowledge and competence management –course lecture. It was previously agreed with the course teacher that the interview can be executed during the lesson, since the subject matter was closely linked with the content of my research. This is an English speaking international student group but most students present in the interview were Finns and only four were from abroad (Russia and Asian countries).

The voluntary and anonymous nature of the research was emphasized to the group. In the beginning there were 12 students participating in the interview but one of them left in the middle of the discussion. The total amount of students on the degree programme is 23.

The group interview was recorded with a desktop microphone and on an iPhone recorder, and was transcribed afterwards based on the recording. The transcribing phase was executed by ignoring expletive and filler words, but otherwise the whole data was transcribed for analysis. The completed interview transcription as well as the pre-defined questions can be found on appendix 1 (questions) and 2 (transcript).

The group interview did not concentrate on what insights are, and how each individual understands them. For clarity's sake the term "deep understanding and realizing" was used as a synonym for gaining insights and the Finnish words "oivallus" and "oivaltaa" were used to make sure all the Finnish students understood what the subject was about. There was also an opportunity for the students to explain themselves in Finnish. A couple of participants seized the opportunity, and commented in Finnish.

### 3.3.2 YAMK14 and YAMK15 students

The survey to YAMK14&15 student groups was executed by using Webropol which access was obtained by LUAS. The questionnaire began with a cover note explaining the basic information about the research and the voluntarily nature and anonymity of it. Since these student groups were Finns, both the cover note and questions were in Finnish. The total amount of questions was five, all the questions were open in their nature and there were no multiple choice –type of questions.

The questionnaire itself, nor the cover note concentrated on defining the term gaining insights, the same policy definition as with the group interviews. In the questionnaire I used a couple of synonyms for the word insight in order to make sure that the meaning of the word is somewhat similarly understood by everyone involved.

The Webropol questionnaire was delivered as an internet link to the YAMK14&15 students by LUAS student office. After two extensions to the time period and two reminders sent to the students, the final amount of responses was 17. The data was then transferred from the system on excel-format for analysis.

Both the cover note and questions used in Webropol can be found in the appendix 3. The report of the collected data is enclosed in the appendix 4.

### 3.3.3 LUAS master school teachers

The teachers' data was collected by a group interview executed on October 13th in conjunction with (after) a teachers' meeting. This possibility was organised by thesis supervisor Leena Eloranta. The total amount of master school teachers is six, out of which five teachers participated in the group interview.

The voluntary nature of the research, the fact that the interview was recorded and destroyed after being transcribed, and the anonymity of the research was emphasised to the participants. The school's research

permit for the research was explained to the teachers. I also encouraged them to as open and livid conversation as possibly, explaining that there was no need to strictly follow the interview questions.

The group interview was executed mostly in Finnish but the opportunity was given to comment also in English. The interview was recorded with a desktop microphone as well as with iPhone recorder and transcribed afterwards. The same policy, ignoring of expletive and filler words, as with MIB15 group was followed during transcribing phase. All the teachers present in the interview participated actively in the discussion and raised their opinions. The discussion was wide and revolved around the subject, not strictly focusing on the interview questions.

The structure of the group interview (prepared questions) can be found in appendix 5 and the transcript of the interview in appendix 6.

In the following chapter the process of analysing the data will be described.

## 3.4 Analysis of the collected data

> Analysis, interpretation and conclusions of the collected data is the core of the research. It is not until this stage, the researcher finds out what kind of replies he will get to his problems. It may well be that at this stage the researcher realizes what the research problem should have been. (Hirsjärvi et al. 1997, 221.)

The data was analysed by means of content analysis. In content analysis, data is evaluated by classifying, looking for similarities and differences, and compacting. Content analysis is text analysis in which data, already in text format or altered to text format, is being evaluated. The text researched can be basically anything; books, diaries, interviews, speeches and discussions. The aim of content analysis is to constitute a condensed description out of the researched phenomena, which connects the results into a wider context and other research results. (Tuomi et al. 2002, 105.)

In qualitative content analysis, research data is first shattered into small pieces, then conceptualized, and finally rearranged into a new

comprehensive entity. Content analysis can be executed based on collected data or existing theoretic framework. (Tuomi et al. 2002, 109-116.)

According to Hsieh & Shannon (2005), qualitative content analysis can be divided into three categories as shown in the below table 4.

| Conventional content analysis | Directed content analysis | Summative content analysis |
|---|---|---|
| Codes are defined during data analysis and are derived from data. | Theory codes are defined before and during data analysis and derived from theory or relevant research findings. | Keywords are identified before and during data analysis and derived from interest of researchers or review of literature. |

Table 4. Qualitative content analysis categories (Hsieh & Shannon 2005).

In this work, the research data was analysed with means of conventional content analysis to organise the shattered data into a meaningful, distinct and coherent information aggregate.

The process of qualitative content analysis used in this paper is illustrated in the below figure 8.

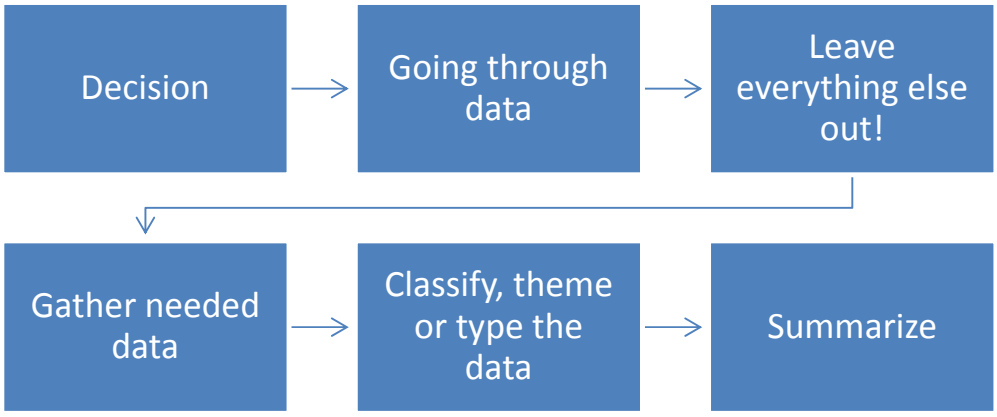


Figure 8. Structure of qualitative content analysis (Tuomi et al. 2002).

After reading through all the data a few times, a decision was made to include only the comments immediately related to insightful learning, according to the research objectives. There were phases when I questioned whether a particular comment or group was directly related to insightful learning, but I followed through with the decision to comply with the respondents' opinions on what they regarded to affect insightful learning. Next I went through all the data and separated and marked all the issues that were connected to the chosen interest. All other data was left out.

Next all the marked data was combined into a pile of individual comments. At this point I made a decision to mark whether an individual comment was obtained from students' or teachers' data. A decision that proved very useful in the end. The individual comments between the student groups were not marked so in the end it was not possible to compare the differences between those two student groups.

The individual comments were then themed and finally the main categories, categories, and sub-categories, as presented in the next chapter, started forming. The findings of the analysis are presented next, in detail.

# 4 RESERCH RESULTS

The empirical part of the study focuses on the factors, according to both students and teachers, advancing and preventing insightful learning. It presents the findings of the empirical research which will then be summarized and combined with the relevant literature in the conclusions section of this work.

This chapter will concentrate on going through each category and explaining the findings in more detail with the help of direct quotes from the research data. The results of the empirical data are divided into four main categories shown in figure 9 below. The main categories present the factors which either advance insightful learning or prevent it from happening. Both sides have been divided into students' and teachers' aspects. The completed results of the empirical data are presented in appendix 7.

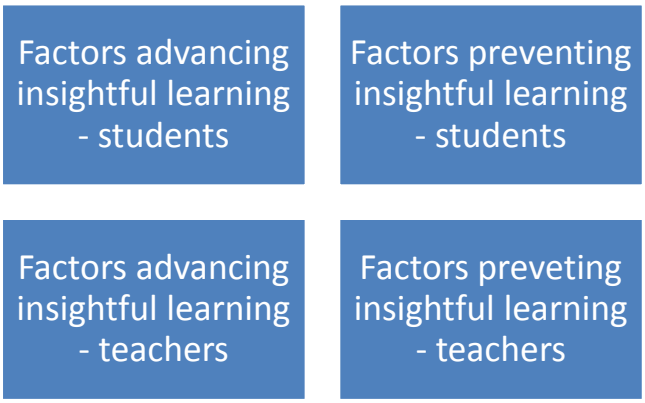


Figure 9. Main categories of empirical data

## 4.1 Factors advancing insightful learning – students

Research data related to ways of advancing insightful learning was, by far, the largest. The data was divided into 9 different groups, which are shown in the below figure 10 and will be looked in more detail next.

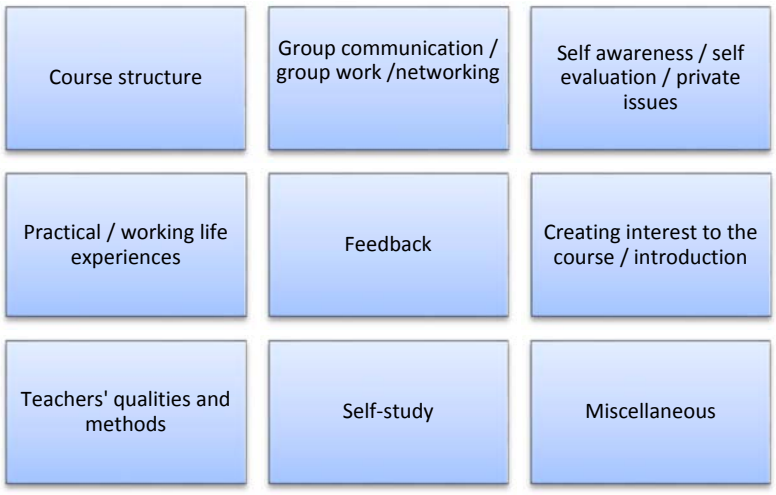


Figure 10. Grouping of factors advancing insightful learning by students

Course structure

The importance of course structure was brought up by the students. Many said that having a good, clear and well-established, as well as focused course structure, enables to understand the main points easier and therefore make it easier for insights to occur. The students felt that by having high quality course administration they would not need to spend as much time in trying to find out what is happening next and what is expected of them, but instead they could focus on studying.

> Like when school begins in the autumn, I would know the schedule until Christmas. Because now we not know, today we heard when the next classes will be. What this course is all about. We didn't know. We just find out now, we didn't know even who is the teacher before now. High quality. (Sarcastically).

> At least if I advise someone of the meeting at work I put some agenda that what we are going to talk about. And let them know if they need to think about something or do something in beforehand. Not: welcome, this is the subject and that's it. It does not work like this in real life.

Unfortunately most of the students' comments related to clear structure were brought upon not having one. Only one of the comments was

positive and describing how a well-established course structure (actually outside LUAS) had helped her in learning and gaining insights.

The possible use of visitor lecturers during the courses was seen as beneficial for gaining insights, kind of getting on outside perspective to the classroom. Also the on-line teaching possibilities were seen as a factor, as not being able to listen to the discussions during lecturers, was seen as preventing learning. There was no expectation of participating on-line constantly, just having the opportunity open, in case one gets sick or similar.

It seems that currently there is not much co-operation between the teachers' in forming of the courses. The students saw the possibility of getting a deeper understanding of the issues by having teachers to co-operate. Students felt that going through the same issues during various courses was a waste of time and combining various courses into one bigger assignment would help in understanding a bigger picture.

> Teachers don't agree and co-ordinate the teaching with each other.
>
> The assignments and courses have been partly overlapping in their contents. It would be possible to go deeper if that was not the case. That way it would also be possible to increase the content of the courses in aggregate.

Group communication / group work / networking

The students considered the communication with other students vital in gaining insights. The communication included e.g. small group and pair working, unofficial peer talk, discussions during contact lessons, and peer support. The fact that students come from various backgrounds and from various industries enables creation of a wider perspective. Also, the possibility to combine knowledge from other courses, during group work, was seen as very useful for learning.

> Learning and doing things together is a great basis for having any kind of innovations.

> All the insights I have gained have happened in connection with group-work when I, personally or we together as a group have been able to connect information from various courses so that the penny has dropped.

The results also suggested networking with former LUAS students, the alumni. The students were interested in hearing how the graduated students had benefited from the studies, where they are now and what suggestions or ideas the alumni could give to the current students. Networking, in general, was also seen as a positive factor in providing new kind of thinking.

> Networking with other students, and also teachers, has been active and provides new perspective to one's way of thinking.

There were also some negative factors related to the usefulness of group working and they were mostly related to the planning and execution of the group work. Students felt that the careful consideration whether a certain group work is beneficial or not, is needed and there was also a mention that any kind of group work should always be combined with a theory lecture. The timeliness of the group work was also brought up, the group work should be compact and remain its' focus, not leaving the group on their own for half a day to "discuss".

> A part of group work has been well planned and executed, but a part has been nothing but a waste of my time.

> Group work during contact days rarely resulted in learning anything new. The best was to getting know other students a bit better. These were a couple of exceptions when the task was well instructed and focused into a clear new subject. This was unfortunately rare.

Self-awareness / self-evaluation / private issues

Many comments from students talked about their personal issues; how they have become more aware and appreciative of their skills and strengths, and thus more confident in themselves. By recognizing this they have started to trust their own insights more. Positive attitude and an open mind were seen as an important part in succeeding in studies, and many

said they were now able to see the bigger picture of many things, and were also able to understand various subjects with a 360 degree perspective. Another repeated comment was the need to take responsibility of one's own studies before being able to really get a deeper understanding of the studied subjects. According to the results, assignments were often the source for this kind of self-reflection.

> My insights have also been related to my personal abilities, the understanding of my strengths has increased.
>
> The insights related to me, personally, were born through self-reflection and pondering to which some of the assignments let to.
>
> My insight was that everyone, me included, can and will learn almost anything if we just allow our brain to be receptive and study hard. Let's not give up too easily! Learning is profitable since it gives you so much and it has been good to study here at LUAS.

A point was also made that own activity during the studies is needed in order to be able to learn insightfully. A student encouraged others to have their ears open in all possible situations, such as discussions, meetings and at coffee table talks to learn more. Someone commented of realizing that learning does not stop when he will get his degree but learning is a constant process. Another one said that he will need to evaluate what he wants to be in the future and how to get there.

Insightful learning, according to the results, also has an effect on students' motivational level. For some students learning and having insights through studies has increased their motivation on their current job.

> I have come to understand that it is always possible to learn new and build upon one's own knowledge. I feel as I have professionally grown so much during the studies. My last education experience was already from a decade ago and that had kind of locked my thinking to a certain level and towards a certain direction. Due to current studying my eyes have opened to everything and all the phenomena that is happening around me. I am now a better employee and I am so pleased I started studying again. I have a much better understanding of my organisation's strategy and operations and my personal role in all that.

Practical / working life experiences

Students considered experiences from real life as an important factor in gaining insights. Understanding of what happens in other companies through teachers' or other students' working life examples, and the ability to reflect one's own work to the experiences of others, was seen as a huge benefactor in gaining insights. Some students also felt the need to include more working life experiences to the studies. Speakers from outside the school, both from enterprises and entrepreneurs themselves, were mentioned.

> Some assignments have demanded reflecting the theory in to own job. That has also provided me with insights. People from different industries have so different perspectives that it is eye-opening.

> Working life experiences from other students and also from the teacher have been very interesting and I have learned a lot from them.

The ability to combine theory and practise, and thus understanding the studied subjects better, was mentioned several times. Students told that theory provides them knowledge to be better prepared for working life.

> The combination between experiences and theory should be emphasised. Theory-based knowledge provides understanding of working life phenomena and problems.

> When practical examples intertwine directly to literature, factual connections are better and wider understood.

Listening to other students working life experiences has affected some students work satisfaction in a positive way. The knowledge that grass is not necessarily greener on the other side has made them appreciating their current situation more. It was also stated that all kind of experience-based discussions help to learn and in gaining insights.

> Listening to working life experiences from other students has help me to realise that operations at my own working place are not as bad as I had imagined. This insight has actually influenced in my work satisfaction – positively!

Students wished for more case examples from real life and benchmarking of companies for best practises. There was also a mention of a desire to have an introduction to various lines of business.

> There could be more examples from working life. I do not mean presentations but as individual practises, how a certain company has executed a specific, currently studied issue.

Feedback

The students saw a great correlation between feedback and insights. Another repeated comment was the need for the feedback being high-quality.

> High-quality feedback received from the teachers would greatly affect gaining of insights.

> The feedback received has a positive impact on insightful learning.

The amount of feedback, on the other hand, was seen to be on an unsatisfactory level and therefore almost none of the students felt gaining insights through feedback. This issue will be discussed in more detail on the factors preventing insightful learning later on. Only one student told about a positive experience related to feedback and learning through it.

> I participated in an entrepreneurship course here at LUAS and received a lot of feedback and encouragement from the teacher of that course. The amount of feedback and the quality of it was really good and I can say I learned a lot by it.

Creating interest to the course / introduction

The importance of the teacher's ability to create interest towards the subject by means of e.g. a video, an introduction story, a discussion or a pre-assignment were mentioned. Students were expecting some kind of concentration of what is to come and mentioned the possibility to utilize other students in creating the interest.

> It is not enough if the teacher is intrigued by the subject, somehow he should be able to get the students intrigued towards the subject also. In

> this the experts in the class could also be utilized with their knowledge of the subject.
>
> He started the course with a video. That was so fascinating. Something similar for other courses also would be nice. To have some kind of an introduction to the subject.

The use of assignments and pre-assignments, in particular, was brought up as a tool in creating interest. Some students also considered them as a possibility for the teacher to ask the students what their specific interests in that course are. That information could then be utilized during the lectures and possibly also in the assignments.

> A teacher could ask us e.g. in a pre-assignment what subject especially in the content of the course is interesting to us.

Throughout the research data, students were debating whether the contact lessons are a vital part of the courses or not. Some students consider those as a must in creating interest towards the subject, but there were also opposing comments with experience of an interesting course with no contact lessons. In that course the interest was created by providing interesting material for the students.

> There was this summer course and we didn't have any contact lessons but we had material and the interest of that subject was brought up well just with the material.

Teachers' qualities and methods

The qualities and methods of the teachers' really unfolded in students' comments. Based on the comments the teachers should be at least super-humans since the role of the teacher providing help in gaining insights included (not limited to): ability to motivate, encourage, and inspire, individual teaching, one-on-one discussions, coaching, mentoring, guiding, career counselling, enabling of individual learning paths, provoking of students' own thinking, having a fresh approach with the latest knowledge and so on, just to mention a part of the results.

> Teachers should help to motivate us, maybe with one-on-one coaching could motivate in discussions.
>
> I don't think the school or the teachers are motivating us. I feel like we are kind of left on our own. I feel that they just throw all the papers for us and do your work and there's you grade. That's it.
>
> I feel that some of the teachers do not have any understanding of today's business world and its' challenges.

The students' results also showed a need to career-counselling –type of activities. Students mentioned e.g. needing help in job-seeking process, putting up professional profile on social media and in career advancement. A suggestion for all this was to have recruiting people from companies come and tell the students what they are currently looking for, what kind of personalities, skills, etc.

> Because there are now a lot of people that are frustrated with their current jobs. For someone to come and tell us what skills the companies are looking for, the needed skill sets. Like career-counselling or something like that. And what kind of people they have hired for what kind of positions to with what kind of skill sets.
>
> And how to put up your professional profile account, LinkedIn etc. How to build up your career? Career advancement, sort of.

The students were not pleased with the level of internationality in their studies. They felt that it is the teachers' role to enhance the international nature of the studies, if that does happen naturally within the group.

> "The international level is not on the way I expected it to be. Even there is not so much foreign studies, I think the teachers should bring more international issues to the studies."

There were also some positive comments in the middle of the everlasting wish list. Those comments told about students being satisfied with their teachers and the way of teaching.

> The way of teaching at LUAS has generally been good quality and it has enabled me to…

Self-study

Many students commented about the importance of self-studying in the process of gaining insights, instead of just passive listening. The self-study mentioned consisted of researching and reading for the assignments and the thesis. The general idea was the more you read, the more you understand. The role of the student taking responsibility of their own learning was seen as a factor related to self-studying, too.

> The deepest understanding comes through assignments and when reading material for them and also for thesis.
>
> To me, written assignments have been the means to gain insights. I have been fortunate to attend courses in which the assignments have been planned just for that.
>
> Self-studying, besides just passive listening is needed for insightful learning. This requires taking responsibility of our own learning.

Miscellaneous

One miscellaneous issue worth mentioning is outside-in-thinking which was mentioned in several comments. It was the first insight some of the students immediately thought of when talking about insightful learning during their studies. It seems that this very abstract and priory very poorly known perspective was introduced to students in such an interesting and intriguing way that a deep understanding was guaranteed after the evoking interest.

## 4.2 Factors preventing insightful learning – students

The research data related to factors preventing of insightful learning by students was also quite extensive. Students were very active in explaining issues which they feel have been preventing them from having insights during their studies The data was divided into 8 different groups, which are shown in the below figure 11 and will be looked into more detail next.

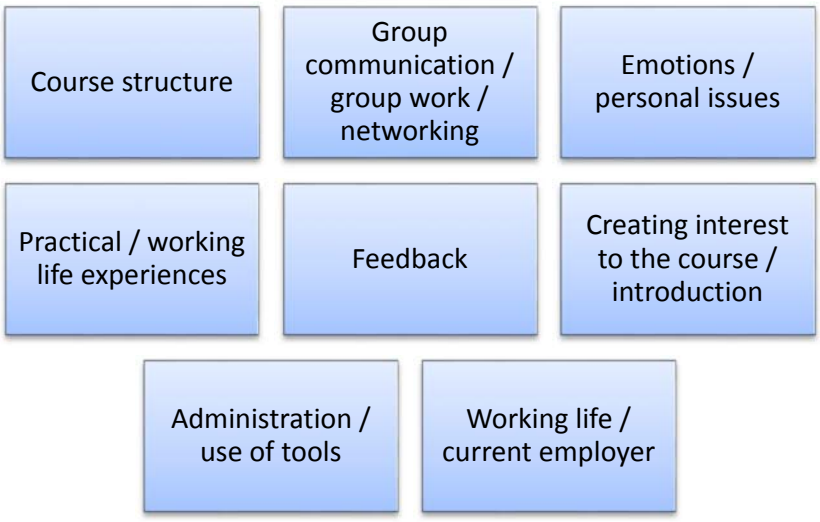


Figure 11. Grouping of factors preventing insightful learning by students

Course structure

Many respondents discussed about the broadness of the courses and felt there wasn't enough focus on the content of the courses. Also the amount of material was seen as too extensive and therefore finding the most essential issues was difficult. The length of the courses is limited and it is not possible to absorb and really understand everything in such a short period of time.

> Some courses have not given as much as expected. This is due to… and the fact that the content of the course has been too broad so the level of understanding and insightful learning remains slim.
>
> There is no ability to learn and have insight without a focused course structure.

Some students wanted the possibility to focus on the topics, within the course contents, that they were particularly interested in. A repeated example was having a broad introduction to the contents of the course first and then allowing students to choose which issues they want to deepen their knowledge with. Also the non-existing individual learning paths were mentioned as a factor preventing insightful learning.

> Concentrating on what you are interested in but you should know the basics by then.
>
> Building your own way and focus on what you like.
>
> It would be good to have a broad introduction to the course and then an individual choice to go deeper based on individual interest.

The ratio between theory and practice, and the academic nature of the studies divided the opinions in two; a part of the students feels a lack of theoretical information during the courses, and a part of them feel like there should be more focus in the practical side. Then, there was also a comment about the school not being academical nor practical and kind of failing in both due to imbalance.

> I think it (the school) tries to be more academic but it fails, it doesn't really work in the end. So it fails in academic and then it is still not practical either. There is no balance.

Group communication / group work / networking

Various forms of group communication was seen as an enormous benefit in insightful learning, as presented earlier. The students did, however, have some comments which indicated group communication factors as preventing insights. These were e.g. a lack of communication and interaction with each other and the use of foreign language as a barrier for insightful learning. Students come from all around Finland and do not know each other very well. During some group assignments some students have not been able to locate their group partners and have not been able to find out whether they have dropped out of school or what. The use of foreign language was seen as a factor preventing insightful learning on the international program. Students comment that they feel more at ease talking to each other in their own language (Finnish) and learning in their own language in generally also easier.

> And the problem is how to do it. When we have a group assignment and you can't find your partner. They have disappeared. We can't find the group partners we were supposed to finish the assignment together. And you can't find them.

> Language is another think. Unofficial peer talk at lunch is good because people are freer to speak. I think we who are Finnish we are talking easier in Finnish with each other out of the class rooms.

The lack of communication with people from other countries and cultures was seen as a setback. The students felt there was not enough interaction with people from different countries and cultures.

> I just started this course because I know that it is an international business development I want to know different voices from different kind of people from different kind of cultures. But unfortunately it just does not, they haven't.

Emotions / personal issues

In addition to emotional and private issues been seen as factors advancing insightful learning, they also had a preventing side. There were several mentions of feelings about school and / or teachers not motivating and supporting students. Some even mentioned teachers leaving the students on their own, and not caring. The lack of flexibility from the teachers' side was also reported as preventing insightful learning.

> I think I truly have a lack of motivation now. Teachers should help to motivate us.

> I don't think the school or the teachers are motivating us. I feel like we are kind of left on our own.

There were a few comments, both from English speaking students and Finns about the studies being too much focused on Finland. The students have a need to find out how the studied subjects could be applied in a foreign context and this, according to the results, is not currently happening.

> Sometimes it feels that the studies are too much Finland-centered.

The students also mentioned their own expectations as a preventive factor for insightful learning. It seems as the student's expectations and reality are far away from each other.

> …this is due to too high expectations for the courses.

Practical / working life experiences

Students were wishing to hear more practical working life experiences from the teachers, since they considered them affecting insightful learning. Some students mentioned not hearing any practical examples from the teachers at all. There were also some comments about the studies, in general, not been practical enough and thus preventing insights. Students felt the need to learn the practical skills needed in the international business environment.

> I do not remember hearing any practical working life examples from the teacher, only from the peer students.
>
> The courses should be much more practical. International business management, some of the topics have very little to do with actual skill set required in international business.

Feedback

The number one factor preventing insights, according to students, was the lack of feedback. Many mentioned only getting a grade or an occasional comment: “good work”, but there was rarely any depth in the feedback, let alone the feeling that feedback would be putting them forward into having insights. Some commented the only feedback received was correcting of grammar or spelling mistakes.

> I haven’t got any feedback during my studies. Because if you just get the grade you don’t know the basis for it. There is no opportunity to learn then.
>
> The only feedback I received, was in English grammar, the mistakes were marked.

The students considered the amount (lack) of feedback and the amount of time teacher spends on assessing their assignments and giving feedback to being very unsatisfactory.

Creating interest to the course / introduction

There were a couple of comments mentioning the lack of interest towards the courses and the need for a teacher to be able to evoke that interest through introduction to the subject. This factor has also earlier been presented as issues advancing learning.

> I cannot say that the teachers' ability to make the studied subject interesting has affected my ability to gain insights and that is because none of the teachers have been able to introduce the subject in an interesting way.

Administration / use of tools

Another factor preventing insightful learning was related to administrative issues as well as the use of tools. Some students seem to be confused with the administrative issues, there is not enough clarity. Also the utilization of digital tools was, in students' opinion, somewhat wasted and could be exploited much better.

> Sometimes everything is just so confusing.

> There is no benefit, yes (about the use of tools available). I think nowadays we have a possibility to use tools. The school could maybe better take advantage of the tools available. Digital world and so.

As mentioned earlier, co-operation between the teachers in planning of the course content was wished for by the students. Students felt the possibility to reach better learning results if the overlapping of the courses was eliminated and bigger course aggregates created in co-operation between teachers.

> … and the assignments and courses are partly overlapping in their contents and it would be able to have a more coherent picture, if the courses were executed in co-operation with other teachers. That would allow more possibilities for insights.

The execution and planning of assignments was seen as a preventive factor for insightful learning. The students wished teachers could better concentrate on preparing the assignments and also group work to make them more meaningful. The degree of international issues within

international master school was pointed out also as administrative issue, and should be enhanced.

> Some of them (courses) have nothing to do with international business management.

Working life / current employer

A big portion of the students seems to be experiencing frustration at their current job. It seems that frustration at current work may prevent understanding becoming an insight at workplace, in a “real life” situation. The students learn a lot but are not able to implement their learning in practice since they cannot test their assumptions in their work. One student suggested that companies are not ready for the students’ insights and other feels having changed but the world around remaining the same.

> I feel that I have changed but the world around keeps stable.

Maybe because of this frustration and the fact that many students explained how their “eyes were now opened” many students told about beginning to search for a new job. Luckily many students also felt that their studies have affected their current job in a positive way and they were now more satisfied in their current jobs. Some told about having concrete changes happening at their organizations but that was, still, a marginal amount compared to the ones feeling frustrated with their current job.

## 4.3 Factors advancing insightful learning – teachers

The results of factors advancing insightful learning according to teachers were divided into six groups. The groups are described in the below figure 12 and will be presented in more detail.

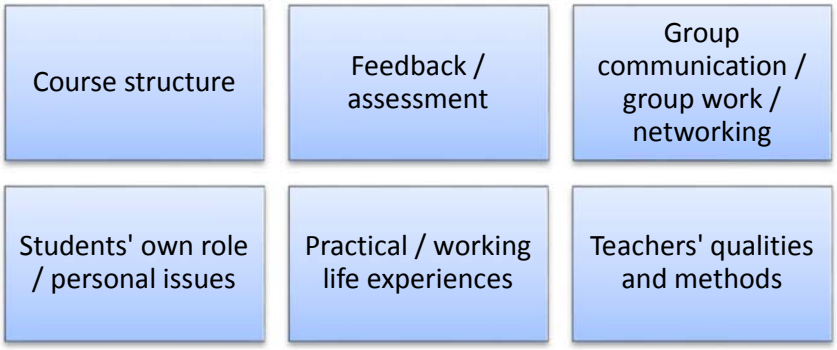


Figure 12. Grouping of factors advancing insightful learning by teachers

Course structure

The students had a lot of opinions regarding the structure of the course, as described earlier. The teachers commented that a variety of different structures instead of a similar structure throughout the courses, will best advance insightful learning as providing heterogeneity. The possibility of structuring courses in co-operation with other teachers was also very briefly mentioned.

> I think the best way (to gain insights) is to teach in a very heterogeneous way… to ensure learning in discomfort zone… we have very different teaching methods.
>
> …think of crafting of study aggregates together with several teachers.

Feedback / assessment

Feedback, as a factor of advancing insightful learning, was not mentioned by teachers, at all, prior to bringing it up. Someone brought it up already before but only to explain how he felt about receiving feedback from the students.

> … the feeling when you receive feedback from the course. It is a fearful emotion when you wish that even someone tells about getting something new and having any insights…

Teachers discussed about their own experiences and opinions related to assessment and feedback. One of the teachers told about his own current experience of several teachers participating in an assessment together and about being pleased with that kind of assessment. Other talked about how frustrating it is not to get any feedback at all and trying to figure out what was the basis for the grade received.

> … they really emphasize giving of feedback and when you return your assignment and fill out the learning diary there may be many teachers commenting on it. And yes, as a student, it feels that this is exactly what I want. I want those comments and I want that feedback. And there are no grades.
>
> And not getting feedback, I think is an incredible frustrating experience for a student not knowing, you know, I got a 3 and why did I get a 3? I got a 5, good, I must have been good, and why did I get a 5?

The use of feedback and / or assessment as a factor to advance insightful learning was never really been considered before by the teachers. They all agreed, though, that the quality and amount of feedback should be given a greater emphasis. The fact, that giving individual and quality feedback takes time, was also acknowledged.

> But this is interesting to think, kind of combining insightful learning and feedback to each other. This is interesting.
>
> I have never really linked giving feedback to insightful learning. And that in a way changes the perspective of giving feedback if that is seen as a factor.
>
> Giving individual feedback takes time.

One of the teachers had, actually, already started to focus on the amount of feedback given and the response received from students had been very positive. According to him even the slightest increase in the amount of feedback is worthwhile.

Within the teachers, there was already a thought for future improvement related to feedback. Maybe, when teachers in the future ask for feedback from the students, the question should not be: “was it a good day”, but “assess 1-5 on how insightful it was”.

Peer-to-peer feedback or assessment was very briefly mentioned by the teachers. The students’ research results, however, did not mention experiencing any peer-to-peer feedback or assessment at all.

> … that students in a way would guide each other. Yeah, I don’t know.

Group communication / group work / networking

The teachers see the value in co-operating and coordinating with each other and also between the students. The co-operation between the teachers’ was brought up by an example of attending other teachers’ courses. A suggestion was that by providing students to look at each other’s research they would be able to see each other as resources and that would, thus, advance their problem-solving. Cultural issues were seen to have an influence on this, as the Finnish “productive and sticking to the schedules” –environment sometimes crashes with other cultures, and prevents insightful group work.

> … was much more effective in looking at each other’s researches and they understood how to tap on to each other as resources and actually the problem-solving was way more effective and they enjoyed working together.

> I actually sit on in several teachers’ courses now to simply because I learn more stuff. I like what they are talking about and it is interesting.

An idea from one teacher to advance deep learning or understanding was to introduce a “philosophers’ table” at campus.

> A concrete idea to support insightful learning… to put in to the cafeteria… a philosophers’ table…where you could think e.g. what your insights today were.

Teachers see group communication as an asset to insightful learning. A good co-operation within the group enables challenging of each other. If everyone in the group is considered as a valuable resource for the entity, the possibilities for insightful learning increases. The use of dialogue should be enhanced and the ability to let students learn from each other's work provided. The ability to openly share everyone's learning, experience, understanding and knowledge together, for everyone to exploit from it, in their learning, will definitely advance insightful learning for the whole group. The need for contact days was also discussed and the need for them argues, as an enabler for unofficial peer talk.

> … it is about a dialogue, everyone brings their own learning and own experiences together which is then shared and we are able to create such a space where everyone can bring their own understanding and knowledge together and then in a way it forms in to who can receive what and how much.

> Students learn a lot during unofficial peer talk at a coffee table… therefore we cannot close down contact days. They need to meet and for that they need to come here… that is another enabling thing.

Students' own role / personal issues

Teachers also emphasize the students' own role; students should take responsibility in where they are going to end up with their studies, and how to get there. The students should not expect for teachers to have all the answers and guiding the students towards that answer. This was the model in the traditional education model but that was considered as useless today.

Gaining an insight requires an interest towards to the studied issue and the students should be able to combine studies and working life, instead of trying to separate the two.

> … and when they (students) go back to their workplaces that now it is good and done and there is no need to think about it (studies). We should reach a constant thing… it is like an on/off switch. Now we are at school and now we are not.

Students should allow themselves be bold in getting out of their comfort zone hence that is where most of the insightful learning occurs.

> I was just thinking… one place where they (insights) are born is when one goes beyond one's comfort zone.

Practical / working life experiences

Teachers saw the working life experience of the students as a crucial factor for the studies. Without that period, the whole master school studies would be totally different.

> … and working life background, that experience, to me, is probably the most important element of master level studies.

According to teachers, a lot of learning happens by capitalizing of working life experiences and by being able to combine studied theory with one's own personal environment. The place, where theory and practice encounters, is where insightful learning often happens.

> Own background, own experiences and own history are always behind an insight and therefore insightful learning is the ability to somehow combine theory, kind of that information from there to own experiences and own world, sort of.

Teachers' qualities and methods

It is probably not a surprise that when asked of factors that advance insightful learning, the majority of teachers' comments were related to teachers' qualities and methods. Teachers talk about questions and questioning, breaking of the expected value and thus opening the students' eyes. According to teachers it is important to make everyone feel good and thus motivating the students. This could be done in e.g. by having a surprise element or using of humor. Creating of safe environment and teaching the whole group to play a good game is needed. Another factor that teachers mentioned, was the use of problem-solving in creating insightful learning.

> … this profession is a profession of a show-man… to make everyone feeling good. Because it motivates them (students) to think about issues. And if you can evoke motivation and get them to be excited the excitement spreads… That in the end may result in insights.

> So the trick is to get people to say hey, let's try and figure it out and create a safe environment so that they can. So they will discover these places. And that may (create insightful learning).

The fact that there are big differences in the base level knowledge between the students, a teacher needs to be able to begin from a different place with each student and end up in different places with all of the students. Individual learning paths are needed but also individual learning moments, when insights are born, should be taken into consideration. Teachers should be able to encourage the students within their own individual paths and moments within the paths.

> I should be able to help students in their own paths, encouraging to experiment and encouraging boldly to performing.

The teachers talked about the ability to gain insights by having theory to explaining practice at work places and thus resulting in insights, kind of being able to open the student's eyes.

> When we go through for example earlier research related to a certain subject and a student suddenly eyes brightening says that oh, this is this and that happens at work."

The future role of a teacher was discussed and acknowledged that it will differ a lot from a traditional teachers' role. The new role will be much more the role of a facilitator and enabler as today.

> The role of a teacher, in a traditional sense, I think it is pretty much moving to history. In a way we have learned it and maybe all of us to consider as a teacher's role. I think it will be more like facilitating and enabling.

## 4.4 Factors preventing insightful learning – teachers

The results related to factors preventing of insightful learning by teachers was the narrowest. The results are divided into 5 groups, which are shown in the below figure 13 and will be looked into more detail next.

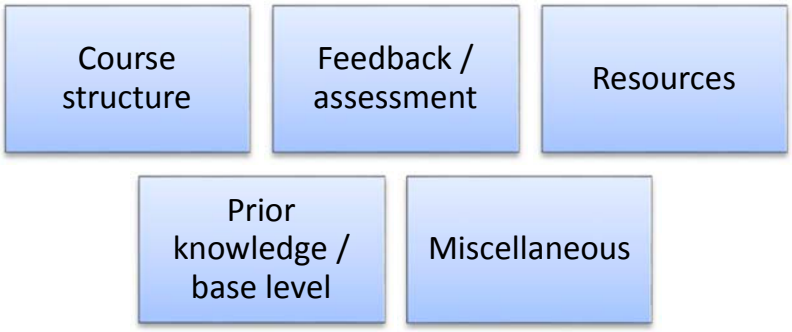


Figure 13. Grouping of factors preventing insightful learning by teachers

Course structure

Teachers listed the possibility of having a similar course structure throughout the courses as one of the preventive factors for insightful learning. According to teachers, the heterogeneous nature of courses creates questions which then may lead to insights.

> To me the idea of all the courses having a similar structure, is repulsive. Because it would be like mass production and it would not have anyone questioning anything.

Feedback / assessment

Teachers commented on not getting feedback as frustrating and questioning the value of the grade-based assessment in benefiting insightful learning. According to teachers a simple grade does not reveal what the students have learned during their studies. The focus should shift from the substance to a bigger picture of the students' capabilities.

> I do not like the world of grades. It does not tell the whole truth about the (student's) path and we should take a look at the big picture and from where to where a person is capable of going… that is what happens there. And not the meaning of substance knowledge. We so quickly take a look at the substance and think that okay, now you so much about this issue that you deserve a five.

Resources

The limited (and still decreasing) amount of resources is a fact which sets some boundaries. Anyway the teachers feel that this will not prohibit making sure that insightful learning happens. They feel that they can develop their own way of doing and execute teaching in a different way, based on the resources available.

> …Not necessary to hide behind the lack of resources but to search for new ways of operating. Doing things in a new way with the possibilities of the given resources.
>
> The amount of resources will not eliminate the possibility for insightful learning… it is more dependent on the execution method and allocation of time.

There was some doubt, within the teachers, if they were aware of all the existing methods and possibilities that would benefit them in teaching. One comment was that sometimes afterwards the teacher realizes that this could have been executed in a totally different way. There was some anxiety within teachers whether there is knowledge and skills available that they could utilize but are not aware of.

Prior knowledge / base level

The heterogeneity of the student groups is a fact, and there are big differences in the basic level knowledge and skills of the students. There are a lot of incorrect assumptions and expectations about the content and the methods of the studies from the students' side. It seems that students with the longest working experience have the most unrealistic expectations for the studies. The role of the orientation was discussed and the

possibility that during orientation students should be given a realistic expectation of what is to come.

> The groups are so heterogeneous.
>
> I feel it is one of the roles of the orientation to let the students know that also in this way the world has changed and things are done differently here.
>
> The longer the working life experience…the impression of learning and expectations for master's studies varies and I feel somehow letting them down, the expectations of those with a long working experience. These lectures are not what they expect… or at least do not meet everyone's expectations.

Miscellaneous

Teachers were asked whether they have any best practices related to enhancing insightful learning, maybe some methods or other hints to share with others. The only comment related to that was about the teachers' willingness or rather unwillingness to share their best practices.

> Are we willing to share our best practices?

# 5 CONCLUSIONS AND RECOMMENDATIONS

The main objective of the thesis was to make sure LUAS master school students will be considered as attractive recruitments by the employers' of the future working environment. The benefit of this, to the degree students, is to guarantee their future employment in the changing working environment, and also to provide them capabilities to succeed in their careers.

The main research problem: "**How LUAS master's students facing of future work environment's challenges can be supported by means of insightful learning?**" will be answered later in this chapter, based on best practices from students, teachers and relevant literature.

The sub-questions, as follows, will also be answered in this chapter.

- What are the challenges of the future work environment the students will face and what is the role of LUAS Master School in all that?
- Which factors do current LUAS master's school students and teachers see as advancing and preventing insightful learning?
- How could the current situation be improved with the help of engaging learning experience –model?

To ensure the actualization of the main objective, the expected result of the thesis was to produce a recommendations list for LUAS master school teachers. The list consists of practical examples on how to enhance the students' insightful learning. The recommendations list was created as a by-product when answering the main research question and will be presented later in this chapter.

## 5.1 What are the challenges of the future work environment the students will face and what is the role of LUAS Master School in all that?

The future of jobs in a global sense will, inevitably so, be different in not so distant future. Business models will change which will create major

disruption to labour markets. New job categories will emerge requiring new skill sets, and how and where people currently work, will change. The future work environment will be more diverse than ever before.

Major changes in employees' skill sets will occur and therefore the way we learn to learn will be a major issue. This all affects Finland also; the level of education must be competitive on a global level and practical knowledge is needed in addition to degrees. The focus will be on practical know-how and developing of it and the educational system needs to adjust accordingly.

There will no longer be exact work instructions in the future, as they will be replaced with imperfect guidelines, and therefore the level of abstraction will increase. The content of the job will be defined by the worker himself or in co-operation with others in the future. More and more jobs will consist of work in which both the objectives and work methods are open aiming to constant regeneration and creation of new. This all will require the ability to constantly learn new. The future is all about life-long learning and the best way to prepare is to develop the readiness for change from the beginning of education, and thus ensure the skills of constant learning.

Universities of applied sciences are an integral part, for Finland, in having a world-class higher education system. All educational systems need to adjust to the needs of the business life and be competitive on a global level. Regeneration will be achieved by updating education and competencies and the need for practical know-how and developing of it will increase.

The role of UAS master school is seen as a flexible and effective form of university education "a Finnish schooling innovation", with the ability to regenerate new working life capabilities and execute life-long learning. Master school students are already included in the working life and as such have the ability to rapidly transfer the know-how formed during their studies to be exploited in the business environment. Altering the skill sets

for future needs is expected to create an even higher demand for master studies in the future.

LUAS acknowledges the needed changes in learning and teaching for future working life and discusses about ubiquitous and transformative learning. LUAS aims to be insightful, experiential and exploratory as well as a promoter of regional growth and international reformer of future learning by 2020.

## 5.2 Which factors do current LUAS master's school students and teachers see as advancing and preventing insightful learning?

A summary of the factors, which were presented in chapter 4 in more detail, can be found in the below table 5. In this chapter I will evaluate the similarities and differences in the students' and teachers' results. As mentioned in the previous chapter, the complete results are shown in appendix 7.

| Factors advancing - students | Factors preventing - students | Factors advancing - teachers | Factors preventing - teachers |
|---|---|---|---|
| •Course structure<br>•Group communication / group work /networking<br>•Self awareness / self evaluation / private issues<br>•Practical / working life experiences<br>•Feedback<br>•Creating interest to the course / introduction<br>•Teachers' qualities and methods<br>•Self-study<br>•Miscellaneous | •Course structure<br>•Group communication / group work / networking<br>•Emotions / personal issues<br>•Practical / working life experiences<br>•Feedback<br>•Creating interest to the course / introduction<br>•Administration / use of tools<br>•Working life / current employer | •Course structure<br>•Feedback / assessment<br>•Group communication / group work / networking<br>•Students' own role / personal issues<br>•Practical / working life experiences<br>•Teachers' qualities and methods | •Course structure<br>•Feedback / assessment<br>•Resources<br>•Prior knowledge / base level<br>•Miscellaneous |

Table 5. Main and sub-categories of factors influencing insightful learning

<u>Course structure, administration and the use of tools</u>

The structure and administration of courses was seen as a factor to advance and also to prevent insightful learning by both students and the teachers. According to students; good, clear, and well-established as well as focused course structure is needed, in order to better understand the main points and thus gain insights. The courses were seen as too broad, and the ability to choose the issue, in which to deepen their knowledge based on their interest, was wished for. Another observation was that by teachers' co-operation, overlapping between the courses could be avoided, and deeper understanding achieved. The high quality of course administration was seen as an important factor for time management and in avoiding confusion. Unfortunately students had mainly only experienced poor structuring of the courses and administration, and as such, considered the structure of the course as a factor very much being able to prevent insightful learning. The use of digital tools should be better exploited in all this.

The teachers, on the other hand, considered having different structures for the courses as a factor advancing insightful learning. According to their results heterogeneous teaching models will ensure learning when getting out of students' comfort zone, occasionally.

I do not think these two issues exclude each other completely, but it should be possible to have similar kind of well-structured and administrated courses, and still apply various teaching methods within those courses, according to the teachers' chosen style.

Group communication

Students considered various types of communication with each other crucial in the process of gaining insights. The quality of the group work should be concentrated more on. According to the students, an inadequate pre-planning and execution of the group task equals as time wasted on group work. Students also wished for co-operation between the teachers in providing group work. The co-operation would exceed the lines

between individual courses and would thus help in seeing a bigger picture to achieve insightful learning.

The teachers also saw the importance of group communication between the students but also between the teachers. They brought up the possibility to learning from other students' work. Cultural crashes were discussed as a possible cause in preventing insightful learning. Creating of a good and safe atmosphere enables students to challenge and see each other as valuable resources.

Feedback and assessment

According to the students, high-quality feedback is a major factor in advancing insightful learning. Unfortunately they experienced the level of feedback very marginal and thus reported the lack of feedback as number one factor as preventing insights.

Teachers failed to mention the importance of feedback as an advancing factor in insightful learning before bringing it up. They had excellent examples of feedback they had personally received in their own studies but had not really considered the link between feedback and insightful learning until now. An excellent example of feedback providing insights was several teachers participating in the feedback and assessment process together. There was also a mention of peer-to-peer feedback between the students but the students did not report experiencing such at all. Generally the level of feedback received, according to the students, is very low, and just by focusing on the amount and quality of feedback, insightful learning could be substantially supported by teachers.

Students' personal issues

The group related to students' personal issues consists of several aspects; self-awareness, self-evaluation, personal issues, emotions, and student's sense of responsibility.

On a positive note, majority of the students reported gain in relation to their personal life, e.g. becoming more aware of their skills and strengths, and

the increase in their self-confidence level. This all had resulted them in being able to trust their own insights more and even becoming more motivated in their current work. Many had also realised that they need to take responsibility of their studies before insightful learning can really happen, not just passively listen and wait for it to happen. There is, maybe, not so much the teachers can do to enable the students' personal gain, but some commented that the assignments led them to the self-reflection path.

There was also a negative side to this, the feelings of unmet expectations preventing insightful learning. The students felt that the school and the teachers were not motivating and supporting them and not being flexible. This, almost a resentment towards the studies, is bound to have its effects on learning.

To me, the most revealing comment related to preventive factors in this group, was a mention of possible too high expectations, by the students.

Teachers expect students to take responsibility of their studies and to evaluate their own individual learning path; where they want to end up in the end of their studies. These expectations should perhaps be better communicated to students, to limit the gap between the students' and the teachers' expectations. Currently it seems that some of the students try to separate the school and their work life when, on the contrary, they should be able to combine both for insightful learning to happen. Somehow also the students should be encouraged to boldly getting out of their comfort zones since that is where many insights are gained.

Practical working life experiences

The students see a great value of real life experiences in insightful learning. The ability to understand what is happening in other organizations and in other industries and reflecting that to own work, advances insights. Another, maybe even more substantial factor in students' opinion, is the ability to combine theory and practise. Currently, according to the students, the level of practicality in the courses is too low

and they expect teachers' to talk about their own work life experiences, also.

For teachers, the students' working life experience is a vital condition, maybe the most important factor related to the master studies. In addition to students, the teachers also see the value of being able to combine working life experiences with theory.

Creating interest to the course / introduction

According to students, the teacher's ability to create interest towards the studied subject affects insightful learning. Currently some students considered that the teachers were not able to evoke interest towards the studied subjects.

The introduction to create interest did not come out in the teachers' research results at all. By focusing on the introduction of the subject in a way that it would create students' interest would likely have a positive effect on insightful learning.

A good example of this is, earlier in the results mentioned outside-in-thinking. In the example an abstract and priory very poorly known perspective was introduced to students in a way that a deep understanding was guaranteed easily after the initial evoking of interest.

Teachers' qualities and methods

The teachers' qualities and methods were emphasised in both students' and teachers' research results. According to the students, the teacher should be everything but a parent to them. There is no doubt that the expectations are too high, and the teacher's resources limited. I do think, however, that by concentrating better on the issues affecting expectations; such as orientation, course structure and administration, at least some of these needs could be eliminated. If the students were aware of the content of their studies, what is expected of them, and how the educational environment has changed around them since they last studied the expectation level would be more realistic. Combining that with a clear

course structure and functional administration throughout the course of their studies would certainly make a difference. To me, the list does not present itself, only, as too high expectations of the students, but the fact that some of the processes at school are not fully functioning as they should.

The role of a teacher, also according to teachers' own results, is changing and in the future the focus will be more in facilitating and enabling. Communicating this to the students is important in keeping the students' expectations realistic.

Students' very heterogeneous level of prior knowledge, is seen as a challenge by the teachers. There are big differences in the knowledge and skills when the students begin their studies, and yet they all should be guaranteed insightful learning experiences. The teachers felt that it was the role of the orientation to explain to the students that the educational environment has changed. It seems, however, that the execution of orientation, currently, fails to do so.

Self-studying

Self-studying, was seen as a factor advancing insightful learning. The general impression was that the more you read, the more you understand. Written assignments, when planned properly, are perfect means to gain insights and the planning of assignment with insightful learning as an objective, should be concentrated on.

Working life / current employer

Students report a massive amount of frustration towards their current job during the studies. That frustration actually may prevent insightful learning from happening since the students are not able to combine the substance knowledge from the studies with their current work and implementing it there, in "a real world". A substantial part of the students are in search of a new job. I would not, however, blame it purely on the frustration. It may well be that a part of these students decided to start studies because they

felt the need for a change – maybe even unconsciously. In my opinion, the teachers should be aware of and acknowledge the students frustration towards their current work. Maybe the possibility of becoming frustrated could already be mentioned in the beginning of studies, and the students could thus better be prepared for it. Luckily there are also students reporting being more satisfied with their current job now, because of their studies.

Resources

Resources were only mentioned in teachers' results as factors preventing insights. It is a fact, that the amount of resources the school provides teachers, is limited and constantly decreasing. The amount of resources should not prevent insightful learning and luckily, in teachers' opinion, there are ways to go around it. New ways to operate and do things should constantly be considered, and thus ensure insightful learning with the available resources.

Miscellaneous

One miscellaneous item worth mentioning is the possible unwillingness of teachers to share their best practises with other teachers. My opinion is that sharing of best practises always provides best results for everyone, whether it was at school or in the actual business environment. Many organisation expect their employees to share their best practises and trying to hide them instead of openly sharing is not considered as desirable behaviour.

## 5.3 How could the current situation be improved with the help of the engaging learning experience –model?

In this chapter the similarities and differences between the empirical research results and the engaging learning experience –model are evaluated. By finding out the important factors, based on the engaging learning experience -model that were not included in the research results, can be included to the recommendations list for teachers' future actions.

As clearly stated in the earlier section, teachers' are currently executing many practices which, according to the students, already enhance insightful learning. From the empiric results, many best practices, from both students' and teachers', can be found for future recommendations to enhance the students' insightful learning. To ensure the comprehension of the results, they were cross-checked with Kirsti Lonka's engaging learning experience –model and the literature around it (described in more detail in chapter 2), and the factors that were not included in the results of empirical factors will be added to the teachers' recommendations list.

As stated in the literature review, Kirsti Lonka's engaging learning experience –model is not a new learning method. It is simply a way to combine all existing learning models and look at them from the perspective of insightful learning. Insight can be born as a by-product of any kind of pedagogical approach, the model only helps in pinpointing the vital stages which are needed, within those processes, to achieve insightful learning.

During stage one of the model, students' existing knowledge and understanding of the subject is prevailed and activated. After finding out the existing knowledge and activating it, transparent objectives for the course are set in co-operation with the students.

The need for a teacher to create interest towards the studied subject and to set the subject into a meaningful context, in order to advance learning, was brought up by the results. The use of tools and applications, mentioned in the literature around the model, in supporting this was not mentioned in the results. By using the previously mentioned students are allowed to share their thoughts and experiences without the fear of being humiliated. In addition, it results in collective learning. The time invested in the creation of interest, curiosity and participation will correlate with the end result and maybe the importance of this stage was not emphasized in the empirical results as much as it should be.

According to the model, a teacher's most important role during first stage is to teach the whole group of students to learn from each other, to adjust

each other's actions reciprocally and to take an active role in their own learning. All these factors were mentioned in the results, but the possibility for students to learn from each other was only briefly discussed and could be stressed more.

The setting of transparent objectives for the course, in co-operation with the students, after finding out their existing knowledge and activating it, were not mentioned at all by the empirical results. Actually the word objective never came up during the research and therefore it is vital that it will be added to the recommendations list for teachers'. An important factor to bear in mind is, that the group also assesses how the objectives, set together, were met.

Stage two is about supporting the learning process and communal knowledge-building. As the preliminary objectives are set, students' thinking patterns and strategies are open for discussion and evaluation. It is essential that students build their knowledge in interaction with others. Concrete examples of peer-to-peer learning, according to the model is, having students read their inputs to each other aloud and having a group discussion afterwards. The importance lies in the co-operation with other students and that, based on the research results could be enhanced still from the current status. Another important factor for learning is self-study, which was brought up by the results also. The amount of knowledge increases during self-studying and thus deepens the interest to the subject. The model suggests that teachers should actively encourage students for self-studying and the importance of that was not really seen in the results.

The use of tools and technology is important at this stage also. Different thinking tools and technologies assist in gaining insights. Communal information creation seldom happens without the use of external tools. Concrete examples of tools in creating communal information creation are producing of a video or a blog. These are processes in which the input in question is created but also a lot of new learning and interactions skills is obtained simultaneously. This kind of learning, based on the research

results is currently missing from LUAS. The use of technology can also advance the creation of safe environment which is regarded vital, both according to the empirical results and the engaging learning experience – model. The use of e.g. a digital wall to share one's thoughts takes attention away from who is saying, to what is being said and what kind of arguments are presented. The use of this kind of tools was not brought up in the research results.

The actual learning happens during stage three, resulting in qualitative changes in the way students think. If the insightful learning process has been successful, it will have an impact on students' lives. This happens through assessing change and giving feedback. The amount and quality of feedback was extensively discussed in the research results but it was completely focusing to the end of the course. The model, however, suggests that a student should receive adequate amount of feedback throughout the whole learning process and it should be given by the teacher and also by the group. The possibility of peer-to-peer evaluation was only briefly mentioned in the results, and should definitely be exploited more in the future.

Constructive alignment, meaning that the teacher should ensure that the objectives, pedagogical methods and the assessment, throughout the course, are in line.

The reason for assessment is to guide students' insightful learning. Just checking what the student knows or doesn't know only encourages superficial learning which should be avoided. The objective is students' life-long learning and assessment should be seen as enabling the student to acknowledge his strengths and development areas. The role of assessment never really came up in the empirical results, the conversation was more around feedback with a couple of comments specifically related to grades and grading. The wider context and the possibilities to achieve with means of assessment were not part of the research results and should therefore be emphasized.

The constant nature of constructive and timeliness feedback pushing learning forward is crucial for insightful learning, according to engaging earning experience –model. Another vital factor is ensuring of a safe environment throughout the process. In the beginning a safe environment is created, then maintained and in the end focus shifts to encouraging students' future, life-long, learning. Both of these factors were present in the research results, but not with the great emphasis they should be considered as.

When applying insightful learning and new practices in the classroom will, most likely, be difficult in the beginning due to natural resistance to change. This fact was not brought up in the empirical results and should therefore be mentioned for teachers to be aware of when applying the new methods recommended for them. The students will need time to adjust to their own actions as well as the actions of their peers. This will not happen unless a new operating culture is created to the school which needs also teachers' contribution as co-operation with each other. The co-operation between teachers' need to be enhanced. Based on the research results, it was currently very limited.

All the change will inevitably result to various emotions, which need to be dealt with, too. The challenge is to change one's own attitude and beliefs instead of trying to change other people. Effective, motivating and compelling working is achieved by insightful learning and it also allows people to regenerate themselves. The emotions related to change were not discussed in the research results, even though emotions were mentioned several times in other connections. This is also something the teachers need to take into consideration.

## 5.4 How LUAS master's students facing of future work environment's challenges can be supported by means of insightful learning?

In this chapter, the main research problem is answered by combining the research results with the results of literature review. The end result, a recommendations list for teachers on ways to enhance insightful learning,

can be found on below table 6. The recommendations list includes best practices from students, teachers and literature. It was produced by combining the factors brought up in the research results with the factors mentioned in the engaging learning experience –model, as decribed in the previous chapter. The recommendations were divided into 15 categories and altogether consist of 63 individual recommendations for LUAS teachers.

| | |
|---|---|
| COURSE STRUCTURE, ADMINISTRATION AND THE USE OF TOOLS | Clearly structured, focused courses<br>Room for choice based on student's individual interest<br>High quality administration to avoid confusion and wasted time<br>Best utilization of digital tools available to provide ubiquitous learning combining different types of learning environments<br>The use of tools and technology as supporting the learning process, e.g. students producing a video or a blog<br>➔ Well-structured course does not exclude the use of heterogeneous teaching methods |
| GROUP COMMUNICATION | Provide opportunities for well-planned group work<br>Plan group-work in co-operation with other teachers, e.g. a group task combined for 2-3 courses to clarify a bigger picture<br>Networking with and utilization of the LUAS alumni<br>Ensure the possibilities for group work, inform students about the changes within the group<br>In case there are no contact lessons, ensure the group communication in other ways, e.g. virtual group tasks<br>Ensure the level of international interaction (especially on MIB)<br>Enable the possibility for students to learn from each other<br>Taking cultural issues in to consideration to avoid cultural crashing<br>To create a good and safe atmosphere to enable students to challenge and see each other as valuable resources |
| FEEDBACK / ASSESSMENT | Feedback should be seen as a feed forward in enabling students in insightful learning<br>Giving feedback and assessing in co-operation with other teachers<br>Concentration on the amount and quality of feedback<br>Peer-to-peer feedback / assessment<br>Throughout the entire learning process, not just at the end<br>Consider assessment means to guide insightful learning and not encouraging superficial learning<br>Enable students to acknowledge their strengths and development areas through assessment<br>Ensure students' life-long learning<br>Ensure that assessment supports the real and effective learning enabling students to actively develop themselves (authentic evaluation)<br>Ensure the constructive nature of feedback to enable practicing failures in a safe environment |
| STUDENTS' PERSONAL ISSUES | To awaken self-reflection with interesting assignments<br>The use of problem-solving methods to enhance insightful learning<br>Encourage students to being active; e.g. by reading blogs, literacy, news<br>Motivation, support and flexibility expected by the students<br>Enhancing the level of internationality (especially in MIB studies)<br>To ensure students' realistic level of expectations for the studies<br>Communicate the need for being responsible of their own studies to the students<br>Encourage students to combining their work life and studies, not only through assignments, but mentally also<br>Encourage students in getting out of their comfort zone |
| PRACTICAL WORKING LIFE EXPERIENCES | Ensure the amount of practical working life experiences<br>Support the students in combining theory to practical examples<br>Visitor lecturers from outside school, from enterprises and entrepreneurs<br>Benchmarking of companies in various issues<br>Increase the practical side of the course<br>Talk about own working life experiences |
| INTRODUCTION / CREATING INTEREST TOWARDS STUDIED SUBJECT | Create interest by introducing the subject with help of e.g. video, discussion, story, pre-assignment, reading material<br>Find out whether students' expertise or experience could be utilized in introduction (peer-to-peer introduction) |
| TEACHERS' QUALITIES AND METHODS | Ensure adequate amount of orientation and make sure the students expectations of the studies, today's learning environment and the teachers' role are realistic<br>Ask questions and enable questioning<br>Aim to breaking the expected value and opening the students' eyes |

| | |
|---|---|
| | Consider the use of humor or surprise elements<br>Make everyone feel good<br>Create a safe and encouraging environment, maintain it throughout the course and encourage future learning<br>Enable individual learning paths and moments to students<br>Encourage students to experience and perform<br>Explain the changing nature of teachers' role to the students<br>Provide multidisciplinary learning experiences by exceeding subject fields and creating knowledge communally in co-operation with other teachers |
| SELF-STUDYING | Ensure the realization of "the more you read – the more you understand" with well-planned assignments |
| STUDENTS' WORKING LIFE / CURRENT EMPLOYER | Acknowledge students' frustration towards their current employer and maybe prepare for it earlier on |
| RESOURCES | Creatively find new ways to operate and do things differently to ensure insightful learning with the resources available |
| SHARING OF GOOD PRACTISES | Openly share your best practices to ensure best results for all |
| STUDENTS' EXISTING KNOWLEDGE AND UNDERSTANDING | Students existing knowledge and understanding of the studied subject should be first prevailed and then activated<br>Prevailing and activation can be achieved with e.g. concentrating on students' experiences, questions and working theories related to the studied subject |
| OBJECTIVES | Set up course objectives together with the students based on their prior knowledge and understanding<br>Adjust the objectives throughout the course, if needed<br>Evaluate at the end of the course, with students, how the objectives set together, were met |
| PEER-TO-PEER KNOWLEDGE BUILDING | Get the students to build their knowledge together with each other e.g. by having the students reading their inputs to each other aloud and having a group discussion afterwards |
| CONSTRUCTIVE ALIGNMENT | To ensure that objectives, methods and assessment remains in line throughout the course |

Table 6. Recommendations list for LUAS Master School teachers to enhance insightful learning

In addition to the above recommendations list, I will next go through, and evaluate, some of the similarities and differences between the empirical research results and the relevant literature.

Course structure, administration and the use of tools

The importance of good course structure and administration was heavily brought up in the research results but completely non-existent in the literature. This may suggest that the level of course structure and administrative issues is, especially, an issue at LUAS master school and needs improving. This kind of infrastructure-like foundation for everything else, is probably expected to be in order, and thus not mentioned in the literature. As the research results show, if not in order, also this kind of basic issues can affect learning significantly.

The research results brought up the present low usage of digital and other tools. This is very much contradictory to LUAS strategic choice of digitalization and ubiquitous learning. According to LUAS's strategy new

opportunities will be provided by technological advancements and digitalization will facilitate ubiquitous learning which combines different types of learning environments. The usage level of digital tools should be increased to advance insightful learning.

Group communication

As stated in literature, wide and deep competence in co-operation with a group or a network is more needed in the future than individual inclusive competence. The ability to acquire various competence combinations, together within a network, is crucial. The fact, that future success is very much based on the ability how different people can work together, creates a need to systemically enhance group-working skills.

The importance of group work was shown in the research results but what is maybe missing, is the suggestion based on literature, to get students building their knowledge together with other students. Group-work, learning from others, and refining of other people's ideas are all skills that are not natural to us and therefore require training. That is why education supporting and furthering co-operation and working together, is needed.

The importance of creating networks and the ability to work in a communal way, should not be overlooked, when supporting the students' networking skills. One of LUAS profiles describes its operating models and practices related to experiments, protos and demos. The previously mentioned should be produced by communities and networks of students and experts, in co-operation with the industry. The aim for the communities and networks is to generate inspiring learning experiences and novel practices and solutions for the future. The literature related to the future of jobs suggests that networks can act as an enabler of on-the-job-learning and thus need to be taken advantage of. The ability to benefit from other people's knowledge, in a global setting, should be seen as an opportunity of networks.

Another aspect of co-operation and networking is the creation of multidisciplinary knowledge, the so called hybrid- or network-expertise,

needed in the complex future working environment. There will be a need to network with specialists from completely unfamiliar fields, and evaluate the problem at hand from several different aspects. Enabling the students to face the future challenges by providing multidisciplinary learning already now, is a great possibility for teachers of LUAS in supporting the students' facing of the future work environment's challenges. Exceeding of subject fields and creating knowledge communally would demand more co-operation between the teachers than, based on the research results, is currently, happening.

On the contrary to my own expectations, the importance of unofficial peer talk during lunch or at coffee breaks was not seen as important, as I would have expected, in the research results. All other forms of group communication were mentioned repeatedly and unofficial discussions mentioned only a couple of times. The role of unofficial peer communication was not brought up by the literature, either.

Feedback / assessment

The major role of feedback was shown both in research results and literature and was pretty parallel. The only addition was the mention of feedback's timeliness in the literature. Feedback should be given throughout the entire learning process, not just at the end of it.

According to the research results, the current amount of feedback in LUAS is scarce and in the rare occasion a student receives feedback, it is just to correct mistakes. The literature explains that by only correcting the mistakes, the teacher minimizes the feedback to critique and it will not benefit the student at all. Effective feedback always concentrates on students' strengths and gives them the opportunity to gain insights on how they wish to develop themselves.

According to the literature, the ability to receive and give feedback will be guaranteed throughout the studies, in the future. Another significant factor is that the numeric evaluation will only be part of the evaluation, other forms of feedback will always be provided, also. The feedback will be

executed by numerous people and peer-evaluation will be increasingly used. The assessment will be, at least partially, executed anonymously to avoid biases and to secure the subjectivity of the feedback.

The current situation in LUAS and the described future differ greatly from each other. This is, however, an area with unlimited possibilities for future improvement and even the slightest changes will immediately result increased insightful learning. The recommendations related to feedback and assessment are, in my opinion, one of the easiest issues for the teachers to implement, with almost guaranteed success.

Students' personal issues

There were a lot of similarities and differences between the related literacy and the empirical results related to students' personal issues. A surprise to me was the excessive amount of factors, which according to the research results, were seen as advancing and preventing insightful learning. Similar kind of factors were, however not, found in the literature. Various social skills were, on the other hand, mentioned as vital in the future work world. Reflecting that, I see the increase in students' self-awareness during the studies a huge benefit for them when entering the future work environment. It seems as the spark has been ignited for the students to start recognizing their skills and strengths, and hopefully that will enable them life-long insightful learning experiences.

The future pedagogical solutions will make students increasingly, to participate, innovate and take responsibility in their own learning. The students will accept new learning methods openly and willingly in their working life, in the future, as a result of diverse use of methods throughout their studies.

The reality today is far away from the aim described above. Before the students' expectation levels for their studies and the teachers' role have been brought back to reality, the implementing of future pedagogical solutions will not be possible, or in case implemented forcefully, it would only create more resentment.

Practical working life experiences

In literature, the role of UAS master school studies is described as highly professionally oriented. The master school degree is seen as deepening of professional expertise based on the work experience acquired prior to the studies. The aim is that during the studies, the students will learn to acquire and manage subject related knowledge, and to implement that knowledge in working life. The need for master school studies is justified by their role in regenerating of working life and prediction of future knowledge needs.

According to literature, one of the master school studies' foundations is the teachers' and other personnel's practical connections to working life. This foundation, based on the research results, does not actualize in LUAS. According to LUAS strategic choice of teaching and learning, LUAS will educate future workplace developers which is done by allowing students to learn in genuine development projects and networks together with working life. The research results reveal a gap between the teachers' connections to the working life and the expected position. The research results reported no evidence of development projects or networks in co-operation with working life.

Teachers' qualities and methods

Based on the research results it was crystal clear that the students' expectations for the teachers', and also the studies in general, are unrealistic. Teachers should try to ensure that the students' expectations for the studies, today's learning environment and the teachers' role are dealt with during the orientation phase.

A lot is, however, realistically expected of UAS teachers. Master school studies are founded on teachers' and other personnel's strong pedagogical knowledge, research knowledge and practical connections to working life. The pedagogical baseline for master school studies, consist of e.g. the following: dialogue and joint creation of knowledge, learning together and peer-learning, flexible and individual learning paths.

The research results included a mention whether teachers would even be willing to share their best practices with each other. I must comment that the comment was sort of presented with humor but still left me wondering whether there was more to it than just a funny joke.

Based on all the above, I think it is fair to say that a lot is expected of teachers, but at the same time teachers should be able to adjust their operating models, whenever needed.

Summary

To sum up, the literature focuses on external factors of insightful learning, the factors that teachers are capable to impact on. The research data shows that the students have understood that insightful learning is directly linked to personal issues also, such as self-evaluation and courageousness. By implementing theactions providedin the recommendations list, teachers of LUAS can effectively support their students' insightful learning.

## 5.5 How to make sure that students of LUAS master school will be considered as attractive recruitments?

The main objective of the thesis was to make sure that students of LUAS master school will be considered as attractive recruitments by the employers' of the future working environment. By applying the recommendations list, in their everyday work, LUAS master school teachers will have an active role in enhancing the students' insightful learning. Their actions will, therefore, effect the degree students' future employment in the changing working environment, and also to provide the students with capabilities to succeed in their careers.

The role of the school, as the provider of orientation to the new students, and as a planner and executor of many administrative issues, cannot be excluded. It would be unfair to set all the expectations only for the teachers. Also the students' own role and responsibility are vital factors to their insightful, life-long learning and future success. This work, however,

concentrated on the teachers' actions. With the help of the recommendations list teachers ought to have many very practical and hands-on ways in enhancing the students' insightful learning in the future. To ensure this, the recommendations list was also produced in a more predigested form, in Finnish, to be shared with LUAS master school teachers (appendix 8).

## 5.6 Suggestions for future actions

Insights and insightful learning are mentioned in both LUAS's vision and values and should be emphasized at school every day. In order to ensure the teachers' implementation of the recommendations based on this research, they need to be committed to insightful learning practices.

The implementation of the recommendations list should, naturally, be done with following the insightful learning practices. First to introduce the subject in an interesting way to create interest towards the subject. This could e.g. be done by asking all the teachers to read through this paper to guarantee everyone's basic knowledge of the subject. Then the teachers, in co-operation with each other, should set the objectives for future insightful learning practices. A great way of executing the implementation phase of the recommendations list would be to teachers, communally, figure out how this new model could be implemented using the model itself. The school management or a sponsor for the implementation phase should guarantee that the interest towards insightful learning is maintained and also, partly, ensure sufficient amount of feedback. A part of the feedback to each teacher, should of course, come from their peer teachers. The aim should be that every teacher applies insightful learning in their everyday work completely naturally, without even concentrating on it, as the thinking models have changed in their heads.

## 5.7 The role of LUAS – proposals for future evaluation and research

I also want to point out a couple of suggestions for LUAS to evaluate. The students' need to have individual communication with the teacher was

undeniable. To my knowledge there is no existing tutor-process ongoing at LUAS and maybe, with introducing of some kind of a tutoring programme with senior students, the satisfaction towards the school would improve. It is obvious that with the current resources teachers' are not capable to meet all 50-60 of their students on one-on-one basis regularly. Maybe the use of tutoring could fulfil the students' great need for that one-on-one space.

It was shown that the students' expectations do not meet the reality of the educational world. Students' needs were diverse and consisted of e.g. one-to-one discussions, coaching, mentoring and guiding. A lot of confusion due to the newer learning methods was also shown in the results. This gap between the expectations and reality could be decreased by focusing on the content of the studies and the reality of the school in the very early stages, maybe already at the application stage. Making sure all the students are aware of the massive changes happened in the educational system since they have last studied, maybe even a decade or two ago. And then at the beginning of the degree studies, these issues would be repeated and reminded of during the orientation period, to ensure that the crash between expectation level and the reality will not result in preventing insightful learning.

Teachers' were well aware of the gap between the students' expectations for the studies and the reality today. Somehow they seemed to wait for the students' to realize that the educational world has changed and expected that this would be taken care of during the orientation period. It was almost as the teachers considered orientation to be outsourced to "someone else". I am not sure whether the needs for ensuring the students' realistic expectations has been properly communicated to the organizers of the orientation phase.

Companies do not fully exploit the potential of the students. Their insights are not heard and therefore frustration grows and most of the graduating students, according to research results were about, in a process, or

already executed the changing of jobs. Some had also set up their own companies or were thinking about that.

Many students commented about the lack of practicality of the studies. In my opinion they may feel that way because they are not able to implement their recently acquired insights at their every-day work. This is due to the fact that the working-life does not know how to benefit from these students' new education. Somehow the drive or even the need for fresh education should come from the companies, that they would see the benefits of fresh education and the students of UAS's would be seen as an asset to the company and their fresh ideas and insights taken fully advantage of. As the frustration most of the students were experiencing at their current jobs increases, these employers are bound to lose these freshly educated employees.

Maybe a continuing research could be on how the co-operation between working life and UAS's could be developed so that the appreciation for UAS Master's degree would increase and the graduates' would be higher regarded at the organizations. That would inevitable also result in higher satisfaction level within the students' and therefore also increase insightful learning.

There was a mention in the research results: "I am not sure what this degree is all about in the end but this is not a university degree." I think, that shows that even the students themselves, do not quite know where their degree stands in the educational hierarchy and if they do not appreciate the degree themselves, who will? In the literature it is quite unambiguously mentioned that an UAS master's degree is equivalent to a university master's degree in the labor market. Somehow this should be crystal clear to the students and they should be the one's educating the business world of it, also.

Another suggestion for future development for the school is to exploit the students' very practical career-counselling -type of needs. The students mentioned needing help with their LinkedIn-profiles, CV's, preparing for job

interviews, just to mention a few. I acknowledge that individual career counselling service, within the studies, with the current resources is not possible. Maybe the school could evaluate co-operating with an external organization in providing the needed career-counselling since I do not see why such could not be chargeable for the students. I am confident the despair for future employment and career path is so great that the students would be willing to pay for that kind of service. Another similar development idea came up with the students' need to have skills on operating on social media. Maybe that could be developed into a voluntary course in co-operation with a partner, for a fee. Or is it so that everything the school provides, must be cost-free?

A confusing research result was the mention of language as preventing insightful learning. This comment was purely brought up by the students of MIB group. I would assume that anyone applying for international degree studies would make sure to be comfortable enough with a foreign language. All these repeated comments came from Finns and therefore it might be worthwhile evaluating the level of language skills, even more thorough than currently, at the application stage.

One final comment in order to guarantee the possibility of insightful learning in LUAS in the future. In order for insightful learning to succeed, the students need to adjust their own actions as well as the actions of their peers. This will not be possible without creating a new operating culture to the school, in which also teachers co-operate with each other. This cannot happen with the participation of only a few teachers but it will require the whole school to get involved in.

## 5.8 Evaluation of the results and answers to research questions

The biggest challenge during the process was to find adequate amount of academic information on insightful learning. The terms seems currently as very trendy and it is used for very diverse purposes. There is a lot of academic research related to e.g. transformative learning and active learning but it is practically non-existing for insightful learning. A fact worth

mentioning is that in its vision and values LUAS talks about insightful learning experiences but going deeper to profiles and strategic choices, the mention of insightful learning has been converted into transformative learning. Maybe for the same reason, the lack of academic information on insightful learning?

In the end, I am pleased with my decision to exploit Kirsti Lonka's engaging learning experience –model as the academic foundation to evaluate the research results' comprehensiveness of insightful learning. The model, in my opinion, worked well in relation to the research results and provided me with all the information I needed to complete the recommendations list.

Quite many of the factors enhancing insightful learning, presented in the recommendation list, were, if not unfamiliar to the teachers, not anyway in active use. I see no objection that the results could also be used in a wider context for all Finnish UAS master school teachers. Of course the processes and operations within schools vary from each other, but it is very likely that major part of the recommendations list would be applicable in other UAS master schools also.

## 5.9 Validity and reliability of the research

Payne and Payne (2004, 66) describe ethical practice in qualitative research as a moral stance involving "respect and protection for the people actively consenting to be studied". A particular effort was taken to guarantee the voluntary and anonymous nature of the research to the research objects; both teachers and students.

According to the Finnish Advisory Board (2013) on Research Integrity, "In order for research to be ethically acceptable and reliable and for its results to be credible, the research must be conducted according to the responsible conduct of research." In this work, a special emphasis was put to ensure, all information provided by others is referenced according to the instructions of the Finnish Advisory Board and LUAS instructions. Prior to

beginning of the research, a research plan was produced and a research permit obtained (appendix 9). I did not receive any funding for this work and since LUAS is neither my employer, nor a stakeholder, nor a supplier at my current work, no biases were bound to occur.

The amount of participants in the group interviews was five and twelve. According to Kleiber (2004), the amount of participants in a group interview is normally between seven and twelve. That suggests the amount of participants in the research interviews was roughly proper. The amount of questions was also designed by Kleiber's instructions, to have five to six general questions posed to the group. I did my best in encouraging the participants to express their points of view and to creating an atmosphere of mutual respect, as Kleiber encourages to. Acquiring interaction during the interview is one of the results of a successful group interview but at the same time the interviews were based on voluntarily. Some students felt they did not want to participate in the discussion and I did not try to force them in doing so, in order to remain respectful. Perhaps more variety of comments could have been received in one-on-one interviews with all the students. On the other hand, some comments received, escalated as a result of group interaction, and might have been left out on one-on-one basis. During the interview I tried to bear in mind that, according to Kleiber, consensus is never a goal of a group interview. (Leiber 2005, Myers 2009, 126.)

The response rate of the survey questionnaire was slightly disappointing. Only 17 students replied to the questionnaire. It is possible that the questions were considered too difficult or the subject too broad, and that resulted in a low response rate. Maybe the questions could have been simpler or more precise, but those responses that I received, were well-presented and thorough, and everything suggests those respondents understood the questions correctly. I wish there would have been a possibility to conduct a group interview for this groups also. On the other hand that would have eliminated the use of two different data collection techniques and thus enabling of triangulation. It is also possible that some comments would not have been presented in a group interview, at all.

The amount of research data, originally, was limited but with extended answering time I was able to get more responses and in the end was pleased with the amount of data received. The grouping of the data can, naturally, be questioned and there might have been better ways to form the groups, there is no absolute truth in it. The chosen grouping method, however, was followed through until the end and all the individual factors were taken out into one of the chosen groups. An original decision to separate the students' and teachers' individual comments was proven useful. It might have been a good idea to compare the results between the Finnish-speaking and the international, English-speaking, student groups but as the individual comment were not originally separated, it was no longer possible in the end.

Since the research was conducted with YAMK14, YAMK15 and MIB15 student groups, only classes of 2014 and 2015 were involved in the research. However, the students come from various age groups and backgrounds, so having only two classes of students involved did not affect the reliability of the research. Most of the participants in the research were Finnish, the total amount of non-Finns in the research was six (North America, Russia and some Asian countries). Most likely the non-Finns' perspective on learning and their experiences on the subject may substantially vary from the ones of the Finnish students' and teachers'. That may have had an effect on their responses. Another factor worth mentioning is that the supervisor of the thesis was present in one of the group interviews as a participant and one could argue that it might have had an effect on others. To be fair, I do not think so since she was able to look at the questions very objectively.

What can be questioned, is whether all the data received was directly linked to insightful learning. I did not, at any point, verify how the students had understood the concept of insightful learning and there is a possibility that some participants were just generally complaining about the content of the studies. I do not, however, see that as a big possibility since the research results were so much aligned with the literature results.

The fact that I was also a student of LUAS during the research has to be taken into account. I made a decision early on, to remain as a researcher in this paper and not include my own personal opinions and experiences in to the research results. At times, it was difficult, but in the end I am confident it was a right decision. All the research questions were satisfactory answered and the end results, teachers' recommendations list, is ready to be implemented ASAP. As a student, it is a very sensitive issue to start questioning the teachers' methods and to produce a recommendations list for them to improve their teaching.

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APPENDICES

APPENDIX 1 – MIB15 group interview questions

- What kind of insights have you gained during your studies at LUAS?
- How / in what kind of situation were the insights born?
    - Did the involvement of e.g. following or other factors have an influence: group work or group communication, own / other student's / teachers' concrete example from working environment, feedback received, a teacher's or other student's ability to inspire towards the studied subject?

  Have the insights gained had an effect on your current work? And if yes, how?
- Suggestions for the future, how could the teachers better assist in gaining of insights?

APPENDIX 2 – MIB15 interview transcript (confidential)

APPENDIX 3 – YAMK14&15 questionnaire: cover note and questions

Oivaltava oppiminen

Hyvä LAMKn liiketalouden YAMK opiskelija,

Tämä kyselytutkimus on osa opinnäytetyötäni Lahden Ammattikorkeakoulun Master's in International Business Management (MIB) – koulutusohjelmassa. Teen opinnäytetyötäni Lahden Ammattikorkeakoululle oivaltavasta oppimisesta ja sen tuomista mahdollisuuksista tulevaisuuden uusissa työelämän haasteissa. Työssäni tutkin, mitä oivaltava oppiminen on, millaisia tulevaisuuden työn haasteet ovat sekä, miten ammattikorkeakouluopiskelijat tällä hetkellä kokevat saavansa oivalluksia ja miten opettaja omalla toiminnallaan voisi tulevaisuudessa paremmin tukea oivallusten syntymistä.

Tutkimuksessa on mukana sekä MIB- ja YAMK-opiskelijoita että Lahden Ammattikorkeakoulun YAMK-opettajia. MIB-opiskelijoiden sekä opettajien tutkimus perustuu ryhmähaastatteluihin ja YAMK-opiskelijoiden kyselylomakkeeseen.

Kyselylomakkeeseen vastaaminen on täysin vapaaehtoista, mutta tulosten luotettavuuden vuoksi toivon mahdollisimman monen vastaavan lomakkeeseen.

Vastaukset käsitellään anonyymisti eikä yksittäistä henkilöä ole mahdollista yksilöidä tutkimustuloksisista.

Lisätietoja työstä sekä tutkimuksesta antaa Johanna Kivistö (puh. 040 557 6766, sähköposti: johanna.kivisto@teliacompany.com).

Pyydän vastaamaan kyselyyn mahdollisimman pian, mutta viimeistään keskiviikkoon 2.11.2016 mennessä.

Ystävällisin terveisin sekä yhteistyöstä ja avusta kiittäen,

Johanna

1. Millaisia oivalluksia (ymmärtää, älytä) olet saanut Lahden Ammattikorkeakoulussa YAMK-opintojesi aikana?
2. Millaisissa tilanteissa saamasi oivallukset syntyivät?
3. Miten esim. seuraavat (tai muut) asiat vaikuttivat oivallusten syntyyn: ryhmätyö tai muu ryhmäkommunikaatio, omat/toisen oppilaan/opettajan konkreettiset työelämän kokemukset, saamasi palaute, opettajan tai toisen oppilaan kyky tehdä opiskeltavasta asiasta kiinnostava, kahvipöytä- tai muu opiskelijoiden välinen epävirallinen keskustelu?
4. Onko saamillasi oivalluksilla ollut vaikutusta työssäsi? Jos kyllä, kerro miten.
5. Ehdotuksia, miten opettajat jatkossa voisivat paremmin edesauttaa oivallusten syntymistä. Miten sinua voisi ”oivalluttaa”?

APPENDIX 4 – YAMK14&15 research data (confidential)

APPENDIX 5 – Teachers group interview questions

- What kind of insights do you feel your students have gained during their studies at LUAS? (Millaisia oivalluksia olet kokenut YAMK-opiskelijoiden saaneen opintojensa aikana?)
- How / in what kind of situation were those insights born? (Millaisissa tilanteissa ko. oivallukset syntyivät?)
    - Did the involvement of e.g. following or other factors have an influence: group work or group communication, own / other student's / teachers' concrete example from working environment, feedback received, a teacher's or other student's ability to inspire towards the studied subject? (Oliko esim. seuraavilla (tai muilla) asioilla vaikutusta oivalluksen syntyyn: ryhmätyö tai muu ryhmäkommunikaatio, omat/toisen oppilaan/opettajan konkreettiset työelämän kokemukset, saamasi palaute, opettajan tai toisen oppilaan kyky tehdä opiskeltavasta asiasta kiinnostava?)
- How do you feel insightful learning is been carried out in LUAS and how future challenges will be met with means of insightful learning? (Miten mielestäsi oivaltavaa oppimista toteutetaan LAMK:issa ja miten tulevaisuuden haasteita voitaisiin ratkaista oivaltavan oppimisen keinoin?)
- Any ideas or suggestions for future improvement or development related to insightful learning? How could you be enabled to gain insights? (Ehdotuksia parannus- tai kehitystoimenpiteiksi, joilla voitaisiin paremmin edesauttaa oivallusten synnyttämisessä? Miten sinua itseäsi voisi ”oivalluttaa”?

APPENDIX 6 – Teachers' interview transcript (confidential)

APPENDIX 7 - Completed results of the empirical data

| FACTORS ADVANCING INSIGHTFUL LEARNING - STUDENTS | |
|---|---|
| Course structure | Good course structure<br>Clear structure<br>Well established and focused<br>The use of visitor lecturers<br>High quality course administration<br>On-line teaching abilities |
| Group communication / group work / networking | Networking with other students / teachers<br>Taking advantage of the alumni of LUAS network<br>Discussions / communication with others<br>Group talks<br>Group work / Small group work / Working in pairs<br>Unofficial peer talk<br>Reflecting own knowledge with others<br>Discussions during contact lessons<br>Peer support<br>Combining knowledge from other courses during group work |
| Self awaress / self evaluation / private issues | Recocnizing / appreciating own skills and strengts<br>Evaluating where I want to be and how to get there<br>Self-belief / open-mindness / courageness / motivation<br>Positive attitude<br>Do not give up -attitude<br>General activity (news, blogs, literacy)<br>Ability to see bigger picture<br>Realizing learning is a constant process<br>Taking responsibility for own studies |
| Practical / working life experiences | Understanding what happens in other companies<br>Understanding of working-life phenomena and problems through theory<br>Encounter of theory and practise<br>Teachers' / own / other students examples from working life<br>Reflecting own work / organization in assignments (group and individual)<br>Experience-based discussions<br>Sharing of best practises<br>Case examples and benchmarking |
| Feedback | Learning / insights through feedback<br>Good quality feedback<br>The amount of feedback (almost always inadequate) |
| Creating interest to the course / introduction | Introduction story / video / discussion<br>Pre-assignment<br>Good agenda for the course helps to concentrate into the issue<br>Interest through reading material (a course with no contact lessons) |
| Teachers' qualities / methods | Teachers' ability to encourage / motivate / inspire<br>Individual teaching / one-on-one discussions / coaching / mentoring / guiding<br>Career councelling<br>Enabling individual learning paths<br>Teaching based on the group's prior knowledge<br>Creating interest to the subject through introduction and assignments<br>Careful planning and execution of assignments (group / individual)<br>Focusing on the most important issues<br>Combining theory lectures and brief small group discussions<br>Finding out what the students are especially interested in the course content (e.g. through a pre-assignment)<br>Expoliting of the experts in various fields within the group<br>Provoking own thinking, not giving ready solutions<br>Accepting of creative solutions<br>Sharing of own working-life experiences<br>Co-operation with other teachers to eliminate overlapping and to form a meaningful aggregate<br>Challenging and current assingments (individual and group)<br>Focus on future not on the past, to enable students' future success<br>Fresh approach with the latest knowledge in stead of basic theory |
| Self-study | Reading through material for assignments and thesis<br>More reading -> more insights<br>Self-studying in addition to passive listening |
| Miscellaneous | "Outside-in-thinking" |

| FACTORS PREVENTING INSIGHTFUL LEARNING - STUDENTS | |
|---|---|
| Course structure | Too broad course, need to be more focused or a broad introduction and an individual choise to go deeper based on interest<br>Not practical enough<br>Too much material, not being able to find the essential<br>No ability to learn and have insights without focused structure<br>Not enough theoretical knowledge |
| Group communication / group work / networking | By not having contact lessons there are no insights (not understanding the issue so well)<br>Difficulties with language, would be easier to communicate in Finnish<br>Lack of communication and interaction with other students, students from all around Finland |
| Emotions / personal issues | School / teachers do not motive, students left on their own<br>Lack of motivation<br>A part of teachers do not care about the students at all<br>Teachers' lack of flexibility<br>Studies too much Finland-centered<br>Too high expectations for the courses<br>Teachers lack of business world and its' challenges today |
| Practical / working life experiences | A limited amount of practicality in the studies<br>No working life experiences from the teachers |
| Feedback | The lack of feedback preventing from learning through it<br>Getting the grade without reasoning behind it |
| Creating interest to the course / introduction | The lack of interest, a teacher should evoke interest towards the subject<br>Teachers have not been able to introduce the subjects in an interesting way |
| Administration / use of tools | Tools available should be utilized more<br>The lack of coordination within the courses between teachers<br>The lack of international atmosphere<br>Not enough international issues in the studies<br>Poor execution of group work and assignments |
| Working life / Current employer | Frustration at current work prevents understanding becoming an insight at work in real life<br>Companies are not ready for students' insights<br>The world around stayes stable |

| FACTORS ADVANCING INSIGHTFUL LEARNING - TEACHERS | |
|---|---|
| Course structure | A variety of course structures<br>Study combinations in co-operation with other teachers |
| Feedback / assessment | Several teachers participating in assessment<br>Students assessing each other<br>Greater emphasis on the quality and amount of feedback |
| Group communication / group work / networking | Good co-operation within the group enables challenging of each other<br>Considering everyone as a valuable resource for the entirety<br>Enhancing of dialogue<br>Creating a shared space in which recently learnt knowledge and own experiences can be combined and taken advantage of by everyone<br>Providing the ability for students to learn from each other's work<br>The role of contact lessons as an enabler for unofficial peer talk<br>The use of a "philosophers' table" |
| Students' own role / Personal issues | A student should take responsibility in where they are gonna go and how to get there<br>A way to gain insights is to allow getting out of one's comfort zone<br>Insights are gained through interest<br>The ability to combine studies and working life and not separating the two |
| Practical / working life experiences | Experiences from working life create insights<br>By combining own background / experiences / history with theory = insight |
| Teachers' qualities / methods | Being a "show-man", creating good feeling and thus motivation which creates interest that spreads to others also<br>Individual learning paths and individual learning moments within those paths<br>Asking questions, more questions and more sequental questions<br>By questioning issues<br>By encouraging to experiment and boldly to execute<br>Co-operation and coordination with other teachers<br>Taking differences in base level knowledge into account<br>Being flexible to move intellectually with the students<br>By creating a safe environment<br>Figuring out together the students' answer, they are not getting to the teacher's answer<br>Insights through problem-solving<br>Maintaining good feeling / teaching everyone to play a good game<br>Grouping of the students creates a base for unofficial networking<br>Breaking the expected value and thus opening the eyes<br>Having a surprise element / using of humor<br>Good use of tools available |

| FACTORS PREVENTING INSIGHTFUL LEARNING - TEACHERS | |
|---|---|
| | |
| Course structure | Similar structure applied in all courses - production more than learning |
| Feedback / assessment | Not getting feedback is frustrating<br>Not understanding the value of feedback related to insights<br>A grade based assessment |
| Resources | Not utilizing all possibilities due to insufficient knowledge or skills<br>Hiding behind the lack of resources but to creatively find new ways and do things differently<br>The amount of resources can not be a barrier to enable insightful learning |
| Prior knowledge / base level | Heterogenity of the groups, big differences in basic level knowledge and skills<br>Expectations based on the Finnsih education -model<br>Incorrect assumption / expectations of the content and methods of the studies<br>Failed orientation in creating realistic expectations |
| Miscellaneous | Teachers' unwillingness to share their own best practises |

APPENDIX 8 – Recommendations list in Finnish

Suosituslista opettajille – oivaltavan oppimisen edistäminen

| | |
|---|---|
| KIINNOSTUKSEN HERÄTTÄMINEN / AIHEEN ESITTELY | Esittele aihe esim. mielenkiintoisen videon, keskustelun, tarinan, ennakkotehtävän tai luettavan materiaalin avulla<br>➔ Tavoitteena herättää kiinnostus aihetta kohtaan!<br>Ota selvää, voiko jonkun opiskelijan osaamista / kokemuksia hyödyntää aiheen esittelyssä (peer-to-peer-introduction |
| OPISKELIJOIDEN OLEMASSAOLEVAN TIEDON SELVITTÄMINEN JA AKTIVOINTI | Ota selvää, mitä opiskelijat tietävät aiheesta ennestään, esim. opiskelijoiden esimerkkien kautta, kysymällä kysymyksiä, kyseenalaistamalla ja luomalla työskentelyteorioita yhdessä opiskelijoiden kanssa<br>➔ Samalla opiskelijoiden aiempi tieto aiheesta saadaan aktivoitua |
| TAVOITTEIDEN LUOMINEN **YHDESSÄ** | Aseta kurssin aikaisen oppimisen tavoitteet YHDESSÄ opiskelijoiden kanssa heidän olemassa olevan tietonsa pohjalta (älä luo kurssille valmiita tavoitteita ja esittele niitä ennen kuin olet edes tavannut opiskelijoita)<br>Tavoitteita voi ja pitää tarpeen mukaan muokata kurssin aikana<br>Kurssin lopussa evaluoi yhdessä opiskelijoiden kanssa saavutettiinko yhteiset tavoitteet ja miten niihin päästiin |
| PALAUTE / ARVIOINTI | Palautteen tulee “työntää” opiskelijaa eteenpäin ja mahdollistaa oivaltava oppiminen<br>Pyri palautteen antamisessa ja arvioinnissa yhteistyöhön muiden opettajien kanssa<br>Kiinnitä huomiota palautteen määrään ja varsinkin laatuun<br>Ota käyttöön toimintamalli, jossa opiskelijat antavat palautetta ja arvioivat toisiaan (peer-to-peer feedback / assessment)<br>Varmista, että annat palautetta koko prosessin ajan, ei vasta kurssin lopussa<br>Käytä palautetta oivaltavaan oppimiseen ohjaamisessa – älä kannusta arvioimismenetelmillä pinnallista oppimista<br>Pyri varmistamaan opiskelijan ymmärrys omista vahvuuksistaan ja kehityskohteistaan arvioinnin avulla<br>Palautteen tulisi ohjata opiskelijaa kohti elämänpituista oppimista (life-long learning)<br>Arvioinnin autenttisuus (authentic evaluation) – pyri mittaamaan taitoja ja osaamista niin, että niitä voitaisiin jatkossa hyödyntää oikeassa elämässä, tavoitteena aktiivisesti jatkossakin itseään kehittävät opiskelijat<br>Virheitä saa ja pitää harjoitella turvallisessa ympäristössä – varmista, että palaute on rakentavaa<br>**Muista, että opiskelijat janoavat palautetta ja odottavat sitä koko ajan vahvistamaan omaa oppimistaan!** |
| KOKEMUKSET KÄYTÄNNÖN TYÖELÄMÄSTÄ | Käytä opetuksessa mahdollisimman paljon käytännön työelämän kokemuksia<br>Kannusta opiskelijoita yhdistämään teoria ja työelämän kokemukset<br>Hyödynnä vierailijaluennoitsijoita koulun ulkopuolelta; yritysedustajien lisäksi myös yrittäjiä<br>Erilaisten yritysten benchmarking<br>Pyri lisäämään kurssien käytännönläheisyyttä ja ennen kaikkea muista: **opiskelijat haluavat kuulla opettajan omista työelämän kokemuksista!** |
| OPPILAIDEN VÄLISEN VUOROVAIKUTUKSEN VAHVISTAMINEN | Ryhmätöiden tulee olla hyvin suunniteltuja, arvosta oppilaiden käyttämää aikaa<br>Pyri yhteistyöhön muiden opettajien kanssa, esim. 2-3 kurssin yhteinen ryhmätyö mahdollistaa ison kuvan hahmottamisen kautta oivaltavampaa oppimista<br>Alumnin hyödyntäminen, verkostointi<br>Ryhmätyöt eivät onnistu, jos ryhmästä yllättäen puuttuu puolet tai oma pari häviää koulusta. Pidä opiskelijat tietoisina, jos kurssin kokoonpanossa tapahtuu muutoksia! |

| | |
|---|---|
| | Lähipäivien puuttuessa mahdollista esim. virtuaalinen ryhmätyö<br>Kansainvälisen vuorovaikutuksen varmistaminen (etenkin MIB)<br>Opiskelijoille pitäisi antaa mahdollisuus oppia toinen toisiltaan, ei ainoastaan opettajilta<br>Kulttuurierojen huomioiminen<br>Pyri luomaan hyvä ja turvallinen ilmapiiri, jossa opiskelijat voivat haastaa toisiaan ja kokea toisensa arvokkaina resursseina oppimiselle! |
| OPISKELIJAT OPETTAMASSA TOISIAAN | Pyri siihen, että opiskelijat opettavat toinen toisiaan<br>Esim. laita opiskelijat lukemaan ääneen toistensa töitä ja sen jälkeen ryhmäkeskustelu töiden sisällöstä ja mitä itse kukin siitä oppi<br>➔ Vaatii hyvän ja turvallisen ilmapiirin!! |
| OPISKELIJAN KANNUSTAMINEN OTTAMAAN VASTUU OMASTA OPPIMISESTAAN | Mielenkiintoisten oppimistehtävien kautta voi herättää opiskelijoita itsepohdiskeluun<br>Ongelmanratkaisutehtävät edistävät oivaltavaa oppimista<br>Kannustamalla opiskelijoita yleiseen aktiivisuuteen, esim. lukemaan blogeja, kirjallisuutta, seuraamaan uutisia on vaikutus<br>Opiskelijat odottavat opettajalta motivointia, tukea ja joustavuutta sekä enemmän kansainvälistä sisältöä<br>Osa opiskelijoiden odotuksista opettajia kohtaan epärealistisia: varmista opiskelijoiden realistinen käsitys tämän päivän opiskelusta heti alussa<br>➔ Varmista, että opiskelijat ymmärtävät oman roolinsa ja vastuunsa oppimisestaan<br>➔ Rohkaise opiskelijoita yhdistämään oma työ ja opinnot eikä pitämään niitä erillisinä asioina<br>➔ Rohkaise opiskelijoita reippaasti menemään oman mukavuusalueensa ulkopuolelle – koulussa niin voi tehdä turvallisesti ja samalla oppia! |
| ITSEOPISKELUUN KANNUSTAMINEN | Kannusta opiskelijoita kaikin keinoin itseopiskeluun!<br>“Mitä enemmän opit, sitä enemmän ymmärrät”<br>Hyvin suunnitellut oppimistehtävät, joihin pitää hakea tietoa monipuolisesti eri lähteistä, tukevat tässä |
| OPISKELIJAN NYKYISEN TYÖN JA ORGANISAATION VAIKUTUS OPPIMISEEN | Tiedosta, että opiskelija ei välttämättä pääse käyttämään oppimaansa nykyisessä työssään<br>➔ Saattaa aiheuttaa turhautumista, joka osaltaan estää oivaltavaa oppimista<br>Pyri ennaltaehkäisemään turhautumisen vaikutukset keskustelemalla asiasta avoimesta opiskelijoiden kanssa ja pyrkikää yhdessä löytämään keinoja päästä hyödyntämään opiskelijoiden uutta osaamista nykyisessä organisaatiossa / työssä |
| OPETTAJAN OMA ROHKEUS JA OIKEAN YMPÄRISTÖN LUOMINEN | Varmista riittävä orientaatio opiskelujen alussa, jotta opiskelijoiden odotukset opiskelusta, oppimisympäristöstä ja opettajan roolista ovat realistiset<br>Kysy kysymyksiä ja kyseenalaista asioista opiskelijoiden kanssa<br>Pyri siihen, että kaikilla on hyvä fiilis<br>Luo turvallinen ympäristö ja pidä siitä kiinni koko kurssin ajan rohkaisten tulevaan oppimiseen<br>Mahdollista yksilöllisiä oppimispolkuja ja yksilöllisiä oppimishetkiä<br>Rohkaise opiskelijoita kokeilemaan ja yrittämään, epäonnistuminen on ok<br>Tarjoa monitieteellisiä oppimiskokemuksia ylittämällä ainerajat ja luomalla yhteisöllistä tietoa yhteistyössä muiden opettajien kanssa<br>**Pyri rohkeasti rikkomaan opiskelijoiden odotusarvo ja avaamaan opiskelijoiden silmät**<br>➔ Esimerkiksi huumorin tai yllätysten kautta |
| HYVIEN KÄYTÄNTÖJEN JAKAMINEN | Jaa omia hyviä kokemuksiasi oivaltavaan oppimiseen kannustamisessa avoimesti muiden kanssa<br>Kysy vinkkejä ja keskustele aktiivisesti toisten opettajien kanssa<br>➔ Kokemuksista keskustelemalla ja niitä jakamalla mahdollistetaan paras mahdollinen lopputulos KAIKILLE |

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| RESURSSIEN HYÖDYNTÄMINEN PARHAALLA MAHDOLLISELLA TAVALLA | Etsi luovasti uusia toimintatapoja ja mahdollisuuksia tehdä asiat erilaisella, uudella tavalla oivaltava oppiminen mahdollistaen niillä resursseilla, mitkä ovat käytössä<br>Älä mene resurssien taakse ”piiloon”, vaan tee parhaasi olemassa olevilla resursseilla |
| KURSSIN RAKENNE, HALLINNOLLISET ASIAT JA TYÖKALUT VAIKUTTAVAT MYÖS OIVALTAVAAN OPPIMISEEN | Rakenna selkeät kurssit, ei liian laajoja kokonaisuuksia<br>Jätä valinnanvapautta yksittäisen opiskelijan omien kiinnostuksen kohteiden mukaan<br>Pyri siihen, että kurssiin liittyvät hallinnolliset asiat ja prosessit ovat kunnossa eikä niihin liity sekaannusta ja ajan hukkaa<br>Hyvin rakennetut, starndardoidut kurssit eivät poissulje heterogeenisten opetusmetodien käyttöä opettajien välillä<br>Muista LAMKin strategian mukainen ubiikkioppiminen (ubiquitous learning) – digitalisaatio mahdollistaa ubiikin, kaikkialla tapahtuvan oppimisen, mikä yhdistää erilaisia oppimisympäristöjä<br>Käytä työkaluja ja teknologiaa mahdollisimman paljon oppimisprosessin tukena<br>➔ Esimerkiksi opiskelijoiden tuottama blogi tai video<br>**Muista, että hyvälaatuinen ja selkeä kurssin rakenne on opiskelijoiden mielestä erittäin tärkeä oppimista edistävä asia!** |
| LINJAKKUUDEN MERKITYS | Tarkista aina, että kurssin tavoitteet, sisältö ja tapa arvioida ovat linjassa keskenään koko kurssin ajan (constructive alignment) |

APPENDIX 9 – Research permit provided by LUAS

LAMK

TUTKIMUSLUPA-ANOMUS
Opinnäytetyö

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| **1. Opinnäytetyön tekijä(t)** | Nimi<br>Koulutusala<br>Koulutusvastuu/pääaine | Johanna Kivistö<br>Masters in International Business Management<br>Leena Eloranta |
| | Sähköposti<br>Puhelin | johanna.kivisto@teliasonera.com<br>040-5576766 |
| **2. Opinnäytetyön tavoite ja tarkoitus**<br>(mihin tarkoitukseen ja mitä tietoa kerätään) | Opinnäytetyö keskittyy siihen, miten LAMKin opettajat voisivat paremmin tukea oppilaita tulevaisuuden työn haasteissa oivaltavan oppimisen keinoin. Opiskelijoilta ja opettajilta kerätään tietoa oivalluksiin liittyvistä "best practices" -tilanteista sekä kehitys- ja parannusehdotuksista tulevaisuutta varten. Kerätyn sekä kirjallisuudesta saatavan tiedon pohjalta on tarkoitus tehdä opettajia varten suosituslista toimenpiteistä, joilla opiskelijoita voidaan jatkossa tukea tulevaisuuden työn haasteita varten iovaltavan oppimisen keinoin. | |
| **3. Menetelmä**<br>esim. Webropol-kysely | Ryhmähaastattelut (MIB15- ryhmä ja YAMK-opettajat) sekä Webropol-kysely (YAMK15-ryhmä) | |
| **4. Aikataulu ja toteutus**<br>(esim. valmis arvioitu pvm) | Haastettelut ja kysely tarkoitus toteuttaa syksyn 2016 aikana. Tavoitteena on, että opinnäytetyö valmistuu 31.12.2016 mennessä. | |
| **5. Laajuus**<br>(esim. montako kysymystä ja minkätyyppisiä) | Kaikki kysymykset ovat avoimia kysymyksiä. Keskimäärin 4 laajahkoa kysymystä kullekin ryhmälle. | |
| **6. Kohderyhmä**<br>(esim. opiskelijaryhmä, kuinka monta opiskelijaa) | MIB15- opiskelijat 23 kpl.<br>YAMK15 -opiskelijat 42 kpl.<br>YAMK-opettajat 6 kpl. | |
| **7. Eettiset lähtökohdat**<br>(aineiston suojaus ja säilytystapa) | Haastattelut litteroidaan ja sen jälkeen tuhotaan. Yksittäistä henkilöä ei ole mahdollista tunnistaa vastauksista. | |
| **8. Opinnäytetyön ohjaaja** | Leena Eloranta | |

Noudatan Tutkimuseettisen neuvottelukunnan julkaisemia hyvän tieteellisen käytännön menettelytapoja:
http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf
Anomuksen liitteenä on opinnäytetyön ohjaajan hyväksymä suunnitelma sekä ohjaajan lausunto.

**Anomuksen palautus ja lisätiedot:**
Lahden ammattikorkeakoulu, Johtaja Tuula Kilpinen, Niemenkatu 73, 15140 Lahti, tuula.a.kilpinen@lamk.fi

**Hakijan allekirjoitus**

Lahdessa — Paikka
28.9.2016 — Päiväys
Johanna Kivistö — Allekirjoitus ja nimen selvennys
Johanna Kivistö

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**Tutkimusluvan myöntäjä**

Lahti — Paikka
3.10.2016 — Päiväys
Allekirjoitus ja nimen selvennys

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| **9. Päätös**<br>(luvan myöntäjä täyttää) | Tutkimuslupa myönnetään — Tutkimuslupaa ei myönnetä<br>Perustelut: opinnäytetyö tukee opettajuuden kehittymistä |

päivitetty 8.9.2016