

Review on Higher Education in the Field of Sports in Finland

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<p>The aim of this thesis was to collect the highlights of the Finnish education system to be benefitted in the early stage of the Kenya-Finland Education and Research Alliance project (KENFIN-EDURA). KENFIN-EDURA is a three-year project between University of Helsinki, Haaga-Helia University of Applied Sciences and Kenyatta University and it aims to build higher education and research capacity to address the physical activity and nutrition transition in Kenya.</p> <p>This thesis is produced based on qualitative research methods case study and ethnography. It focuses on higher education in the field of Sports in Finland and it includes the institutions of Haaga-Helia University of Applied Sciences, Arcada University of Applied Sciences, Kajaani University of Applied Sciences, Lapland University of Applied Sciences and University of Jyväskylä.</p> <p>All the degree programmes have competence-based curricula, but their implementations differ from some parts. The curricula have student centered teaching methods and increased cooperation with the working life in common.</p> <p>All universities of applied sciences have similar competences guiding their teaching which proves that the institutions work in cooperation with the aim of developing the working life and meeting the demands of the modern world. Even though institutions of higher education are self-sufficient when it comes to planning the teaching, the guidelines of the strategies of European Union and Bologna process can be identified in the philosophies of these institutions' curricula.</p> <p>You cannot adapt curricula as such to any country. The restricting factors can be different resources, habits, culture and even location. However it is possible to take some features of another education system and implement them in another.</p>	
<p>Keywords Curriculum, higher education, sports</p>	

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1 Introduction

The aim of this thesis was to be a research based review about Finnish curricula in higher education in the field of sports. The thesis was assigned by the project group of Kenya-Finland Education and Research Alliance (KENFIN-EDURA). The project group consists of three parties, delegation of Haaga-Helia University of Applied Sciences, Department of Sports and Leisure Management, University of Helsinki, Faculty of Agriculture and Forestry, Division of Nutrition and Kenyatta University, Department of Recreation Management and Exercise Science in Nairobi, Kenya.

The aim of the KENFIN-EDURA project is to build higher education and research capacity to address the physical activity and nutrition transition in Kenya. This thesis is part of the research related to the project collecting highlights of the Finnish education system. The research focuses on higher education and more specifically to the fields related to sports.

The review is about five higher education institutes in Finland offering health and exercise studies. The institutes are Haaga-Helia University of Applied Sciences, degree programme in Sports and Leisure Management, Arcada University of Applied Sciences, degree programme in Sports and Health Promotion, Kajaani University of Applied Sciences, degree programme in Sports and Tourism, Lapland University of Applied Sciences, degree programme in Sports and Leisure and University of Jyväskylä, Faculty of Sport and Health Sciences. The research was made by interviewing the programme directors of the degree programmes and going through documents available.

The making of this thesis started from my experience as a physical education teacher in South Africa. I worked as a volunteer teacher there for one semester in the spring of 2017. I saw how the teaching was executed and what kind of methods were used in that part of the world, and it was the major reason I was asked to participate in the project. The research I did on this thesis concerned mostly science of education which was quite unfamiliar to me and the field of sports I am studying. This led to hours of groundwork before starting the actual work. The thesis ended up consisting mainly of research which was guided by my experience from South Africa.

2 Didactics

Didactics in Finland means science regarding teaching. In English the concept didactics is often replaced with instructional process, pedagogy or research on teaching because the correct translation means negative, one sided teacher-lead teaching method. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 9-22; Kansanen 2004, 7-8; Uusikylä & Atjonen 2005, 26-27.)

The science of didactics researches teaching and aims to answer the question of what is good teaching. Didactics is a part of science of education and includes the whole process of teaching from objectives to results. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 9-22; Kansanen 2004, 7-8; Uusikylä & Atjonen 2005, 26-27.)

Didactic research intends to find out how well the objectives are fulfilled. This information is crucial in developing the theory of teaching and practical teaching methods. Teaching is a very wide concept and holds in all the methods teacher uses to help students to learn. Teaching therefore is more than just sharing information, studying through studybooks or instructing assignments. Building routines is also a way to teach and it helps to create a safe atmosphere for studying. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 9-13.)

Teaching is always based on some formally recognised curriculum or study program. It can be described as a complex phenomenon where different objectives and contents require various teaching methods and materials. Teaching is interaction between teachers and students and when referring to it, it is extremely important to know the difference between studying and learning. People learn all the time consciously and subconsciously and studying is a conscious action aiming to learn. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 14-15.)

Didactics is divided into two categories. Science regarding curricula researches the contents of teaching and science regarding the methods of teaching researches how the teaching should be organized and executed. When planning new curricula, it is important to take educational factors and factors related to society into account. (Kansanen 2004, 10; Uusikylä & Atjonen 2005, 27, 30.)

Like all scientific research, science of teaching has a neutral nature but teaching is still always connected to some social context. Teaching is always based on curricula and cur-

ricula are built to serve the needs, objectives and values of the societies they are being used in. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 17-18.)

2.1 Didactic triangle

Didactic triangle represents the fundamentals in teaching process. These fundamentals are teacher, learning material and learner (figure 1.). All three parts of the triangle are essential for teaching and if one is being removed, teaching cannot happen. Didactic triangle can also be described as the fundamentals of learning. (Hellström 2008, 39-40.)

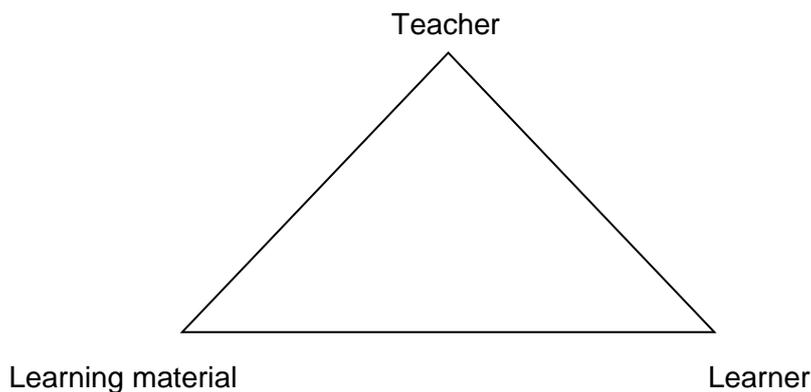


Figure 1. Didactic triangle (Hellström 2008, modified)

The teacher's duty in teaching-learning process is to guide the learning and provide help, assistance and support for the student. The student learns through interaction and cooperation with other students and the teacher. The learning materials are required to offer contents needed in teaching and learning. (Hellström 2008, 39-40.)

2.2 Concepts of didactics

There are four different concepts of didactics, general, content-oriented, age-oriented and theme-oriented. General didactics includes all the teaching and it refers to all the point of views regarding it. For example the general objectives of curricula are valid during all teaching and they include planning, other objectives, contents, methods and evaluation regardless the subject, theme or project on the hand. These factors build a teaching event where the teacher and the student meet each other and strive together to fulfill the objectives set for education. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 24-26.)

The content-oriented didactics has always some spesific aspect for teaching which usually means different subjects. This requires teacher to fully master both pedagogical expertice and contents of the subject. It is a responsibility of the teacher to create as optimal lear-

ning event as possible. It is not enough for the teacher to know everything about the subject, but he also has to know how to teach it in a way that it is comprehended among students. Understandability and pedagogical skills are built on teacher's expertise and experience with aim to form solid teaching methods out of them. Content-oriented didactics researches specialities on human, natural science related and practical subjects and tries to define the optimal circumstances to learn them. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 25.)

Age-oriented didactics acknowledges that there are different matters to take into consideration with different age groups. It is totally different to teach small children than it is to teach teenagers and teaching adults has also some special requirements. Some of the teachers for example kindergarden or class teachers hold responsibility of all of the teaching while others like junior high, high school and university teachers have only one area to deal with. When referred to teaching of adults the concept didactics is often replaced with andragogy. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 26.)

Didactics can be viewed by themes as well. One theme consists of two or more subjects combining their contents. Themes are usually wide such as traffic training and include all the information of essential subjects. When one subject is not enough to fully explain some phenomenon, combining other subjects helps students to understand and learn. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 26.)

2.3 Curriculum research

Didactics can be implemented in various ways such as planning of curricula and curriculum research. Curriculum research guides all teaching, need of the teachers, amount of materials and planning of school buildings in the form of curricula. There are limitless amount of ways to create curriculum and for example in higher education only the guidelines are given by the education politics. Curriculum research inspects the effectiveness of curricula and how it manages to achieve objectives. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 27-28.)

The extent of the curriculum is limited which creates competition between different contents and subjects about the amount of hours they are granted. Curriculum is always flexible and a result of many compromises and negotiations. (Jyrhämä, Hellström, Uusikylä & Kansanen 2016, 28.)

3 Curriculum

Curriculum is a document which directs all the education offered by an institution. In the document there are listed objectives, education contents, evaluation and sometimes even guidelines for teaching methods. Curriculum has to always be written down and it needs to get official approval by government, municipality or institution. Curriculum used to be only a small part of didactics and curriculum research. Later on it was given more attention to and nowadays it is a wide concept which didactics aims to continuously develop. (Uusikylä & Atjonen 2005, 50.)

Finnish institutions of higher education include universities and universities of applied sciences. They both have autonomy regarding internal matters such as offering the teaching and developing their curricula. However the teaching must follow the regulations and orders instructed by the law. In higher education, the curricula are formed by teachers. Universities of applied sciences base their teaching on the demands of the working life and unlike universities which offer more basic research, they focus the research on applied science. (Lahtinen & Lankinen 2013, 74-76.)

3.1 Learning theories

Curriculum is always based on some theory or theories of learning. Usually the theory is not written in the curriculum and it is not easy to recognize. People working with the curriculum, for example teachers and students, should be able to comprehend on which concepts of humans, knowledge and learning the curriculum is founded. The theory of learning affects on the chosen teaching methods. (Auvinen, Hirvonen, Dal Maso, Kallberg & Putkuri 2007; Hellström 2008, 274.)

Even though the theories of learning differ philosophically, they have very much in common. All the theories understand the uniqueness of students and the importance of objectives and diverse learning environment. The differences between the ideas are mainly variations in focus. Student must be motivated and participate in lessons. In behaviorism the focus is on human behaviour instead of understanding the knowledge. The modern theories focus more on studying in groups, learning from other students and giving more responsibility to the student. (Hellström 2008, 276-277.)

3.1.1 Behaviorism

Behaviorism explains learning as the result of environmental events and conditioning. There are many different models on conditioning and they all agree that it is possible to strengthen behaviour that is thought to be appropriate with rewards and to reduce unwanted behaviour with punishments. Learning process always involves stimulus (teaching) and response. When student is provided with correct stimulus it starts a process in him which leads to some result. Teacher, which can also be the learning material or training programme, is in charge of the learning process. Learning may also occur by trial and error when learner forms associations between experience. (Hellström 2008, 274; Schunk 2012, 71-113.)

Behavioristic learning theory believes that anything can be taught and learned once the right method has been found. Objectives play an important part in learning. For the teacher behavioristic model is safe and logical and it suits for various teaching. According to behavioristic teaching theory, it is possible to provide information for large groups simultaneously. (Hellström 2008, 274; Uusikylä & Atjonen 2005, 142-143.)

Clarity and simplicity are the assets of behaviorism. Weaknesses on the other hand are the lacking of human interaction and treating the learner as a passive receiver with no responsibility over his own learning. Behaviorism ignores the differences in the former knowledge of learners which results as unequal teaching. It also makes it harder to recognize learning difficulties among students. The later teaching theories have questioned the permanence and portability of knowledge. The most significant developers of behaviorism have been John B. Watson, Ivan Pavlov and Burrhus Frederic Skinner. (Hellström 2008, 274; Uusikylä & Atjonen 2005, 142-143.)

3.1.2 Cognitivism

Cognitivist learning theory believes learning to contain processing of surrounding information. Learning is defined by active change in learner's experiences which cannot always be observed from the outside. The learner creates and reorganizes data structures, also known as schemas, in his mind and this includes receiving, processing and interpreting information. Especially the processing part has been thought to have more value than the outcome. (Hellström 2008, 275; Uusikylä & Atjonen 2005, 143.)

Processing of the information has three stages. First the perception reaches the sensor memory. Next the information proceeds to short-term memory where the mind processes

it and after the processing information is stored in a long term memory. When the new information has been processed it is attached to some old schema in people's mind, which gives the data new meaning. Cognitivism doesn't focus on memorizing singular facts but instead it prefers resolving problems and creating new plans and theories. (Hellström 2008, 275; Uusikylä & Atjonen 2005, 143.)

In cognitivist learning theory teacher sets learning objectives, chooses the material to be used and leads the teaching process. To enhance learning, it is firmly recommended to write down the subject on hand or explain it to others. Explaining helps learner to create coherent schema in mind and organize the thoughts and concepts involving the subject. It also enables learner to notice inadequate or illogical information. The creators of cognitivist learning theory have been Lev S. Vygotsky, Jean Piaget and Frederic C. Bartlett. (Hellström 2008, 275.)

3.1.3 Constructivism

Constructivism cannot be listed as a learning theory the same way as behaviourism and cognitivism because it doesn't offer a scientifically valid explanation for learning. Therefore constructivism can be said to be more of a philosophical explanation about the nature of learning. (Schunk 2012, 230.)

Constructivism is often divided into individual and social constructivism. Individual constructivism believes all knowledge to be individual whereas social constructivism believes knowledge to be built together with different contexts and culture. Learning is no longer thought to be preserving knowledge in person's mind but participating in meaningful societal or cultural events and actions. A person learns by adapting to cultural habits. Because of the dual nature of constructivism, the teaching methods should include some individual and some social elements. Learningwise, discussions and group works have been proved especially effective. (Hellström 2008, 275-276.)

Constructivism determines knowledge to be contextual. Knowledge does not come from outside but is formed inside a person. Even wrong or inadequate information is included in knowledge. The most important knowledge is the knowledge with some personal meaning. Person's former experience and information reflects on processing the new information. (Hellström 2008, 276; Schunk 2012, 274.)

Constructivism differs from cognitivist learning theory by focusing on person's individual data structure and its changes. The developers of constructivist philosophy on learning have been John Dewey, Lewy Vygotsky, Johan von Wright, Maija-Liisa Rauste-von Wright and Päivi Tynjälä. (Hellström 2008, 276.)

3.1.4 Realism

Realistic learning theory believes that the aim of learning is to help learners to form realistic information about concepts, skills, habits and values without letting their own opinions affect it. According to realism, the existence of different phenomena or data doesn't depend on whether or not people believe in them. Realism differs greatly from cognitivist and constructivist learning theories by believing that knowledge is not subjective or conceptual but permanent. (Puolimatka 2002, 17-20, 291-294.)

Realism believes that knowledge is built by evaluating its quality. Realism also believes that there are more than one appropriate way to teach. The important part is that all the different methods are as versatile and flexible as the life itself. The aim of teaching is to offer common knowledge and help learners to improve themselves. (Puolimatka 2002, 291-294.)

Realistic learning theory supports the idea of combining different learning theories when planning the teaching. None of the learning theories are perfect or adequate as such but they need some parts from other theories to serve the purpose of learning. (Puolimatka 2002, 17-20, 291-294.)

3.2 Models of curricula

When curricula are divided based on their structural qualities it leads to different models of curricula. There are four types of curriculum models which are content-based, module-based, block-based and competence-based models. (Karjalainen 2003, 50-55.)

The most traditional model of curriculum in higher education is content-based. Content-based curriculum divides studies into subjects. All subjects are described shortly in student's guide which directs students to choose studying courses. A student can participate simultaneously in many different courses and thus it can be difficult to form solid picture of some subject even if the courses are studied in systematic order. The extent of one course is roughly 1-4 weeks and evaluation happens usually at the end of it with some written test. (Karjalainen 2003, 50-55.)

A module-based curriculum model is a variation of content-based one. The curriculum divides courses into compulsory and optional. One module contains several courses and they are all to be executed at the same time. Divided into modules, teaching is more effective pedagogically because it helps students to comprehend entities and phenomena. One module includes always more than one course and they are proceeding systematically. (Karjalainen 2003, 50-55.)

The third model of curricula is block-based model which is very similar to module-based one. The difference between them is that in block-based model studies of one semester is one inseparable, guided entity. Courses are studied one at a time in a systematic order and the whole class or group studies them at the same time. While studying one block, student cannot study other subjects and if he wishes to study optional subjects, he must do them during given semester. If students graduating on time is an important objective, this is the most efficient model of curricula to achieve it. (Karjalainen 2003, 50-55.)

Competence-based curriculum does not divide studies into subjects, courses, modules or blocks. Competence-based curriculum focuses only on central parts of learning entities. Studies are formed by individual or group projects with various contexts. Projects are planned to include as many study related skills and contents as possible. While working with some project, students must learn how to use different sources of information and widen their thinking. Teacher's role is to guide students to make the decisions without giving them the answers right away. One way is for example to set a problem for students which they have to resolve. A project can continue the whole degree or it can also be shorter. Learning of the students can be supervised via portfolios or group discussions. Competence-based studies aim to enhance overall learning, not only to accomplish courses demanded. (Karjalainen 2003, 50-55.)

It is very common to mix different models of curriculum while planning a new curriculum. If however models are to be used by themselves, they have very different features. Competence- and block-based models diminish the amount of simultaneous courses because students have to obey the schedule planned out for them. Content-based curricula give students more power to create their own course table according to their personal interests, but it also increases the risk of delayed graduating when students are free to study as much as they like for as long as they like. It is possible to create an advisory schedule for students to help guiding their studies. It is also highly recommended to create a perso-

nal study plan for each student together with a tutor or student counsellor. (Karjalainen 2003, 50-55.)

4 Curriculum renewal in society development

Curriculum renewal is a complex, continuous and long process. Constantly changing environment and society create factors that need to be recognized in education. Evolving technological innovations enable various new models of teaching and learning. Planning the curriculum requires resources such as time and expertise in the field.

4.1 The Bologna process

European education policy determinates Finnish education as well. European countries have developed their education systems from their own national perspectives. Even though this is highly respected, Europe needs more collaborations and circulation between different nations and institutions and for that reason the education systems need to be more compatible. (European Commission 2017.)

The Bologna Process was founded in 1999 and it aims to build a European Higher Education Area EHEA. The EHEA is meant to offer students a wide range of diversified courses and possibilities to have their academic qualifications recognised in other countries. The Bologna Process has enabled Europe-wide cooperation which has been based on voluntarity. It has improved the higher education reforms and strenghtened the bond between European countries. The Bologna Process consists of European Commission and 47 member countries. (European Commission 2017.)

Even though the latest Bologna Implementation Report states that all countries have made remarkable changes and thus helped the European Higher Education Area to develop, progress is not finished. The struggles the institutions are facing are student drop outs, students graduating without employable skills and students not having their academic qualifications recognised in other countries. Some institutions are also having trouble changing their teaching to student-centred. (European Commission 2017.)

The Bologna Process seeks to develop higher education to more student-centred. One step towards that was creating the European Credit Transfer and Accumulation System (ECTS). According to ECTS students earn credit points based on the amount of workload. Because this system is used in all the EHEA institutes it is more simple for students to have their qualifications recognised between different programmes and countries. (European Commission 2017.)

As the European institutions of higher education renew their education systems, the forming of curricula needs to reform too. Universities and polytechnics are trusted to make the decisions upon their own contents, objectives and methods in education but they are also expected to increase cooperation between foreign countries. This multiplies the factors that need to be considered when planning curricula. It is also important to remember that although the European cooperation escalates it doesn't wipe out the fact that education is always connected to the surroundings in which it is fulfilled. Values and the main focus of education represent the culture and society. (Auvinen, Hirvonen, Dal Maso, Kallberg & Putkuri 2007, 22-23.)

4.2 Information society

The definition of information society is a society which benefits effectively networks and information technology and produces considerable amount of informational and communicational products and services. The structures, devices and services in the society must be compatible, secured, reliable and userfriendly. It is also essential that the society continuously develops itself and creates more effective operational models to answer the needs of information society. (Lindén 2008, 4-17.)

The modern world is currently facing an information revolution in technology. This new type of society is called information society. Developmental phenomena regarding to information society are increased amount of knowledge and advanced informational technology. These phenomena have had an impact on technological development, economical development, occupational changes and different spatial and cultural factors. It has become easier to process, store and transfer information. (Lindén 2008, 6-18; Webster 2006, 10-29.)

Information society, like any other societies, has not been built at instance. Information society is the result of decades of development. Theoretical information has spread increasingly and that affects everyone in modern society. Technology has become a part of people's everyday life since informational industry has created new innovations and applications and almost everything has been digitalized. (Lindén 2008, 6-18; Webster 2006, 10-29.)

One of the most substantial parts of the development of information society has been globalization. Globalization refers to many different phenomena such as people being able to

travel easier and faster, internationalization and circulation of people and financial capital. Globalization has made it possible for information societies to work together without geographical borders. At the same time when globalization affects information society, information society affects globalization as well. (Frilander ym. 2017.)

Finland has been called information society for some time now. The reason is Finnish high technology and progress in development of technology. Finland is also said to be open minded for new applications and solutions regarding information and technology. (Frilander ym. 2017; Lindèn 2008, 4-6.)

Information society offers lot of advantages for normal citizens. Many of the services are more available on the internet, new procedures increase the productivity and efficiency of companies and new types of business activities are supported. Increased technology also makes it easier to create social contacts and find information. Information travels fast which offers many possibilities for society to develop and therefore it should be utilized. (Frilander ym. 2017; Lindèn 2008, 4-6.)

The information society has raised some negative questions as well. It is feared that improvement of technology may cause inequality among citizens, lower protection on privacy and endanger the information security. For a huge part of people it also creates issues to adjust to more and more technical environment. Modern societies are frighteningly dependent on information and communication technology and societies first priority should be figuring out how to harness that technology into use of the citizens. Trying to keep up with the technology development is a constant struggle since as the technology develops, the society needs to develop as well. (Lindèn 2008, 4-16.)

Work becoming more information related creates new kinds of requirements for employees. It is no longer enough to know only some specific area of work. Employees must have versatile skills, work well in groups and be able to learn quickly new information. Most of the employees have had a formal education where they have been taught only the branch related skills and not these new information society related ones. (Auvinen, Hirvonen, Dal Maso, Kallberg, Putkuri 2007, 16-20.)

The development of information technology creates new demands for higher education as well. The most notable changes will be increased internationalization and information technology affecting on jobs. For now internationalization shows as increased exchange activity but in the future it also has an impact on the contents of education. While develop-

ping higher education to answer to the needs of information society, it is important to pay attention to skills of adjusting. Globalization will increase competition on workplaces and when that happens, people who have had versatile, competence-based education are more likely to succeed. (Auvinen, Hirvonen, Dal Maso, Kallberg, Putkuri 2007, 16-20.)

4.3 Higher education and changing work environment

Fast structural changes in society, tightened competition and the need for more efficient procedures together with increased complexity and insecurity have pressured organizations, institutions and societies to become more flexible and adjustable. The growing number of high-educated employees has made it essential to ensure that the education they are given is indeed high quality. There are still some higher education institutions relying on traditional but outdated formula of teaching where learning is usually evaluated by written test at the end of the term. This doesn't support connecting the information in the real life situations and therefore leaves the education inadequate. For that reason it is needed to find new ways to develop higher education and the abilities it teaches. (Auvinen 2004; Haltia 2017, 8-15.)

When planning new curricula, the most important things to give value to are clear objectives, flexibility on ways to prove the expertise, evaluation environment and qualification of evaluators. Competence-based evaluating is challenging and therefore it is not insignificant by whom it is done. It is also important to give students the opportunity to show their earlier education. This way the new studies can be built on top of the old ones to support and complete each other making learning more efficient. (Haltia 2017, 8-15.)

Universities of applied sciences have been given more authority to make decisions on developing themselves. Teachers evaluate the need of developing the teaching, they plan new curricula and training programmes and they decide how to implement them. All teachers are expected to take part in this. Central administration mainly monitors and evaluates the results the universities of applied sciences are making. This has widened the jobdescription of teachers of higher education and added more tasks to their daily jobs. It is no longer enough for teachers to master their own subject but they also have to constantly keep updating and renewing their skills. Now teachers are expected to guide students' overall learning, help them to create contacts and offer competence-based learning environments for them. The amount of senior teachers is increasing because they have bigger role in researching, developmental assignments, further education and societal

influencing. (Auvinen 2004, 364–365; Auvinen, Hirvonen, Dal Maso, Kallberg, Putkuri 2007, 16-29.)

Universities of applied sciences have enhanced the cooperation with outside world nationally and internationally. The aim is to diminish traditional classroom teaching and utilize more of the environments offered by the working life. While doing this, universities of applied sciences are able to fulfill one of their objectives which is to develop working life and support entrepreneurship. (Auvinen, Hirvonen, Dal Maso, Kallberg, Putkuri 2007, 16-29.)

Students' needs and expectations towards higher education have changed. The coherency in student groups has decreased and students have become more eager to make individual choices regarding their studies and the future. Nowadays students are not as committed to their studies as they used to be and they are struggling more to make occupational choices. Universities and universities of applied sciences are obliged to advance life long learning. Students should be taught to be prepared to face the changes in professions demanding expertise and this can be realized by giving them proper foundation on knowledge and skills but also raising a will to learn new. (Auvinen, Hirvonen, Dal Maso, Kallberg, Putkuri 2007, 16-29; Haltia 2017, 8-15.)

Expansion of the tasks of higher education has had an impact on planning the curricula. When the main mission of higher education institutions used to be purely educational, research and developing activities are almost as important nowadays. Renewed curricula should focus on the whole process of growing professionally and offering voluminous learning experiences. They should teach skills regarding to attitude such as activity, ways to lead one's self and how to use assets sustainably. Administrative, controlling and subject based curricula, which unfortunately still describes most of the higher education curricula, make it hard to transform knowledge into action or enhance cooperation in researching. (Kivelä, 2017, 16-19; Rauhala 2007, 10-30.)

The key to developing higher education is to recognize the skills and abilities that are needed in the current society and also predict how they will change in the future. The speed of change is so fast that it is easy to underestimate the society's ability to renew itself. The people developing new curriculum should be able to react quickly to changes and be adjustable with the methods. Renewing higher education demands courage to challenge existing values and to question the ways of thinking. (Heikkilä 2017, 20-27; Kivelä 2017, 16-19.)

4.4 Higher education and the EU

The EU has planned a new agenda for higher education in May 2017. This agenda states that the European Commission will support EU countries in tackling future skills mismatches and promoting excellence in skills development, building inclusive and connected higher education systems, ensuring higher education institutions contribute to innovation and supporting effective and efficient higher education systems. (European Commission 2017.)

The European Commission has agreed that effective education and training systems are the key players in functional democratic societies and employment. Education and skills are listed as priorities for European cooperation. In education especially higher education has an important part. It is predicted that by the year 2025 half of all jobs will demand high-level qualifications which means highly skilled, socially engaged people. (European Commission 2017.)

Because of the digital technology, work is becoming more and more flexible and complex. Due to that it is very important to have people who have capacity to be active, manage complex information and resources, and think autonomously. The need for highly educated achievers will also increase because society needs people to develop challenging technologies and solutions on which the future well-being depends. To respond to these challenges Europe needs higher education institutions and sufficient education, research and innovation. It is the responsibility of the Member States to renew their institutions of higher education to correspond to this new agenda. (European Commission 2017.)

5 The Kenya-Finland Education and Research Alliance (KENFIN-EDURA)

KENFIN-EDURA is a three-year project between University of Helsinki, Kenyatta University and Haaga-Helia University of Applied Sciences. The whole title of the project is Building higher education and research capacity to address the physical activity and nutrition transition in Kenya: The Kenya-Finland education and research alliance. The project is submitted by Department of Food and Environmental Sciences, Division of Nutrition at the University of Helsinki, Faculty of Agriculture and Forestry and it is executed in cooperation with Haaga-Helia University of Applied Sciences, Department of Sport and Leisure Management and Kenyatta University, Department of Recreation Management and Exercise Science, Nairobi, Kenya. (KENFIN-EDURA project group 2016.)

5.1 Introduction and rationale of the project

Noncommunicable diseases, NCDs, are a major threat globally as they kill about 40 million people every year. In other words NCDs cause 70 per cent of all deaths. Most of the NCD deaths are caused by cardiovascular diseases. Lack of physical activity, harmful alcohol and tobacco consumption and unhealthy diets all increase the risk of dying from a NCD. The reasons why NCDs are getting more common are rapid unplanned urbanization, population ageing and generalising of unhealthy lifestyles. Physical inactivity and unhealthy diets lead to raised blood pressure and obesity which are metabolic risk factors of cardiovascular disease. (WHO 2017.)

Each year millions of people under the age of 70, die because of NCD. Over 80 per cent of these premature deaths occur in low- and middle-income countries. Rapid urbanization, new technology and industrialization have increased physical inactivity in the forms of sedentary occupations, less active modes of transportation and more sedate leisure hours. (WHO 2017.)

World Health Organization, WHO, has developed a global action plan to support countries in their prevention and control of NCDs. Action plan includes strategies on diet, physical activity and health. The plan is also to raise awareness and understanding of how important diet and physical activity are for maintaining a good health. WHO aims to reduce premature deaths caused by NCDs by one third by 2030. (WHO 2017.)

The rapid nutrition and physical activity transitions are causing trouble in many African nations, including Kenya. The NCDs are getting more frequent and they have posed many health challenges which are difficult to overcome by only single institution. International collaborations are noted to be a possible way to face various challenges related to NCDs together with researchers from other nations. KENFIN-EDURA collaboration creates a possibility for researchers from Kenyatta University, University of Helsinki and Haaga-Helia, University of Applied Sciences to strengthen participating institutions' role in societal development regarding to physical activity and nutrition transition, share expertise and information and share ways to improve systems and capacity in order to support quality of teaching and research in participating institutions. (KENFIN-EDURA project group 2016.)

The Finnish development policy encourages to support the efforts of developing countries in reducing poverty and improving equality and sustainable development. This statement is linked to KENFIN-EDURA project in many ways the same as United Nation goals of sustainable development. (KENFIN-EDURA project group 2016.)

5.2 Objectives

The KENFIN-EDURA project aims to create a basis where it is possible to collaborate, exchange information, improve interaction related to science and pedagogics and to enhance the training of new investigators and key actors in public health field. These aims are planned to reach by developing new study programmes and courses, increasing multidisciplinary cooperation within the curriculum, training of teachers and researchers by specific training, exchange visits and learning by doing -approaches and developing and improving the use of modern, mobile technologies as pedagogical tools in teaching and also practical health promotion. (KENFIN-EDURA project group 2016.)

The objectives guiding the project are enhancing research of obesity and changes in nutrition and physical activity in Kenya, improving a multidisciplinary, higher education curriculum dealing with obesity, diet, physical activity and health promotion, creating an international, multidisciplinary team of researchers to work against NCDs in Kenya and inducing a baseline study on the commonness of NCDs in Kenya. The aim is also to build up a new project course for Master's students at Kenyatta University with learning health promotion by doing –approache. Objectives of KENFIN-EDURA are a huge task and it is not expected to complete all of them during the project, but to get them started. (KENFIN-EDURA project group 2016.)

6 Process

This thesis is based on qualitative research. The making of it first started in the autumn 2017 by meeting with Kenya-Finland Education and Research Alliance parties. Participants were delegation of Kenyatta University, delegation of University of Helsinki and delegation of Haaga-Helia University of Applied Sciences. The Meeting was held in Haaga-Helia's Vierumäki campus in September.

During the meeting I was introduced to the fundamentals of the project and I was given some ideas of what to include in my thesis. The basic idea was to create a review which collects the different curricula used in higher education in the field of Sports in Finland and it was to be used as a helpful tool in planning and creating new curriculum for Kenyatta University in Kenya.

The next step was the research on higher education institutions in Finland, curricula and recent curricula renewal. Each study programme is obligated to have a curriculum. A curriculum is a public information and it can usually be found on the Internet from school's webpages. I searched curricula of Bachelor's Degree Programme of Sports and Leisure Management in Haaga-Helia University of Applied Sciences, Sports and Tourism in Kajaani University of Applied Sciences, Sport and Leisure in Lapland University of Applied Sciences, Sports and Health Promotion in Arcada University of Applied Sciences and Bachelor's degree of Sport Pedagogy in University of Jyväskylä, Faculty of Sport and Health Sciences and familiarized myself with them. Arcada University of Applied Sciences offers teaching in degree programme of Sports and Health Promotion only in Swedish which meant translating their curriculum first.

I studied what was being written about study modules, themes, periodization of studies, competences, evaluation and other parts of each curriculum. In January 2018 I e-mailed Bachelor degree programme directors or similar officials of higher education institutions in question, asking if they wanted to participate in my thesis by answering a few questions. I attached the interview questions in the e-mails. Questions were about qualifications on each institutions curricula which I found on the Internet and also the officials' opinions on functionality of their curricula. (Attachment 1.)

All the officials replied that they would be happy to help. Due to participants' busy schedules in the spring it was quite slow to gather all the answers and finally I had received them all by June 2018.

Programme directors of Arcada, Lapland and Kajaani Universities of Applied sciences agreed to give the interview by phone. This meant that after sending the questions to them beforehand, I called each of them at a scheduled time. I went to visit the degree programme director of Haaga-Helia to the campus because it is the higher education institute where I study myself. From the University of Jyväskylä I got all the answers by e-mail.

The empirical part about curricula of the degree programmes consists of two kinds of phases. Each higher education institutions' chapter starts with the review of their sport related Bachelor's degree programme and after that I have collected some highlights and covered the contents of the interviews I had with the degree programme director of the degree programme in question.

The discussion part and the conclusions in it were made by starting with pointing out the biggest similarities between the curricula. These were competence-based model of curriculum, student centered teaching methods and cooperation with the working life. Also lot of the competences were the same or similar. Next I pointed out the differences such as course based curricula in Arcada and University of Jyväskylä and project based curricula in other institutions. After this I started collecting other notes for example about the connections to the background information and arranged the contents in logical order.

This thesis is produced based on qualitative research methods. Qualitative research was suitable, because I aimed to describe and interpret phenomena, which were in this case different curricula in the higher education in Finland and curriculum renewal. The methods used were case study and ethnography. Ethnography is a method which aims to describe the target group and understand its behaviour. Case study on the other hand researches different cases and the methods and material used in them. Because I had several curricula and the curriculum renewal to study, I also executed some comparison between them. I gathered material from interviews and by exploring the publications on the subject. The questions for the interviews were formed during the process of the background research. Whenever I learned something essential about curricula, I formed a question about it to figure out how it actually implements.

7 Finnish Institutions of Higher Education in the field of Sports

There are five different institutions of higher education in Finland in the field of sports. Haaga-Helia University of Applied Sciences, degree programme in Sports and Leisure Management, Arcada University of Applied Sciences, degree programme in Sports and Health Promotion, Kajaani University of Applied Sciences, degree programme in Sports and Tourism, Lapland University of Applied Sciences, degree programme in Sports and Leisure and University of Jyväskylä, Faculty of Sport and Health Sciences. This thesis is a review of these institutions' Bachelor's degree curricula.

7.1 Haaga-Helia University of Applied Sciences

Haaga-Helia University of Applied Sciences has five different campuses in Finland, one of which offers sport studies. Vierumäki campus is located approximately 130km from Helsinki, the capital of Finland, in the premises of Sport Institute of Finland. In Vierumäki it is possible to study Bachelor's degree either in Sport and Leisure Management programme in Finnish or Sports Coaching and Management programme in English. (Haaga-Helia 2018.)

This review is about the curriculum of Sport and Leisure Management studies. The curriculum was reformed in August 2013 to answer more to the needs of current demands of the working life. This new curriculum is built on competence-based strategies and was last updated in the spring of 2016. The curriculum includes sections of description of Vierumäki campus, objectives, structure and extension of studies, description of combining learning projects with real working life situations, evaluation, definitions of roles of participants, student counselling, how to benefit the skills and knowledge that student may possess from his previous studies, degree programme specific studies and the structure of the degree programme. (Haaga-Helia 2016.)

7.1.1 Curriculum

Degree programme in Sport and Leisure Management has renewed its policies and methods to be more suitable for modern time. The new curriculum intends to prepare the students to predict the future and for the shifting working life environment. The amount of knowledge is increasing rapidly and old beliefs are being updated. (Haaga-Helia 2016.)

Degree programme aims to help students to become independent and innovative professionals who have the abilities to develop sport industry, create new information and solve current and future issues through teamwork. Students can choose to evolve their professional skills in the learning environment of competitive and elite sports, health and physical activity or sport services. From a student's point of view the most important objective of the studies is to form a comprehensive image about his own abilities and to understand how he can develop the field of sports by benefitting these skills. This objective is also known as forming one's professional identity. After graduation students are qualified to become for example coaches, entrepreneurs or be employed by different organizations and work in superior positions. (Haaga-Helia 2016.)

The duration of the studies in the Sport and Leisure Management degree programme is approximately 3 – 3,5 years. After gathering 210 ECTSs the student is entitled to have a higher education degree Bachelor of Sports. Studies are divided into common studies, optional field-related studies, optional studies, work placement and thesis (table 1.). (Haaga-Helia 2016.)

Table 1. Structure of the studies in the degree programme in Sports and Leisure Management (Haaga-Helia 2016)

Common studies	75 ECTS
Working life skills	15 ECTS
Pedagogy	15 ECTS
Management	15 ECTS
Service, sale and entrepreneurship	15 ECTS
Research, development and innovation (RDI)	15 ECTS
Optional field-related studies	70 ECTS
Major studies	30 ECTS
Orientation studies	40 ECTS

Work placement	30 ECTS
Thesis	15 ECTS
Optional studies	20 ECTS
Altogether	210 ECTS

Common studies include working life skills, pedagogy, management, service, sale and entrepreneurship and research, developing and innovation in the field of sports. The objectives of learning of each study modules are described on the webpage of Haaga-Helia. (Haaga-Helia 2016.)

Working life skills in the field of sports include expertise that is needed to build versatile ground for working as a professional. Skills of interaction and organisation as well as technical skills and diverse abilities related to well-being are needed if students aim to understand and develop the industry. (Haaga-Helia 2016.)

The pedagogy of sports surveys learning as a general phenomena. Planning, executing and evaluation are all important parts and students are taught to interpret, benefit and develop all these parts from different points of views. Management in this context means abilities to set justifiable guidelines for own actions bearing the objectives in mind and also the ability to organise. Service, sale and entrepreneurship related studies aim to prepare the student working with future customers successfully and to grow entrepreneur spirit and attitude. Research, development and innovation related studies for their part aim to create something new and support and give the student abilities to be creative, adaptive and innovative. It is very important to understand that the field of sports is constantly evolving and that is why new research and new ideas are needed. (Haaga-Helia 2016.)

Optional field-related studies include major studies and orientation studies. During the first year of studying, the student studies the learning environments of competitive and elite sports, health and physical activity and sport services and then chooses two of these for his second year to study as a major. During the third year student then chooses one learning environment to fulfill his orientation studies. The learning environments are described as follows:

The learning environment of competitive and elite sports is established by actors, who implement and develop competitive and elite sports in sports associations, regional and/or district sports organizations, sports clubs, central sports organizations and educational and sport centers. (Haaga-Helia 2016.)

The learning environment of health and physical activity is established by actors, who implement health (and fitness) physical activity at private-, municipal- or third sector. (Haaga-Helia 2016.)

Sports services include the development, productification and commercialization of customer-based sports services and sports travel in the private, municipal and third sectors. (Haaga-Helia 2016.)

Along with these learning environments a student can choose to study his orientative studies from an adapted point of view. Doing so student still chooses between competitive and elite sports, health and physical activity or sport services but he deepens his knowledge in adapting skills by participating in international European University Diploma in Adapted Physical Activity (EUDAPA) course which is organized in Haaga-Helia Vierumäki campus. (Haaga-Helia 2016.)

Students can accomplish optional studies according to their own interests. Students may for example choose some projects that Haaga-Helia offers or do some projects of their own planning as long as they support the objectives of learning in question. Students must always get an approval from a teacher before beginning the optional studies. (Haaga-Helia 2016.)

A thesis is a final project for the students. On the other hand it shows their already existing experience and on the other it helps them to develop themselves further. The thesis can be an independent work or it can be done as a groupwork. It is based on exploratory methods and it may contain planning, evaluating, researching or developing something. (Haaga-Helia 2016.)

Work placement intends to get students acquainted with a real working life. Students get to adapt their skills and knowledge under the supervision of professionals. It is advisable to gain work placement experience from different sort of places and every spring there are few weeks specifically reserved for work placement for the students. The work placement offers the student a possibility to make important contacts. (Haaga-Helia 2016.)

Degree programme is based on project study which means that teaching is attached to different working life situations. Before each project the working life partner and the group of students make a project plan where they write down the objectives of learning, contents, methods and evaluation. Criteria for evaluation are listed in the curriculum found on Haaga-Helia's webpage. As the project evolves, the project plan is being updated. Project studying enables working life partners to develop their own activities and students to test their skills in a real work environment. Studying is very social and gives the student chance to be active. An important factor of successful learning is supportive atmosphere, open communication and evolving self-esteem. While students aim to develop their professional identity and working life partners aim to motivate and enable the learning experience, it is teachers' role to counsel, inspire and offer professional help. Teachers work together as teams and also in cooperation with students and working life partners. (Haaga-Helia 2016.)

Evaluation is a complex part of a learning project. Teachers evaluate the learning originated in the projects based on the learning objectives but that is only one part of the final evaluation. Students take also part in self- and peer-evaluation, for example through learning diaries. When it is possible, evaluation also includes a section from working life partner. Specific criteria for evaluation are described on Haaga-Helia's webpage and project-specific criteria are always written in the pedagogical schedule of each project. (Haaga-Helia 2016.)

Student counselling encourages students to grow as professionals and to graduate on time. Each study group has a designated teacher student counsellor who has the main responsibility for the personal counselling. This means that one student gets all the help he needs from the same person, and that this person knows the student in question well enough to give him actually helpful advice. This one teacher approves the work placements, ensures that the student is proceeding with his studies and helps him to plan his future. (Haaga-Helia 2016.)

Student is entitled to get his previous studies or experience recognized and acknowledged as a part of his current studies if they fulfil the current learning objectives. These studies may for example be courses taken in a University or working experience. This way the student does not have to study something twice and it also speeds up the graduation. (Haaga-Helia 2016.)

7.1.2 Highlights

Degree programme in Sport and Leisure Management has a competence-based curriculum. As seen from the review, general and professional competences guide all the learning and activities related to the tuition. I interviewed the degree programme director of Sports and Leisure Management Mr. Mika Tenhu from Haaga-Helia about the degree programme's curriculum.

Competence-based curriculum is built in cooperation with the teachers, students and working life partners. The general mission of universities of applied sciences is to develop the working life. Taking the standards of the working life under consideration already when planning the education, enables studies to concentrate on providing the most important and useful skills in the field. All the permanently employed teachers take part in planning the curriculum, although there is a main group of 3 to 5 people who coordinates the process. Students and representatives of working life are also invited to take part in the planning process. (Tenhu 22.1.2018.)

The curriculum used in the degree programme in Sports and Leisure Management uses student centered approaches and teaching methods and it aims to give the students an active role during the studies. The curriculum has not been tied to any specific competence-based model of curricula such as problem-based or project-based models. This enables the planning of teaching to be more flexible and the studying to continue to interest and motivate the students. (Tenhu 22.1.2018.)

Competence-based curriculum enables students to develop their skills and learning in cooperation with the working life. Students study for themselves and they can include their own passions and interests in it. Once the general learning objectives have been set, the students can choose how to reach them with different contents. (Tenhu 22.1.2018.)

The demands of the working life define the contents of learning. Evaluation is fulfilled in real working life situations and this way it represents the state of student's actual skills. It would be ideal if the evaluation was executed in cooperation with the teacher as a professional, the student as a self-evaluator and the representative of a working life. Teacher's main job in evaluation is to evaluate how student has reached the objectives of learning which are listed in the curriculum. The succeeding of the project itself is not significant. Competence-based curriculum enables working together and networking through group

projects which are important advantages since working in the field of sports is seldom independent. (Tenhu 22.1.2018.)

Competence-based curriculum also arises some challenges. For now, the former content based teaching and studying habits are still ingrained in the minds of the students from previous levels of their studies. It is not simple to break down and change these habits. Working life partners are heterogenic which needs to be considered when planning the cooperative projects. Some participate well and understand what they are expected of in order to support the learning of the students. Then there are some partners that only assign the project but fail to give the essential assistance during the process. This is an issue but also an opportunity to learn the skills needed in situations when cooperation is not functioning. Some working life partners also participate in evaluation which is excellent. (Tenhu 22.1.2018.)

One major challenge is the students not recognizing their own learning. Studying without specific instructions and written exams may cause students not seeing the results or abilities formed during the projects. Projects with groupwork may also result in some students participating more than others. This was an issue also with the former curriculum. (Tenhu 22.1.2018.)

Competence-based curriculum is constantly under transformations. The former content based curriculum enabled teaching with the same contents year after year while the competence based curriculum has changing contents, variable projects and constantly renewed learning outcomes. Objectives of learning are updated every year to meet the demands of the working life but the structural changes of curriculum take more time. (Tenhu 22.1.2018.)

Haaga-Helia is very advanced to implement competence-based curriculum. Teachers at degree programme in Sport and Leisure Management no longer have personal teaching units but teaching happens in themes by different teams. This and the fact that Haaga-Helia offers teaching in projects not courses, prevents teaching methods from shifting back to content-based curriculum. (Tenhu 22.1.2018.)

One of the Haaga-Helia's strenghts is the teachers getting to know their students well. Teachers of Haaga-Helia work also as student counsellors for their group. This means that the same teacher supports the students through the entire education by for example helping the studies forward, approving the work placements and instructing in the practical procedures. (Tenhu 22.1.2018.)

7.2 Arcada University of Applied Sciences

Arcada University of Applied Sciences is the only Swedish higher education institution in Finland where you can study to become a sport instructor. Teaching is mostly in Swedish but also in English or in Finnish. Arcada is located in Helsinki, the capital of Finland. (Arcada 2018a.)

In Arcada it is possible to study in 14 different Swedish and three different English Bachelor's degree programmes. Degree programme in Sports and Health Promotion produces sport instructors and it is the only sport related Bachelor's degree programme in Arcada. (Arcada 2018a.)

7.2.1 Curriculum

The degree programme in Sports and Health Promotion is scheduled for 3.5 years. Degree programme educates sports instructors and the tuition is organized in Swedish. A sports instructor is expected to be able to instruct different groups of people in physical activities with help of his leadership skills and to be capable of planning, executing and evaluating development related to sports with supportive attitude. A health promotor can also combine health promotional aspects to sport related activities and events and work successfully independently or in groups. (Arcada 2017.)

The aim of the degree programme is to offer the future sports instructors adequate basic knowledge and experience in different areas of the profession and deepen their skills in sports or health promotion. Studies consist of general studies, basic studies, professional studies, extension studies, for example work placement, and thesis together all being worth of 210 ECTSs (table 2.). (Arcada 2017.)

Table 2. Structure of the studies (Arcada 2017.)

General studies	30 ECTS
General studies	20 ECTS
Domestic languages	10 ECTS

Basic studies	30 ECTS
Health and human movement	30 ECTS
Professional studies	90 ECTS
Pedagogics and Instruction	35 ECTS
Physical Training and Health	30 ECTS
Coaching (Optional module)	25 ECTS
Health Promotion (Optional module)	25 ECTS
Extension studies	30 ECTS
Thesis	30 ECTS
Altogether	210 ECTS

Theoretical studies and practical training are estimated equally important and most courses contain both elements. Developing individual's scientific thinking and evidence-based working is the foundation for working as a professional. Skills in communication, leadership, and entrepreneurship are practised through projects and written assignments and students are encouraged to take responsibility for their own learning. (Arcada 2018b.)

Arcada University of Applied Sciences aims to offer students broad academic network, and working life experience. Institution cooperates closely with partner institutions and invites guest lecturers and working life representatives to share the latest expertise with the students. Representatives for alumni guest lecturers are also welcome to inspire the students and both working life representatives and alumnis take part in developing the degree programmes to answer better to the needs of the future labour market. (Arcada 2018b.)

Research, development and innovation (RDI) studies are an essential part of the Health and Sports Promotion degree programme. The goal of research-based education is to spread knowledge and enable development in the field. Students are given an active role with RDI-activities by the form of thesis and different projects which demand academic

contacts and development of knowledge. Arcada's main goal is to create an environment for RDI-activities that are professional, international and later on benefitted by working life. (Arcada 2018b.)

In the department of health and welfare the RDI-activities focus mainly on developing health promotion, patient safety and social participation by combining theory and practice. The main development area of health promotion is leadership. Well-being and health of individuals, different groups and societal levels are the keypoints of the knowledge development. Patient safety has three different main focuses which are advanced clinical care, safety in relation to human factors and simulation as a means of pedagogy to increase patient safety. Social participation concentrates on groups with special needs and the social capital. Knowledge development in that area focuses on vulnerable and exposed target groups including for example lonely elderly and addicts, and developing rehabilitation models for risk groups with mental illness or disabilities. (Arcada 2018b.)

Competences gained during the studies are generic, professional and official language related. Professional competences mean competence in sports and exercise, pedagogical and didactical competence, competences in health and wellbeing and community- and leadership competences. Full description of the competences is found in the curriculum on Arcada's website. (Arcada 2015.)

Competences in sports and exercise include students being familiar with the common forms of sports and understanding the fundamentals of them. Students are also familiar with adapting sports to meet the demands of different target groups. Sports instructor understands that different kind of sports can be used as tools to develop motor proficiency, physical characteristics, expression of one self and promote health. Students are introduced to anatomy, physiology and testing and assessment of physical ability and health. Students are taught to plan purposeful training programmes keeping in mind individual's physical, psychological and social development. (Arcada 2015.)

Pedagogical and didactical competence holds in the student's ability to vary his models of instructing according to the needs of the target group. Student keeps in mind the individuals' personal development and aims to support it while recognizing his own values and knowledge which affects his actions. Following professional ethical principles is also pointed out in the pedagogical and didactical competence. (Arcada 2015.)

As the degree programme is about health and wellbeing, competence in these areas is vital for becoming a professional in the field. Fundamentals of nutrition and dietetics fall also under this category. A student must be able to understand the mechanic behind human behaviour and how healthy lifestyle influences it. (Arcada 2015.)

Community- and leadership competence gives students tools for planning, executing and evaluating different projects. After graduating students can become employed in supervisor and professional positions in the field of sports and health. Students understand the prospects of the development and entrepreneurship in the field and are able to set goals and solve problems that arise. Students also understand the business opportunities related to the field and product development or new innovations. (Arcada 2015.)

7.2.2 Highlights

The Degree programme in Sports and Health Promotion has a module-based curriculum and the teaching is organized through courses. This is already a major difference compared to Haaga-Helia's curriculum which has no courses. I interviewed the programme director Marko Vaappo about the curriculum and will describe his thoughts in this section.

All the teachers take part in planning the curriculum but the main responsibility is on the programme director. Each teacher has their own field of expertise and they participate in planning that particular field in the curriculum. The curriculum is updated all the time and small changes are made every year. Bigger changes such as renewing the order of the courses are made more rarely. (Vaappo 7.3.2018.)

Although teachers have their own fields of expertise, no teacher has to carry the responsibility for a module alone. All the courses have at least two teachers involved. Teaching is organized by using student centered methods. (Vaappo 7.3.2018.)

The module-based curriculum offers different options of how to gain the competence. Contents of the teaching can be varied keeping the learning objectives in mind. Teaching methods can also be adjusted to the current situation which means that teaching is no longer just lecturers with strict lectures. (Vaappo 7.3.2018.)

The challenge of the module-based curriculum is building a functioning schedule for modules. There might be the same competences included in several courses at the same time. The module-based curriculum also increases the need for cooperation within

teachers to create modules which develop the competences and help them go forward. (Vaappo 7.3.2018.)

The degree programme aims to increase the amount of research and activity development. 90 per cent of the teachers are involved in projects of different extent. All the members of the institution are encouraged to take part in that sort of action. (Vaappo 7.3.2018.)

The difference of the degree programme from other similar programmes in Finland, besides the fact that the teaching is organized in Swedish, is the health promotion aspect. This aspect is a major part of the studies from early on and it takes example from Sweden. Studies focused on basic exercise are the most advanced compared to the other Universities of Applied Sciences in Finland. The education does not include lots of projects but consists of courses. (Vaappo 7.3.2018.)

7.3 Kajaani University of Applied Sciences

Kajaani University of Applied Sciences (KAMK) is located in the city of Kajaani, approximately 560km from Helsinki. In Kajaani it is possible to study multiple fields, sports being one of them. (KAMK 2018.)

7.3.1 Curriculum

Degree programme in Sports and Tourism in Finnish educates students to become sports instructors and work in various professions in the field of sports. Education lasts approximately 3,5 years and adds up to 210 ECTS. (KAMK 2018.)

To become a professional in the field of sports requires wide knowledge, practical experience and an ability to work independently as well as in a group. Sports instructors understand the importance of exercise and healthy lifestyle and the effects these have on individuals and the society. (KAMK 2018.)

Studies consist of basic and professional studies, optional field-related studies, optional studies, thesis and work placement. Basic and professional studies include field related basic abilities, introduction to tourism, sports instructing, project activities, basic studies on coaching, productizing, event production, research and development activities and business activity in the field of sports (table 3.). (KAMK 2017.)

Table 3. Structure of the studies (KAMK 2017.)

Basic and professional studies	128 ECTS
Optional field-related studies	30 ECTS
Thesis	15 ECTS
Work placement	30 ECTS
Optional studies	7 ECTS
Altogether	210 ECTS

Studying is categorized under themes according to the academic years. The theme of the first academic year is orientation to the field of sports and becoming an active student of University of Applied Sciences. Second year's theme is action and students are instructed to practice planning, executing and evaluating of sport instructing. Third academic year focuses on developing, and fourth on adapting. Students' ability to adapt their knowledge, skills and attitudes when needed is an essential part of the education. (KAMK 2018.)

In the curriculum there are described generic and degree programme specific competences which mean skills required in the working life which the students are expected to have when graduating from the University of Applied Sciences. Generic competences are for all the degree programmes in Kajaani University of Applied Sciences with degree programme specific twists. Professional competences are created for Sport and Tourism studies only. (KAMK 2018.)

Generic competences are skills of learning, ethical competences, work-communal competences, innovational competences and international competences. Skills of learning can be for example abilities to critically survey new information and evaluate and develop one's learning. It also means that students learn to take responsibility for their own studying. The responsibility aspect is also categorized under the ethical competences as well

as considering of workers differences and equality in the field of sports. Sustainable development and societal influence are also part of ethical competences. (KAMK 2018.)

Success in a working life calls for good work-communal competences. Skills with entrepreneurship, management, decision making and technology are needed to enable sufficient cooperation with the members of a work community. Creative problem solving, project working and executing research and developing projects are included in innovational competences. International competences ensure that students have adequate language skills and abilities to work in multi-cultural work environments. (KAMK 2018.)

Professional competences in the degree programme of Sports and Tourism are competence related to sports, competence related to wellbeing and health, pedagogical and didactical competence, competence related to sports and society, management and entrepreneurship and competence related to tourism. (KAMK 2018.)

Sport instructors are expected to know the basics of most common sports and how to instruct them. Sports and exercise are considered to create opportunities to develop individual's motoric skills and self-esteem. Sport instructors must be able to work with various groups of people and adapt the activities when needed. (KAMK 2018.)

Working as a professional in the field of sports means that you are also working as a professional in the field of health. While planning and instructing sports, a sport instructor must always consider the impacts on person's health which is caused by the activity. During their studies, students are introduced to the effects of exercising in a human body and organs. That knowledge has to be taken into consideration when planning an individual coaching plan. (KAMK 2018.)

Pedagogical and didactical competence ensures that the student knows how to choose instructing methods that are the most suitable for the target group in question. Students can justify their choices and actions on the grounds of their own values and learning theories. Students learn how to support individual's growth and development. (KAMK 2018.)

Degree programme introduces students to competences related to sports and society, sports and management, entrepreneurship and possibilities to develop these areas in the field of sports. Students gain competence to work in superior positions or start their own company. Competences related to tourism include planning, executing and productizing different services to improve the wellbeing of customers. (KAMK 2018.)

7.3.2 Highlights

I interviewed the Head of School, School of Tourism and Sports, Ms. Katri Takala from Kajaani University of Applied Sciences. Degree programme changed their curriculum to competence-based in 2005. Later during the years 2010 to 2012 study modules were introduced. Modules consisted of 15 ECTS and at the end of the module, the competence was gathered by some working life project. (Takala 21.2.2018.)

In 2017 the curriculum changed into phenomena-based. First academic year offers general studies which creates the fundamentals of the field of profession. Kajaani University of Applied Sciences works in cooperation with the Lapland University of Applied Sciences which offers wider field of studies for the students for example in the form of online-studies. Lapland offers their experience in coaching and Kajaani their experience in exergaming. Institutions can also share the responsibility of developing different areas of the curricula. All the teachers take part in planning the curriculum and there are no restrictions of how often or how rarely the curriculum should be updated. (Takala 21.2.2018.)

Exergaming means producing smart sports instructors who are capable of working in environments of SmartGyms. Exergaming combines the game technology and exercise as a way to promote physique and motor skills. The Degree programme in Sport and Tourism operates in cooperation with Exergaming and its profile area are smart solutions. (Takala 21.2.2018.)

During the first academic year the students have their own study groups which means studying the fundamentals together. From the second year on, students start to create their personal studies which means working on different projects inside the same study module with the same learning objectives. Thesis is done during the third year and work placement during the fourth. Studies last for 3,5 years. (Takala 21.2.2018.)

This type of studying is very modern and has resulted into positive outcomes. Competence-based curriculum offers tools for developing better and more flexible cooperation with the working life. Students get to study at their own level and for example more advanced students don't have to wait until the others learn the fundamentals. Students also learn to have an attitude needed in entrepreneurship and abilities to accept uncertainty. (Takala 21.2.2018.)

It is not always clear what the role of the teacher in each situation is. Teachers have become more like coaches or tutors who guide the learning process but don't give the answers and instructions straight away. Students need to be active and able to receive new information and habits. Another issue is how to make sure that the students feel confident enough of their progress in their studies. Digital and online working environments can also be challenging if students aren't familiar with them. Situations involving changes are always challenging and if the staff and the students don't have positive attitude towards them it might arise even more complex difficulties. (Takala 21.2.2018.)

The responsibility of teaching is divided into teams. Usually 2 to 4 teachers share one study module and divide the resource ECTS with each other. Each study module has different criteria for evaluation which are described separately. Modules are evaluated with numbers 1 to 5, 1 being the lowest level of competency needed to pass the module. Sometimes it is the student himself who sets the competences as goals for the studies. This is the case for example with work placements. The evaluation varies from exams to peer evaluation and the evaluators are student, teacher and the representative of the working life. (Takala 21.2.2018.)

7.4 Lapland University of Applied Sciences

Lapland University of Applied Sciences (Lapland UAS) consists of former Kemi-Tornio University of Applied Sciences and Rovaniemi University of Applied Sciences. The functions merged on January 2014. (Lapland UAS 2018.)

Lapland University of Applied Sciences has four fields of expertise, Social Services, Health and Sports, with administrative headquarters in Rovaniemi, Business and culture, with administrative headquarters in Tornio, Travel and tourism, with administrative headquarters in Rovaniemi and Industry and natural resources, with administrative headquarters in Kemi. (Lapland UAS 2018.)

7.4.1 Curriculum

Degree programme in Sports and Leisure is located in the faculty of Rovaniemi under the field of Health and Sports. Bachelor of Sport Studies is a undergraduate degree equivalent to Bachelor's degree in Universities. As in other degree programmes in Universities of Applied Sciences, studies consist of 210 ECTS. The structure of the studies is basic and

professional studies, free-choice electives, practical training and thesis (table 4). (Lapland UAS 2017.)

Table 4. Structure of the studies (Lapland UAS 2017.)

Basic studies	10 ECTS
Professional studies	115 ECTS
Optional studies	10 ECTS
Practical training	55 ECTS
Thesis	20 ECTS
Altogether	210 ECTS

Basic studies are for students to help them to form a general idea of what working in the field of sports means. Basic studies offer students the foundation of theoretical knowledge and language skills demanded for the profession. Professional studies focus more deeply on the profession specific areas of education such as developing the field of sports and creating adaptations for it. (Lapland UAS 2017.)

Optional studies can be executed in various ways. An important factor is that the studies support and complete the studies of the degree programme and keeping that in mind, students are allowed to choose the contents of these studies based on their own interests. Studies completed in other Universities or Universities of Applied Sciences are also acceptable. (Lapland UAS 2017.)

Practical training intends to give students guided experiences in actual working life. It improves students' skills to adapt their knowledge and abilities as does thesis. Thesis is a way of students to show their level of professionalism. The research and development studies are included in thesis process. (Lapland UAS 2017.)

Curriculum is formed around different themes of each academic year and furthermore each semester. An academic year has one major theme which is then divided into two semester specific themes. Learning objectives and contents of each theme are described separately. (Lapland UAS 2017.)

The theme of the first academic year is orientation and it starts with a theme introduction to learning in the first semester. Students are introduced to studying the field of health and sports and to recognize their own learning methods and basic knowledge of the field. Theme of the second semester is getting acquainted with the world of children and how to benefit the pedagogical skills while working with them. (Lapland UAS 2017.)

The theme of the second academic year is becoming competent in the field of sports. The theme of the first semester during the second academic year is to manage communal procedures in the field of sports. Students develop themselves as learners by working as groups and they are introduced to research, development and innovation activities. The theme of the second semester is advancing in exercising habits of youth and adults. Studies consist professional instructing, management, producing experiences and developing selfcontrol. (Lapland UAS 2017.)

The theme of the third academic year is adapting in the field of sports. First semester starts with the theme professional identity. It includes lots of practical projects in various contexts and the studies aim to strengthen students' confidence in pedagogical and developmental issues. Second theme is adapting coaching and welfare. This is when students get to adapt their abilities to research, development and innovation activities. (Lapland UAS 2017.)

The theme of the fourth and last academic year is developing the field of sports. Students are expected to gain the competences needed in the working life and to be able to adapt and develop the sport industry. (Lapland UAS 2017.)

The Lapland University of Applied Sciences has built its curricula based on competences needed in the working life. Generic competences are skills of learning, ethical knowledge and responsibility, work-communal competences, innovational competences and international competences. Professional competences are pedagogical competences and competences related to coaching of sports and welfare. (Lapland UAS 2017.)

The curriculum has taken international aspects into consideration. The degree programme gives the students a competence to work abroad after graduation in multi-national environments. During their studies the students are allowed to complete some parts of the tuition in some other domestic or foreign University or University of Applied Sciences as

long as the studies are approved by the Lapland University of Applied Sciences and they support the learning objectives of the degree programme. (Lapland UAS 2017.)

The curriculum of degree programme is competence-based and problem-based. Student has an active role in learning and is himself responsible for succeeding in the studies. Teacher has the role of counsellor and supervisor of studies. Learning is based on working life situations and it is executed in cooperation with students, teachers and working life representatives. (Lapland UAS 2017.)

The degree programme of Sports and Leisure benefits the local learning environments and services. Santasport centre for wellbeing and sports in Rovaniemi is an important partner of the degree programme as are the nearby municipalities and their functions of health, education, youth and sports. Local sports clubs, travel agencies and international cooperation widens the range of learning environments. (Lapland UAS 2017.)

Bachelor's thesis is a project related to development of the sport field. Often the practical trainings which have elements of developing give the idea or foundation for the thesis. (Lapland UAS 2017.)

The evaluation guides the learning process in the degree programme in Sports and Leisure, and it is based on the learning objectives. The evaluation of learning is qualitative and it is executed by self-, peer and tutor evaluation. Student's own reflections are an essential part of it. The evaluation doesn't have an impact on the grade unless it is specifically mentioned in the criteria for evaluation. Criteria for evaluation of each study modules are described separately. (Hannola 2018; Lapland UAS 2017.)

Evaluation of competencies is numeral and can be done for example through essays and exams. Evaluating is done by the teacher. Competency objectives are described the same way as learning objectives and the evaluation is based on them. Competencies represent the skills and knowledge needed in the working life. Evaluation is consists of numbers from 0-5 and it is based on continuous feedback. (Hannola 2018; Lapland UAS 2017.)

7.4.2 Highlights

I interviewed the senior teacher of Sports and Leisure degree programme, Mr. Heikki Hannola about their competence-based curriculum. The curriculum is based on socio-constructivistic learning theory and therefore uses student centered approaches. All of the

teachers take part in planning the curriculum. Representatives of the students and the working life are also involved in planning. Every three years the structure of the curriculum is being renewed and some contents are updated. A larger reform took place in 2012. (Hannola 1.2.2018.)

With the competence-based curriculum the students are allowed to create personal paths for their studies. Contents of learning include abilities in practice and not just theoretical learning. The learning can be identified better. (Hannola 1.2.2018.)

The challenge with the competence-based curriculum is that many of the assignments require the abilities to work independently and actively, otherwise the results of learning are not as good as expected. There are not much class lessons. The curriculum also raises questions of how active the search of information is, how it is executed among the students and whether it is profound enough. In order to have successful learning experience students must be motivated. (Hannola 1.2.2018.)

Each study module has its own teacher who takes the main responsibility for education. However the modules are so broad that all the teachers work in teams and they have some smaller personal areas of experience inside the modules. For example the field of sports has six teachers. (Hannola 1.2.2018.)

The Lapland University of Applied Sciences has built its curricula based on competences needed in the working life. Generic competences are skills of learning, ethical knowledge and responsibility, work-communal competences, innovational competences and international competences. Professional competences are pedagogical competences and competences related to coaching of sports and welfare. The implementation of these competences is related to different situations but they are integrated for example in the criteria of evaluation. (Hannola 1.2.2018.)

Research and developing activities are implemented in various ways. The work placement forms a considerable share of the degree programme, worth 55 ECTS. Work placement is always integrated in working life. Cooperation with the sport clubs is strong as well as the cooperation with the Santasport centre for wellbeing and sports in Rovaniemi. (Hannola 1.2.2018.)

The Lapland University of Applied Sciences has a very close working community and the studies are integrated in the Sports Academy of Lapland. The school is involved in funding

the Academy and provides some contents for it. The degree programme is quite narrow which makes cooperation and teamwork essential. (Hannola 1.2.2018.)

7.5 University of Jyväskylä

University of Jyväskylä (JYU) is a multi-scientific university located in Jyväskylä, the 7th biggest city of Finland. In JYU there are eight different faculties. University of Jyväskylä is the only university in Finland offering Bachelor's degree studies in the field of sports. Faculty of Sport and Health Sciences offers Bachelor's degree programmes in Biology of Physical Activity, in Sport and Exercise Promotion, Specialization in Social Sciences and Sport, in Pedagogy of Physical Activity and in Health Sciences. (JYU 2017.)

7.5.1 Curriculum

This review is about the curriculum of Bachelor's degree programme in Pedagogy of Physical Activity in the faculty of Sport and Health Sciences. Current curriculum is valid during August 2017 to July 2020. The length of the studies is 180 ECTS and it takes approximately three years. After completing both Bachelor's degree studies and Master's degree studies, students graduate to become teachers of physical education. (JYU 2017.)

The Bachelor of Health and Sport Sciences in the field of Pedagogy of Physical Activity is familiar with different sports, environments related to sports, fundamentals behind individuals' exercising habits and the value and the position of sports in the education and society. The Bachelor of Health and Sport Sciences is a responsible educator with the abilities to observe performances and plan and execute teaching with professional interaction and safe environments. The student is aware of what theories he bases his teaching and learning on and evaluates the research executed in the field of professionalism with expertise. The degree programme studies include basic studies, professional studies, common studies and optional studies (table 5). (JYU 2017.)

Table 5. Structure of the studies (JYU 2017.)

Basic studies	25-26 ECTS
Professional studies	37-42 ECTS
Common studies	85 ECTS

Communication and language studies	11 ECTS
Method studies	16 ECTS
Basic studies, health and exercise	25 ECTS
Pedagogy	33 ECTS
Optional studies	41 ECTS
Altogether	180 ECTS

Basic studies offer students competences to recognize ways to combine the theory into practice and to adapt that knowledge to support the education. The Bachelor of Health and Sport Sciences is able to identify different learning environments as well as unique learners. Basic studies offer students tools to understand their own strenghts in exercise and social contexts. Basic studies also include studies related to anatomy, physiology and biomechanics. Evaluation regarding basic studies is executed with numbers from 0 to 5. (JYU 2017.)

After completing professional studies, students are able to reflect their own actions and their possible influence on the teaching process. Students view the curriculum used in education as a tool to analyze, develop, plan, execute and evaluate the activities and are able to analyze sports through adapting the principles of anatomy, physiology and bio-mechanics. During the professional studies the students start to create their personal teaching styles based on values and attitudes and learn how to produce scientifically valid text. Evaluation regarding professional studies is executed with numbers from 0 to 5. (JYU 2017.)

Common studies include communication and language, methods, fundamentals of health and exercise and basics of pedagogy. After completing the fundamental studies of health and exercise, students learn to use the accurate concepts and theories when referring to the field of Physical Education and also to identify different types of research. Health and exercise studies include also other sciences for example anatomy, physiology and biology of sports. Students learn to understand the significance of exercise and to get familiar with the wide communication network in the field. (JYU 2017.)

Almost one fifth of the entire studies consists of optional studies. For example basic and professional studies of health education can be included in this. (JYU 2017.)

7.5.2 Highlights

The University of Jyväskylä is the only university in Finland offering studies in the faculty of Health and Sport Sciences. The education in the University of Jyväskylä differs from universities of applied sciences by producing Physical Education teachers, not sports instructors. This leads to more studies related to pedagogy. Bachelor's degree programme is shorter in the University than it is in a university of applied sciences. The extent of the studies is only 180 ECTS but to work as a teacher of physical education students must also study the Master's degree programme which is 120 ECTS more. The extent of the thesis compared to the universities of applied sciences is smaller and it is worth 6 ECTS. Sports instructors graduated from a university of applied sciences are able to apply to the Master's degree studies at Jyväskylä University. In addition to the Master's studies, students are usually required to complete 55 ECTS of complementary studies. (JYU 2017.)

I interviewed the person in charge of planning the education in the division of Pedagogy of Sports, Ms. Minna Rasinaho from the University of Jyväskylä about the curriculum used in physical education studies. The curriculum is competence based and consists of courses. Some courses are taught by one teacher and a few courses have several teachers organizing them. All the courses are built systematically with each other. (Rasinaho 1.6.2018.)

All persons involved in teaching take part in planning of the curriculum some of them being also researchers. Outside factors affecting the planning process are demands of the working life, procrastinating the future and the general principles of University of Jyväskylä. It is impossible to predict the future specifically which creates a challenge. It is also challenging to prepare professionals to a varying and changing working life in the field of sports. (Rasinaho 1.6.2018.)

There is no specific learning theory having an impact on the curriculum. Each teacher are welcome to execute their own ideas of teaching and benefit the learning theories they feel useful. The positive side of the curriculum is its multi-scientific nature which results in varying competences. This is an important advantage and it prepares the students for different work environments. The teaching is based on research on both pedagogy and contents. The students take part in the research projects of the faculty. (Rasinaho 1.6.2018.)

8 Discussion

Learning is a complex process, although it was in the past thought that there is just learner, teacher and material to be learned, so called didactic triangle. This might be a starting point but there are many other factors like circumstances, motivation, needs and level of the learner involved. Basically it is multi-level communication: very often the student teaches the teacher and not vice versa. As the subject of learning is so wide, this thesis concentrates only on the curricula just to keep the focus limited.

When studying different curricula, it is obvious that you cannot adapt them as such to any country. There are many local matters, like Lapland University of Applied Sciences with cooperation with Santasports and Sports Academy of Lapland: it is based largely on change of seasons, winter activities and Finnish tradition of Santa Claus. That is the basic idea: how to modify the plans locally for each case. Some curricula are based on high-tech apps, like Kajaani University of Applied Sciences with its SmartGyms and Exergaming. There might be restrictions in different countries or even parts of countries, depending on the level of the IT solutions. Even the size of the institution or its location near or far away bigger cities might have some effect on the curriculum and its cooperation possibilities, although new student groups are reached through new means of online communication.

All the degree programmes in this thesis have competence-based curricula, but their implementations differ from some parts. The curricula have in common student centered teaching methods and increased cooperation with the working life. Arcada University of Applied Sciences and Jyväskylä University have course-based curricula which means they are still quite strongly attached to content-based curriculum model. In those degree programmes teaching does not offer enough freedom for students to create their personal studypaths based on their own interests unlike in Haaga-Helia, Kajaani University of Applied Sciences and Lapland University of Applied Sciences where students can gain the competences described in various ways.

Each curricula has improved self-management as a learning objective. This important pedagogical tool enables citizens to build healthy routines. The KENFIN-EDURA project aims to reduce the noncommunicable diseases by increasing physical activity and health promotion. Ability to organize, manage and plan own actions is the foundation of creating healthier and physically more active society.

As it can be seen from the reviews of curricula, all universities of applied sciences have similar competences guiding their teaching which shows that the institutions work in cooperation with the aim of developing the working life and meeting the demands of the modern world. This cooperation is an important advantage in the Finnish education system. When institutions work together and share their knowledge lots of resources are saved, such as time spent on developing the curricula, and new inventions are made. Even though institutions of higher education are self-sufficient when it comes to planning the teaching, the guidelines of the strategies of European Union and Bologna process can be identified in the philosophies of these institutions' curricula.

The Bologna process stated that Europe needs more collaborations and circulation between different nations and institutions and for that reason the education systems need to be more compatible. This idea could be widened also outside Europe to the developing countries. Why not include the cooperation to different continents and cultures. One improvement that rose to my mind about the execution of the thesis is that it might have deepened the interviews and the connection with the thesis and KENFIN-EDURA project if I had asked the degree programme directors' opinions and ideas about applying the curriculum internationally, especially to developing countries.

The concepts of didactics stated that the general objectives of curricula are valid during all teaching and they include planning, other objectives, contents, methods and evaluation no matter which subject, theme or project is on the hand. These factors build a teaching event where the teacher and the student meet each other and strive together to fulfill the objectives set for education. In order to fulfill this, teachers and students must have the same vision about the objectives and expected outcomes of some particular study module, and therefore it is essential that the objectives are opened up and discussed about in the beginning of every project.

As mentioned, the changing working life and curricula renewal has widened the jobdescription of teachers of higher education and added more tasks to their daily jobs. Teachers have to constantly keep updating and renewing their professionalism. This has led to especially universities of applied sciences to create teaching philosophy based on teams of teachers. Haaga-Helia, Kajaani University of Applied Sciences and Lapland University of Applied Sciences has teams of teachers in different areas of teaching and even Arcada which has a course-based curriculum states that all the courses have at least two teachers involved.

The modern world consists of information society and as described it means work becoming more information related and therefore creating new kinds of requirements for employees. It is no longer enough to know only some specific area of work. Employees must have versatile skills, work well in groups and be able to learn quickly new information. Most of the employees during former decades have had a formal education where they have been taught only the branch related skills and not these new information society related ones. Clearly the renewed competence-based curricula aim to meet these current demands. Teamwork, working life related projects, student centered approaches and various contents of learning create multi-skilled, independent and qualified professionals for the information society.

The theme could have been connected to other institutions as well. The curricula are being renewed also in other education levels and not just in higher education. Comprehensive schools and high schools are continuously changing their curricula to meet the demands of the changing society. Competence-based studies are becoming more common and the students are encouraged to be more active on their studies.

My own experience from South-Africa shows clearly that there are various national based possibilities, like folk songs, rhymes and games, which bring depth and happiness to the lessons. Such things, to be adapted from the lower levels of education to the higher level like universities, are an inspirational source for new ideas of learning. Of course there are governmental frame as well, the law and regulations direct teaching, and there might be for instance mentioned how many school days has to be like in Finnish comprehensive school or how the semesters are set. This was seen in South-Africa as well. As for Finnish universities of applied sciences, the government does not give so much regulations but there is more power to decide independently. EU directions, national recommendations and even habits direct the ways of teaching as well.

However, Finnish curricula are a very clear and logical starting point for any local teaching of sports and leisure in higher level. You cannot prioritize the different curricula because there is a lot of flexibility and good intentions, and only by studying them thoroughly the target institution can get deeper ideas what they can choose and adapt into their country. My experience shows that each institution has got a clear web page, there are responsible professionals in each institutions easy to get contact with and ready to give useful advice. No theoretical study can replace personal contacts and visits of key persons, to show the curricula in practice.

The field of sports is modern and fast-developing. Most of the background resources were quite outdated, more than 10 years old, and newly published literature was hard to find. There is not much recent publications about the curriculum reform in my mother language Finnish.

Writing in English was challenging, because I did not feel confident enough with my language skills. It was not easy to see at which point outside help would have been needed. It was difficult to translate many concepts in English, and the translation part took most of the time. Due to lack of English publications some Finnish concepts were especially hard to find which may have led to some question marks or inconsistencies in the thesis. Maybe the contents would have been more intensive were this done in Finnish.

There are still lots of topics concerning curricula renewal in Finnish higher education as well as other parts of the world which would have been convenient to add into this thesis. For example it would have been interesting to include some student interviews in this to see how the teaching actually implements in practice compared to how it is stated in the curricula. Unfortunately the resources given to me such as time, were inadequate for this purpose but if this thesis were to be continued, I would start there.

A thought that occurred to me while I was studying the curricula of the degree programmes was that they were quite abstract and hard to understand in some parts. Some competences for example competences regarding the professionalism in the field of sports can be understood in many different ways. When studying is becoming more and more student centered and the amount of the instructions is getting fewer, the curriculum should be the guide for the students and understandable using one's common sense. It is hard to base one's studies on curriculum if one does not even understand what is being written in it.

The finishing of this thesis was a bit delayed from the schedule planned beforehand. It is still completed in time to be benefitted in Kenya-Finland Education and Research Alliance project. The thesis project was interesting to fulfill and I feel that I have made progress with my English and research skills. This project also thought me how important it is to understand the fundamentals behind the curriculum in order to understand what it aims for.

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Attachments

Attachment 1:

Interview questions:

1. Minkä tyyppinen opetussuunnitelma koulutusohjelmassa on käytössä (esim. sisältöperustainen, ongelma-perustainen, osaamis-perustainen) ja mitkä ovat mielipiteesi sen toimivuudesta?

(What kind of curriculum is being used in the degree programme, for example content based, problem based, competence based, and what are your opinions about its effectiveness?)

Hyviä puolia:

(Positive things:)

Haasteita:

(Challenges:)

2. Osallistuvatko kaikki opettajat opetussuunnitelman suunnitteluun?

(Do all the teachers take part in planning the curriculum?)

3. Mihin oppimisteoriaan opetussuunnitelma perustuu?

(Which learning theory is the curriculum based on?)

4. Mitkä ulkopuoliset tekijät vaikuttavat opetussuunnitelman suunnitteluun?

(What are the outside factors that you must consider when planning the curriculum?)

5. Kuinka usein opetussuunnitelmaa uudistetaan?

(How often is the curriculum renewed/updated?)

6. Miten opetuskokonaisuudet jakautuvat opettajien kesken? Onko jokaisella opettajalla oma opetuskokonaisuutensa vai onko vastuu jaettu esimerkiksi tiimeille?

(How are the study modules divided among teachers? Do all the teachers have their personal modules or do they teach for example in teams?)

7. Miten opetussuunnitelmassa on otettu huomioon tutkimus ja kehitystoiminta?

(How does the curriculum implement research and development actions?)

8. Vapaa sana (onko opetussuunnitelmassanne esimerkiksi jotain erityispiirteitä verrattuna muihin liikunta-alan ammattikorkeakouluihin ym.)

(Free word (are there for example some special features in your degree programme that differ from other higher education degree programmes in the field of sports etc.))

Korkeakoulukohtaisia kysymyksiä

(Higher education institution specific questions)

1. Miten opetussuunnitelmaanne listatut osaamisalueet eli kompetenssit (oppimisen taidot, eettinen osaaminen ja vastuullisuus, työyhteisöosaaminen, innovaatio-osaaminen, kansainvälistymisosaaminen, liikuntapedagoginen osaaminen, hyvinvointivalmennusosaaminen, urheiluvalmennusosaaminen) näkyvät/toteutuvat käytännössä? (Lapin Ammattikorkeakoulu)

(How are the competences which are listed in your curriculum taken into practice? (Lapland University of Applied Sciences))

2. Miten arviointi toteutuu käytännössä? Mikä on esimerkiksi tenttien osuus arvioinnista? (Kajaanin Ammattikorkeakoulu, Lapin Ammattikorkeakoulu)

(How does the evaluation implement in practice? How important are for example exams? (Kajaani University of Applied Sciences, Lapland University of Applied Sciences))

3. Kuinka opetussuunnitelman toteutus käytännössä eroaa suunnitellusta? Syitä eroavaisuuksiin? (Haaga-Helia Ammattikorkeakoulu)

(How does the implementation of curriculum differ from the planned curriculum? Reasons for differences? (Haaga-Helia University of Applied Sciences))