D2.4 FIRST RUN-EPA PEDAGOGICAL APPROACHES HANDBOOK
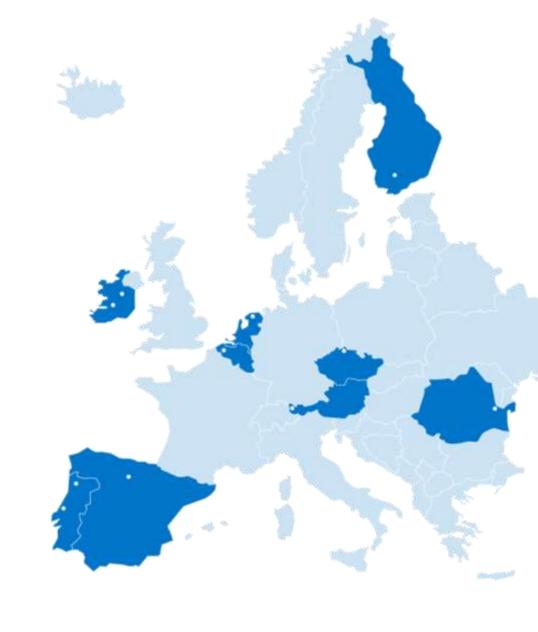
Type of Report: Public

December 2025

Häme University of Applied Sciences

RUN-EPA Pedagogical Approaches Handbook

Contents

1. Introduction to the RUN-EPA Pedagogical Approaches Handbook

The Regional University Network of European Universities (RUN-EU) aims to provide pedagogically and scientifically innovative learning opportunities to support the acquisition of future skills and drive societal change in EU regions. This requires good pedagogical skills from the teachers and staff to be able to support learners and to provide high-quality teaching and learning opportunities.

The purpose of this Pedagogical Approaches Handbook is to describe the pedagogical development activities that are done in RUN-EU to ensure high-quality teaching and learning. The handbook provides concrete tools for RUN-EU teachers, educational leaders and staff as well as students.

One of the aims is to raise pedagogical awareness within RUN-EU of what constitutes high-quality learning and teaching, how can it be supported and what is the role of different actors in the process.

The RUN-European Programmes Academy (RUN-EPA), has produced this RUN-EPA Pedagogical Approaches Handbook is divided into seven different sections: The second section describes FAPSA (Future Advanced Pedagogy Skills Academy) as the promotor of pedagogical development in RUN-EU and introduces the pedagogical vision and mission of RUN-EU. The third section describes the various types of pedagogical development and support activities that are provided for the RUN-EU teachers, staff and students. In the fourth section we introduce the pedagogical guides for teachers and for educational leaders that are aimed at supporting them in their teaching and pedagogical leadership work.

In the fifth section the focus is on students, and how they are supported in developing their learning processes and navigating multicultural and multidisciplinary environments. Section six describes the assessment of quality of the RUN-EU learning offer and how we try to ensure the quality of the learning offer and identify points of development. In the section seven we look to the future and reflect on our ambitions and ideas.
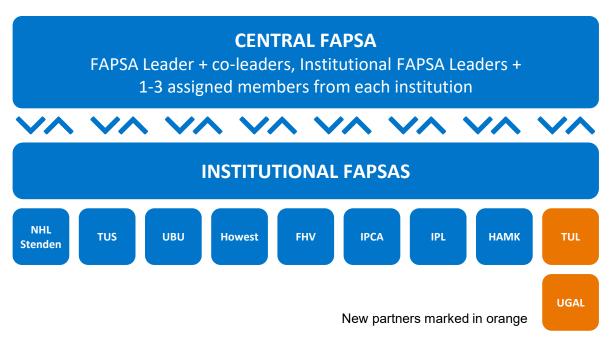
2. What is FAPSA?

FAPSA is an abbreviation from Future and Advanced Pedagogy Skills academy. FAPSA is a strand that is responsible for developing a common pedagogical approach within RUN-EU, the provision of pedagogical support for staff and students and monitoring the quality, relevance and impact of our joint educational offer. FAPSA plays a key role in promoting a shared pedagogical culture within RUN EU that supports high-quality learning and teaching.

FAPSA constitutes of a Central FAPSA and ten institutional FAPSAs. The central FAPSA constitutes of FAPSA leader and co-leaders, institutional FAPSA leaders as well as 1-2 team members from each institution. Central FAPSA meets regularly and discusses the pedagogical issues and organises different types of pedagogical support that is described in the following sections in more detail.

Institutional FAPSAs are responsible for driving and promoting pedagogical development and support activities at institutional level. The role of all Institutional FAPSAs is to further strengthen the teaching and learning capacity of alliance members.

Structure of FAPSA: Central and Institutional FAPSAs

CENTRAL FAPSA
FAPSA Leader + co-leaders, Institutional FAPSA Leaders +
1-3 assigned members from each institution

INSTITUTIONAL FAPSAS

NHL Stenden	TUS	UBU	Howest	FHV	IPCA	IPL	HAMK	TUL

UGAL

New partners marked in orange

2.1 FAPSAs main tasks

FAPSAs main tasks are the following:

- Development and support of new and innovative pedagogical practices

- Promoting a shared pedagogical culture and approach within RUN-EU

- Pedagogical support for RUN-EU teachers, staff, and students

- Pedagogical support and quality assurance for RUN-EU training/learning opportunities

RUN EU pedagogical development is based on having a shared vision of what constitutes high-quality learning and teaching and how to promote that. Next, we will shortly introduce the vision and mission that guides the FAPSA work.

2.2 Vision and mission of FAPSA

The vision of FAPSA is to have a joint pedagogical culture within RUN EU that promotes high-quality learning and teaching and the development of future skills. Future skills refer to competencies and abilities that individuals need to succeed in a rapidly evolving job market and changing world.

The RUN-EU pedagogical culture was developed in collaboration with all RUN-EU partner institutions in a joint workshop. European values acted as a starting point when creating the vision. FAPSA supports the shared pedagogical culture and pedagogical framework across alliance institutions and regions.

The pedagogical culture of the RUN EU addresses the norms and values underlying our pedagogical practices as well as our ways of working within the pedagogical culture.

The RUN-EU pedagogical culture has three central pillars:

- Building on collaboration, openness and wellbeing

- Promoting innovation, research-informed knowledge generation, and multidisciplinary engagement

- Implementing constructive alignment and student-centered teaching and learning

These are described in more detail in the next page.

Building on collaboration, openness, and wellbeing

- ▶ Making space for collaboration and supporting everyone's involvement in the community

- ▶ Promoting equality, diversity, and inclusivity guides what we do in our pedagogical community

- ▶ Being open to sharing and learning from each other in our pedagogical community

Promoting innovation, research-informed knowledge generation, and multidisciplinary engagement

- ▶ Fostering creativity, resourcefulness, and curiosity in learning and teaching

- ▶ Ensuring that our learning and teaching is research-informed

- ▶ Providing opportunities to work in multidisciplinary and international teams

Implementing constructive alignment and student-centered teaching and learning
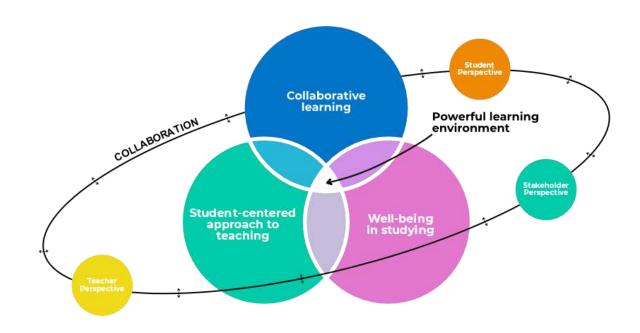
- ▶ Supporting students' activity and agency in learning

- ▶ Following the principles of constructive alignment in our teaching

- ▶ Utilising assessment practices that support learning and focus on the learning processes

2.3 RUN EU
pedagogical framework

The Pedagogical Framework of RUN-EU serves as a pedagogical backdrop for innovative pedagogical approaches and good practices implemented in all educational programme formats, such as variety of short learning opportunities and Joint Programmes in RUN-EU.

The basis for pedagogical principles lies in student-centredness which is the cross-cutting pedagogical approach in all learning opportunities of RUN-EU. The Pedagogical Framework with its pedagogical principles and theoretical concepts is based on current research in higher education learning and teaching.

The pedagogical framework and principles should be manifested by teaching. FAPSA supports teachers, educational leaders and staff in implementing the pedagogical principles into practice. The pedagogical principles are presented in the next page and their implementation to practice are described in more detail in the pedagogical guide for teachers.

2.3 The **basic principles** in RUN-EU pedagogical framework are **based on research**

Deep approach to learning	refers to high quality learning processes the student applies when studying (Entwistle, 1998; Lindblom-Ylänne, Parpala & Postareff, 2019).	is related to better study achievement as well as increased wellbeing (Asikainen et al., 2022).	may be regarded as context-specific and have been found to be related to the teaching practices that are used (Postareff et al., 2015).

Student-centred approach to teaching	refers to high quality, interactive teaching practices (Postareff et al. 2024)	teachers use diverse teaching strategies and assessment methods in order to engage and encourage students to be active.	teachers aim to activate students' thinking, activate their prior knowledge in the construction of new knowledge (Trigwell & Prosser, 2004).	is related to teachers' improved well-being (Cao et al. 2018)	is related to high quality of students' learning processes and how they study (Postareff et al. 2015)

Well-being in studying	refers to students' psychological well-being. Engagement is a positive indicator of study-related well-being, burn-out is a negative indicator of well-being (Bakker & Mostert, 2024).	is related to study achievement as well as approaches to learning (Asikainen et al., 2022).	teacher can influence better well-being but teachers are not the only resources (Bakker & Mostert, 2024).

Collaborative learning	refers to group work pedagogy (Barkeley et al., 2014; Johnson & Johnson 2008).	is related positively to cognitive learning outcomes, student engagement, attitudes, persistence, and personal development (Barkley et. al., 2014).	besides academic achievements and benefits, the social and emotional benefits of collaborative learning advocate for stronger relationships with mutual respect, empathy and a sense of belonging. (Johnson & Johnson 2008)

Competence based learning	refers to outcome-based and student-centered instruction (Henri et. al. 2017)	relies on measurable assesment and explicit learning outcomes (Voorhes 2001)	requires a versatitle skill set among the students and teachers (Voorhes 2001)

3. Pedagogical Development, Support and Peer Learning Activities

FAPSA offers pedagogical guidance and development opportunities to RUN-EU teachers and other staff members through the central and institutional FAPSAs to ensure that the RUN-EU joint education opportunities include modern and innovative pedagogies and address future skills development. In this section, we describe the different types of pedagogical support that the FAPSA offers, that is:

- Pedagogical support for short learning opportunities

- Pedagogical Superweeks

- Pedagogical workshops for teachers and staff

- Peer learning programme

3.1 Pedagogical support for Short Learning Opportunities (SLOs)

RUN-EU offers a variety of Short Learning Opportunities (SLOs) with aims to address regional and international needs through a collaborative international learning environment. Diverse and innovative short learning opportunities such as Short Advanced Programmes (SAPs), Erasmus+ Blended Intensive Programmes (E+BIPs), Collaborative Online International Learning (COILs), Massive Open Online Courses (MOOCs), Learner Exchange Schools (LEXS), and other related learning opportunities are offered, enabling collaborative partnerships between institutions and learners to enhance their knowledge and skills.

FAPSA plays a prominent role in supporting the pedagogical aspects and approaches to deliver each learning opportunity. In the early stages of a learning opportunity, institutional FAPSA guides and supports teachers in the pedagogical design of a learning opportunity. A Pedagogical Guide entailing the alliance's anticipated pedagogical culture and framework inclusive didactic aspects leading to the intended learning outcomes, assessments, teaching and learning environment etc. are shared and discussed with teachers to develop and to deliver a purposeful and valuable learning opportunity. Towards the end of a learning opportunity, institutional FAPSA facilitates an evaluation session whereby feedback are collected through Learner and Teacher Experience Survey. Information reflecting the learning experiences, process and outcomes are valuable to shape sustainable quality of higher education driven by pedagogical and collaborative efforts of the alliance.

3.2 Pedagogical Superweeks for teachers

Concept and Purpose

FAPSA offers pedagogical support for the teachers and staff in the form of the pedagogical Superweeks. The RUN-EU Superweek is a yearly event that brings together academic and support staff from RUN-EU universities. Superweek is hosted by Central FAPSA and it aim to facilitate collaboration in order to encourage innovative thinking in higher education, with a focus on the exchange and co-creation of pedagogical practices across institutional boundaries.

The goals of Superweek are numerous. The primary ambition of the event is to generate concrete, innovative solutions in education and pedagogy. Participants are encouraged to explore new teaching and learning methods, apply constructive alignment, and design powerful learning environments that promote well-being, inclusivity and student success. Peer learning is also of great importance in this context. Staff from various institutions learn from each other's practices, share challenges, build a shared understanding of quality in education, and return to their home institutions with ideas, methods, and tools they can implement. Super Week also aims to deepen European cooperation among RUN-EU partners; it offers networking opportunities and fosters institutional bonds.

Participants

The event is designed for professionals involved in educational development, including academic staff (lecturers and professors), pedagogical developers and members of institutional FAPSA units. It is also open to anyone engaged in designing, implementing or improving curricula and teaching practices at RUN-EU universities.
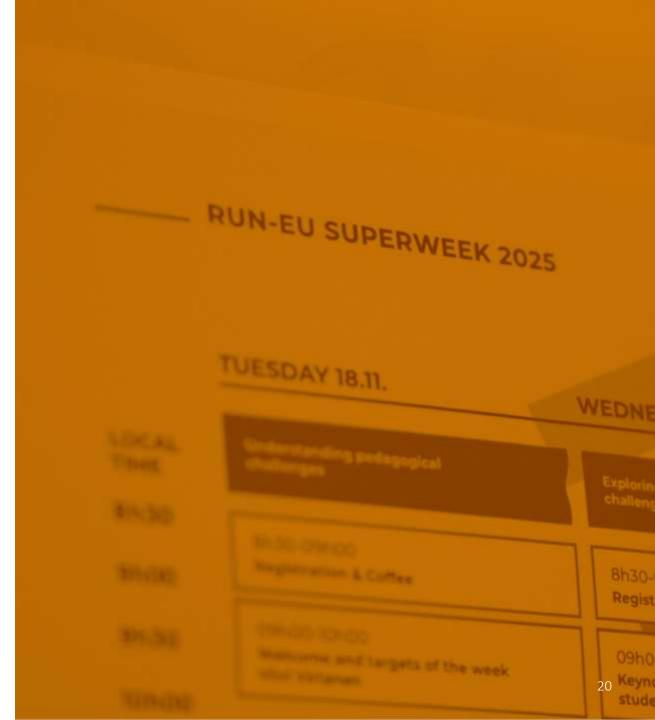
Read more about Superweeks

Altogether four editions of Superweeks are organized during 2024-2028:

1. Howest University of Apllied Sciences, Belgium, in November 2024. For more information, visit the [Howest Super Week website](#).

2. HAMK University of Applied Sciences, Finland, in November 2025. For more information, visit the [Super Week page at HAMK](#).

3. NHL Stenden University of Applied Sciences, the Netherlands, 2026.

4. HAMK University of Applied Sciences, Finland, in 2027.

The RUN-EU Super Week has proven to be a powerful catalyst for pedagogical innovation, cross-institutional collaboration and professional development bringing together educators and developers from diverse contexts creates a unique space for co-creation, reflection and exchange. The combination of structured methodologies, hands-on design work and cultural immersion fosters a shared understanding of educational quality and provides participants with the practical tools needed to improve learning environments within their own institutions.

Super Week is not just an event, but a growing movement towards meaningful transformation in higher education.

3.3 Pedagogical Workshops for RUN-EU Teachers and Staff

The Central FAPSA offers online pedagogical workshops specifically designed for RUN-EU teaching staff, educational developers, and pedagogical leaders. These workshops aim to promote pedagogical development throughout the RUN-EU network.

Several key principles shape the workshop design:

• Topics correspond to the three fundamental themes central to pedagogical culture.

• Sessions are highly interactive.

• Peer learning is a core component.
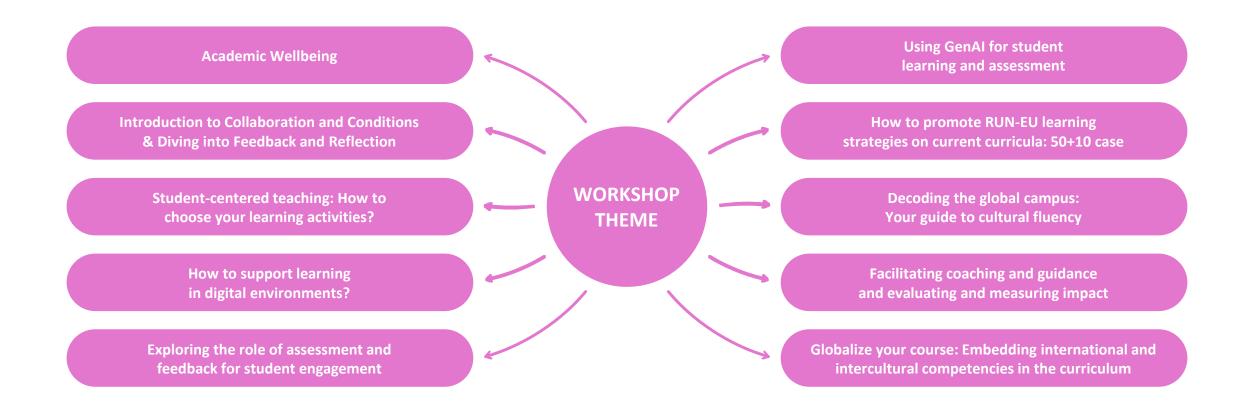
Peer learning extends beyond participants to the structure and facilitation of the workshops themselves: each session is co-led by representatives from at least two institutions, fostering mutual learning among facilitators.

From 2024 to 2028, a total of 24 online webinars and workshops are organised, each expecting around 15 participants. The workshops are offered twice to offer choices and flexibility for the participants.

In addition, these workshops provide a platform to distribute digital pedagogical guides—one tailored for teachers and another for educational developers and leaders—featuring informative texts, visuals, brief videos, and practical tools to aid in the planning and delivery of teaching activities.

Table 1. Pedagogical Workshop Topics

Find more information, e.g., the dates about the upcoming workshops on RUN EU website.

Academic Wellbeing

Introduction to Collaboration and Conditions & Diving into Feedback and Reflection

Student-centered teaching: How to choose your learning activities?

How to support learning in digital environments?

Exploring the role of assessment and feedback for student engagement

WORKSHOP THEME

Using GenAI for student learning and assessment

How to promote RUN-EU learning strategies on current curricula: 50+10 case

Decoding the global campus: Your guide to cultural fluency

Facilitating coaching and guidance and evaluating and measuring impact

Globalize your course: Embedding international and intercultural competencies in the curriculum

3.4 Peer Learning Programme

The peer learning programme has been organised between the Institutional FAPSAs.

The aim is to ensure the continuous improvement of the Institutional FAPSAs in supporting pedagogical development within RUN-EU.

When collaborating and co-creating materials and activities, the members learn from each other's best pedagogical practices and structures, and a shared understanding of the RUN-EU pedagogical framework is strengthened.

Peer learning happens through, e.g.:

- Organizing pedagogical workshops

- Publishing publicly available pedagogical guides

- Co-creating tools to develop the RUN-EU pedagogical culture.

Peer learning includes a variety of activities, both online and face-to-face, which can be examined more in detail here.

4.Pedagogical Guides for Teachers and Staff

One of the main aims of FAPSA is to drive a common pedagogical culture within RUN EU and promote a shared understanding of the pedagogical principles. In order to support the teachers and staff in their pedagogical work, FAPSA has created pedagogical guides for teachers and staff as a concrete way to support them in putting the Pedagogical culture into action.

We will next introduce two guides for different target groups:

- Pedagogical guide for teachers

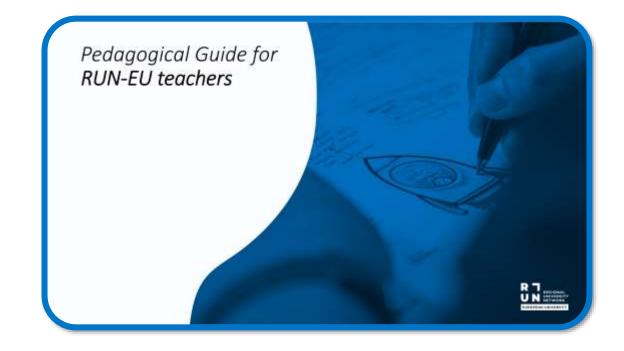- Pedagogical guide for educational developers and leaders

4.1 Pedagogical Guide for Teachers

The pedagogical guide for teachers aims to help teachers in developing their teaching. The guide helps teachers in designing, implementing and evaluating jointly developed learning opportunities, such as Short Advanced Programmes (SAPs), BIPs (Blended Intensive Programmes), COILs (Collaborative Online International Learning), MOOCs (Massive Open Online Courses), SPOCs (Short Private Online Courses), LEXs, or other related formats in the RUN-EU context. The pedagogical guide may also be used as a resource in the pedagogical discussion for short learning opportunities (see chapter 3.1)

The pedagogical guide describes the basic theoretical concepts of the pedagogical framework for all RUN EU learning opportunities and aims to implement the principles of the RUN-EU pedagogical culture. Further, the guide aims to support the teachers to emphasize the following aspects in their teaching:

- Promoting students' high-quality learning

- Using and experimenting of innovative pedagogies and learning activities

- Supporting the learning of future and advanced skills and wellbeing of teachers and students across learning opportunities in RUN-EU.

You can find the pedagogical guide for teachers in **Appendix 1**.

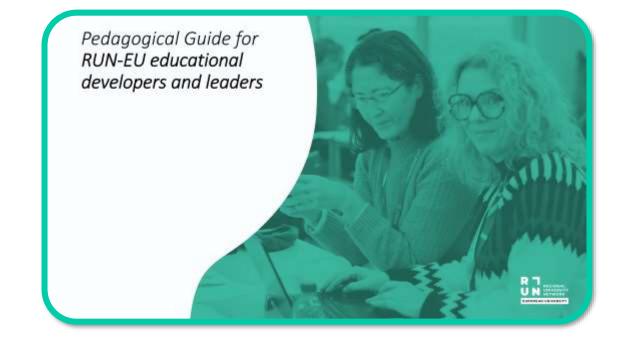Pedagogical Guide for
RUN-EU teachers

4.2 Pedagogical Guide for RUN-EU Educational Developers and Leaders

The purpose of the pedagogical guide for educational developers and leaders is to raise awareness of the importance of pedagogical leadership in creating a common and shared pedagogical culture and in forming a robust pedagogical foundation within RUN EU context.

High-quality higher education is always built on shared and collective leadership that supports well-being and everyday learning. The guide introduces basic theoretical concepts of pedagogical leadership or "leadership of learning", and what they mean in institutions' educational practice. The guide aims to support the educational leaders, developers and teachers in the following aspects:

• Understanding the importance of shared language, transparency and common goals

• Identifying own role in creating a pedagogical culture

• Finding ways to involve staff and help the organisation to learn

You can find the guide in **Appendix 2**.

5. Pedagogical Support for Learners

RUN EU learning environments bring together learners from a wide range of cultural and educational backgrounds. While this diversity is a source of great strength, it also presents new challenges for leaners adapting to new academic and social contexts. Entering a multicultural and multilingual educational learning environment can be both exciting and demanding, requiring not only academic adaptation but also emotional and social support.

The following sections introduce two forms of pedagogical support for learners within RUN EU:

- Digital guide for studying

- A MOOC for learners designed to support them in their learning journeys.

The aim is to ensure that all learners can thrive and reach their full potential.
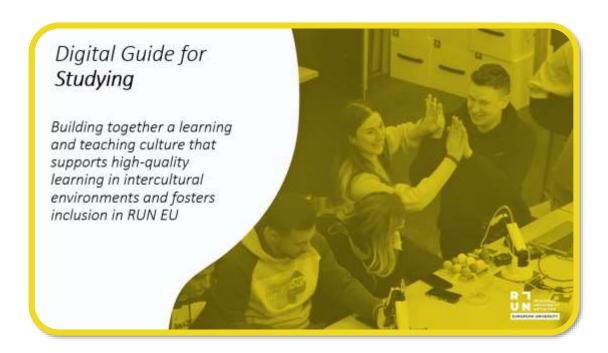
5.1 Digital Guide for Studying

Study guide for students aims to help learners in RUN EU to see their own role in studying and learning in RUN EU. The Digital guide for studying is aligned with RUN EU Pedagogical guide for teachers and the guiding pedagogical principles.

Teachers of the short learning opportunities can use the study guide as a support material for the learners, for example, before the learning opportunity as a pre-task to prepare them for studying or during the learning opportunity to support students.

Study guide for students aims to support the learners' in:

- Adopting high-quality learning processes

- Supporting and taking care of their own and peers well-being

- Engaging in Intercultural collaboration and career building

You can find the study guide in **Appendix 3**.

Digital Guide for Studying

Building together a learning and teaching culture that supports high-quality learning in intercultural environments and fosters inclusion in RUN EU

5.2 A Future Study Skills MOOC

FAPSA will provide a Future study skills MOOC for RUN EU learners to support them in their learning journeys in the RUN EU context.

Short course description for MOOC
The MOOC takes you on a tour of future study skills and prepares you to study in a future-oriented way in all of your and other educational institutions' courses. You will learn how to study in European high schools and universities when an intercultural collaboration is built with several European students, teachers, and other stakeholders. Your well-being is emphasized throughout all your degree studies, and this course provides insights into maintaining your well-being. This course serves as a starting point for reflecting on your own learning processes, well-being, and career development interests and paths, laying the groundwork for a continuous learning path from school to the world of work.

Competence objectives of the MOOC
After taking the course, the learner is able to:

- participate in RUN-EU courses as a student while understanding basic principles of studying in RUN-EU / own educational institutions' courses

- reflect their development needs from today to the future regarding their career expectations

The MOOC is being designed and built. The MOOC will be released in June 2026.

How to use and implement the available pedagogical tools?

Here are some suggestions how the different tools may be used by teachers and by educational developers and leaders.

Pedagogical guide for teachers and staff

- Teachers can use the pedagogical guide when planning their short learning opportunities, get some ideas and align their teaching according to the RUN EU pedagogical principles

- Pedagogical guide can be integrated as a part of the pedagogical discussions between teachers and FAPSA members in the beginning of the short learning (described in chapter 3.1).

- Pedagogical guide can be used during Superweeks as a part of the pedagogical training to introduce and implement the RUN EU pedagogical principles.

Study guide for students

- Teachers of the short learning opportunities can use the study guide as a support material for the learners, for example, before the learning opportunity as a pre-task to prepare them for studying or during the learning opportunity to support students.

- Study guide can be introduced to the teachers during the pedagogical discussions

MOOC for students

- MOOC can be used as a pre-task for students to prepare them for the short learning opportunities

Pedagogical guide for educational leaders and developers

- Guide for leaders and educational developers may be used in pedagogical leadership trainings or as a resource in pedagogical trainings

6. Assessment of quality, impact and relevance

The European Programmes Academy (RUN-EPA) is responsible for the assessment and development of the joint learning offer within RUN EU. Quality assurance and continuous improvement form the backbone of all RUN EU pedagogical activities. RUN-EPA drives research-based innovative pedagogical development by assessing learning, collecting learning analytics and measuring learning and teaching experiences. FAPSA has a key role in this process. FAPSA is responsible, firstly, for **collecting the Learner Experience Survey and Teacher Survey** at the end of each learning opportunity to assess the quality and relevance of RUN-EU joint learning opportunities, and secondly, for **analysing the results and using the results for pedagogical development purposes**.

What is measured in the surveys?

Learner experience survey measures:

• Learners' learning processes

• Experiences of the teaching-learning environment

• Developed competencies

• Study well-being
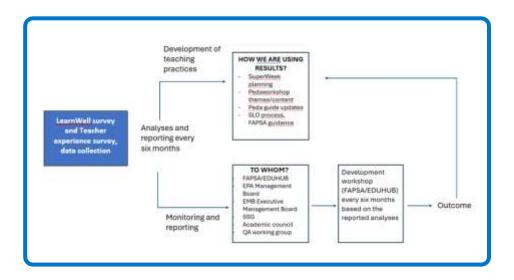
• Mobility

Teacher experience survey measures:

• Teachers' approaches to learning,

• Teacher self-efficacy,

• Teaching community's support

• Open questions (what worked well, what could be improved and what kind of support would the teacher like to get in the future when creating and teaching a RUN-EU learning opportunity)

6. Assessment of quality, impact and relevance

FAPSA provides a bi-annual report of the results of the Learner Experience Survey and, in the future, Teacher Survey, for different stakeholders. Reports are delivered at the end of August/beginning of September and at the end of January. Reports are shared with the key groups within the RUN-EU, including FAPSA members, EDUHUB members, EPA Management Team and Executive Management Board (see picture on the top right). The report includes analyses of the data and provides information on average values and standard deviation from all short learning opportunities during the reporting period. Summary and highlighted dimensions of the report give a general overview of the quality of our teaching and learning. The results provide important information that can then be used to further develop and target the pedagogical support.

FAPSA has also created a PowerBI environment for more detailed data on Learner Experience Survey (e.g., learners' experiences, learning processes, teaching and teaching resources, mobility, impact etc). In PowerBI it is possible for different stakeholder to view in real time the data that is relevant for them and filter the results according to the year, course type or institution. Learner Experience Survey provides useful data and is an important tool in quality assurance.

You can find the more detailed description of the quality process in **Appendix 4**.

Final words and reflection

Final words

The *Pedagogical Approaches Handbook* has outlined how RUN EU supports high-quality, innovative, and future-oriented teaching and learning across its alliance. By strengthening pedagogical competence and awareness, RUN EU empowers teachers, staff, and students to shape meaningful learning experiences that respond to the needs of a changing world.

The handbook presented RUN EU's pedagogical vision and mission, highlighting the central role of FAPSA (Future Advanced Pedagogy Skills Academy) in promoting continuous pedagogical growth. It introduced a variety of practical tools that can be used by teachers and educational developers when enacting the pedagogical principles into practice.

One of the main challenges ahead lies in translating these shared principles and tools into everyday pedagogical practices across RUN EU institutions. Yet, this also presents a powerful opportunity to strengthen collaboration, inspire innovation, and bring the RUN EU pedagogical vision fully to life. We will next reflect on the plans and future ambitions for FAPSA work.

Implications and ambitions

Through both formal and informal channels, various institutional FAPSA and EDUHUB members exchange education concepts, pedagogical approaches and best practices pertaining to the development of learning opportunities. There is an expressed need for joint FAPSA-EDUHUB efforts to formally guide and to support teachers to translate pedagogical approaches from the Pedagogical Guide and from the respective institutions to develop Short Learning Opportunities (SLOs) and aligning these approaches to the required input and processes on the digital platform.

Support for teachers works best when collaboration between FAPSA and EDUHUB is structured and well-defined. When communication and shared responsibility are unclear, teachers struggle to get the support they need from FAPSA and EDUHUB to develop quality learning opportunities.

FAPSA and EDUHUB can reinforce collaborations both on the alliance and institutional level. For instance,

- establish regular and structural consultation moments, feedback loops and opportunities to share best practices to support teachers to develop learning opportunities.

- Implementation of practical and concise tools and guidelines like checklists that explicitly outline the minimum pedagogy requirements and expectations in the development of learning opportunities are useful for pedagogical support.

Sometimes teachers are hesitant to engage in the FAPSA trajectory support offered. Some prefer focusing solely on content and have less interest in the educational practices and pedagogical guidance. Whereas experienced teachers feel confident in their existing practices and see less need for guidance. Limited time and resources make additional support feel burdensome rather than helpful.

To address such challenges, it is significant to develop an approach to support institutional FAPSA in aligning the educational concept and vision of the respective institution with the pedagogical framework and culture of the alliance. Such clarity and transparency help teachers to recognise and to acknowledge education methods and practices that fit best to the desired teaching and learning context and environment. Additionally, it is essential to clarify what "high quality" and "innovative" education in practical terms to ensure teachers see guidance as enabling their work and not criticising their abilities.

Other functional approaches to be considered are for example, developing learning pathways and/or regular bootcamps using train-the-trainer models like the ABC course design – to equip institutional FAPSA and EDUHUB members to support teachers better in the process of developing learning opportunities.
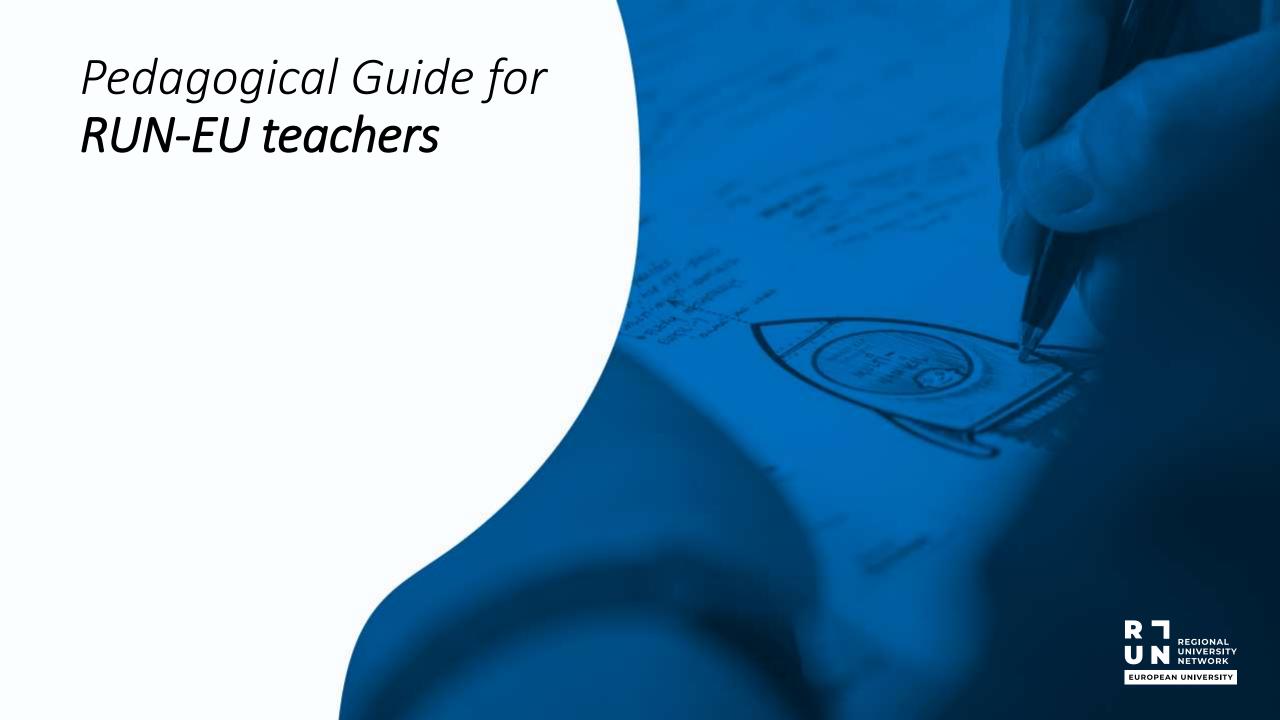
Achieving educational excellence requires coordinated and collaborative efforts as suggested to provide teachers with clear structures and practical support to develop learning opportunities that truly meet students' needs.

Our students will inherit the future

Appendix 1. Pedagogical Guide for Teachers

Pedagogical Guide for
RUN-EU teachers

What is the pedagogical framework for all learning opportunities

FUTURE AND ADVANCED PEDAGOGY SKILLS
ACADEMY (FAPSA) 2024

If you want to read more about RUN-EU, please visit the website
https://run-eu.eu/about-us/

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Defining the concepts and what they mean in teaching practice

*The **purpose** of the pedagogical guide*
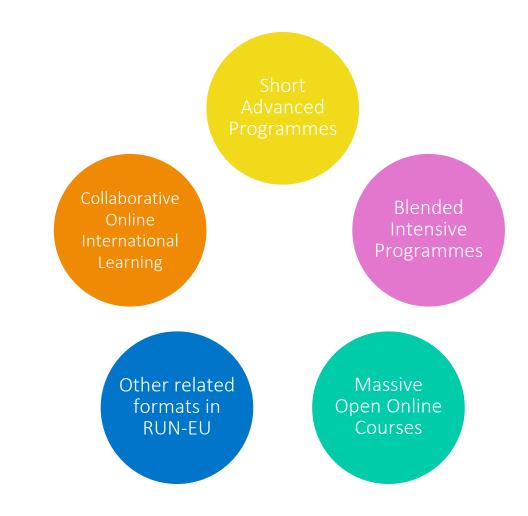
This pedagogical guide aims to help teachers in developing their teaching. The guide helps teachers in designing, implementing and evaluating jointly developed learning opportunities, such as Short Advanced Programmes (SAPs), BIPs (Blended Intensive Programmes), COILs (Collaborative Online International Learning), MOOCs (Massive Open Online Courses), SPOCs (Short Private Online Courses), Summer and Winter Schools, or other related formats in the RUN-EU context.

The pedagogical guide describes the basic theoretical concepts of the pedagogical framework for all RUN EU learning opportunities. The guide aims to implement the principles of the RUN-EU pedagogical culture and to promote a shared understanding of the pedagogical principles. Further, the guide aims to support the teachers to emphasize the following aspects in their teaching:

- Promoting students' high-quality learning

- Using and experimenting of innovative pedagogies and learning activities

- Supporting the learning of future and advanced skills and wellbeing of teachers and students across learning opportunities in RUN-EU.

Short Advanced Programmes

Collaborative Online International Learning

Blended Intensive Programmes

Other related formats in RUN-EU

Massive Open Online Courses

The **link to the** *RUN-EU pedagogical culture*

The pedagogical culture of the RUN EU addresses the norms and values underlying our pedagogical practices as well as our ways of working within the pedagogical culture. The joint pedagogical culture was created in collaboration with all RUN EU partner institutions.

The pedagogical guide takes the pedagogical culture into practice and introduces the key concepts that give us a pedagogical framework for planning our teaching. These concepts are based on research in higher education and are briefly defined on the following page: deep approach to learning, student-centred teaching, well-being in studying, collaborative learning, and competency-based learning.

RUN-EU Pedagogical culture
Ways of working

To understand how pedagogical culture relates to the pedagogical guide, first read the summary of pedagogical culture.

Building on collaboration, openness, and well-being

Making space for collaboration and supporting everyone's involvement in the community

Promoting equality, diversity, and inclusivity guides what we do in our pedagogical community

Being open to sharing and learning from each other in our pedagogical community

Promoting innovation, research-informed knowledge generation, and multidisciplinary engagement

Fostering creativity, resourcefulness, and curiosity in learning and teaching

Ensuring that our learning and teaching is research-informed

Providing opportunities to work in multidisciplinary and international teams

Implementing constructive alignment and student-centered teaching and learning

Supporting students' activity and agency in learning

Following the principles of constructive alignment in our teaching

Utilising assessment practices that support learning and focus on the learning processes

The *basic principles* in RUN-EU pedagogical framework are *based on research*

| **Deep approach to learning** | refers to high quality learning processes the student applies when studying (Entwistle, 1998; Lindblom-Ylänne, Parpala & Postareff, 2019). | ❯ | is related to better study achievement as well as increased wellbeing (Asikainen et al., 2022). | ❯ | may be regarded as context-specific and have been found to be related to the teaching practices that are used (Postareff et al., 2015). |

| **Student-centred approach to teaching** | refers to high quality, interactive teaching practices (Postareff et al. 2024) | ❯ | teachers use diverse teaching strategies and assessment methods in order to engage and encourage students to be active. | ❯ | teachers aim to activate students' thinking, activate their prior knowledge in the construction of new knowledge (Trigwell & Prosser, 2004). | ❯ | is related to teachers' improved well-being (Cao et al. 2018) | ❯ | is related to high quality of students' learning processes and how they study (Postareff et al. 2015) |

| **Well-being in studying** | refers to students' psychological well-being. Engagement is a positive indicator of study-related well-being, burn-out is a negative indicator of well-being (Bakker & Mostert, 2024). | ❯ | is related to study achievement as well as approaches to learning (Asikainen et al., 2022). | ❯ | teacher can influence better well-being but teachers are not the only resources (Bakker & Mostert, 2024). |

| **Collaborative learning** | refers to group work pedagogy (Barkeley et al., 2014; Johnson & Johnson 2008). | ❯ | is related positively to cognitive learning outcomes, student engagement, attitudes, persistence, and personal development (Barkley et. al., 2014). | ❯ | besides academic achievements and benefits, the social and emotional benefits of collaborative learning advocate for stronger relationships with mutual respect, empathy and a sense of belonging. (Johnson & Johnson 2008) |

| **Competence based learning** | refers to outcome-based and student-centered instruction (Henri et. al. 2017) | ❯ | relies on measurable assessment and explicit learning outcomes (Voorhes 2001) | ❯ | requires a versatile skill set among the students and teachers (Voorhes 2001) |

Defining the concepts and what
they mean in teaching practice

*Deep and unreflective approach to learning indicate different **quality of learning** and how **students deal** with **learning tasks***

Deep approach to learning refers to individual's aim to understand deeply, forming a holistic view of the content to be learned and applying critical thinking when studying (Asikainen & Gijbels, 2017; Marton & Säljö, 1976). It refers to using learning strategies that are suitable for meaningful learning, such as looking for pattern and connections, relating things to previous knowledge (Asikainen & Katajavuori, 2020). In the deep approach to learning students aim to integrate new ideas into their existing knowledge-base and carry out the learning tasks in a reflective way (Biggs, 2003). Research suggests that a deep approach to learning is related to better learning outcomes (Watters & Watters, 2007; Entwistle & Ramsden, 1983), as it encourages deeper-level learning processes (Entwistle & Ramsden, 1983).

Unreflective approach to learning (Lindblom-Ylänne, Parpala & Postareff, 2019) relates to students' efforts to simply memorize the new information based on extrinsic motives in relation to the learning task such as a fear of failure or prioritizing the grade over understanding (Vanthournout et al., 2014). Students who are inclined to use surface approaches may not focus on actually understanding the material. This in turn, leads to acquiring fragmented knowledge structures (Marton & Säljö, 1976). Students primarily reproduce facts that they have memorized for an exam, for instance, and in doing so, do not engage in adequate reflection (Entwistle, 1998). Research has shown that the surface approach to learning is associated with lower-level learning outcomes as well as the experience of having heavier workloads in comparison to the deep approach (Trigwell et al., 2012; Kyndt et al., 2011). Students who utilize a surface approach tend to have more negative perceptions of the teaching-learning environment such as the quality of teaching (Kyndt et al., 2011; Trigwell et al., 2012).

Student-centred approach and teacher-centered approach to teaching differ qualitatively

Approaches to teaching are understood as the teaching intentions, methods, and strategies that the teachers apply in their teaching (Uiboleht et al., 2018; Murphy et al., 2021). These include characteristics that relate to the perceptions of the teacher's role, teaching methods and strategies and the teacher's intentions.

A distinction is made between two broad categories of student-centred and teacher-centred teaching (e.g., Murphy et al., 2021) with the former referring to a constructivist approach and the latter referring to traditional approaches to teaching (Uiboleht et al., 2018).

Student-centred approach to teaching

In the **student-centred approach to teaching** the focus is on how to support learning activities that lead to appropriate learning. The focus is thus on what teaching and learning activities the student should be engaging in to learn. Characteristic for student-centred approach are learning and teaching activities and strategies that allow the students to collaborate and communicate with one another (Murphy et al., 2021). Additionally, teachers who utilize student-centred strategies aim to ensure that the amount and quality of teacher-student interaction is adequate and dialogical in nature (Trigwell & Prosser, 2004). The teacher acts as a facilitator of the students' learning processes who aims to meet the students' learning needs and encourages the students to understand the subject matter (Postareff & Lindblom-Ylänne, 2008). Teachers tend to also focus and monitor the students' perceptions, engagement, and activity (Trigwell et al., 2005). Teachers use diverse teaching strategies and assessment methods in order to engage and encourage students to be active. Teachers aim to activate students' thinking, activate their prior knowledge in the construction of new knowledge. (Trigwell & Prosser, 2004). However, as in the teacher-centred approach, the teachers do see knowledge transmission as a necessary part of teaching but is not considered as sufficient on its own. The teacher challenges students' current ideas through problem-solving, discussion and asking questions as this can facilitate students' knowledge construction (Trigwell et al., 2005).

Teacher-centred
approach to teaching

In a teacher-centred approach students are perceived as more or less passive recipients of information (Postareff & Lindblom-Ylänne, 2011; Kember & Kwan, 2000). The teaching methods and strategies used often rely on teacher-led lecturing where students mostly work alone (Murphy et al., 2021) as the teacher does not aim to reinforce students' active engagement or active construction of their own knowledge (Trigwell & Prosser, 2004). The teacher has the primary control of the learning experience of students who tend to have very limited opportunities for collaboration and interaction with one another (Serin, 2018). The teachers tend to focus on the presentation of their subject matter as the teaching leans heavily on information transmission (Postareff & Lindblom-Ylänne, 2008). This leads to fairly one-sided interaction (Prosser & Trigwell, 2014). The teachers who use this approach, generally do not consider the students' experience or what they may bring to the teaching situation (Trigwell et al., 2005). Teacher-focused teaching often incorporates an inflexible use of assessment methods and teaching strategies which the teachers are familiar with. Put differently teachers repeatedly use the same and familiar methodologies in different contexts and learning situations (Postareff et al., 2023). Main criticism of teacher-centred approach is that it is a one-size-fits-all approach and thus does not take the students' individual differences into account, is less inclusive and can lead to lack of student autonomy and ownership of own learning (Altun, 2022).

Competence based learning

Competence based learning involves the practice of a wide range of skills needed to apply acquired knowledge in different contexts. The emphasis is on critical thinking, problem solving, collaboration and creativity. The curriculum emphasises not only what students know, but also what they can do with that knowledge, both individually and in collaboration with others. Personal, collective and global goals are considered. The competence-based education model aims for broad impact, emphasising values, attitudes and ethics in the application of knowledge (UNESCO, 2017).

The development of transferable skills that can be applied beyond the context of study emphasises the importance of lifelong learning. Students acquire skills and deep insights that they can use flexibly and effectively in new and unfamiliar situations (Pellegrino & Hilton, 2012). In such a student- and process centred approach, meaningful assessment (Pellegrino & Hilton, 2019), feedback and reflection play a central role; these elements facilitate both the learning process and students' professional and personal development (Alt & Raichel, 2018). Through active participation and targeted feedback, they are able to adapt to the changing demands of the professional world and flexibly apply their knowledge in different situations (Alt & Raichel, 2018). This not only provides students with the opportunity to gain academic knowledge, but also prepares them for the demands of the real world through realistic and competency-based assessments (US Department of Education, 2014; Smith, 2013).

Well-being in studying is our aim

Well-being in studying refers to psychological, social and emotional well-being (Graham, Powell & Truscott 2016; Salami 2010). Pedagogical Guide is in line with the OECD Learning Compass 2030, which "is an evolving learning framework that sets out an aspirational vision for the future of education. It provides points of orientation towards the future we want: individual and collective well-being." (OECD 2019.) The Pedagogical Guide emphasises the importance of well-being as an integral part of teaching-learning environment and its activities For example, following the principles of the theory of self-determination (Deci & Ryan, 2012; Ryan & Deci, 2000), students' autonomy, belonging, and competence need to be supported as a part of supporting well-being in studying. Autonomy, belonging, and competence (Deci & Ryan, 2000) are satisfied by e.g. support from teachers (Vansteenkiste et al. 2009).

Student well-being can be explored from various viewpoints in the context of higher education. For example, burnout refers to feelings of being exhausted, inefficacy, and anxiety, whereas engaged students feel full of energy and are enthusiastic about their studies (Salmela-Aro & Read, 2017). Study demands and resources theory gives a good overview of what affects student well-being in higher education (Bakker & Mostert 2024). Aspects such as social support from peers and teachers (study resources) and self-compassion (i.e., being mindful and kind to oneself) are positively related to academic engagement and negatively related to academic burnout (Lee et al. 2022).

Self-efficacy (Bochiş et al. 2022; Ozer, 2024) and psychological flexibility (Hailikari, Nieminen, & Asikainen, 2022) are related to student well-being. In the context of higher education, self-efficacy refers to a student's belief in their ability to successfully perform academic tasks, manage challenges, and achieve goals. It plays a crucial role in shaping a student's motivation and overall academic performance. Self-efficacy stems from psychologist Albert Bandura's social cognitive theory, which emphasizes that individuals' beliefs in their own capabilities significantly influence their behaviors and outcomes (Bandura, 2000).

How can we *affect* student *well-being* with *our pedagogical choices?*

Materials, exercises, grouping, schedules or exam types

Providing choice

Taking care of classroom ergonomics

Asking for feedback

Being persistent with teaching

And having scheduled routines and deadlines ready when the course begins (also applies to working hours: when do you answer emails, how long does it take for you to give grades)

Creating bonds and trust among the group

Encouraging a safe learning environment

Using your personality, be yourself!

Allowing and encouraging breaks

Getting to know the students more

Taking time to let everyone talk about themselves and being interested in their backgrounds (holistic approach)
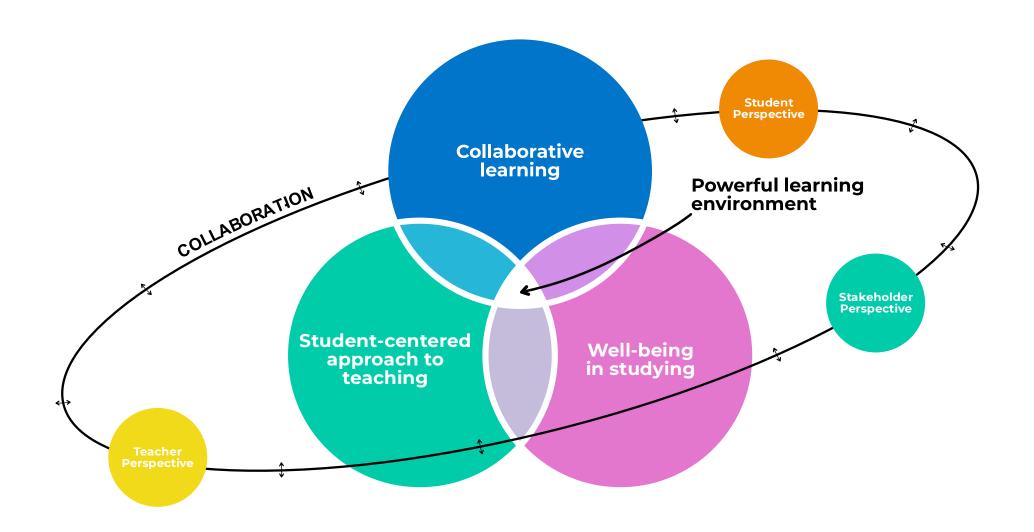
Collaborative learning

As pledged in the RUN-EU pedagogical culture, building on collaboration, openness, and wellbeing is inevitable. The presence of a strong learning community is significant, and it enables students, teachers, and staff across institutions and the alliance to work together. Making space for collaboration and supporting the involvement of everyone in the community is crucial. Hence, collaborative learning is one of the distinctive principles leading the RUN-EU pedagogical framework.

Collaborative learning is an umbrella term entailing various educational approaches whereby joint intellectual effort by students, teachers or a combination of both are cultivated (Smith & MacGregor, 1992). Social constructivism takes place among students and teachers, enabling the creation and interchanges of knowledge, shared objects, the related activities and experiences (Johnson & Johnson, 2008; Barkley et. al., 2014). As highlighted by Hackett et. al. (2024), collaborative learning is acknowledged to have many benefits for students' development (Laal & Ghodsi, 2012; Barkley et. al 2014). A wide range of research evidently proved that collaborative learning promotes and improves learning while correlating positively with cognitive learning outcomes, student engagement, attitudes, persistence, and personal development (Barkley et. al., 2014).
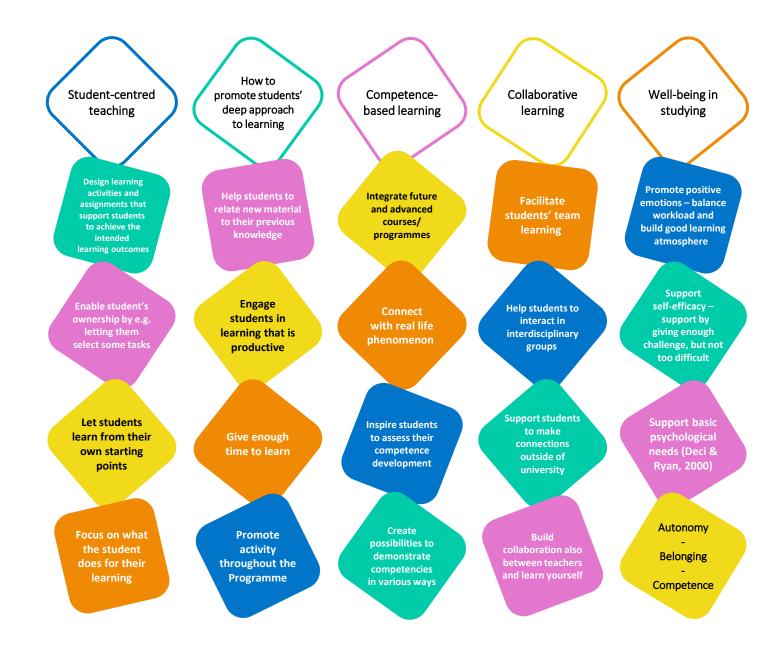
Deep approach to learning can be achieved through collaborative learning: having meaningful social interactions, collaborating and learning from one another. The essential elements of collaborative learning emphasized by the works of Johnson and Johnson (2008) are frequently referenced to exhibit the meaning and the potential of collaborative learning:

- Students are encouraged to **support one another**: the success of individuals is linked to the success of the members of the group

- **Direct face-to-face communication** to facilitate the sharing of resources, discussions, analysis, problem solving while actively helping, and supporting one another in the learning process are expected

- **Accountability** exercised on an individual and a group level is vital to ensure the share of work whereby individual and group assessments inclusive peer evaluations are applied to validate the learning process and the accountability that comes with it

- Enhancing the **development of social skills** which are essential for students (communication, decision making, conflict resolution, building trust, leadership etc.). The skills are necessary to function as part of a group. In return, this contributes highly to the group dynamics and to the success of the learning process. Evaluating group productivity eventually helps students to make decisions and to adapt

- Besides academic achievements and benefits, **the social and emotional benefits** of collaborative learning advocate for stronger relationships with mutual respect, empathy and a sense of belonging.
(Johnson & Johnson, 2008)

What the theoretical concepts mean *in practical teaching work*

Here are examples of how teaching can support **QUALITY** learning in practice

Student-centred teaching

- Design learning activities and assignments that support students to achieve the intended learning outcomes
- Enable student's ownership by e.g. letting them select some tasks
- Let students learn from their own starting points
- Focus on what the student does for their learning

How to promote students' deep approach to learning

- Help students to relate new material to their previous knowledge
- Engage students in learning that is productive
- Give enough time to learn
- Promote activity throughout the Programme

Competence-based learning

- Integrate future and advanced courses/programmes
- Connect with real life phenomenon
- Inspire students to assess their competence development
- Create possibilities to demonstrate competencies in various ways

Collaborative learning

- Facilitate students' team learning
- Help students to interact in interdisciplinary groups
- Support students to make connections outside of university
- Build collaboration also between teachers and learn yourself

Well-being in studying

- Promote positive emotions – balance workload and build good learning atmosphere
- Support self-efficacy – support by giving enough challenge, but not too difficult
- Support basic psychological needs (Deci & Ryan, 2000)
- Autonomy - Belonging - Competence

Designing your teaching

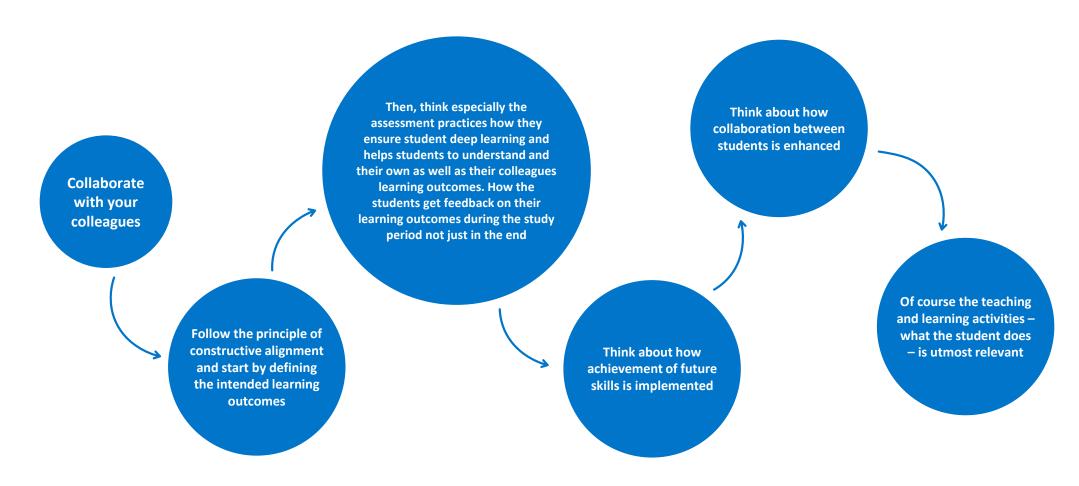*Follow the principle of constructive alignment*

Define the intended learning outcomes

Design assessment for and of learning

Design teaching and learning activities

There are some particularly important
steps in planning your teaching

Collaborate with your colleagues

Follow the principle of constructive alignment and start by defining the intended learning outcomes

Then, think especially the assessment practices how they ensure student deep learning and helps students to understand and their own as well as their colleagues learning outcomes. How the students get feedback on their learning outcomes during the study period not just in the end

Think about how achievement of future skills is implemented

Think about how collaboration between students is enhanced

Of course the teaching and learning activities – what the student does – is utmost relevant

At first, it is essential to *build teachers' community*

Discuss, meet together and clarify your roles and responsibilities. Be open to share and learn from each other.

The job resources – demands theory indicate that collegial peer support is one of the job resources that enhances teachers' wellbeing at work (Bakker & Demerouti, 2023; Naidoo-Chetty & Du Pleis, 2021)
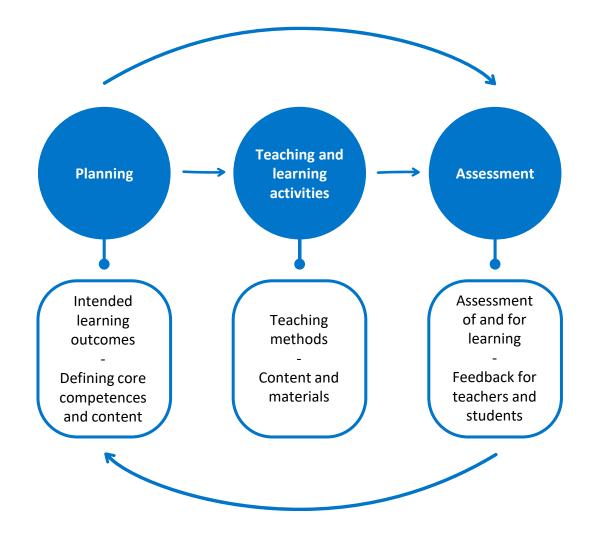
What special responsibilities I will personally have?

How do we work together? What is expected from all of us?

Who are you and what is your special interest related to this learning opportunity, e.g., SAP?

How do we collaborate and communicate?

Who will lead and coordinate our group?

Constructive alignment
principle

Constructive alignment is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching, learning activities and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved. (Biggs & Tang, 2011). The constructive alignment principle can be used to design teaching for quality learning in university (Biggs, 1996; Biggs, Tang, & Kennedy, 2022).

Constructive alignment principle states that our focus as teachers should be on 'what the student does' to achieve the learning outcomes, and teacher's role is to support that. As teachers, we eliminate those aspects in our teaching that encourage unreflective approach to learning and instead we create activities that encourage deep approach to learning.

In constructive aligned teaching, the intended learning outcomes, assessment practices, and teaching and learning activities are all aligned and set stage for student activity, ownership, and deep approach to learning (Hailikari et al. 2022).

Define learning outcomes

What are the themes and phenomena central to this learning opportunity?
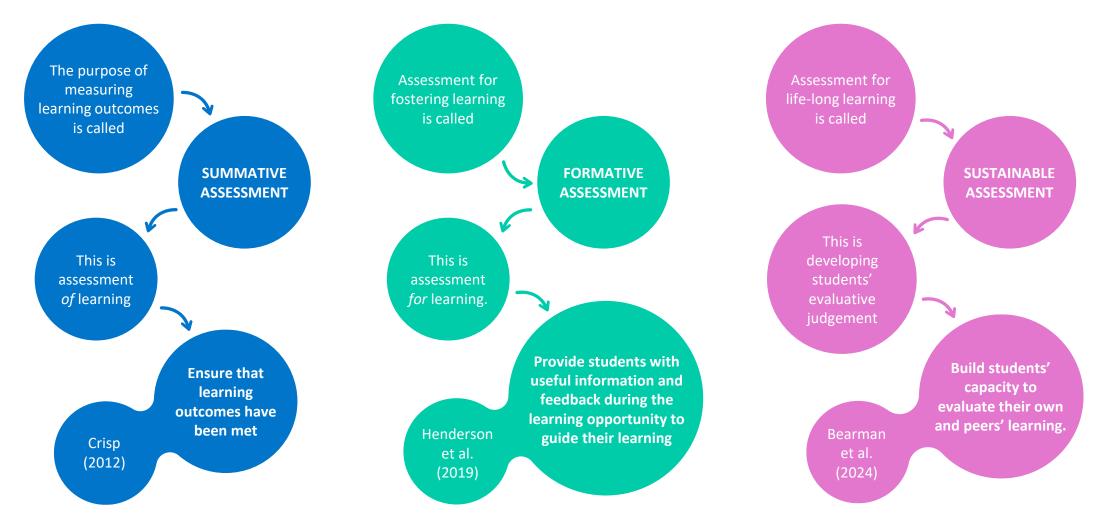
Define the learning outcomes in terms of both content knowledge and future and advanced skills; knowledge, skills, professional attitude

Use active verbs to define the learning outcome

Ensure that workload is appropriate
(1 ECTS credit = 28 hours of student work)

Creating value
Taking responsibility
Respecting others' work
Emotional intelligence
Collaboration skills
Critical thinking
Resilience
Self-leadership
Compassion
Flexibility
Problem-solving
Ecological competence
Design Thinking
Lifelong learning
Self-management
Content knowledge
Reconciling conflicts
Reflection skills
Self-regulation
Wellbeing
Co-regulation
Seeing things from other's perspective
Co-agency
Tension and filemmas
Ecosystem thinking
Teamwork
Creativity
Active learning
Reasoning

Before designing the assessment practices *think* about **the purpose** of assessment

The purpose of measuring learning outcomes is called

SUMMATIVE ASSESSMENT

This is assessment *of* learning

Ensure that learning outcomes have been met

Crisp (2012)

Assessment for fostering learning is called

FORMATIVE ASSESSMENT

This is assessment *for* learning.

Provide students with useful information and feedback during the learning opportunity to guide their learning

Henderson et al. (2019)

Assessment for life-long learning is called

SUSTAINABLE ASSESSMENT

This is developing students' evaluative judgement

Build students' capacity to evaluate their own and peers' learning.

Bearman et al. (2024)

Design assessment
for and *of* learning

Provide students with useful information and feedback during the learning opportunity to guide their learning.

Ensure that learning outcomes have been met.

What kind of evidence students need to provide to demonstrate learning outcomes? What is students' own role in designing their competence demonstrations?

What is assessed for grading – possibilities for authentic assessment?
What are the transparent standards for assessment tasks?
What are the levels of the intended learning outcomes (see for example the SOLO taxonomy)?

How do you provide timely feedback?
How is self-assessment and reflection embedded to the process?
How do you organise peer assessment?

Build students' capacity to evaluate their own and peers' learning.

Design learning and teaching **activities**
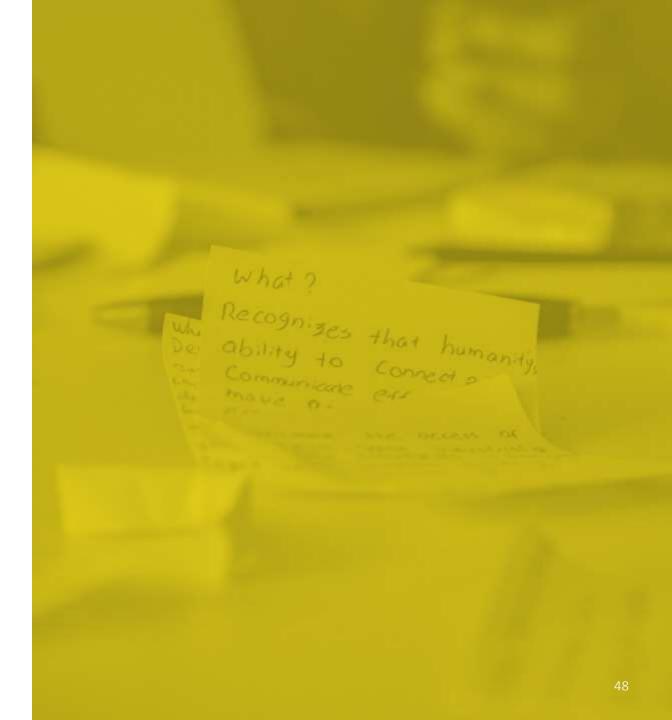
Activating student learning involves using teaching methods that engage students actively in the learning process, encouraging them to think critically, collaborate, and apply knowledge in meaningful ways.

Think about what the student does during the learning opportunity – align the tasks with the intended learning outcomes

Get inspired! Discuss with your colleagues how to activate student learning process

Research has identified many successful teaching methods, such as, Flipped Classroom, Problem-based learning (PBL), Design-based learning (DBL), Design-based education (DBE), Inquire-based learning, Case-based learning, and Activating strategies (in lectures) such as group work, role playing, and pair discussions. These are just examples, there is no single best way of teaching, it depends on the context, the objectives and the resources.

Take a look at guides or textbooks for successful teaching.

RUN-EU Pedagogy in a *Digital Environment*

To implement a collaborative knowledge creation approach in educational practices in a digital environment, it is useful to consider an internationally recognized framework such as Diana Laurillard's Conversational Framework, either to design a learning process or evaluate your current design. Accordingly, pedagogical scenarios should include four types of activities:
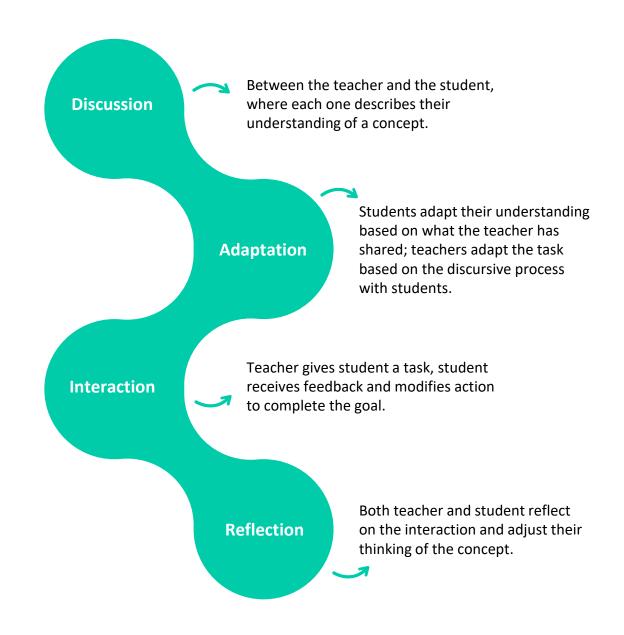
Discussion – between the teacher and the student, where each one describes their understanding of a concept.

Adaptation – Students adapt their understanding based on what the teacher has shared; teachers adapt the task based on the discursive process with students.

Interaction – Teacher gives student a task, student receives feedback and modifies action to complete the goal.

Reflection – Both teacher and student reflect on the interaction and adjust their thinking of the concept.

Reference: Laurillard, D. 2013.

Discussion

Between the teacher and the student, where each one describes their understanding of a concept.

Adaptation

Students adapt their understanding based on what the teacher has shared; teachers adapt the task based on the discursive process with students.

Interaction

Teacher gives student a task, student receives feedback and modifies action to complete the goal.

Reflection

Both teacher and student reflect on the interaction and adjust their thinking of the concept.
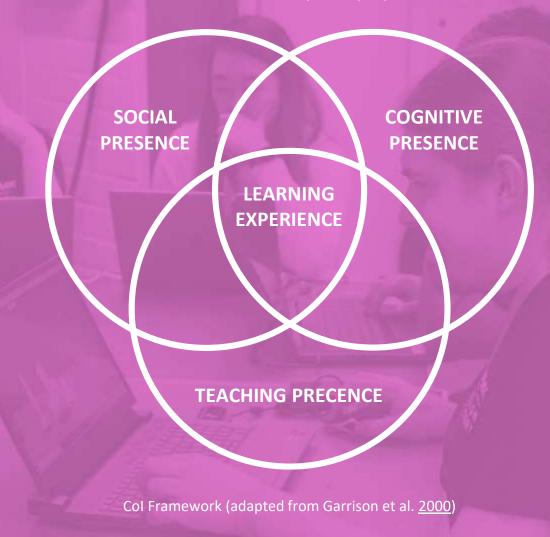
Critical digital pedagogy

Move from transactional approach to designing authentic learning experiences.

Ensure community and collaboration is at the centre of practice. Select digital tools that will enable and enhance these collaborative learning experiences.

Develop digital competence for staff and students to become agents of their own learning.

(Stommel J. et al. 2020; Garrison et al., 2000)

Design online teaching which is informed by a widely accepted framework such as the Community of Inquiry Framework

SOCIAL PRESENCE

COGNITIVE PRESENCE

LEARNING EXPERIENCE

TEACHING PRECENCE

CoI Framework (adapted from Garrison et al. 2000)
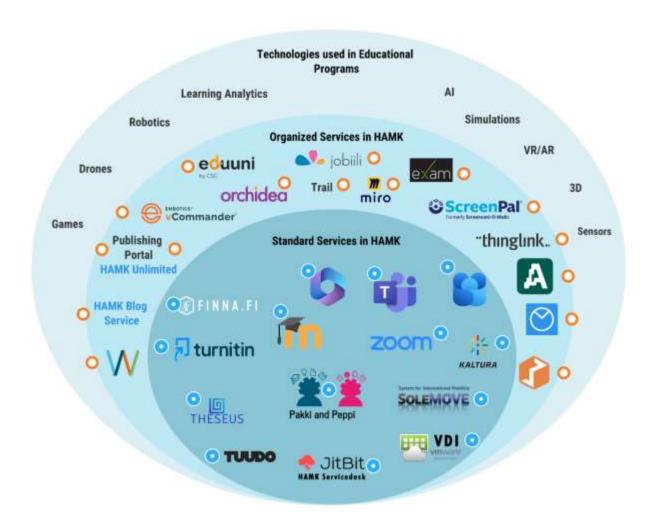
Compilation of digital tools based on the **Conversational Framework** and <u>ABC Curriculum Design Toolkit</u>

Knowledge transfer	Knowledge transfer & Some interaction	High Interaction & Engagement	Collaborative Learning
Learning through acquisition of knowledge – e.g. listening to a lecture or podcast, reading from books or websites, and watching demos, videos, and screencasts.	Learning through discussion and investigation for more active student engagement with content – e.g. asking questions, quizzing.	Learning through discussion, simulation, practice and production with feedback, interactive – increased student and lecturer interaction.	Learning through collaboration, investigation, and production with collaborative group work with input from lecturer.
Live lecture	Quiz Before or After a class	Discussion in Live Classroom	Small Group Discussions between classes
Live Tutorial	Quiz/Poll Tools in a Live Classroom	Online discussion between classes	Creating Group Outputs between classes
Recorded Session	Questions and Answers before or after class	Production, reflection, practice, feedback and discussion - Wikis, Blogs, Reflections, Screencasts by Students + Personalised Responses by Faculty	Small Group Discussions in a live class
Creation of Non-Interactive Content – Video, Notes, Images, Handbooks	Question and Answer session in Live Classroom	Personalised Formative and Summative Assessment Feedback (promoting academic integrity)	Creating Group Outputs within a live class
Existing Online Resources + Open Educational Resources	Creating Interactive Content i.e. student responds while engaging with content	One to One or Small Group sessions/ Project Supervision	Facilitated Live Whole Class Discussion
	Workbooks / Lab books	Roleplays/Simulations	Facilitating Whole Class Discussion between classes
	E-Portfolios	E-Portfolios /Placement portfolios Student Presentations + Peer Discussion	Group Projects Student Presentations + Peer Discussion

Digital tools to use

HAMK's visual model could be adapted for each RUN-EU partner based on the digital tools and platforms available within their institution.

https://digipedaohjeet.hamk.fi/ohje/services-and-tools-used-in-hamk/?lang=en

As an **example overview** of the **process** from student and teacher perspective in designing **a SAP**

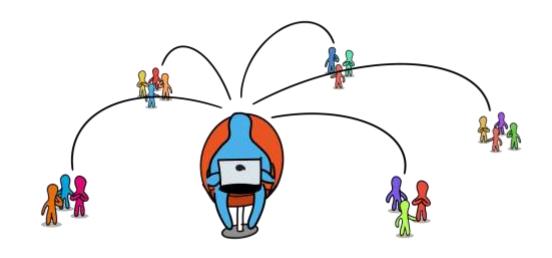|	Prepare	Kick-off	Keep the process going	Explore the final outcomes
STUDENTS' LEARNING ACTIVITIES	I think of what I would like to learn - I submit my application - I write and submit my motivation letter	I get to know other learners - I reflect on my personal goals - I define the learning challenge	Our team is co-creating - Our team is exploring - Our team is prototyping - Our team is experimenting	Our team proposes our results - We present our learning - We demonstrate our learning - We reflect on our learning
TEACHERS' TEACHING ACTIVITIES	We define the learning outcomes - We design teaching and learning activities - We design briefing materials - We design assessment for and of learning - We plan the kick-off meeting	We support the students to get to know each other - We support team building - We explain the SAP's learning outcomes, activities and assessment for the students - We set the students off to their SAP learning journey	We facilitate collaboration and co-creation between students, within and between student teams, and with other partners - We create interactive learning moments - We set milestones for students' progress - We provide feedback on students' progress	We engage the students to reflect on their learning process - We facilitate peer feedback - We assess the learning outcomes - We allocate time for students to answer to the LearnWell questionnaire

The course is about to start

Map your students' starting point

Familiarise yourself with the information the students have provided in the application document:

- Who are they and where are they from?

- What is their (informal and formal) educational background?

- What are their particular interests and expectations for the course or programme?

Based on that knowledge, think about how the student teams could be formed, and create the teams. Use this information to finetune the learning opportunity (e.g. level of challenges).

During the first teaching session

Facilitate students to get to know their own team

Ensure that someone is able to react to any sudden changes, e.g.

Take time to discuss with the students

They might have questions or concerns related to studying in the learning opportunity

Dropout of students which requires modifications in the team composition

Take it slowly!

The students face new people from different cultures and might also have challenges with the English language.

Technical problems

During and *at the end of* your teaching

Collect feedback from the students

Continuous assessment - provide students with useful information and feedback during the learning opportunity to guide their learning, and check if the students have learnt what was aimed

Continuous assessment merges elements of both formative and summative evaluations. Formative assessment supports learning through timely, relevant feedback (Crisp, 2012), enabling both students and educators to gain insights into learning progress throughout the learning opportunity (Paloposki, Virtanen, & Clavert 2024).

Collect feedback from the students

Assess the feedback

Provide information & feedback to the students

Learner experience survey and LearnWell feedback

RUN-EU Learner experience survey is designed to be taken in the end of any learning opportunity. The survey is a combination of institutional surveys and questionnaires.

The LearnWell part of the questionnaire is a research-based instrument for supporting students' learning and well-being and for enhancing the quality of teaching, and its various measurements have been validated (Herrmann, Bager-Elsborg, & Parpala, 2017) in several different contexts and cultures

LearnWell feedback is a dynamic, real time, group level report, received after the survey has been completed. It is based on own group's (e.g., course participants) responses, representing a dialogic, learning-focused feedback culture

The Learner experience survey aims to support learners' reflection on their own learning and wellbeing

Institutional FAPSA's support in facilitating the Learner experience survey and LearnWell feedback facilitation

Need any help? Who to contact

Administrative *support check*

Contact the following persons in your institution **for further support:**

EDU HUB representative at your institution

FAPSA representative at your institution

Final thoughts

As we conclude this pedagogical guide, we encourage you, as educators, to see each learning opportunity as a chance to inspire, innovate, and create meaningful experiences for students. This guide represents more than just a collection of teaching strategies; it embodies a shared commitment by all RUN-EU partner institutions to foster a student-centered, collaborative, and well-being-focused approach to education. By engaging with these norms and values, we collectively uphold a deep approach to learning, prioritize the holistic well-being of students, and emphasize competency-based and collaborative learning.

The principles and practices outlined here serve as a blueprint for enhancing the educational experience across all RUN-EU programs. We hope that this guide will inspire you to integrate these pedagogical concepts into your teaching, creating meaningful, engaging, and transformative learning experiences. Thank you for your dedication to teaching excellence and for advancing our collective vision for a vibrant and inclusive educational environment within RUN-EU.

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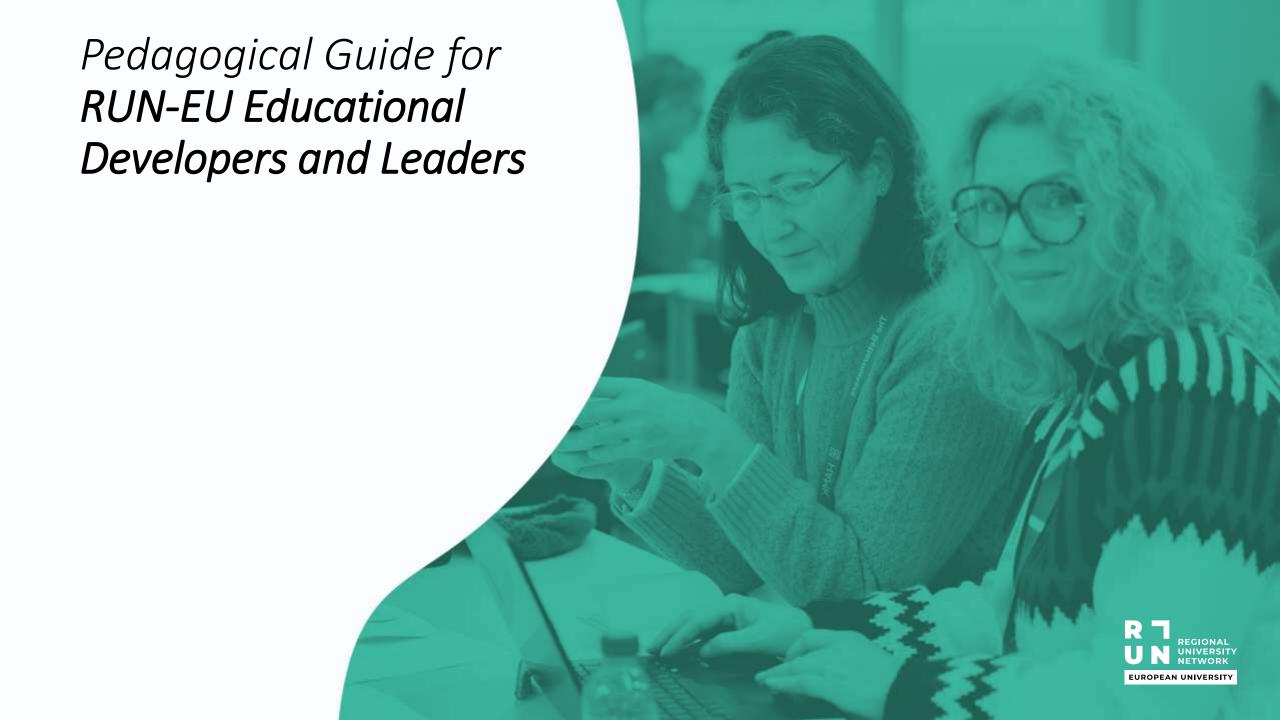
The Pedagogical Guide has been prepared by RUN-EU FAPSA team

For further information and pedagogical support, contact your institution's FAPSA members.

Our students will inherit the future

Appendix 2. Pedagogical Guide for Educational Developers and Leaders

Pedagogical Guide for
RUN-EU Educational Developers and Leaders

Contents

Development team

The members of RUN-EU FAPSA team

Graphic design

Jali Närhi

Pictures

RUN-EU activities

1. Introduction

Pedagogical leadership is about creating a learning culture where teaching and learning are everyone's responsibility, guided by values, reflection, and shared vision
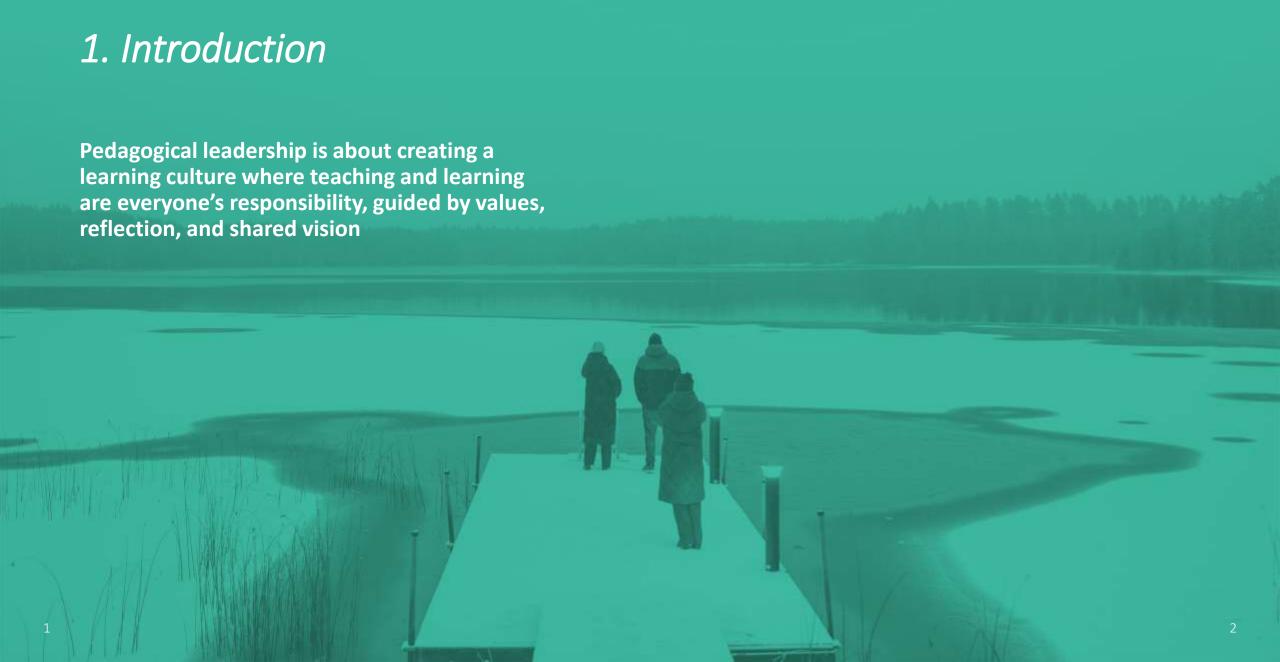
1.1. The *purpose* of the pedagogical guide for leaders

The purpose of this pedagogical guide is to help pedagogical leaders and developers as well as teachers to understand the central role of pedagogical leadership in creating a common and shared pedagogical culture and a pedagogical foundation within RUN EU context.

High-quality higher education is always built on shared and collective leadership that supports well-being and everyday learning. The present guide introduces basic theoretical concepts of pedagogical leadership or "leadership of learning", and what they mean in institutions' educational practice. The guide aims to support the educational leaders, developers and teachers in the following aspects:

- Understanding the importance of shared language, transparency and common goals

- Identifying own role in creating a pedagogical culture

- Finding ways to involve staff and help the organisation to learn

1.2. What kind of leadership is needed to support quality in learning?

To ensure quality in learning, leadership must actively shape the culture of the institution. One of the most important aspects is a **strong commitment from leaders**. When leaders clearly demonstrate that they value teaching and that teaching and learning are at the heart of their priorities, it sets a tone for the whole community. Their commitment can be seen in the resources they allocate, the goals they set, and the way they consistently emphasize the value of teaching.

Leaders need to nurture a **culture that encourages the development of teaching and learning**. This involves valuing continuous professional development and fostering an atmosphere where experimentation and reflection are welcomed. A positive culture makes it possible for both teachers and students to grow, adapt, and thrive.

(O'Mahone & Caravan, 2012)

The core of pedagogical leadership is to promote a learning environment where both teachers and students can thrive.

1.3. Towards a common pedagogical culture:
The role of leadership

Pedagogical leadership, or leadership of learning, involves guiding leaders, teaching staff, students, and academic administration within the institution to work together toward the goal of high-quality, student-centered teaching culture and high-quality learning (see e.g. Nevgi, 2014). This means that leadership in education should be holistic and shared, rather than limited to individual persons in formal leadership positions. Thus, it is essential to have a common and shared understanding of what kind of learning culture we want to promote in RUN EU context.

The core of pedagogical leadership is to promote a learning environment where both teachers and students can thrive. This requires pedagogical awareness.

There are some key elements that promote successful pedagogical leadership that we will elaborate next (see picture on the next page).

Shared understanding and use of common language

Making shared goals and visions visible and explicit

Pedagogical awareness

Fostering a positive and supportive interaction

1.4. Key elements of pedagogical leadership

Shared understanding and use of a common language:

- The most important task in leadership of teaching is to create and support shared language in the institution.

- If there is no shared language, it is impossible to have mutual understanding of aims, goals, responsibilities and roles.

- This requires spaces for discussions and common sense making on topics such as "How do we understand quality learning? What kind of learning culture do we want to promote? What is everyone's role in the system?"

Making shared goals and visions visible and explicit:

- It is important that everyone is aware of the shared vision and goals and that these goals are revisited regularly.

- It is essential to encourage meetings around this topic and check the progress.

Ability to learn and reflect own actions (pedagogical awareness)

- Having knowledge of learning and teaching

- Understanding students' and teachers' experience

- Being open as it creates trust

Fostering a positive and supportive interaction and atmosphere among leaders, teachers and students:

- Listening and being present

- Commitment to promoting teaching and learning

- Creating room for pedagogical discussions and dialogue

- Respecting and valuing other's opinions

1.5. RUN-EU pedagogical culture and shared vision

In RUN-EU, a joint pedagogical culture was co-created by all partner institutions, representing a shared vision of the pedagogical culture we want to promote across the alliance. This shared pedagogical culture reflects the common norms and values that underpin our teaching and learning practices. The most important task in pedagogical leadership is to create and support shared language within RUN EU and its partner institutions, and our joint pedagogical culture provides the foundation for this.

By fostering a collective vision, we strengthen shared understanding, develop a common language, and work toward joint goals. It also shapes and guides the ways of working together within RUN-EU.

Based on the vision, basic pedagogical principles were created to make transparent, how we understand quality learning and teaching and how the vision is implemented in the everyday pedagogical practice. The pedagogical principles form a foundation for a common pedagogical approach and are based on pedagogical research.

Building on collaboration, openness, and well-being
Making space for collaboration and supporting everyone's involvement in the community

Promoting equality, diversity, and inclusivity guides what we do in our pedagogical community

Being open to sharing and learning from each other in our pedagogical community

Promoting innovation, research-informed knowledge generation, and multidisciplinary engagement
Fostering creativity, resourcefulness, and curiosity in learning and teaching

Ensuring that our learning and teaching is research-informed

Providing opportunities to work in multidisciplinary and international teams

Implementing constructive alignment and student-centered teaching and learning
Supporting students' activity and agency in learning

Following the principles of constructive alignment in our teaching

Utilising assessment practices that support learning and focus on the learning processes

1.6. The *basic principles* in RUN-EU pedagogical framework are *based on research*

How we understand quality learning and teaching

| **Deep approach to learning** | refers to high quality learning processes the student applies when studying (Entwistle, 1998; Lindblom-Ylänne, Parpala & Postareff, 2019). | **>** is related to better study achievement as well as increased wellbeing (Asikainen et al., 2022). | **>** may be regarded as context-specific and have been found to be related to the teaching practices that are used (Postareff et al., 2015). |

| **Student-centred approach to teaching** | refers to high quality, interactive teaching practices (Postareff et al. 2024) | **>** teachers use diverse teaching strategies and assessment methods in order to engage and encourage students to be active. | **>** teachers aim to activate students' thinking, activate their prior knowledge in the construction of new knowledge (Trigwell & Prosser, 2004). | **>** is related to teachers' improved well-being (Cao et al. 2018) | **>** is related to high quality of students' learning processes and how they study (Postareff et al. 2015) |

| **Well-being in studying** | refers to students' psychological well-being. Engagement is a positive indicator of study-related well-being, burn-out is a negative indicator of well-being (Bakker & Mostert, 2024). | **>** is related to study achievement as well as approaches to learning (Asikainen et al., 2022). | **>** teacher can influence better well-being but teachers are not the only resources (Bakker & Mostert, 2024). |

| **Collaborative learning** | refers to group work pedagogy (Barkeley et al., 2014; Johnson & Johnson 2008). | **>** is related positively to cognitive learning outcomes, student engagement, attitudes, persistence, and personal development (Barkley et. al., 2014). | **>** besides academic achievements and benefits, the social and emotional benefits of collaborative learning advocate for stronger relationships with mutual respect, empathy and a sense of belonging. (Johnson & Johnson 2008) |

| **Competence based learning** | refers to outcome-based and student-centered instruction (Henri et. al. 2017) | **>** relies on measurable assesment and explicit learning outcomes (Voorhes 2001) | **>** requires a versatitle skill set among the students and teachers (Voorhes 2001) |

2. How to help the organization to learn

RUN EU pedagogical culture fosters leadership that promotes collaboration and inclusivity, supports creativity and curiosity, and ensures that our practices are research-informed.

It is important to create a Shared Vision and ensure that it is grounded in pedagogical values and RUN EUs mission.

We will next reflect on different everyone's role in creating a pedagogical culture.

2.1. Identify own role in creating a pedagogical culture

In an institution, leaders play a key role in fostering a learning environment where both teachers and students can thrive.

All the different leadership roles, meaning various actors in educational contexts, are interconnected and ultimately influence the kinds of learning opportunities available to students – the learning environment, pedagogical choices, and organizational culture.

Identify and reflect on your own role in fostering student-centredness in your institution.

- How can you build common understanding and awareness of RUN EU pedagogical framework?

- How can you develop mutual understanding of aims, goals, responsibilities and roles collaboratively?

- How can you foster the visibility and clarity of shared goals and visions?

- How can you foster a positive and supportive interaction and atmosphere among leaders, teachers and students?
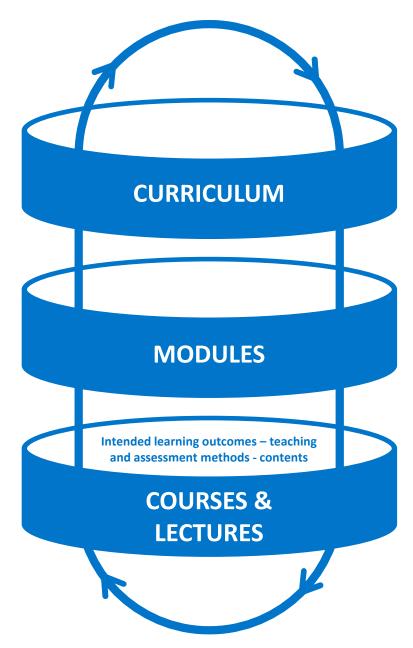
2.2. Co-design with staff and students

Co-designing pedagogical culture in a university means that teaching, learning, and development are not decided only "top-down" by leadership, but built together with teachers, students, and staff.

Co-designing pedagogical culture means creating ongoing, collaborative structures where teaching and learning are everybody's responsibility — and everybody's opportunity.

Leadership support is needed in allocating **time and resources** for co-design activities (not just extra voluntary work).

Integrate pedagogical culture into **strategic plans**, **staff training**, and **evaluation processes**.

Build a **community of practice** across disciplines to keep dialogue ongoing.

CURRICULUM

MODULES

Intended learning outcomes – teaching and assessment methods - contents

COURSES & LECTURES

2.3. Design curricula – constructive alignment at all levels of education

Leadership is about maintaining the coherence of the educational system, making sure that programmes are not just a collection of modules and courses but an aligned whole that serves the shared vision and intended learning outcomes. Hence, leadership in education requires someone to keep an eye on the overall picture, ensuring constructive alignment between vision, curriculum, intended learning outcomes, and teaching and assessment.

This means asking questions such as:

- Are the pedagogical practices meaningful and supportive in helping students achieve the intended learning outcomes of the degree?

- Are the assessment practices modern, research-based, student-centered, inclusive, authentic, and fair?

- Is there enough variation in assessment and teaching practices throughout the degree?

- Do the teaching and assessment methods support the intended learning outcomes?

2.4. Use research-based information and feedback

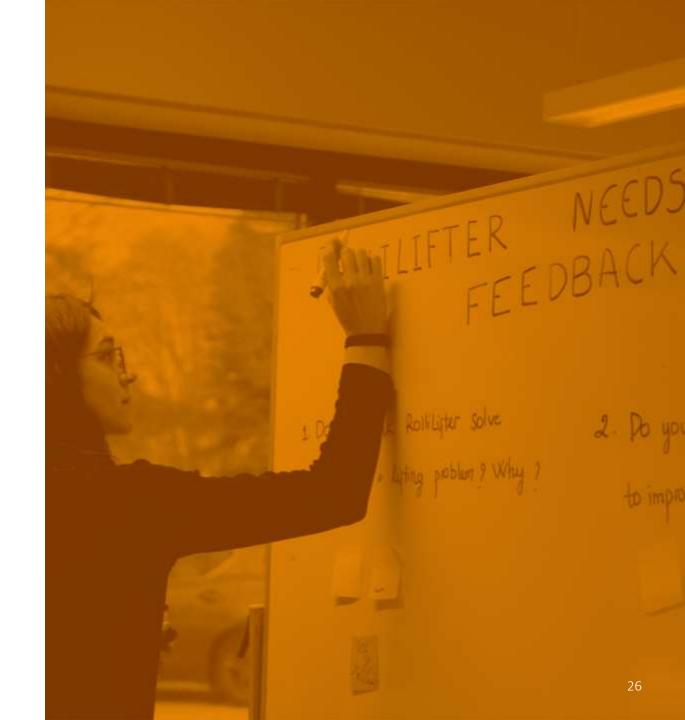**USE :** Research-based knowledge on teaching and learning

IDENTIFY INDICATORS: Each institution has certain indicators related to the objectives of education. For a long time, a key result indicator (KPI) related to the objectives of education has been the number of completed degrees, or more broadly, the progress of studies.
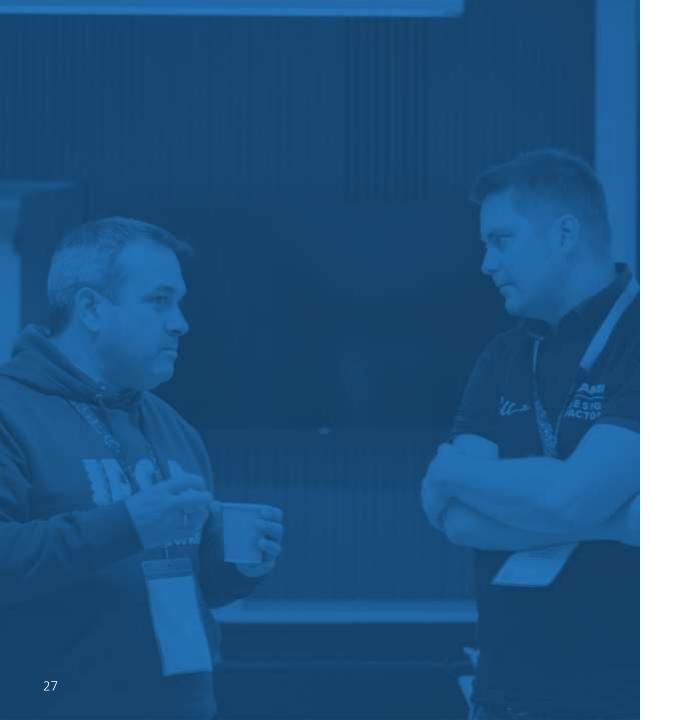
COLLECT DATA: Indicator data from education is also important from the perspective of pedagogical leadership. Such data, together with various feedback channels, research-based evidence, and interactive forums where the effectiveness and quality of education are discussed, are essential for identifying areas for development and supporting broader decision-making.

In RUN EU, one essential feedback instrument is LearnWell Survey, which demonstates students' study experiences during various learning opportunities.

DESIGN ACTIONS TOGETHER: Indicators or feedback loops in themselves do not guarantee quality in education. Their effective use and interpretation require joint, pedagogically oriented discussion, which in turn demands pedagogical awareness from actors—that is, a shared understanding and conception of good teaching and learning.

(Parpala & Hailikari 2021)

2.5. Practical guidelines

Model good practice: lead by example in teaching and interactions.

Facilitate team learning: organize reflective meetings, peer observations, study circles.

Promote inquiry: encourage staff to research their own practice.

Listen actively: to teachers and other staff, as well as students.

Balance support and challenge: nurture staff but also hold them accountable for growth.

Stay close to practice: don't drift into purely managerial tasks — keep engaged in pedagogical processes.
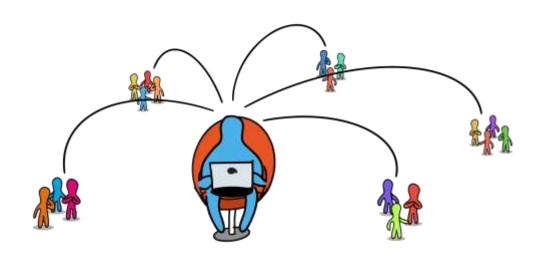
3. The change is about to start

3.1. Map the starting point

Here you find various tools and methods for mapping the starting point in pedagogical development processes within RUN-EU.

1. **Self-Assessment Frameworks:** Use tools like surveys (HowUTeach or LearnWell) to evaluate current practices and competencies. These frameworks are structured and validated.

2. **Identifying key actors:** Map key actors and their influence. This is useful for planning collaboration and communication, as it clarifies roles and supports inclusive planning.

3. **Surveys & Questionnaires:** Collect broad input from key actors when you need quantitative or qualitative baseline data. E.g., HowUTeach and LearnWell.

4. **Journey Mapping:** Visualize current experiences to explore student and teacher perspectives.

5. **SWOT Analysis:** Assess internal and external factors during strategic planning and team workshops.

6. **Appreciative Inquiry:** Focus on strengths and aspirations to build motivation and positive momentum.

7. **Visual Collaboration Tools:** Use tools like Miro, Padlet, and Jamboard to facilitate interactive mapping and brainstorming during remote or hybrid workshops.

8. **Institutional Data Dashboards:** Use existing data for insights when data is available (e.g., course feedback).
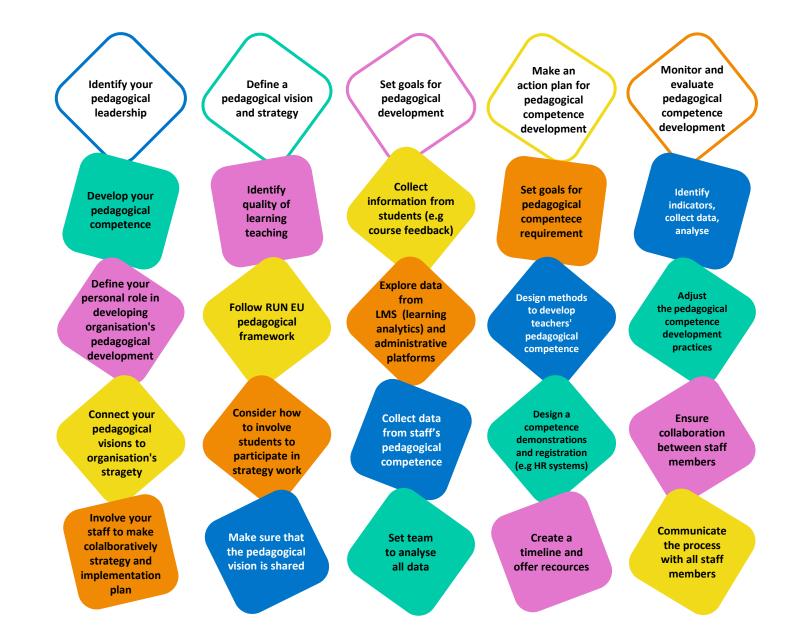
In the next page, each tool is evaluated based on its purpose, when it is best used, its advantages, and any limitations it may have.

Here's a **comparison table** of tools for mapping the starting point in pedagogical development processes within RUN-EU. Each tool is evaluated based on its purpose, when it is best used, its advantages, and any limitations it may have

Tool / Method	Purpose	Best Used When	Pros	Limitations
Self-Assessment Frameworks (e.g. LearnWell)	Evaluate current practices and competencies	Starting with individual or team reflection	Structured, validated, easy to compare across units	May require adaptation to local context
Identifying key actors	Map key actors and their influence	Planning collaboration and communication	Clarifies roles, supports inclusive planning	Can be time-consuming to update
Surveys & Questionnaires	Collect broad input from key actors	Need quantitative or qualitative baseline data	Scalable, anonymous, customizable	Risk of low response rate or superficial answers
Journey Mapping	Visualize current experiences	Exploring student/teacher perspectives	Empathetic, highlights pain points and opportunities	Requires facilitation and synthesis
SWOT Analysis	Assess internal and external factors	Strategic planning and team workshops	Simple, familiar, encourages discussion	Can be subjective or overly general
Appreciative Inquiry	Focus on strengths and aspirations	Building motivation and positive momentum	Energizing, builds trust and engagement	May overlook critical challenges
Visual Collaboration Tools (e.g. Miro, Padlet, Jamboard)	Facilitate interactive mapping and brainstorming	Remote or hybrid workshops	Dynamic, visual, supports co-creation	Requires digital literacy and access
Institutional Data Dashboards	Use existing data for insights	When data is available (e.g. course feedback)	Evidence-based, longitudinal view	May lack context or qualitative depth

3.2. Make a process plan

Identify your pedagogical leadership

Develop your pedagogical competence

Define your personal role in developing organisation's pedagogical development

Connect your pedagogical visions to organisation's stragety

Involve your staff to make colalboratively strategy and implementation plan

Define a pedagogical vision and strategy

Identify quality of learning teaching

Follow RUN EU pedagogical framework

Consider how to involve students to participate in strategy work

Make sure that the pedagogical vision is shared

Set goals for pedagogical development

Collect information from students (e.g course feedback)

Explore data from LMS (learning analytics) and administrative platforms

Collect data from staff's pedagogical competence

Set team to analyse all data

Make an action plan for pedagogical competence development

Set goals for pedagogical compentece requirement

Design methods to develop teachers' pedagogical competence

Design a competence demonstrations and registration (e.g HR systems)

Create a timeline and offer recources

Monitor and evaluate pedagogical competence development

Identify indicators, collect data, analyse

Adjust the pedagogical competence development practices

Ensure collaboration between staff members

Communicate the process with all staff members

3.3. Transform ideas into real impact

Here you find some examples to develop teachers' pedagogical competence in an educational organisation:

1. Design-thinking workshops
   - Organise collaborative learning opportunities for teachers in various pedagogical themes.
   - Advertise the learning opportunities.
   - Give participants an opportunity to implement theories learned in practice during the workshop and share their ideas with each other.
   - Assess their competence and register it your HR systems or other way.

2. Establish a mentoring system
   - Choose mentors from each unit and train them in new pedagogical approaches.
   - Support mentors to teach new pedagogical approaches to their colleagues.
   - Collect good practices and share them among mentors in a way that they are shared in all units as the best practices.
   - Ensure mentors' well-being.

3. Provide pedagogical instructions
   - Create instructions online and communicate them.
   - Keep instructions updated.

4. Final thoughts

Leadership is about creating space where people can share, experiment, and learn together across disciplines and cultures.

Final thoughts

As we conclude this pedagogical guide, we encourage you, as educators, to see each learning opportunity as a chance to inspire, innovate, and create meaningful experiences for students. This guide represents more than just a collection of teaching strategies; it embodies a shared commitment by all RUN-EU partner institutions to foster a student-centered, collaborative, and well-being-focused approach to education. By engaging with these norms and values, we collectively uphold a deep approach to learning, prioritize the holistic well-being of students, and emphasize competency-based and collaborative learning.

The principles and practices outlined here serve as a blueprint for enhancing the educational experience across all RUN-EU programs. We hope that this guide will inspire you to integrate these pedagogical concepts into your teaching, creating meaningful, engaging, and transformative learning experiences. Thank you for your dedication to teaching excellence and for advancing our collective vision for a vibrant and inclusive educational environment within RUN-EU.

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The Pedagogical Guide has been prepared by RUN-EU FAPSA team

For further information and pedagogical support, contact your institution's FAPSA members.

Appendix 3. Digital guide for studying

Digital Guide for
Studying

Building together a learning and teaching culture that supports high-quality learning in intercultural environments and fosters inclusion in RUN-EU

RUN
REGIONAL UNIVERSITY NETWORK
EUROPEAN UNIVERSITY

Contents

Introduction

Cultural Diversity & Intercultural Communication

Learning and Wellbeing

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Reflection

References and Useful Readings

Development team

The members of RUN-EU FAPSA team & RUN-EU Student Council

Graphic design

Jali Närhi

Pictures

RUN-EU activities

Introduction

Photo by Mathhias Rhomberg

The purpose of the digital guide for studying

This guide aims to help you as a learner in RUN-EU to identify your own role in how we study, learn and teach in RUN-EU. The Digital guide for studying is aligned with the RUN-EU Pedagogical culture and the guiding pedagogical principles. We hope this guide inspires you to take an active role in your education, to co-create knowledge with others, and to shape transformative learning experiences.

This guide aims to support your:

- Intercultural collaboration

- Well-being and high-quality learning

- Career building

An *example overview* of the *process* from student and teacher perspective in RUN EU *learning opportunity*

Check what is your role as a student during the process!

STUDENTS' LEARNING ACTIVITIES

I think of what I would like to learn
-
I submit my application
-
I write and submit my motivation letter

I get to know other learners
-
I reflect on my personal goals
-
I define the learning challenge

Our team is co-creating
-
Our team is exploring
-
Our team is prototyping
-
Our team is experimenting

Our team proposes our results
-
We present our learning
-
We demonstrate our learning
-
We reflect on our learning

Prepare → **Kick-off** → **Keep the process going** → **Explore the final outcomes**

TEACHERS' TEACHING ACTIVITIES

We define the learning outcomes
-
We design teaching and learning activities
-
We design briefing materials
-
We design assessment for and of learning
-
We plan the kick-off meeting

We support the students to get to know each other
-
We support team building
-
We explain the SAP's learning outcomes, activities and assessment for the students
-
We set the students off to their SAP learning journey

We facilitate collaboration and co-creation between students, within and between student teams, and with other partners
-
We create interactive learning moments
-
We set milestones for students' progress
-
We provide feedback on students' progress

We engage the students to reflect on their learning process
-
We facilitate peer feedback
-
We assess the learning outcomes
-
We allocate time for students to answer to the LearnWell questionnaire

RUN EU *Pedagogical culture | Ways of working*

What is your own role as a learner?

Building on collaboration, openness, and wellbeing

Making space for collaboration and supporting everyone's involvement in the community

Promoting equality, diversity, and inclusivity guides what we do in our pedagogical community

Being open to sharing and learning from each other in our pedagogical community

Promoting innovation, research-informed knowledge generation, and multidisciplinary engagement

Fostering creativity, resourcefulness, and curiosity in learning and teaching

Ensuring that our learning and teaching is research-informed

Providing opportunities to work in multidisciplinary and international teams

Implementing constructive alignment and student-centered teaching and learning

Supporting students' activity and agency in learning

Following the principles of constructive alignment in our teaching

Utilising assessment practices that support learning and focus on the learning processes

Cultural Diversity &
Intercultural Communication

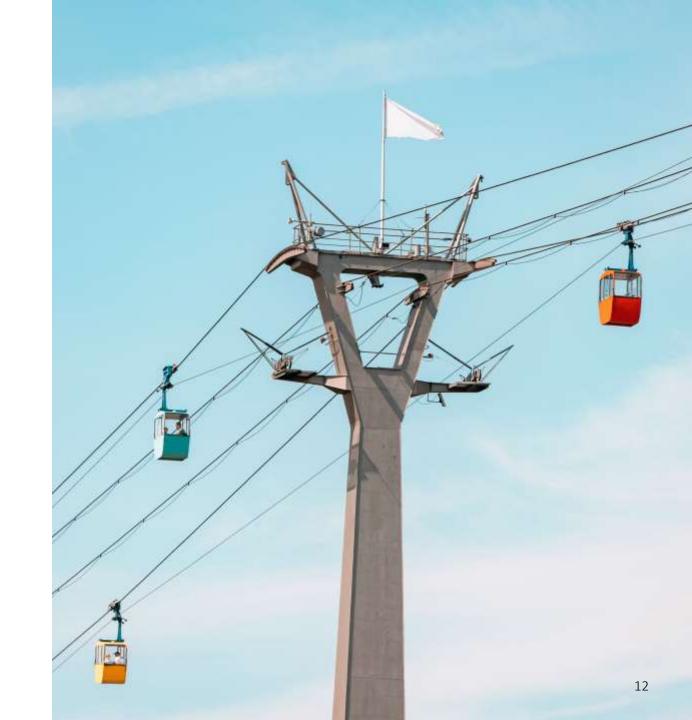9

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What is *cultural diversity?*

Cultural diversity refers to the variety of cultural backgrounds, identities, and practices within a shared environment, such as a university or classroom.

It includes differences in:

- Languages

- Traditions and customs

- Beliefs and values

- Social norms and communication styles

In an intercultural learning environment like RUN-EU

- Students and staff come from various countries and cultures.

- Institutions host diverse communities: an institution itself doesn't represent a single culture.

- Embracing cultural diversity fosters inclusion, mutual respect, and global understanding.

Cultural clashes:
how to navigate them?

Cultural clashes can happen when people from different backgrounds misunderstand each other's behaviors, values, or communication styles. These moments can feel uncomfortable, but they're also opportunities to learn and grow.

How to come through, some tips to think about:

Use peer support: Talk with classmates, your shared experiences help build understanding

Focus on shared goals: Learning together is a common ground that connects everyone

Reflect on your own culture: Understanding your own norms helps you see others more clearly

Use of language: We usually communicate in English, but it is not everyone's mother tongue. Think what language to choose when communicating to include everyone as well as possible

Read about the country you are about to visit

Practice patience: Differences may take time to understand, so give space for learning

Stay open-minded: Assume positive intent and be curious, not judgmental

Ask, don't assume: If something feels unfamiliar, ask respectfully

Try bonding through similarities: There's more that connects us than separates us!

Benefits of *international learning experience*

Participating in international learning — whether through exchange, joint courses, or virtual collaboration — offers you many valuable benefits:

- Intercultural competence development, langue experience and personal growth

- Learning to understand and respect different cultures, communicate across differences, and work effectively in diverse teams.

- Becoming more independent, adaptable, and confident as you navigate new environments and challenges

- Career perspective: Employers value global experience, problem-solving, and adaptability gained through international learning

- Meeting peers from different countries and cultures, forming friendships and networks that can last beyond your studies

Communication *is the key* also *when studying* in an *intercultural team*

Discuss and clarify your roles and responsibilities. Be open to share and learn from each other!

What special responsibilities I will personally have?

How do we work together? What is expected from all of us?

Who are you and what is your special interest related to this learning opportunity, e.g., SAP?

How do we collaborate and communicate?

Who will lead and coordinate our group?

Learning and wellbeing

Understanding the powerful learning environment
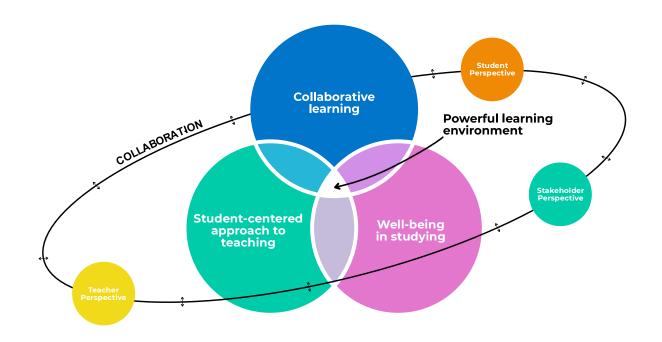
In RUN-EU, learning is built on collaboration, openness, and wellbeing. You are part of a strong learning community where students, teachers, and staff work together across institutions.

Collaborative learning means that

- You learn by working with others: sharing ideas, solving problems, and building knowledge together.

- Everyone's input matters, and learning happens through interaction.

Research shows that collaborative learning

- Boosts engagement and motivation

- Improves understanding and critical thinking

- Strengthens teamwork and communication skills

- Supports deep learning

How do I learn?

Teaching matters, but to enhance your own learning, you can focus on understanding concepts thoroughly and connecting new knowledge to what you already know. Therefore, you can adopt a deep approach to learning. This means:

- **Look for patterns and connections** between ideas rather than memorizing isolated facts.

- **Relate new information to prior knowledge** to build a holistic understanding.

- **Reflect on what you learn** and question underlying principles instead of accepting information at face value.

- **Apply critical thinking** by analyzing, comparing, and evaluating ideas.

- **Integrate new ideas into my existing knowledge base**, making learning meaningful and long-lasting.

Research shows that a deep approach leads to **better learning outcomes** and a more positive experience. In contrast, focusing on rote memorization, grades, or fear of failure often results in fragmented knowledge and heavier workloads. To avoid this:

Shift own motivation from external rewards (like grades) to **genuine understanding**. **Manage own time and workload** to allow for **reflection and deeper engagement**.

Now, please think of yourself as a learner:

- What am I specifically interested in?

- What could I learn more about?

- How am I as a team member?

As a student, you can develop interest and relevance towards the topic by:

- Becoming aware of your personal interest, goals, and study processes

- Keeping an open mind towards new knowledge, learning activities, contexts, and situations

- Reflecting on the meaning of the topic and why it might be relevant for you in your everyday life.

How can I learn more deeply? You can develop your skills in applying a deep approach to learning by asking the following reflective questions from yourself. From your peers, or from your teacher:

- What does this mean?

- How is this connected to other things?
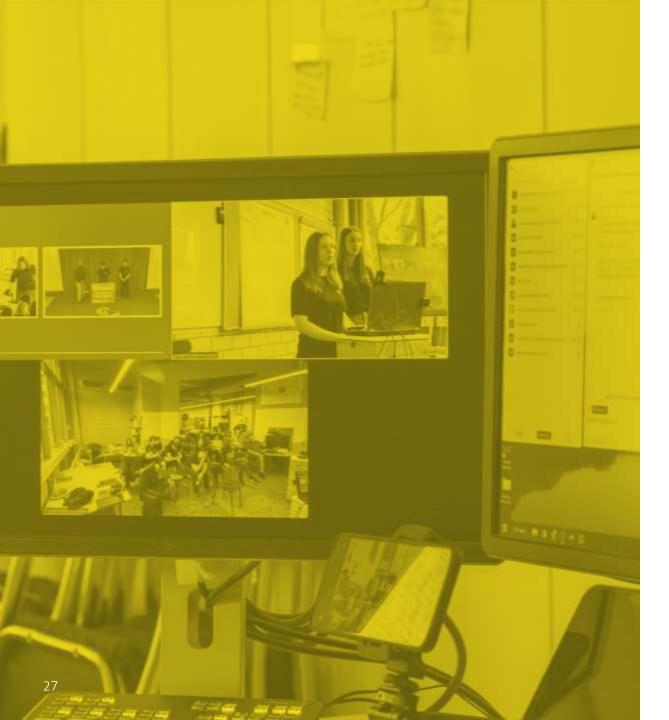
- How can this be applied in other situations?

Adapting to different educational *systems* and digital **tools** in learning

RUN-EU learning opportunities implement the principles of the RUN-EU pedagogical culture. Therefore, it is important to understand the educational system, which is **student-centred and emphasizes critical thinking, discussion, teamwork, and independent** study. Grading methods, deadlines, and expectations for originality and referencing may differ from what you are used to. Using and experimenting with innovative pedagogies and learning activities is the norm. All this may feel confusing or unfamiliar at first, but it is part of the adaptation and learning process!

Here are some suggestions on how to adapt to an educational system that may be new for you:

- Ask early: Clarify what teachers expect in terms of participation, assignments, and communication.

- Be active: Run-EU values your voice—questioning, debating, and reflecting show engagement.

- Develop Future and Advanced Skills: Learn to manage uncertainty, adapt to change, and solve complex problems creatively.

- Learn Together Across Cultures. RUN-EU values diversity as a source of innovation and creativity. So, engage respectfully and curiously with people from different cultural and linguistic backgrounds. Participate actively in group projects — intercultural and transdisciplinary teamwork develops empathy and global understanding

- Share your own perspective — it enriches everyone's learning experience

- Don't hesitate to share your thoughts, questions, and reflections with other students and your teachers.

- Make use of constructive feedback by proactively asking for clarifications and additional feedback from your teacher or peers if something remains unclear. Also, discussing the feedback with your teacher and be open to feedback and utilize it in developing your learning.

Guidelines for online participation

Guidelines for Online Participation

Keep your camera on whenever possible to create a sense of presence and connection in the group.
(It helps communication and builds trust when we can see each other.)

Participate actively in discussions, group work, and learning activities — just as you would in a classroom. Share your ideas, ask questions, and respond to others respectfully.

Be present and engaged:

- Avoid multitasking during sessions.

- Use chat or microphone to contribute when appropriate.

- Listen actively and show interest in others' contributions.

Remember: Active and visible participation supports not only your own learning but also the group's collaboration and wellbeing

Wellbeing in learning

What is wellbeing in learning?

Student wellbeing in learning refers to the balance between aspects of a student's life that allows you to engage meaningfully and effectively in your studies. It includes:

- Feeling confident, valued, and capable.

- Having focus, curiosity, and a sense of competence in learning.

- Feeling connected to peers, teachers, and the learning community.

- Maintaining health, rest, and energy for study.

Many factors, such as unclear academic expectations, workload, digital overload, etc., can challenge your wellbeing, but awareness and self-regulation can greatly reduce their impact.

Wellbeing in learning starts with us—teachers and students together!

Here are some evidence-based strategies for how you, as a student, can take an active role in supporting your own wellbeing:

Manage time and workload
Use planners or digital tools to prioritize tasks. Break large projects into smaller, realistic goals. Create a schedule collaboratively with your group.

Foster a growth mindset
View challenges as opportunities to learn. Reflect on progress, not just outcomes. Avoid perfectionism—aim for "good enough" learning.

Build supportive relationships
Connect with peers—study groups and peer support enhance both learning and belonging. Discuss with teachers and give feedback. Create good atmosphere for teaching and learning

Practice self-compassion and self-care
Replace harsh self-criticism with supportive language, as you would to a friend. Reflect on personal values and goals—this gives purpose and direction.

Communicate with teachers
Don't hesitate to ask for clarification, feedback, or guidance if you are unsure about tasks or goals.

Learner experience survey and ***LearnWell*** *feedback*

The Learner experience survey aims to support your reflection related to learning and wellbeing. RUN-EU Learner experience survey is designed to be taken in the end of any learning opportunity. **Reflecting on one's own learning and well-being promotes deeper self-awareness and understanding and can significantly enhance the learning process**.

The LearnWell part of the questionnaire is a research-based instrument for supporting students' learning and well-being , and its various measurements have been validated in several different contexts and cultures.
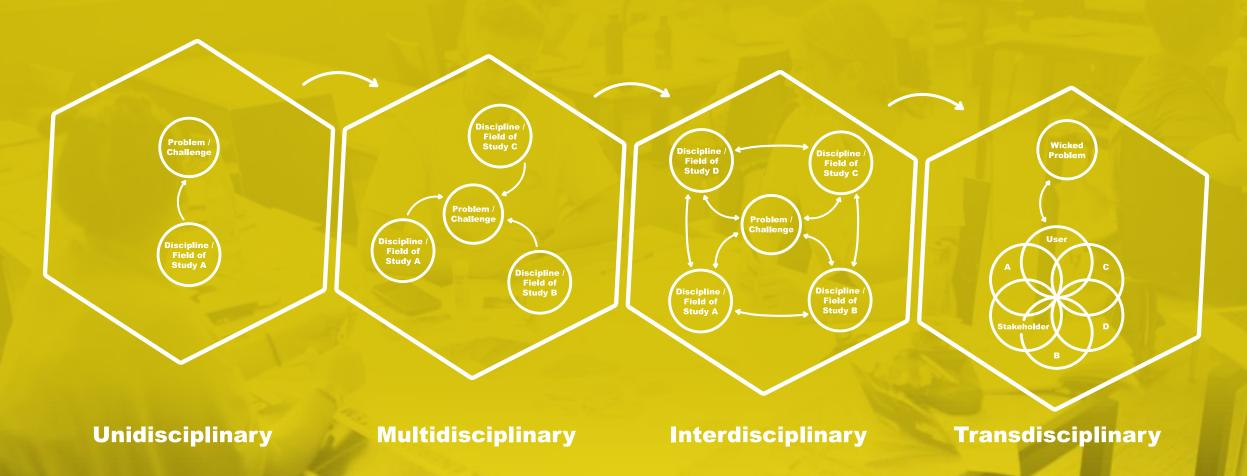
After replying to the survey, you will get a group-level LearnWell feedback that is:

- A dynamic, real time, group level report, received after the survey has been completed

- Based on your own group's (e.g., course participants) responses

- Representing a dialogic, learning-focused feedback culture

We encourage you to use this feedback to reflect on yourself as a learner!

Photo by Mathhias Rhomberg

Transdisciplinarity, Networking & Careers

Unidisciplinary

Problem / Challenge

Discipline / Field of Study A

Multidisciplinary

Discipline / Field of Study C

Problem / Challenge

Discipline / Field of Study A

Discipline / Field of Study B

Interdisciplinary

Discipline / Field of Study D

Discipline / Field of Study C

Problem / Challenge

Discipline / Field of Study A

Discipline / Field of Study B

Transdisciplinary

Wicked Problem

User

A

C

Stakeholder

D

B
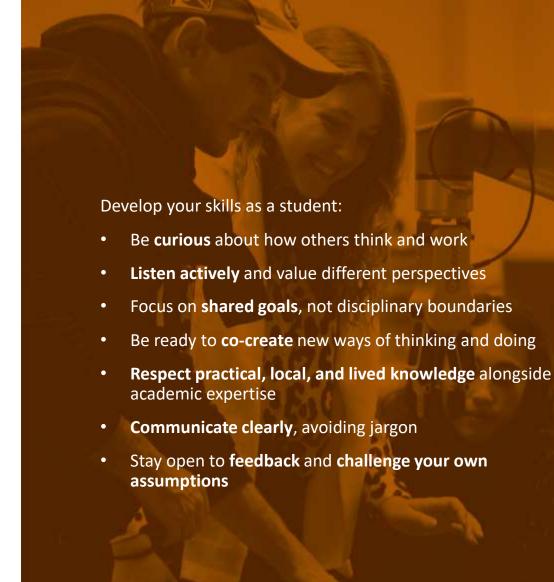
Transdisciplinary collaboration in action

At **RUN-EU**, transdisciplinary collaboration is key. We work in **intercultural and transdisciplinary teams** to learn from one another and develop innovative approaches that no single field could achieve alone.

Transdisciplinarity means working across and beyond academic disciplines – together with people from different fields and real-world contexts – to **co-create new knowledge and solutions** for complex, real-life problems.

Advantages of transdisciplinary approach:
- Opening your mind and expanding your perspective and worldview
- Connecting and learning from professionals outside your field
- Learning more and being curious

Develop your skills as a student:

- Be **curious** about how others think and work

- **Listen actively** and value different perspectives

- Focus on **shared goals**, not disciplinary boundaries

- Be ready to **co-create** new ways of thinking and doing

- **Respect practical, local, and lived knowledge** alongside academic expertise

- **Communicate clearly**, avoiding jargon

- Stay open to **feedback** and **challenge your own assumptions**

Dive into RUN EU networks *and* **choose your path**

Think: What is available for me as a student?

- Short learning opportunities

- Internships

- Student council

- Double degrees

- PhDs

- Exchange programmes

- Lifelong friendships among students and staff!

And more! Are you interested? See more at <u>Get involved | RUN-EU</u>, on your institution's RUN-EU website, or ask your RUN-EU staff for more information.

Build your career path with RUN EU

Build connections

Create an international network to support your career across borders

Get inspired by others' career paths and discover new directions for your future

Stand out in job markets

Develop key skills valued by employees: communication, adaptability, teamwork and cross-cultural collaboration

Strengthen your CV with international and innovation project experience

Level up your skills

Practice applying your knowledge working on real-life industry and societal challenges

Reflect on your experiences and use them in job applications and interviews

Reflection

Final thoughts and reflection

As you reach the end of this guide, we invite you—as a learner—to see each learning experience as an opportunity to grow, collaborate, and make a meaningful impact. This guide is more than a set of study tips or project instructions; it reflects a shared commitment across RUN-EU institutions to support student-centered, cooperative, and well-being-focused education.

By engaging with these principles, you contribute to a learning culture that values deep understanding, personal development, and teamwork. The approaches presented here are designed to help you navigate complex challenges, build competencies, and connect your learning to real-world contexts.

Thank you for being part of the RUN-EU community and for contributing to a vibrant, inclusive, and forward-thinking European learning environment!

References and useful readings

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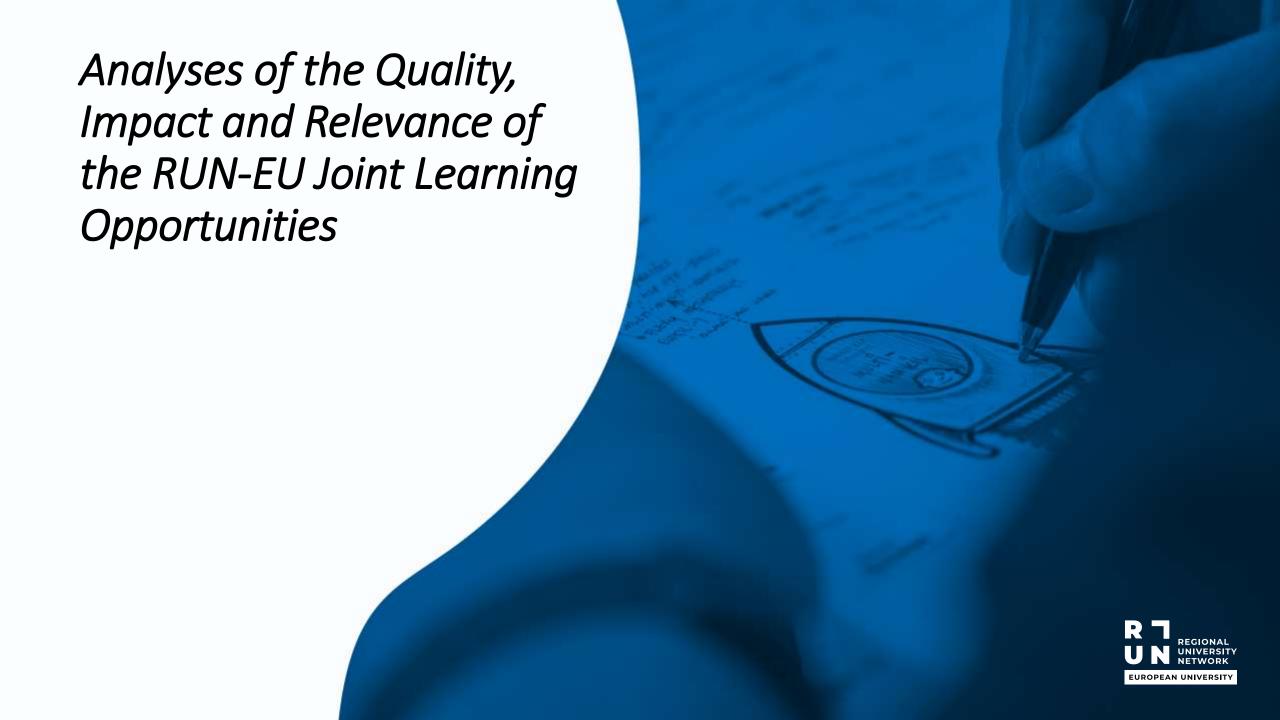
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Get involved | RUN-EU

The Digital Guide has been prepared by RUN-EU FAPSA team, in collaboration with institutional RUN-EU student councils

For further information and pedagogical support, contact your institution's RUN EU contact person

Appendix 4. Analyses of the Quality, Impact and Relevance of the RUN-EU Joint Learning Opportunities

Analyses of the Quality, Impact and Relevance of the RUN-EU Joint Learning Opportunities

Contents

Development team

The members of RUN-EU FAPSA team

Graphic design

Jali Närhi

Introduction

The European Programmes Academy (RUN-EPA) thrives to create pedagogically and scientifically innovative learning opportunities to equip learners with future skills.

The Future and Advanced Pedagogy Skills Academy (FAPSA) drives research-based innovative pedagogical development by assessing learning, collecting learning analytics and measuring learning and teaching experiences. FAPSA collaborates closely with the Joint Education Hub (EDUHUB) in the development of quality of teaching and learning practices. The central FAPSA is supported by Institutional FAPSAs in each partner university.

Feedback from learners is collected at the end of each learning opportunity by using the Learner Experience Survey to assess the quality and relevance of RUN-EU joint learning opportunities. The survey was developed in collaboration with European Programmes Academy (EPA), European Mobility Innovation Centre (EMIC) and RUN-EU Impact Observatory (RIO). Learner Experience Survey is described in chapter two.

LearnWell questionnaire is a research-based innovative tool to assess learning, collect learning analytics and measure learning and teaching experiences. Chapter three describes LearnWell as a questionnaire and feedback tool.

Chapter four describes the structure and use of Quality, Relevance and Impact Report which is shared across RUN-EU Alliance every six months addressing key aspects of the quality, relevance and impact of our RUN-EU learning offer.

Chapter five connects the Quality, Relevance and Impact report with the work of FAPSA, EDUHUB, EPA and other relevant stakeholders within RUN-EU and describes the quality assurance process for continuous improvement of quality of our teaching and learning practices.

Analyses of the quality, impact and relevance of the RUN-EU joint learning opportunities document is part of the RUN-EPA Pedagogical Approaches Handbook (D2.2 and D2.4). In addition, RUN-EPA Pedagogical Approaches Handbook includes other activities and outputs of FAPSA, such as description of the pedagogical development and peer learning activities, digital pedagogical guide for teachers and for educational developers and leaders as well as digital guide for learning for students.

RUN-EPA will develop three versions of the Pedagogical Handbook as the content will be updated annually. The handbook is published on the RUN-EU website and shared across EPA strand working groups and in each partner institution.

Learner Experience Survey

Learner Experience Survey

The Learner Experience survey is used to assess the quality and relevance of RUN-EU joint learning opportunities. Learner Experience Survey is a combination of the LearnWell questionnaire developed by Central FAPSA, added items on programme content, teaching and teaching resources, Mobility survey developed in RUN-European Mobility Innovation Centre and impact related questions added by RUN-EU Impact Observatory.

LearnWell as Part of the Learner Experience Survey

LearnWell section of the Learner experience survey is used to measure students' learning processes, experiences of the teaching-learning environment, development of future skills and wellbeing in diverse teaching-learning contexts. The LearnWell questionnaire (developed from University of Helsinki's HowuLearn) is a research-based instrument, and it has been developed specifically for higher education context (see e.g., Parpala & Lindblom-Ylänne, 2012). It is a reliable and validated insrument that has been tested in several different countries and contexts (Herrmann et al., 2017).

Reliability means that the instrument is stable and consistently produces similar results when used repeatedly in similar conditions. Validity refers to the accuracy of the instrument and that it effectively measures what it claims to measure. The information gained from LearnWell can be used to monitor the quality and to develop teaching and teaching-learning environments of joint learning opportunities. LearnWell questionnaire provides an excellent tool for collecting rich data from different viewpoints. The dimensions of the LearnWell questionnaire are described in more detail in chapter 3.2.

Additional items **to evaluate content and resources**

Items were added to the Learner Experience Survey to evaluate especially the aspects of the programme outline, teaching sessions and teaching resources. The data collected from these additional questions will be analysed and reported as part of the Quality, Relevance and Impact Report which is shared across EPA strands and with other RUN-EU key stakeholders every six months.

Collaboration between FAPSA and EDUHUB

FAPSA and EDUHUB work in close collaboration when different learning opportunities take place. FAPSAs responsibility is to collect the Learner Experience survey from each short learning opportunity that is organised. EDUHUB is responsible for informing the FAPSA members of the short learning opportunities taking place in their institutions and for organising a meeting between FAPSA member, EDUHUB coordinator and the teacher of the SLO. The purpose of the meeting in the beginning of the SLO is to support the teachers in the pedagogical approach of each learning opportunity and also to inform the teachers of the Learner Experience survey and what it assesses.

The teachers and FAPSA members also agree upon a meeting for collecting the LearnWell survey and organising an interactive feedback meeting in the end of the SLO. In the end of the learning opportunity, FAPSA members collect the learner experience survey from the students and facilitate the interactive feedback sessions together with the teachers. The aim of these sessions is to support students' self-reflection and to support a feedback dialogue between the teachers and the students (see section 3.3). Learner experience survey provides valuable information on students' experiences and a summary of the results is reported every six months for quality assurance purposes.

Collaboration with EMIC and RIO

Description of the Mobility Survey

The mobility survey developed by the RUN-European Mobility Innovation Center (EMIC) is incorporated as an integral component of the larger learner experience survey to gauge learners' experience and satisfaction with the mobility attached to the learning opportunity in which they participated. **The questions address learners' motivation for engaging in a RUN-EU programme, their utilisation of sustainable travel modes, and facilitation of the mobility by the partner institutions in the form of the grant process.**

The learners' responses allow for the monitoring of progress in terms of the alliance's strong commitment to offering equitable and accessible opportunities and minimising the environmental footprint of its learning opportunities. **The results are reviewed systematically and reported for quality assurance purposes every six months in alignment with the Mobility Quality Assurance Policy (D5.1) produced by EMIC**. A summary of the survey results is also included in the Mobility Monitoring and Impact report (D5.7) in M24 and M48.

Description of the RIO Questionnaire

As part of work package 7 "Communication, Dissemination, and Impact" the **RUN-EU Impact Observatory** (RIO) has the task to monitor the impact of RUN-EU. For that purpose, RIO developed several survey questions. RIO questions were developed for the impact of participation in learning opportunities on the following concepts: employability, multicultural openness, benefits for language proficiency, European values and identity, and life as a student.

To align these questions with those developed in the learner experience survey, the RIO questions were integrated into the learner experience survey to become one comprehensive survey.

The responsibility to collect the data of this survey is with RUN-EPA, who will also share the (relevant) data of the survey with RIO. Results of the survey will be included for the First and final RUN-EU Impact Report (D7.4 and D7.5) in M24 and M48.

LearnWell
as a Questionnaire and feedback tool

The objective of the LearnWell questionnaire is **to gain knowledge on students' learning processes, experiences of the teaching-learning environment, development of future skills and wellbeing in diverse teaching-learning contexts**.

It is used to measure students' learning and experiences in course level or programme level and it is a useful tool for quality assurance purposes (Parpala & Hailikari, 2021).

In the next section, the dimensions of the LearnWell questionnaire are described in more detail.

The dimensions of the LearnWell questionnaire

The LearnWell questionnaire consists of different parts which include items that are evaluated on a 5-point Likert scale (1=Completely disagree, 5=Completely agree). The different parts focus on 1) students' learning processes, 2) experiences of the teaching-learning environment, and 3) study-related wellbeing.

In the first part of the questionnaire, students' learning processes are measured through their approaches to learning which is a prevalent way of measuring qualitative differences in higher education students' learning processes. Approaches to learning consist of three different dimensions: Unreflective approach, Deep approach and Organised studying and this part contains altogether 12 items. This part provides students with useful feedback on their learning processes and how they could enhance their learning skills. It also provides useful information for the learning opportunity organisers and quality management team that can be used to identify what kind of students participate in the learning opportunities and whether some support regarding their learning skills is needed.

The second part of the LearnWell questionnaire is about experiences of the teaching-learning environment and it contains altogether six dimensions: Students' experiences of receiving feedback, how teaching and assessment supports their learning (Alignment), and interest and relevance of the learning opportunity. The next three dimensions focus on the students' experiences of the working processes during the course: experiences of peer support, group work and shared goals and interdisciplinary collaboration. This part provides information on how the students' have experienced their teaching-learning environment and how it has supported their learning.

The third part focuses on student well-being and it contains the following dimensions: Psychological flexibility and self-efficacy. Well-being is an important factor influencing students' ability to study and thus it is important to gain information on how well the students are able to cope with the challenges they face during their learning opportunities and to what extent do they believe in their own abilities as students. This part also provides students with important feedback on how they can enhance their psychological flexibility and work with challenges despite the negative feelings they might have and how they can trust in themselves as students.

Dynamic LearnWell feedback report as a tool to promote dialogical feedback culture

In RUN-EU, an automatised, digital and dynamic feedback system has been created around the Learner experience survey, focusing on the LearnWell part of the survey. The dynamic LearnWell feedback report is built in Microsoft Power BI environment. The report works in a way that directly after students have answered to the Learner experience survey, an automatic feedback report is generated out of the LearnWell part of their replies. The feedback report focuses on three main areas: students experiences on their well-being, teaching and learning environment and approaches to learning. The LearnWell feedback comprises of visualised numeric results as well as descriptions of the dimensions measured. The core of the feedback are the tips and hints for both, students and teacher as well as the reflective questions designed to awaken discussions and reflection between students and teachers.

The LearnWell feedback system provides teachers and students with research-based, dynamic and real-time group report based on learner's responses. LearnWell feedback system is used to facilitate the feedback sessions among teachers and students. It promotes dialogue between students and teachers and supports students' self-reflection skills. It may be considered as an innovative feedback tool which provides research-based evidence on student's learning, experiences of the learning environment and student well-being and promotes dialogue with students and teachers.

Pedagogically, the aim of the process is to enhance and promote a dialogical, student-centered and innovative feedback culture within RUN EU learning opportunities. When feedback is aimed at improving the learning process, the roles of teachers and students evolve. Everyone becomes part of the learning community, engaging in the same learning journey. As the methods of teaching and learning transform, the concept of "feedback" shifts from a one-directional exchange to a collaborative dialogue that fosters the development of the learning process.

Central FAPSA oversees the training of the institutional FAPSAs so that they have the necessary skills and materials to facilitate Learner experience surveys and LearnWell feedback sessions. When planning a new RUN EU learning opportunity, a trilateral meeting is organised between the responsible teacher(s), FAPSA representative and EDUHUB representative. In the meeting, the institutional FAPSA informs the responsible teacher(s) on the aims of the Learner experience survey and LearnWell feedback sessions. Additionally, FAPSA agrees the date and time for facilitating the survey and feedback session with the teacher.

*Quality,
Relevance
and Impact Report*

Reporting of the analysed LearnWell results

FAPSA provides a bi-annual report of the results of the Learner Experience Survey and, in the future, Teacher Survey, for different stakeholders.

Reports are delivered at the end of August/beginning of September and at the end of January. Reports are shared with the key groups within the RUN-EU, including FAPSA members, EDUHUB members, EPA Management Team and Executive Management Board.
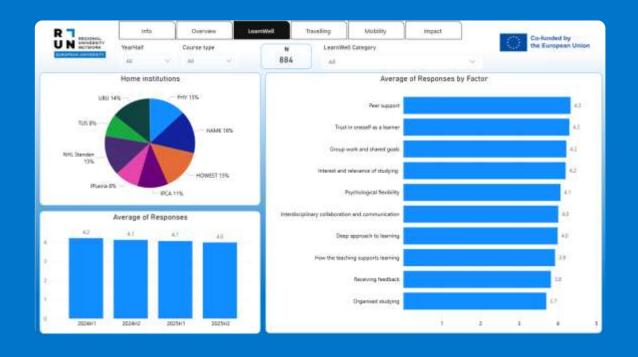
The report includes analyses of the data and provides information on average values and standard deviation from all short learning opportunities during the reporting period.

Data has been collected systematically from the beginning of 2025, and the first bi-annual report of Spring 2025 learning opportunities was published in September 2025.

Summary and highlighted dimensions of the report give a general overview of the quality of our teaching and learning. The results provide important information that can then be used to further develop and target the pedagogical support.

The first bi-annual report has been included in this deliverable document as **Appendix 1.** Bi-annual report will not be made public but will be used internally within RUN-EU.

FAPSA has also created a PowerBI environment for more detailed data on Learner Experience Survey (e.g., learners' experiences, learning processes, teaching and teaching resources, mobility, impact etc). The PowerBI environment was developed during the 2025.

In PowerBI it is possible for different stakeholder to view in real time the data that is relevant for them and filter the results according to the year, course type or institution.

When SLOs have several editions, results from the LearnWell questionnaire of the previous edition can be used to develop pedagogical approaches and support teaching and learning practices of the next editions through FAPSA guidance sessions during the planning phase. Learner Experience Survey provides useful data and is an important tool in quality assurance.

Reporting of the numerical data of our learning offer

Report includes numerical data of the RUN-EPA learning offer, including both short learning opportunities and Joint Programmes.

Numerical data describes the following:

- Number of learning opportunities

- Format of learning opportunities

- Number of editions of SLOs

- EQF level of learning opportunities

- Participant numbers

- Profile of participants (student/staff/external learner)

RUN-EU offers a diverse portfolio of short learning opportunities and engages learners across the alliance. During the first two years, we have:
- Organised 85 Short Learning Opportunities (SLOs), including 64 SAPs, 13 BIPs, 4 LEXS, 1 MOOC, 1 COIL activity, and 2 other short learning opportunities.
- Received 8 805 applications, demonstrating strong interest and demand for short learning opportunities.
- Engaged 2933 participants in these activities, including 2540 students and 393 staff (as learners and as organisers).

Enhancing the quality of teaching and learning in RUN-EU

RUN-EU applies the LearnWell questionnaire as a **central instrument** for enhancing the quality of teaching and learning across its partner institutions.

Having its roots in scientific research on teaching and learning in higher education, LearnWell provides reliable and research-based information for quality enhancement. The results are analysed regularly **to identify common strengths and development needs** across RUN-EU learning opportunities.

FAPSA plays a key role in interpreting the LearnWell data and translating the findings to serve pedagogical development.

Alignment of LearnWell with ESG Standards

The LearnWell quality process in RUN-EU supports internal quality assurance by aligning with several key standards outlined in the European Standards and Guidelines (ESG).

First, it contributes to the ESG standard on **policy for quality assurance** by providing a systematic and research-based approach to enhancing teaching and learning. The regular collection and analysis of data support continuous pedagogical development across the RUN-EU network.

LearnWell also addresses the ESG standard concerning **learning objectives and intended** learning outcomes, as it helps evaluate how students perceive the achievement of these outcomes in practice. The standard on **student-centred learning, teaching and assessment** is supported by LearnWell's focus on capturing students' experiences on these dimensions. This ensures that students' experiences play a central role in the development of pedagogical practices. In terms of the **competence of teaching staff**, LearnWell provides valuable feedback on teaching practices, which informs the planning of professional development activities for staff members, including workshops and guidance materials.

*The ESG standard on **learning resources and student support** is addressed through LearnWell's focus on the teaching-learning environment and student wellbeing. These insights help identify areas for improvement in the broader conditions that support effective learning.*

Regarding **information management**, LearnWell facilitates structured data collection, regular analysis, and reporting. The results are shared with key governance bodies within RUN-EU, supporting evidence-based decision-making at multiple levels.

Finally, the LearnWell process supports the ESG standard related to the **ongoing monitoring and periodic review of programmes**. The biannual analysis cycle ensures that learning opportunities are regularly evaluated and refined to foster a culture of continuous improvement.

RUN-EU
quality framework

RUN-EU internal quality framework establishes a collective vision, outlining the principles and mechanisms that assure (high) standards across all RUN-EU activities, including joint educational programmes, short courses, micro-credentials and research capacity building to inform teaching and learning.

 RUN-EPA quality processes are connected with the RUN-EU internal quality framework. Use of LearnWell in quality assurance processes as well as bi-annual quality cycles are described in quality assurance plan of short learning opportunities/micro-credentials and quality assurance plan of Joint Programmes.

Use of LearnWell in
quality assurance process

The use of LearnWell questionnaire data in RUN-EU aligns with the PDCA (Plan–Do–Check–Act/Adjust) model, which provides a structured, cyclical approach for continuous quality improvement in teaching and learning (see Image 1).
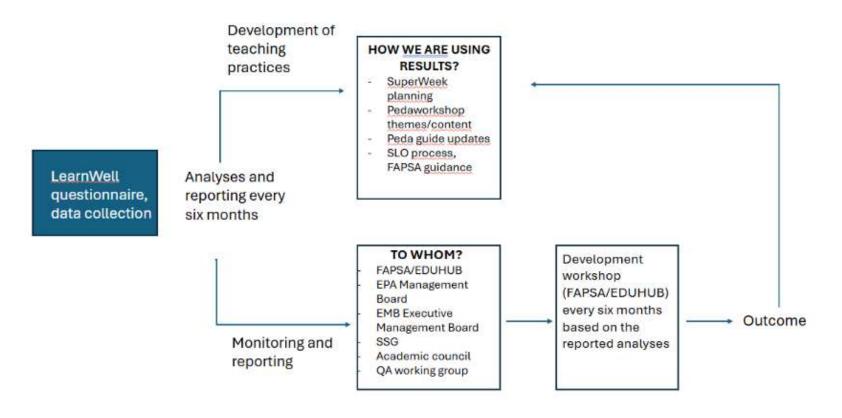

Image 1 – Using the LearnWell to enhance the quality of teaching and learning through the PDCA model

PLAN

The LearnWell has been carefully designed to capture students' learning processes, experiences of the teaching-learning environment, and wellbeing in specific learning environments. In RUN-EU, the LearnWell is used to collect data from all RUN-EU learning opportunities. The use of LearnWell in SLO's has been carefully designed in collaboration with EDUHUB (see Chapter 2.4) to ensure its' systematic use in all SLOs.

CHECK

Monitoring and evaluation are carried out through systematic reporting. The analysed results are shared with a range of stakeholder groups, including Central and Institutional FAPSAs, EDUHUB, the EPA Management Board, the EMB Executive Management Board, the Academic Council, the Student Steering Group (SSG), and the Quality Assurance working group. These stakeholders use the findings to evaluate the effectiveness of current pedagogical strategies and support ongoing improvement. In addition, development workshops are held every six months for representatives from FAPSA and EDUHUB to collectively review the results and identify specific areas for enhancement.

DO

The LearnWell data collected from the SLOs is analysed and reported on a six-month cycle. These analyses serve to identify both strengths and development areas in the student learning experience. Based on the insights gained, FAPSA determines key strategic areas for pedagogical development within the alliance.

ACT/ADJUST

The outcomes of the workshops and feedback from stakeholders contribute to the iterative development of pedagogical practices. Actions taken include updates to the Pedagogical Guide, organisation of targeted teacher workshops, and planning of Superweeks. LearnWell results also inform the enhancement of SLOs: when a second edition of a learning opportunity is planned, FAPSA reviews the data from the first edition with the teaching team to refine pedagogical approaches.

Furthermore, the validated and research-based nature of the LearnWell tool makes it a valuable resource for scientific research. FAPSA may utilise the data for research purposes, contributing to the advancement of evidence-based pedagogy within the RUN-EU framework.

Analyses of the Quality, Impact and Relevance of the RUN-EU Joint Learning Opportunities

Appendix 1. Bi-Annual Report 1-6/2025

BI-ANNUAL RUN-EU LEARNER EXPERIENCE SURVEY REPORT
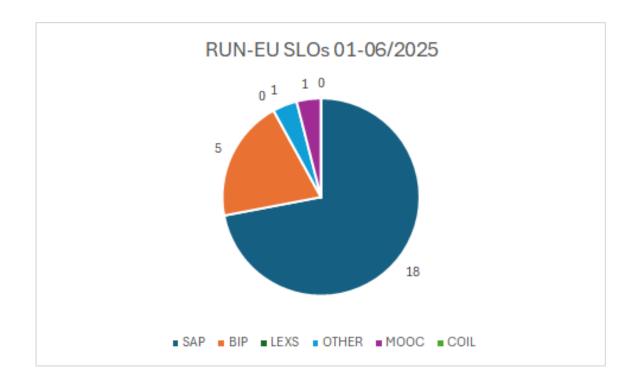
01-06/2025

QUALITY IMPACT AND RELEVANCE REPORT,

Learning and well-being

9/2025

KEY FIGURES 01-06/2025

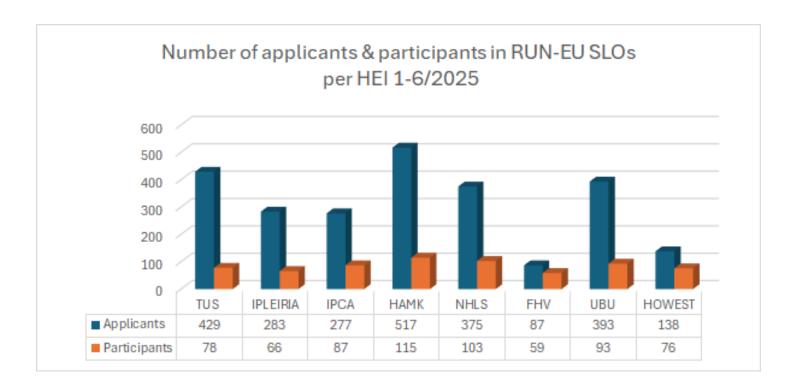**During the Spring 2025 RUN-EU implemented 25 short learning opportunities**

KEY FIGURES 01-06/2025
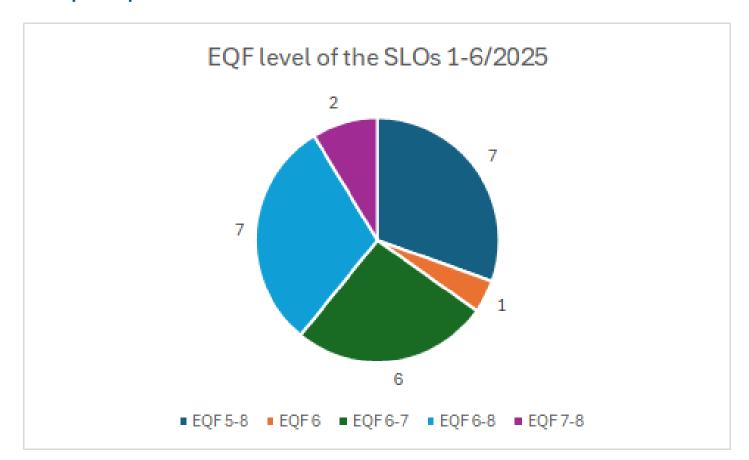
Applicant and participant numbers in RUN-EU SLOs

In total 2499 applicants and 677 participants, all students.

Number of applicants & participants in RUN-EU SLOs per HEI 1-6/2025

	TUS	IPLEIRIA	IPCA	HAMK	NHLS	FHV	UBU	HOWEST
Applicants	429	283	277	517	375	87	393	138
Participants	78	66	87	115	103	59	93	76

Applicant and participant numbers in RUN-EU SLOs

INSIGHTS ON RUN-EU LEARNING OFFER 01-06/2025

- Our learning offer has diversified although there is still room for improvement especially with number of online learning opportunities (MOOCs, COILs). SLOs accepted for development for 2025/2026 will be more diversified.

- Overall interest to apply for SLOs has been at good level, on average 100 applicants per SLO.

- EDUHUB short learning opportunities have managed to reach the target number of participants as per learning opportunity. Average number of participants per learning opportunity is 32 for the Spring 2025.

- Only with a small number of learning opportunities (3) there are still issues with a low number of participants (under 20 participants) despite higher number of applicants. Further investigation will be undertaken to improve our processes and participant numbers.

- All short learning opportunities are now processed through E-Hub digital platform and this improves the student selection process and overview of participation.

- We currently have only small number of SLOs targeted for a specific EQF level. Feedback from partner institutions is required to decide if we need to increase number of SLOs targeted to a specific EQF level.

RUN EU LEARNER EXPERIENCE SURVEY

- **The Learner Experience survey** was collected from 18 Short learning opportunities

- The Learner Experience Survey is used to assess the quality and relevance of RUN-EU joint learning opportunities.
  Learner Experience Survey is a combination of the LearnWell questionnaire developed by Central FAPSA, added
  items on programme content, teaching and teaching resources, Mobility survey developed in RUN-European
  Mobility Innovation Centre and impact related questions added by RUN-EU Impact Observatory.

LEARNWELL DIMENSIONS

The LearnWell questionnaire consists of different parts which include items that are evaluated on a 5-point Likert scale (1=Completely disagree, 5=Completely agree). The different parts focus on 1) students' learning processes, 2) experiences of the teaching-learning environment, and 3) study-related wellbeing.

- **students' learning processes** are measured through their approaches to learning which is a prevalent way of measuring qualitative differences in higher education students' learning processes. Approaches to learning consist of three different dimensions: Unreflective approach, Deep approach and Organised studying

- **experiences of the teaching-learning environment** contains altogether six dimensions: Students' experiences of receiving feedback, how teaching and assessment supports their learning (Alignment), and interest and relevance of the learning opportunity. The next three dimensions focus on the students' experiences of the working processes during the course: experiences of peer support, group work and shared goals and interdisciplinary collaboration.

- **student well-being** contains the following dimensions: Psychological flexibility and self-efficacy. Well-being is an important factor influencing students' ability to study and thus it is important to gain information on how well the students are able to cope with the challenges they face during their learning opportunities and to what extent do they believe in their own abilities as students.
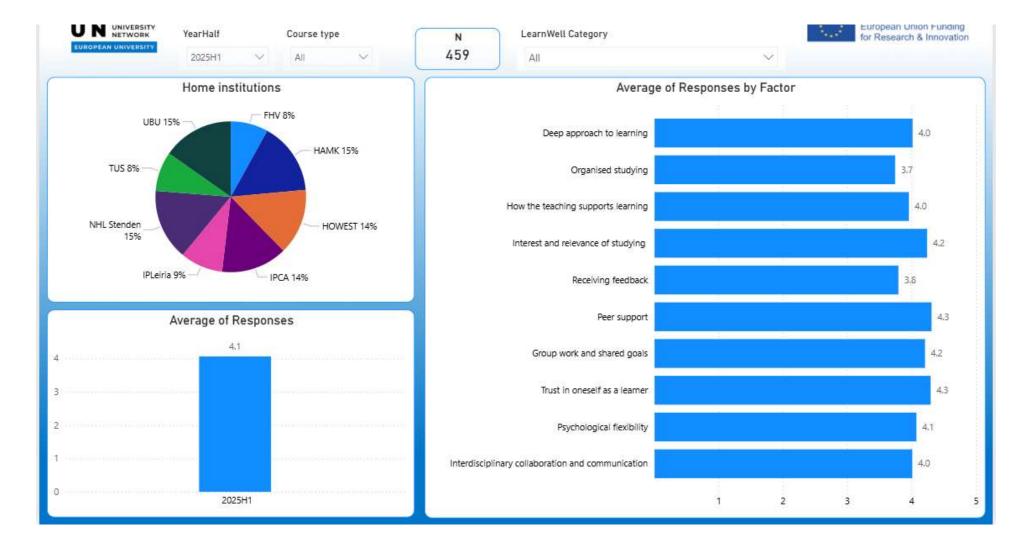
KEY FIGURES 01-06/2025 LEARNER EXPERIENCE SURVEY

- N = **459**

- Data from **18** Short learning opportunities

  - **14** SAPS

  - **4** BIPs

(snapshot)

Link to the PowerBI: RunEU Learner Experience report - Power BI

LEARNING AND WELLBEING (LEARNWELL)

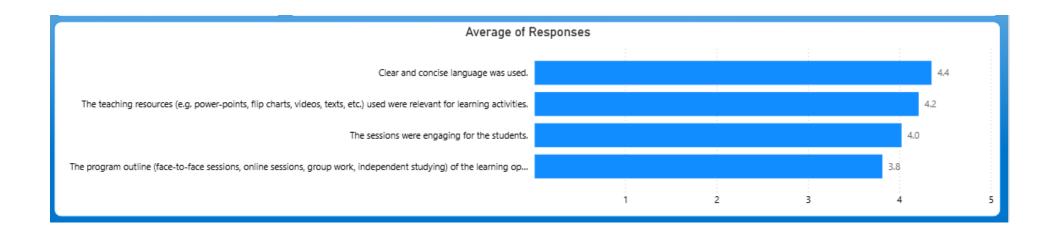**Overall, very positive experiences on learning, especially:**

- Support from other students and group working

- Interest and relevance of studying

- Trust in oneself as student

To think about:

- How to help students to organize their studying and learning (e.g., support with time management)

- How to provide enough feedback that helps to improve students' ways of learning and studying and to clarify new things?

GENERAL ITEMS ON TEACHING

Average of Responses

Clear and concise language was used.	4.4
The teaching resources (e.g. power-points, flip charts, videos, texts, etc.) used were relevant for learning activities.	4.2
The sessions were engaging for the students.	4.0
The program outline (face-to-face sessions, online sessions, group work, independent studying) of the learning op...	3.8

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