THE NETWORK OF SENIOR LECTURERS IN UNIVERSITY PEDAGOGY
A resource for the development of instruction and learning at the University of Helsinki
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Introduction

Sari Lindblom-Ylänne and Päivi Pakkanen

For some two decades now, the development of instruction and learning and the evaluation of its quality have been an integral part of the activities of Finnish universities. In the late 1990s, the University of Helsinki realised that as a research university, it relied surprisingly little on research-based information in its decision-making processes and took even less interest in investigating its own activities and results. This realisation led to actions that have had far-reaching effects.

During the 1990s, the University of Helsinki devised its first strategic plans. The status of the management of teaching was boosted by the decision to bestow responsibility for the development of teaching on the first vice-rector. The University Senate decided in 1992 that the University’s first development programme for instruction and learning would be drawn up for the period 1993–1997. Gradually, “research-based teaching” became the motto for the quality of education at the University. In practice this means, among other things, that each teacher engages in research and each researcher engages in teaching at the University.

In 1998 the University of Helsinki Academic Affairs Committee, which prepared the development programmes, saw a unique opportunity to strengthen the connection between research and teaching. The University’s first self-evaluation project, the Universitas Renovata, had resulted in the creation of a pool of fixed-term posts in 1995, and the policies regarding some of these (a total of five posts) needed reviewing. The Academic Affairs Committee seized the opportunity and boldly suggested to the Senate that 15 posts in university pedagogy should be established to support the development of teaching at the University. The duties of these posts included research in instruction and learning in higher education and participation in the network of lecturers in university pedagogy to benefit teaching across the University.

The Academic Affairs Committee had a clear vision for the future: instruction and learning at the University benefits from research on university pedagogy and domain-specific pedagogical expertise. As everyone can learn from others by mutually comparing good practices, the University wanted to highlight collegiality, networking and interdisciplinary interaction as strengths in the learning environment.

Fifteen years have elapsed since the network of Senior Lecturers in University Pedagogy was launched. During this time, the University of Helsinki has created its own model, suitable for a research-intensive university, for supporting the development of instruction and learning and for managing quality. Research-based teaching and the development of the quality of instruction form the core of this model. Empirical material gathered from the University provides a solid basis for long-term strategic development. The model developed by the University of Helsinki differs from
the models of many other research-intensive universities in its research orientation: most universities do not focus on research-based teaching and the development of the quality of instruction, but rather on the provision of various services. Moreover, the University of Helsinki’s model stresses the importance of combining elements of centrally managed and decentralised development of instruction so that Academic Affairs in Central Administration, the Centre for Research and Development of Higher Education and domain-specific Senior Lecturers in University Pedagogy all constitute a functional whole where different viewpoints are taken into account. Necessary additions and amendments to the model have been made and will continue to be made on the basis of feedback received. The University can take great pride in its research on instruction and learning in higher education as well as its research-based services, such as education in university pedagogy and the work done by study psychologists.
1 The network of Senior Lecturers in University Pedagogy

Networks can be considered as learning forums for individuals and organisations, and a network itself is also able to learn. In this case the network can, as an entity, develop its activities and create something new [1]. The role of the multidisciplinary network of Senior Lecturers in University Pedagogy as part of the University’s core duties – research and teaching – is based on this idea: the network members support teaching and the research-based development of instruction in their own units (faculties and independent institutes), while also continuously enhance their own learning not only as individuals but also as a network. The strength of the network of Senior Lecturers in University Pedagogy lies in the collegial nature of the development of its activities. The following description by a teacher of the nature of the work done by lecturers in university pedagogy is highly illustrative in this sense:

"Through my own studies in university pedagogy, I have come to increasingly appreciate the work of Senior Lecturers in University Pedagogy. The scope of their duties is broad and multifaceted, and therefore perhaps not always easy. The systematic development work that they have undertaken in various units has borne fruit among teachers and students alike. What is great is that they do not always offer the same solutions, but view things from different angles and follow and contribute to developments in their field. Lucky for us, this becomes evident in their work!

The intensive community of the network of Senior Lecturers in University Pedagogy provides a good foundation for sharing new practices, policies and expertise in university pedagogy not only with the various University units, but also outside the University. The network discusses the topical challenges and opportunities of the research-based development of higher education and takes a stand on them."
Establishment of the network

In 1993 the University of Helsinki conducted its first self-evaluation, which resulted in a reform programme known as *Universitas Renovata*. One of the suggested measures of the programme was that a certain number of professorships and other teaching positions be transferred from each faculty into a pool of posts for the purpose of reallocation. This was the starting point of the pool of specialists in instruction and learning in higher education established by the Senate of the University of Helsinki in 1995. The holders of the first five-year positions, these times known as research lectureships, were Kirsti Lonka (reform of medical education), Lea Houtsonen (environmental education) and Ullamaija Kivikuru (communication). The University wished to disseminate to other faculties the well-tried practice of the Faculty of Medicine of acquiring pedagogical information and know-how based on research on learning to support its instructional reforms.

In spring 1998 the Academic Affairs Committee was assigned the task of reviewing the principles for resource allocation concerning research lectureships and docentships from the pool established by the University Senate. The pool had five such fixed-term posts; the Academic Affairs Committee decided to propose that their number would be raised to 15 and that the field of these posts would be defined as the development of teaching and related research. In 20 May 1998, the Senate decided on the new principles regarding the teachers’ pool on the basis of the preparatory work conducted by the Academic Affairs Committee. The faculties submitted their proposals for five-year appointments in the fields in which they wished to have a specialist in university pedagogy (the title of the position continued to be research lecturer). Every year three five-year posts were allocated from the pool; the Academic Affairs Committee prepared the proposals, and the University Senate decided on the allocation of the posts. The first lectureship appointments ran from 1 August 1999 to 31 July 2004. The University Senate selected three “projects” for which the faculties recruited suitable specialists. The Faculty of Social Sciences employed Maaret Wager, a specialist in university pedagogy, the Faculty of Agriculture and Forestry hired Saara Repo-Kaarento to develop the Faculty’s strand project, and Anne Nevgi was employed to plan, implement and evaluate education in university pedagogy at the University of Helsinki (see appendix 2 for the full list of the previous holders of lectureships in university pedagogy in the University of Helsinki pool of lecturers). The pool of lectureships, or the teachers’ pool, was the predecessor of the current network of Senior Lecturers in University Pedagogy. From the beginning, the policy of the pool was that the holders of the lectureships form a multidisciplinary network of specialists in university pedagogy that makes its expertise available to the entire University.

Since 2008, the network has been led by a chair and a vice-chair who are elected for terms coinciding with the University’s strategy periods. The chair and vice-chair represent the network in the University of Helsinki Academic Affairs Council, which
reflects the established position of the network as part of the system of academic management at the University.

Until 2007 the lectureships in university pedagogy were fixed-term positions of five years with an emphasis on development. Since then, measures have been taken to make the positions permanent, so that by the end of 2011 all 16 Senior Lecturers in University Pedagogy held permanent positions. In this process, the network was supplemented with one more position so that the two largest faculties in terms of student numbers each received two lectureships. The permanent nature of the positions brings stability to the network’s activities and provides opportunities for long-term development. The network’s established position also allows the lecturers to develop their expertise to meet the needs of their home faculties or units, and at the same time, to enhance the accumulation of common professional expertise within the network. This accumulating expertise has been exploited in the network’s research and pedagogical cooperation and in internal peer education.

Job description and duties

The Rector revised and updated (Rector’s Decision No 108/2013) the job description common to all Senior Lecturers in University Pedagogy:

- Faculty-level development of instruction and learning and related research
- Faculty-level coordination and provision of education in university pedagogy (for staff and doctoral students) together with the Centre for Research and Development of Higher Education
- Participation in the activities of the network of Senior Lecturers in University Pedagogy coordinated by the Centre for Research and Development of Higher Education
- Serving as a permanent adviser for the University of Helsinki Teachers’ Academy. The permanent advisers
  - Support and coordinate the domain-specific development and research on instruction conducted by the Academy fellows
  - Support and coordinate the cross-disciplinary development and research conducted by the Academy fellows
  - Contribute to the arrangement of events related to the development of instruction, guest lectures and various kinds of publications together with the Teachers’ Academy
  - Serve as pedagogical experts in the evaluation panels of the Teachers’ Academy
Detailed job descriptions vary from unit to unit. Further information can be found on the website of the network of Senior Lecturers in University Pedagogy (blogs.helsinki.fi/pedalehtorit/pedagogiset-yliopistonlehtorit) and in the unit-specific presentations of the network members at the end of this publication (appendix 1).

During the academic year, the Senior Lecturers organise monthly meetings to discuss themes that have been agreed on in advance. The chairmanship of the meeting rotates between the faculties or units, and the venue is determined according to the chairmanship. At the beginning of each meeting, time is reserved for a review of the host faculty’s or unit’s current news, which is one of the ways of keeping the network members abreast of development projects and other topical matters relevant to the duties of domain-specific lecturers in university pedagogy. Various working methods are used when discussing the relevant topics.

Senior Lecturers in University Pedagogy as developers of instruction

The duties pertaining to the development of instruction that are part of the job description of Senior Lecturers in University Pedagogy can be viewed through several general system models. Those involved in the development of teaching in universities have contributed to the enhancement of the quality of teaching and learning and to the implementation of up-to-date curricula and degree programmes [4], [5]. According to Barnett and Coate, [4] numerous units engaged in the development of teaching are primarily focusing on the education and professional competence of university instructors, neglecting the other central element of the development of teaching, namely curriculum development. In contrast, the Senior Lecturers in University Pedagogy at the University of Helsinki are tackling this challenge.
THE CORE PROCESSES OF PEDAGOGICAL DEVELOPMENT
(based on Hirsto, Siitari & Ketola, 2006)

STRATEGY

Background:
• Guidelines of the Ministry of Education and Culture
• Strategic plan for UH and its Programme for the development of teaching and studies
• Research on learning and instruction

Concrete measures:
• Faculty-specific target programmes
• Faculty-specific action plans

Feedback steering operations:
• Feedback received by the faculty in various evaluations of instruction
• Self-evaluations and surveys by the faculties
• Experiences from development projects

CURRICULUM DESIGN
Research-based, learning-oriented instruction designed in accordance with constructive alignment

Objective
• Core content
• Learning outcomes

Implementation
Teaching methods, learning

Evaluation
• Feedback systems (students+teachers)
• Self-evaluation

DEVELOPMENT OF COMPETENCE AND ACTIVITIES

Training
• Pedagogical education
• Pedagogical mentoring
• Personal discussions and consultation

Discussion forums
• National and intra-University networks
• Faculty-level forums
• Departmental meetings
• Meetings between course coordinators

Teaching development projects

Coordination

Pedagogical and domain-specific expertise
Administrative competence and leadership skills
2 Specialists and partners in research on university pedagogy

The network as part of academic research communities

At the University of Helsinki, an essential part of the duties of Senior Lecturers in University Pedagogy is to conduct research and surveys related to their own domain. The lecturers produce research information on domain-specific instruction and learning at the University, and they are all involved in research projects related to the activities of their own faculties or home units. Such projects examine instruction and learning in higher education both from general pedagogical as well as domain-specific starting points (see the section Research themes of Senior Lecturers in University Pedagogy).

The research conducted by the Senior Lecturers in University Pedagogy aims to enhance the understanding of the qualities of intentional instruction and learning in higher education as well as of the university as a learning environment. Their research topics relate to domain-specific teaching in the broad sense of the term (cf. Kansanen [6]), including the context of instruction, the curriculum and degree requirements, teachers, students, the subject content, the teaching and learning process as well as teaching and assessment methods. Within their extensive field of research, the Senior Lecturers in University Pedagogy cooperate with Finnish and international pedagogy scholars and research networks.

Locally, the Senior Lecturers in University Pedagogy engage in intensive research collaboration with the Centre for Research and Development of Higher Education as well as with the teachers, researchers and students of their own faculties and units. A research seminar organised in collaboration between the Senior Lecturers in University Pedagogy and the Centre for Research and Development of Higher Education has become an annual tradition; the purpose of the seminar is to present and discuss the lecturers’ ongoing research projects. Many of the Senior Lecturers in the network participated in the international evaluation of research at the University of Helsinki as members of the EdPsychHE (educational psychology, with a focus on higher education) research community led by Professor Sari Lindblom-Ylänne, which received an excellent rating in the evaluation and was one of the units rewarded.

Besides having collaborators at the University of Helsinki, the lecturers have research collaborators at other Finnish universities and institutes of higher education. An objective and challenge in the near future is to launch extensive research projects with the help of external funding. Such research collaboration produces co-authored conference presentations and scholarly publications.

The Senior Lecturers in University Pedagogy regularly present their research in national and international conferences and publish in peer-reviewed scientific journals.
City Center Campus for Human Sciences,
Senior Lecturers in University Pedagogy:
Monica Londen (Swedish School of Social Science),
Liisa Myyry (Faculty of Social Sciences),
Auli Toom (Faculty of Behavioural Sciences),
Laura Hirsto (Faculty of Theology),
Anne Haarala-Muhonen (Faculty of Law) and
Johanna Vaattovaara (Language Centre)
journals and compilations. While the network members publish a great deal in international forums, the network also publishes and encourages publishing in the national languages in order to promote the firm establishment of concepts in domestic languages and research on university pedagogy in the Finnish academic setting.

Research themes among Senior Lecturers in University Pedagogy

The research conducted by the Senior Lecturers in University Pedagogy focuses on instruction and learning in higher education, especially on the four following themes: I) learning, identity and expertise of university students, II) university teachers’ professional identity, teaching and supervision, III) curriculum design and development in higher education, IV) the philosophical and historical foundations of university pedagogy. The research interests, projects and publications of individual lecturers can be placed under the following four research themes (for further information, see the presentations of the Senior Lecturers at the end of this publication and the TUHAT research database of the University of Helsinki).

The theme the learning, identity and expertise of university students features clearly in the research interests of Senior Lecturers in University Pedagogy and focuses on a wide range of learning processes and types of development of academic expertise among students of various disciplines during their studies. For example, several research projects survey the experiences of first-year students, the process of adapting to academic studies and the learning of study skills, career skills and the skills required in knowledge-intensive professions.

Many lecturers investigate the link between learning and instruction, the factors affecting learning and the different dimensions of learning environments. Central aspects shedding light on the learning process include how students develop an interest in their own field and form an understanding of it and its core concepts. A number of lecturers conduct their research using the LEARN survey (focusing on student experiences of learning and learning environments), coordinated by the Centre for Research and Development of Higher Education (e.g., Parpala [7]), to study domain-specific learning and instruction and to make comparisons between fields.

The quality and character of the learning process, the individualistic and communal dimensions of learning as well as the practices of knowledge formation are examined and discussed through the modern theories of learning. Moreover, the students’ worldview, ethical decision-making and moral identity and its changes during studies are investigated in the contexts of various academic fields.

The research theme, the university teachers’ professional identity, teaching and supervision, focuses on university-level instruction from the teacher’s perspective. The research focuses on the development of the university teachers’ professional identity and their multiple roles in a research-intensive context.
The teaching and assessment methods as well as the pedagogical solutions applied by teachers, and the various forms of supervision provided to undergraduate and postgraduate students are being researched in several faculties. The formulation of the teacher’s pedagogical knowledge and the different dimensions of the process of knowledge building also attract interest.

The theme *curriculum design and development in higher education* focuses on the organisation, research background, structure, content and processes of curricula in the context of various disciplines. Comparisons are made between Finnish and international universities with regard to the overall issue of curricula and their implementation. Curricula are examined from the point of view of pedagogical leadership, the continuous development of teaching and curriculum design at universities.

The theme *the philosophical and historical foundations of university pedagogy* focuses on investigating and analysing the philosophical foundations of university pedagogy and on critically examining and defining its key theoretical concepts originating from its multidisciplinary background.

**Supervisors, reviewers and peers**

Senior Lecturers in University Pedagogy serve as supervisors for students writing their Bachelor’s and Master’s theses and as supervisors, preliminary examiners and opponents in the doctoral dissertation process. The Senior Lecturers also act as peer reviewers in national and international scientific journals in their fields.

Senior Lecturers in University Pedagogy regularly attend seminars and conferences in their field both in Finland and abroad. National seminars include, among others, the Peda Forum Days, the FERA Conference on Education, the SULOP (blended learning and instruction) seminar and various other domain-specific seminars and meetings. The most important international conferences include EARLI (European Association for Research on Learning and Instruction), EARLI SIG 4 Higher Education, ECER (European Educational Research Association) and AERA (American Educational Research Association). Furthermore, the lecturers attend a wide variety of conferences in their specific research interests.

The network of Senior Lecturers in University Pedagogy has also contributed to launching a conference focused on research-based teaching and its development at the University. The first such conference, *Oppimisseikkailu – Learning Adventure*, was held at the University of Helsinki in October 2011 (cf. section *Impact on the pedagogical development*). The aim is for the conference to become a regular event organised every two years to provide a forum for teachers at the University of Helsinki to share and present good pedagogical practices with their peers and other interested partners. It is also believed that the conference will encourage teachers across faculties to produce pedagogical publications.
3 A network providing pedagogical education

The aims and implementation of education in university pedagogy

The aim of the education provided by Senior Lecturers in University Pedagogy is to support pedagogical competence and its enhancement among teachers, researchers and postgraduate students at the University of Helsinki and the general development of university-level instruction and learning in the faculties and other units. Like all other academic teaching, this education is based on research.

Pedagogical education primarily encompasses courses in university pedagogy, which are defined in the degree requirements of Studies in University Pedagogy (60 ECTS). The Senior Lecturers in University Pedagogy also provide education related to or integrated into curriculum design as well as offer other pedagogical supervision and facilitation. Generally, the education provided by Senior Lecturers in University Pedagogy is mainly staff education, although their teaching duties vary from unit to unit. Depending on their more detailed job description, the Senior Lecturer in University Pedagogy may provide other forms of education, anything from research practices to the popularisation of science and from study skills to the supervision of student tutors. Moreover, the network offers research courses in their own field, such as courses in research methodology, international summer schools for postgraduate students and various research workshops that are narrower in scope.

Training integrated into curriculum design is typically implemented so that it supports the current degree requirements and curriculum development processes in a given faculty or independent institute. All Senior Lecturers in University Pedagogy also organise pedagogical orientations, short courses and seminars around various themes as well as coffee meetings and thematic afternoons with a focus on pedagogy.

Furthermore, the Senior Lecturers in University Pedagogy offer other forms of educational support: they provide feedback on teaching, aid in the compilation of teaching portfolios and supervise evaluation of these, support the administration of curriculum design from a pedagogical viewpoint, and facilitate the dialogue between academic administrators and management in pedagogical issues. Some Senior Lecturers also supervise students in matters relating to university studies either individually or in small groups, such as in workshops on study skills or the writing of the Master’s thesis, together with counselling psychologists (see, e.g., Inkinen & Toom [8]; Poutanen, Toom, Korhonen & Inkinen [9]).
Collaboration in education in university pedagogy

Education in university pedagogy, designed collaboratively between the Senior Lecturers in University Pedagogy and the Centre for Research and Development of Higher Education and meeting the degree requirements of the Faculty of Behavioural Sciences, is offered on all University of Helsinki campuses. As a rule, each Senior Lecturer provides domain-specific basic-level training in university pedagogy for the 25-credit basic studies module in university pedagogy. University staff from all stages of their careers participate in pedagogical education, which adds to the heterogeneity of the courses and inspires discussions between staff groups.

The education provided by the Senior Lecturers primarily constitutes the first two basic-level courses of 5 credits each, namely Teaching and learning in higher education (UP1) and Constructive alignment in course design (UP2). Some units offer this training as a 10-credit module; some as two separate course modules. Moreover, the Senior Lecturers cooperate with the staff of the Centre for Research and Development of Higher Education in the teaching of other basic-level courses, such as Academic supervising (UP3), Assessment of learning practices and the quality of teaching (UP4) and Development of teaching and practical training (UP5).

In the faculties, the Senior Lecturers are responsible for the pedagogical education of postgraduate students in particular, but also offer education to the teaching and administrative personnel. Education is offered not only through Finnish and Swedish, but also through English (see the subsection Education through three languages). The Senior Lecturers in University Pedagogy play a key role in meeting the demand for education in university pedagogy for international postgraduate students.

On the campuses, cooperation efforts are continuously undertaken to tackle general pedagogical themes as well as to seek solutions to domain-specific challenges and special problems. For example, the Senior Lecturers in University Pedagogy in the Faculty of Arts and the Language Centre offer tailored education for language teachers. On the Viikki Campus, the Senior Lecturers in University Pedagogy arrange education that meets the specific needs of teachers on the campus, and a teachers’ café (VIKLO) provides a discussion forum. On the Kumpula and Meilahti Campuses, education in university pedagogy takes into account the traditions and research of the domain-specific fields, science in Kumpula and medicine in Meilahti. On the City Centre Campus, education focusing on topical pedagogical issues, such as supervision and intercultural aspects, has been organised in cooperation with the staff of the Department of Teacher Education. In many units, education in university pedagogy is offered to postgraduate students from other universities under the JOO flexible study rights scheme and to staff from other universities as a paid service.

The Senior Lecturers in University Pedagogy and the Centre for Research and Development of Higher Education cooperate intensively in organising and coordinating education in university pedagogy, and the Centre’s training coordinator organises most of the collaboratively developed education.
Education through three languages

As stated in its language policy, the University of Helsinki “maintains, encourages and supports an active bilingual environment” (University of Helsinki Language Policy 2007, p. 16). Accordingly, those members of the teaching staff who give their courses in Swedish must be offered the opportunity to complete studies in university pedagogy in their native language. The network of senior lecturers in university pedagogy subsequently received a new, Swedish-speaking member in 1 August 2010. This lecturer, together with the Centre for Research and Development of Higher Education, is responsible for the provision of university pedagogy education in Swedish. Thanks to the courses offered in Swedish, pedagogical development has featured prominently both in the Swedish-language teaching programmes and among the Swedish-speaking teaching staff at the University.

Studies in university pedagogy offered through Swedish is a context of inspiration for the University’s Swedish-speaking teachers. In course feedback this is always mentioned as a resource: the participants appreciate the multidisciplinary context and the opportunity to explore instruction and learning in depth from the point of view of best practices in a variety of domains. Moreover, participants from other Nordic countries have greatly contributed to the courses in university pedagogy, allowing a possibility for the different teaching cultures and traditions to interact, which is a natural part of the University’s international, multilingual and multicultural dimension. There is a great demand for and interest in studies in university pedagogy in Swedish.

The University of Helsinki also offers studies in university pedagogy in English. This education is primarily the responsibility of the Centre for Research and Development of Higher Education, but many Senior Lecturers in University Pedagogy also offer courses in university pedagogy in English to postgraduate students, when needed. Some courses are multilingual.
The significance of pedagogical education and competence

Pedagogical competence and training as central criteria of quality in higher education have gradually attracted attention on all levels of instruction and learning and their systematic development at universities. Students actively take a stand on the methods and contents of academic teaching. Pedagogical qualifications and education are considered in the filling of teaching and research positions. Besides high-quality research, high-quality teaching, being one of the University’s three core missions, has emerged as a central development area (cf. International Evaluation of Research and Doctoral Training at University of Helsinki 2005–2010, Strategic plan of the University of Helsinki 2013–2016), and its value as an instrument in community relations has also been widely recognised.

Kumpula Campus, the Faculty of Science, Taina Kaivola and Juha Taina, Senior Lecturers in University Pedagogy
4 Administrative duties

The effort of Senior Lecturers in University Pedagogy not only concentrates on research and teaching, but also on academic administration related these tasks. The Senior Lecturers attend to administrative duties in their home faculties and units and in national networks of a larger scope. Some duties regarding projects may be only temporary, while some involve long-term development work. Although most of their duties are closely connected to domain-specific development of instruction, the Senior Lecturers in University Pedagogy make efforts in their everyday work to take into consideration themes related to the large-scale development of good learning environments.

Duties at the faculty or unit level

Among the most important duties of Senior Lecturers in University Pedagogy is serving as expert members in committees related to the development of instruction (Academic Affairs Council, Committee for the Development of Teaching, student admissions boards, working groups on entrance examinations, Doctoral Education Committee, etc.). These committees and other bodies deal with instruction leading to first- and second-cycle degrees in the faculties and independent institutes as well as the organisation of doctoral education. The mission of the Senior Lecturers in University Pedagogy is to add an experts’ perspective to the discussions of these committees.

The Senior Lecturers in University Pedagogy strive to promote constructive alignment in the planning and implementation of university-level teaching [10], [11] on the levels of degree requirements, teaching programmes, modules, courses and individual class sessions. This is manifested by the fact that the course descriptions of degree requirements now clearly and systematically include learning objectives, teaching methods and ways of assessment of learning.

The Senior Lecturers also typically serve as permanent members of teaching skills committees in their home units, although the role of individual lecturers in this respect varies from unit to unit: while some participate systematically in the assessment of teaching skills in all, or almost all, appointment procedures for teaching positions, some contribute to the assessment of the teaching qualifications of applicants for docentships and professorships only. Normally, the Senior Lecturer also participates in the drawing up of statements on teaching qualifications or has the primary responsibility for such statements. In some faculties, the Senior Lecturer in University Pedagogy convenes the teaching skills committee and is in charge of all the practical arrangements related to the assessment process.
Very often, in-depth discussions take place in connection with demonstrations of teaching skills about what constitutes teaching skills, teaching and supervision per se and the criteria for good teaching. The Senior Lecturers in University Pedagogy have contributed to the development of teaching skills assessment processes and criteria as well as the implementation and assessment of demonstration lessons in the faculties. In their meetings, the Senior Lecturers regularly discuss themes related to the assessment of teaching skills and examine them beyond domain-specific practices on the University level. For example, in 2008 and again in 2010 following the new Universities Act and University Regulations, the Senior Lecturers thoroughly reviewed the assessment practices and matrices used in different faculties and advocated harmonised policies and recommendations.

Since 2010, the Senior Lecturers in University Pedagogy have had an increasingly visible presence in the University ensuing from the increased attention paid to the assessment of teaching skills required by the Regulations of the University of Helsinki. The network’s engagement in various other University- and faculty-level projects and University-level evaluation processes has established its position in the activities of the academic community. Such projects and processes involving development and assessment include, for example, the following:

- Degree reform in 2005
- The audit of the University’s quality assurance system in 2007
- International evaluation of the management of education between 2007 and 2008
- LEARN feedback system workgroups between 2010 and 2011
- University of Helsinki Teachers’ Academy between 2011 and 2012
- FYE - First Year Experience project between 2012 and 2014

Duties at the university level

One centrally important administrative duty for the network is participation in the University’s Academic Affairs Council, where the network has a membership and a deputy membership. The mission of this Council, chaired by the vice-rector, is to prepare and monitor the implementation of strategic guidelines related to education as well as to promote and monitor the quality of instruction and learning at the University. When needed, the Academic Affairs Council and the vice-rector in charge of academic affairs may appoint smaller working groups and sub-committees to work on teaching-related themes, such as the development of feedback systems and the changes brought about by the university reform. Several representatives of the network
of Senior Lecturers in University Pedagogy have participated in these working groups and sub-committees, such as the preparatory committee for the Teachers’ Academy in 2011.

On the University level, various working groups deal with the development of instruction, and the senior lecturers in university pedagogy have been invited to join them. Such working groups focus on, among other things, the development of a research-based feedback system for the University, students’ health care, subject teacher education in Swedish and cooperation among Swedish speakers in ICT, the ethical principles of teaching and studies, the science library, as well as on various prizes, such as the University of Helsinki educational technology award and the textbook award.

National and international development activities

Nationally, the Senior Lecturers in University Pedagogy participate in a variety of teaching development activities and networks. Such national activities include:

- Peda-forum Days
- Development of a national student feedback system (YOPALA)
- A national student admissions board
- The audit of the University’s quality assurance system between 2005 and 2006
- National development of field-specific education
- A national seminar on the development of field-specific education, and
- Discipline-specific associations and working groups (e.g., Association for Medical Education in Finland and the working group on medical training for a specialist qualification).

Internationally, the Senior Lecturers in University Pedagogy participate in networks related to teaching and learning, including the CICERO Learning network, the Nordic Network for Educational Developers in Higher Education and field-specific research organisations focusing on higher education.

*The Senior Lecturers in University Pedagogy of Viikki Campus:*
Hanni Muukkonen (Faculty of Agriculture and Forestry),
Nina Katajavuori (Faculty of Pharmacy),
Mirja Ruohonniemi (Faculty of Veterinary Medicine) and
Viivi Virtanen (Faculty of Biological and Environmental Sciences)
5 Impact on the pedagogical development

Various means of influencing

The network of Senior Lecturers in University Pedagogy is a unique, broad and exceptionally research-intensive network by international standards. The Senior Lecturers in University Pedagogy form part of the academic teaching and research staff, conducting research on teaching and learning in their own disciplines at different faculties. The research projects led by the network have also received external funding. The network’s well-structured and systematic development of teaching was recognised in the international Evaluation Report of the Leadership and Management of Education in 2007–2008:

We were very impressed with the work of the Centre for Research and Development of Higher Education and of the University Senior Lecturers in University Pedagogy throughout the University. The staff are highly committed and enthusiastic, and we have also received clear evidence from Faculties regarding the significant impact that these staff are making. We hope that the University will be able to provide the long-term stability that will enable these staff and the Centre to extend their role. The University is highly commended for its foresight in taking forward these developments.


Each year, the network negotiates and clarifies the core objectives and themes of its work. When setting the objectives, the University’s strategic guidelines and the faculties’ or independent institution’s objectives and development goals are also taken into account. The negotiations aim to highlight special objectives in accordance with which the lecturers, individually and in cooperation, carry out their tasks in their faculties and units.

In 2011 the network set itself two development goals related to instruction in higher education: developing the assessment of learning and enhancing the appreciation of teaching at the University of Helsinki.

In 2012 the main objectives set by the network were to support diversity in instruction, to enhance supervision, as well as to improve the setting of learning outcomes and curriculum design, thus enhancing the quality of studying and learning.
The objectives of the network of the senior lecturers in university pedagogy are closely linked to the University’s operative strategy and aim to support and promote its implementation.

The Senior Lecturers’ primary means of influencing the academic community are based on their essential activity and core task of research and teaching.

Influence through education in university pedagogy

The lecturers’ core task consists of research-based development of instruction in higher education. The development can focus on individual members of the academic staff or students, on the institution or on the whole of the university sector [12]. The role of the Senior Lecturers in University Pedagogy is characterised by the fact that they develop instruction in higher education on all the three of these levels. Simultaneously, they develop their own operations as a uniform network.

In my opinion, allocating resources for Senior Lecturers in University Pedagogy at different faculties has been one of the most sensible strategic decisions made at the University. As a consequence, at the faculty level, teaching development projects have become more systematic and better defined. It has been possible to do away with fragmented projects, and the approach adopted for developing teaching at the faculty is currently holistic, systematic and target driven. Furthermore, the faculty has received research-based knowledge for its work in the development of instruction. It has been rewarding to see how research results have forced us – the self-learned pedagogues – to reconsider and correct our intuition-based ideas about teaching and learning.

[Administrative employee responsible for coordinating the strategic work at one of the faculties]

Education in university pedagogy makes it possible to influence teachers’ ideas about learning and instruction, the teaching methods used, and teachers’ understanding of competence [13], [14]. As a greater number of teachers at faculties and departments participate in education in university pedagogy and joint development projects, the personnel as a whole begin to support change. According to Repo [13], cooperation promotes the creation of a common pedagogical language and generates discussion on pedagogical issues. As a larger number of teachers become involved in joint projects and pedagogical education, it motivates and inspires others to participate, too. Moreover, pedagogical education and development can give “a licence” to experiment with new teaching methods.
The University of Helsinki has undergone structural changes, which support the professional development of teachers. These changes have included evaluating education and degree programmes at the University, implementing university portfolios, and introducing teaching skills evaluation matrices, as well as establishing a professorship in university pedagogy, the Centre for Research and Development of Higher Education, and the network of Senior Lecturers in University Pedagogy. These institution-wide practices support development efforts in university pedagogy, while also acting as driving forces for change (cf. Repo [13]). For example, the teaching skills evaluation matrix supports discussion on what constitutes good teaching in the teaching skills evaluation committees.

**Influence through research on university pedagogy**

In an academic context, conducting research is an inherent means of convincing and influencing. The results of research on higher education provide a plausible and solid foundation for developing university pedagogy.

The main task of the Senior Lecturers in University Pedagogy is to conduct domain-specific research on university pedagogy in their fields. Research of this kind makes it possible to discover differences in practices between disciplines [15], [16] and to identify interdisciplinary regularities in teaching and learning [17].

Conducting research on university pedagogy forms part of the scholarship of teaching [18], [19], [20], which constitutes a foundation for teaching. At the University of Helsinki, research-based teaching has long been one of the teaching principles and is currently part of the formation of educational philosophy. Thus, the university is seen as a research-driven community [21], where academic activity, the teaching methods used and the research conducted all contribute to the content of teaching.

The Senior Lecturers’ task is to produce research-based knowledge on university pedagogy and to make that knowledge available to the academic staff. The aim of research-based knowledge is to improve instruction and learning, and thus to enhance their quality at the University of Helsinki.

Besides the research that the lecturers conduct in their domain-specific fields of interest, they contribute significantly to numerous other, long-term and wider-scope research projects. These include, among others, the research related to the LEARN Project. This involves the investigation of different learning approaches, pedagogical practices and learning environments. The Inquiry is currently being developed at the Centre for Research and Development of Higher Education. The results of the research are then used for developing the LEARN questionnaire. The LEARN Project has produced a new kind of research-based knowledge on learning and studying as well as information on students’ experiences of their learning environment.
In my opinion, the participation and support of the Senior Lecturers in University Pedagogy have been useful in monitoring studies and in coordinating matters related to the students’ personal study plans at the faculty. In addition, the senior lecturers’ research (or follow-up studies) on students has yielded really valuable information for supervising students and for developing student admission.

[Member of the academic administration staff at one faculty]
Enhancing the sense of community and pedagogical awareness

The Senior Lecturers’ task is to influence the knowledge and attitudes of the academic community so that instruction and teaching is seen as an integral part of academic activity. According to research, changing and developing pedagogical practices require a conceptual change among teachers [22]. An important forum for Senior Lecturers in University Pedagogy to exert their influence is their own unit (faculty or independent institute) as well as in their own research environment or another operational environment.

Personal contact with the teaching staff and students is necessary in order to improve teaching practices. At the faculty level, influence usually manifests itself as “coaching”, that is, as posing questions, giving constructive feedback and as presenting new ways of thinking and introducing new teaching methods. On the campuses, the Senior Lecturers in University Pedagogy work in cooperation with each other, thus collectively highlighting the importance of teaching and good pedagogical practices.
One of the main channels of influence at the University level is the academic administrative specialist positions and the teamwork involved in these positions. In assisting the University leadership, the teams participate in creating new ideas, solving problems and in providing expertise in the development of instruction. Publishing scholarly papers in national and international journals makes it possible to disseminate the results of discipline-specific research on university pedagogy. This also enables the establishment of Finnish terminology of university pedagogy and participation in international discussion on pedagogical research.

In the autumn of 2011 at the instigation of the Senior Lecturers in University Pedagogy, the first general conference on developing teaching was organised for the academic personnel at the University of Helsinki. This event, called Learning Adventure, assembled a large number of teachers, researchers, administrators and students, who presented their work on pedagogical research and their pedagogical experiments, and shared their experiences in various lecture sessions and workshops.

One of the core objectives of the network of Senior Lecturers in University Pedagogy has been to increase the appreciation of teaching. The first steps towards this objective were taken as the University of Helsinki, as the first university in Finland, started preparing the Teachers’ Academy, an award system for excellent teachers. The founding members of the Academy – thirty in all – were selected in January 2013. The Academy aims to increase the appreciation of teaching and to award distinguished teachers and their home units. According to the networks’ experience, goal-oriented, systematic and research-based planning of academic activity and development of teaching have borne fruit!

The Senior Lecturers in University Pedagogy act as permanent expert associates of the Academy; their tasks involve, among others, engaging in the assessment and selection of new fellows.

Future challenges

The network of Senior Lecturers in University Pedagogy actively follows the changes at the University of Helsinki as well as trends in pedagogical development efforts both in their home units and in their disciplines at the university level, both nationally and internationally. At the beginning of the strategic period of 2013–2016, the current themes include, for instance, the new funding indicators for universities set by the Ministry of Education and Culture and their influence on university education and its development. The new strategic guidelines at the University, such as increasing the intensity of research, setting high goals for research publication and external funding as well as increasing diversity in the working environment all constitute new challenges to university pedagogy, its research and development.
References


[8] Inkinnen & Toom, 2009


[16] Hounsell & McCune 2005

[17] Ramsden, Trigwell, Biggs 2006


[21] Brew 2010

[22] Postareff et al., 2007

Appendices

Appendix 1
Senior Lecturers in University Pedagogy at the University of Helsinki

1 City Centre Campus

Faculty of Arts

Juha Himanka, PhD, Docent (Theoretical Philosophy)
Research and Support in Teaching and Learning at the Faculty of Arts (OPTI)
Superior: Dean

Job description: Together with another Senior Lecturer in University Pedagogy, Himanka is responsible for teaching university pedagogy at the Faculty. He engages in the development of instruction by participating in the arrangement of pedagogical seminars. He is a member of the Faculty’s Academic Affairs Committee and supports the activities of working groups focusing on the development of teaching at different departments, as well as the evaluation of the scholarship of teaching. Himanka is involved in the orientation and supervision of postgraduate students. In his own research work he concentrates on the historic, humanistic and philosophical starting points of university pedagogy and its terminology.

Further information on research and other activities: tuhat.halvi.helsinki.fi/portal/en/persons/juha-himanka
**Marjo Vesalainen, PhD (Germanic Philology)**  
Research and Support in Teaching and Learning at the Faculty of Arts (OPTI)  
Superior: Dean  

**Job description:** Together with another Senior Lecturer in University Pedagogy, Marjo Vesalainen is responsible for training in university pedagogy at the Faculty. She is involved in numerous development projects on teaching and learning at the Faculty and in organising seminars related to these projects. She is a member of the Faculty’s Academic Affairs Committee, and she supports the activities of the departments’ working groups on educational development. A significant part of her responsibilities is related to teacher training in the humanities. She is also in charge of the activities of the Faculty’s AinO Centre (the centre for subject teacher training in the humanities). Vesalainen’s main tasks also include the development of teacher training, the support of assessment in the departments of the Faculty and the enhancement of university pedagogical research. She arranges courses, projects, seminars and other events for teacher trainees and graduate teachers. Her research efforts focus on, besides teacher training-related issues, university pedagogy in language learning and teaching as well as language skills assessment.

Further information on research and other activities:  
tuhat.halvi.helsinki.fi/portal/en/persons/mvesalainen

**Language Centre**

**Johanna Vaattovaara, PhD (Finnish Language)**  
The Unit for Support in Teaching and Learning (OOTU)  
Superior: Head of the Unit (Head of Development)  

**Job description:** Together with the head of the unit, Johanna Vaattovaara is responsible for directing the development of research, instruction and learning. Her main responsibility consists of organising education on issues related to the development of research and teaching (seminars on developing teaching, research seminars and support for research endeavours). As a permanent member of the Teaching Skills Committee, she is engaged in the procedures for filling teaching vacancies at the Language Centre. Vaattovaara’s research activity as a senior lecturer focuses on the university pedagogy of language learning and teaching, multilingualism and the use of scientific knowledge in teaching and on communicating research results to the general public and specialists in other fields of science.

Further information on research and other activities:  
tuhat.halvi.helsinki.fi/portal/en/person/vaattova  
Homepage: helsinki.fi/kksc
Faculty of Behavioural Sciences

Auli Toom, PhD (Education), Docent/UEH (Education), Docent/UEF (Research on Instruction), general teacher qualifications (General education, University pedagogy)
Faculty of Behavioural Sciences, Faculty Office
Superior: Dean

Job description: Together with the Faculty’s teachers and members of the academic and research administration, Auli Toom is responsible for research-based development of graduate- and post-graduate-level instruction as well as for conducting pedagogical research on the topic. Her major research focuses are tacit pedagogical knowledge, the knowledge of teachers, reflection and teacher education. Recently, she has conducted research on academic scholarship and its development as well as on learning among students in doctoral degree programmes. Toom is leading three different research projects in university pedagogy, and she also supervises Master’s and doctoral theses. She has acted as the editor-in-chief of the Journal of the European Teacher Education Network and is a member of the editorial board of the Journal of University Pedagogy. Toom gives basic- and intermediate-level instruction on university pedagogy to postgraduate students and staff. She arranges study skills workshops for students in cooperation with study psychologists and participates in tutor training at the Faculty. She serves as an advisor for the Faculty’s Academic Affairs Committee, Teaching Skills Committee and the Doctoral Education Committee, and is a member of the University's Academic Affairs Council, the First Year Experience project, the Preparatory Committee for the Teachers’ Academy and the Academic Board of Helsinki Summer School. In addition, Toom has acted as an advisor for several international teaching development projects.

Further information on research and other activities:

tuhat.halvi.helsinki.fi/portal/en/person/toom
blogs.helsinki.fi/tpa-project/
acttea.ut.ee
blogs.helsinki.fi/prowo-project/
helsinki.fi/yty/tutkimus/Tutkimussuunnitelma_HOA_tammi_2013-2.pdf
Faculty of Law

Anne Haarala-Muhonen, PhD (Education)
Faculty of Law, Faculty Office
Superior: Dean

Job description: Together with the administrative staff and the Faculty’s teachers, Haarala-Muhonen is responsible for education in university pedagogy. She gives basic- and intermediate-level instruction on university pedagogy to postgraduate students and the staff. Part of the instruction she gives is targeted to students on the level of basic studies and consists of the following topics: study skills, academic writing and ICT. In addition, she advises students on developing study skills and making study plans. She is a member of the Faculty’s Academic Affairs Committee and Teaching Skills Committee. Her research interests are related to teaching and learning at the Faculty. One of her major research focuses lies on teaching and studies during the first year of study. The aim is to enhance learning at the initial stage of studies at the Faculty of Law.

Further information on research and other activities:
tuhat.halvi.helsinki.fi/portal/en/person/haaralam

Swedish School of Social Science

Monica Londen, PhD (Education), teacher qualifications (Psychology)
Swedish School of Social Science at the University of Helsinki
Superior: Rector of the School

Job description: Londen is responsible for developing the University’s Swedish-language instruction and learning and for conducting research in pedagogy. Her major duty is to develop teaching at the School and to organise instruction in university pedagogy in Swedish in cooperation with the Centre for Research and Development of Higher Education. She arranges seminars on pedagogy for the University’s Swedish-speaking teaching staff. She serves as an adviser for the Teaching Skills Committee at the School. Her research interests are related to the pedagogical development and awareness of university teachers, and to parallel language use in higher education.

Further information on research and other activities:
Homepage of the School: sockom.helsinki.fi
**Faculty of Theology**

**Laura Hirsto**, PhD (Educational Psychology), Docent (Educational Psychology)
Faculty of Theology, Administrative Services
Superior: Vice-dean in charge of academic affairs

**Job description:** Hirsto is in charge of the pedagogical development of instruction and learning at the Faculty as well as of the conduction of research on the teaching and learning of theology. She has been responsible for curriculum design—integrated instruction in university pedagogy, the wide-scope training of student tutors and, as the coordinator responsible for personal study plans, for the induction of teacher tutors. Hirsto has acted as a presenting official on the Faculty Council and has been a member of the presenting officials’ collegiums and the Faculty Steering Committee. As the chair of Faculty’s Pedagogical Unit (2003–2010), she has also been engaged in planning and leading different projects on the development of teaching at the Faculty. Hirsto participates in the orientation of new students (e.g., study skills). In addition, she serves as an adviser for different executive bodies of the Faculty (e.g., the Academic Affairs and Teaching Skills Committees). Her research interests are linked to study, learning and motivational processes in theology, the learning environment of small-sized study groups, the research bases of teaching development and to the issues of teachers’ professional development.

Further information on research and other activities:
tuhat.halvi.helsinki.fi/portal/en/person/lhirsto
Faculty homepage: helsinki.fi/teol/tdk

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**Faculty of Social Sciences**

**Liisa Myyry**, DSocSci, Docent (Social Psychology)
Faculty of Social Sciences, Faculty Office
Superior: Dean

**Job description:** Myyry’s duties include developing teaching and learning as well as conducting research in pedagogy. Her major responsibility is the development of English-language instruction in methodology and of the international learning environment. Moreover, she is involved in the arrangement of training in pedagogy and in the induction of teachers at the Faculty in cooperation with the Centre for Research and Development of Higher Education. She also acts as an adviser in different executive bodies of the Faculty (e.g., the Academic Affairs Committee and the Teaching Skills Committee). Myyry’s research focus lies on the process of socialisation and ethical development in specialist education.
Further information on research and other activity: tuhat.halvi.helsinki.fi/portal/en/person/myyry

**Open University**

**Saara Repo**, PhD (University Pedagogy), LicSocSci (Social Psychology)
Open University
Superior: Director of the University of Helsinki Open University

**Job description**: Repo is responsible for developing the quality of teaching at the Open University and giving pedagogical support to lecturers and other staff. She is a member of the Open University’s Steering Committee, and she acts as the chair of the teaching support team. She is also in charge of the development of student tutoring at the Open University (OU). She arranges events on university pedagogy and gives basic- and intermediate-level instruction on university pedagogy. Repo’s research focus is linked to the collegiality of teaching and learning, peer support among students, the challenges and opportunities of adult university students and to adult students’ needs for supervision.

Further information on research and other activities: tuhat.halvi.helsinki.fi/portal/en/persons/saara-repo
Homepage avoin.helsinki.fi/open_university

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**2 Kumpula Campus**

**Faculty of Science**

**Taina Kaivola**, PhD, Docent (Education)
Faculty of Science, Faculty Office, Unit for Teaching Support
Superior: Dean

**Job description**: Taina Kaivola acts as a Senior Lecturer in University Pedagogy at the Faculty of Science. Her duties as a developer of teaching at the Faculty include providing instruction in university pedagogy to postgraduate students and staff and in study skills to undergraduate students. Together with her colleague Juha Taina, she is responsible for the assessment of the teaching skills of applicants for the title of a docent and of those applying for teaching posts. Kaivola’s research focus lies on the development of teaching in the field of science. Apart from this, she engages in supervising Master’s and doctoral theses primarily for studies that utilise qualitative research methods. The topics of her research are often linked to pedagogical content.
knowledge and teaching methods, such as problem-based learning, commitment to studies and the promotion of the sustainable use of natural resources through teaching and research.

Further information available on the Tuhat Database and at blogs.helsinki.fi/kaivola/about

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**Juha Taina**, PhD (Computer Science)
Faculty of Science, Faculty Office, Unit for Teaching Support
Superior: Dean

**Job description:** Taina acts as a specialist in the Unit for Teaching Support at the Faculty of Science. He is responsible for giving instruction in basic-level studies in university pedagogy, study skills and techniques, and for giving support for web-based teaching. He participates in the development of teaching by organising training and seminars in university pedagogy. He is a member of the Faculty’s Academic Affairs Committee and supports the work of the teaching development teams and the assessment of the scholarship of teaching. Taina’s research interests are linked to teachers’ professional development, the teaching of mathematical subjects and the promotion of sustainable development through software, education and training.

Further information on research and other activities: tuhat.halvi.helsinki.fi/portal/en/persons/juha-taina

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3 Meilahti Campus

**Faculty of Medicine**

**Eeva Pyörälä**, PhD, LicSocSci, Docent (Sociology)
MediPeda Research and support team for teaching at the Faculty of Medicine
Hjelt Institute
Superior: Director of the Hjelt Institute

**Job description:** Pyörälä is responsible for educating the Faculty’s teachers in university pedagogy and pedagogical research. She also acts as an adviser for the Faculty’s teaching development committees and workgroups, such as the Planning Committee for Undergraduate Degree Programmes, the Teaching Skills Committee, the Feedback Committee and the Quality Committee. She has also been engaged in the work of university-level workgroups such as the Academic Affairs Council and the Preparatory Committee for the Teachers’ Academy. She has been involved
in nationwide development projects in medicine with the Association for Medical Education in Finland and the working group on medical training for a specialist qualification. She has also participated in the development of interaction skills training for medical students. Her research activities in pedagogy focus on interaction skills research, the different roles of teachers of medicine and the professional development of teachers. The methodology of quantitative research has also been one of her fields of interest.

Further information on research and other activities:
tuhat.halvi.helsinki.fi/portal/en/persons/pyorala

4 Viikki Campus

Faculty of Biological and Environmental Sciences

Viivi Virtanen, Docent (Botany), teacher qualifications (University Pedagogy)
Faculty of Biological and Environmental Sciences
Superior: Dean

Job description: In cooperation with the other teachers and staff of the Faculty, Virtanen is responsible for teaching university pedagogy and developing teaching. She is a member of the Faculty Council and the Student Affairs Committee, and she acts as the chair of the Teaching Skills Committee. She arranges seminars on pedagogy and gives basic- and intermediate-level instruction to undergraduate and postgraduate students and the staff. A small part of her instruction, consisting of study skills, group dynamics and academic writing, targets undergraduate students. The instruction is arranged partly in cooperation with the Centre for Research and Development of Higher Education and the Senior Lecturers in University Pedagogy and partly independently. Virtanen’s research interests are linked to learning and teaching in the biological and environmental sciences. Her research targets the students of Bachelor’s, Master’s or doctoral degree programmes and teachers alike. The aims of her research work have been to shed light on the Faculty as a teaching and learning environment, and to conduct empirical studies that measure how a certain teaching and assessment method affects learning.

Further information on research and other activities:
tuhat.halvi.helsinki.fi/portal/en/persons/vivirtan
Homepage:
helsinki.fi/bio/hallinto/kanslia/pedagogiset_kehittamispalvelut.html
**Faculty of Veterinary Medicine**

**Mirja Ruohoniemi**, DVM, Docent, Veterinary specialist in equine diseases, CertVR  
Faculty of Veterinary Medicine, Faculty Office  
Superior: Dean

**Job description**: Ruohoniemi’s main task is the comprehensive development of the degree programme offered by the Faculty. Her other tasks involve developing teaching, supporting learning and instructing teachers and postgraduate students. She acts as the chair of the Student Affairs Committee, the Teaching Skills Committee and the Student Admissions Board. Her research work focuses on learning, student assessment and curriculum design. During the period 2010–2013 she served as the vice-dean responsible for academic affairs. She received the University’s Eino Kaila Award for excellence in teaching in 2012.

Further information on research and other activities:  
tuhat.halvi.helsinki.fi/portal/en/persons/mirja-ruohoniemi%28c6d1e215-2165-44b0-bd17-cf32b2b32998%29.html

**Faculty of Pharmacy**

**Nina Katajavuori**, PhD (Pharmacy), Docent (University Pedagogy),  
general teacher qualifications  
Faculty of Pharmacy, Faculty Office  
Superior: Vice-Dean responsible for teaching

**Job description**: Katajavuori is responsible for the comprehensive development of the degree programme in pharmacy offered by the Faculty as well as the development of teaching together with the rest of the academic and non-academic staff. In addition, her core duty is to organise and provide instruction in university pedagogy. She gives pedagogical education in cooperation with the Centre for Research and Development of Higher Education and with the Senior Lecturers in University Pedagogy at the Viikki Campus as well as independently. Part of this instruction targets undergraduate students, especially during the initial stages of studies, and includes guidance in designing the Personal Study Plan (PSP). She serves as a permanent adviser for the Study Affairs Committee and is active in the Teaching Committee as well as in the working group for degree reform. Katajavuori’s research focuses on the learning process, promotion of the deep approach to learning and the assessment of teaching and learning, as well as the development of the degree programme as a whole.

Further information on research and other activities:  
tuhat.halvi.helsinki.fi/portal/en/persons/nina_katajavuori
Faculty of Agriculture and Forestry

Hanni Muukkonen, PhD (Psychology), Docent (Educational Psychology),
general teacher qualification (University Pedagogy)
Faculty of Agriculture and Forestry, Faculty Office
Superior: Dean

Job description: Muukkonen’s core duties consist of the development of teaching and learning at the Faculty and research work in the field of university pedagogy. She is also responsible for the development of tutoring, the provision of instruction for tutors and the activities of the tutor clinic, the operations of the clinic for Master’s thesis writers, as well as for the organisation of training in university pedagogy together with the Centre for Research and Development of Higher Education and the network of Senior Lecturers in University Pedagogy. She also participates in the orientation of first year students, giving instruction in such topics as study skills. In addition, she serves as a pedagogical adviser for several administrative bodies of the Faculty, such as the Study Affairs and Teaching Skills Committees, and participates in the cooperation related to the development of teaching and learning between the Faculty’s departments and the Study Affairs Office. Muukkonen’s research interests are linked to the themes of collaborative and knowledge-creative learning, the development of teaching and learning practices for knowledge-intensive professions and working life skills as well as to the investigation of the practices employed by students in higher education through contextual activity sampling methods.

Further information on research and other activities:
tuhat.halvi.helsinki.fi/portal/en/persons/hmuukkon
blogs.helsinki.fi/prowo-project
Appendix 2.
The previous holders of lectureships in university pedagogy at the University of Helsinki pool of lecturers

Maija Aksela
Maija Gerlander
Yvonne Holm
Ritva Horppu
Helka Hosia-Randell
Lea Houtsonen
Katja Hyry
Antti Ilvanainen
Taina Joutsenvirta
Soila Judén-Tupakka
Tuula Jääskeläinen
Hanna-Maija Ketola
Ulla-Maija Kivikuru
Jaakko Kurhila
Lena Levander
Ritva Levo-Henriksson
Jarmo Levonen
Sari Lindblom-Ylänne
Kirsti Lonka
Minna Mikkola
Johanna Mikkonen
Anne Nevgi
Kirsli Pyhältö
Kalle Romanov
Antti Räsänen
Sanni Siitari
Leena Suominen
Kimmo Vehkalahti
Maaret Wager