Best Practice Guidebook University of Turku Centre for Language and Communication Studies

2019

CENTRE
FOR LANGUAGE AND
COMMUNICATION STUDIES

OPISKELIJOITA

Foreword

Welcome to the new and second version of our CeLCS Best Practice Guidebook. The purpose of this book is to give you the information you need to work effectively in our Centre.

We have tried to collect and collate a wide variety of information from the very practical to the more philosophical that will help you in you in your day-to-day tasks. The book is divided into five sections. Firstly, we give detailed information of the practical things you need to know from where you can eat, to what happens if you get ill, to work plans and room reservations. The second section relates to key issues of teaching from testing and evaluation to dealing with special learners and faculty language requirements. Section Three describes our quality systems and the book finishes in Section Four with a number of useful check-lists to help you remember all you need to do. Finally, the appendices show you our feedback forms and our latest action plans.

This second version has been updated to be relevant to all staff members but it cannot be seen to be complete. Our aim is to add to it and update it regularly. Please let us know what you would like added to it. We hope you find it useful.

My grateful thanks to the original BPG team in 2016, Katja Arola, Hannele Guerin, Timo Hulkko, Emmi Hynönen, Tiina-Leena Salo, Veera Scotto Di Marco and Bridget Palmer. Similar thanks for this new version to Annina Laakso, Hanna Ruska, Arja Kananen, Joachim Schlabach and Kristina Lindgren for comments, contributions and corrections.
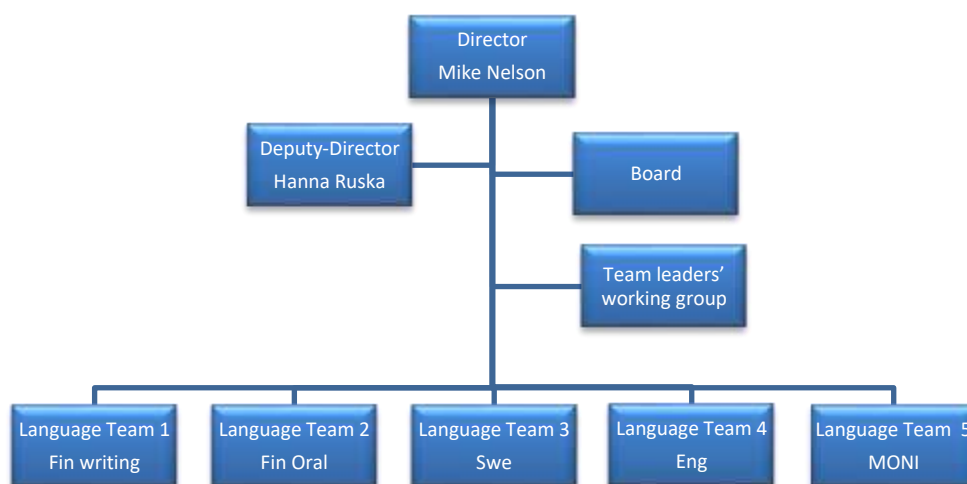
Mike Nelson

10.4.2019

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1 WORKING IN CeLCS

1.1 CeLCS Structure

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                        ┌─────────────────┐
                        │    Director      │
                        │   Mike Nelson    │
                        └─────────────────┘
        ┌─────────────────┐        ┌─────────────────┐
        │ Deputy-Director  │        │                  │
        │   Hanna Ruska    │        │      Board       │
        └─────────────────┘        └─────────────────┘
                                   ┌─────────────────┐
                                   │  Team leaders'   │
                                   │  working group   │
                                   └─────────────────┘
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Language Team 1	Language Team 2	Language Team 3	Language Team 4	Language Team 5
Fin writing	Fin Oral	Swe	Eng	MONI

1.2 Core tasks

The core tasks of the Centre for Language and Communication Studies are as follows:

1. **to implement and develop** research-informed language and communication teaching for degree and graduate students in both study and working life skills
2. **to support** the university in its internationalization and implementation of its language policy
3. **to promote** by its activities multilingualism, cultural knowledge and intercultural communication
4. **to create, maintain and develop** national and international connections and collaboration
5. **to arrange**, when necessary, language and communication teaching for all university staff

1.3 Where we are

Turku Agora

Turku TSE

Turku Calonia

Pori

Rauma

1.4 Key facts about your work

- 1624 hours per academic year
- 396 contact teaching hours
- Six obligatory staff/development meetings
- One obligatory training day
- Teaching a minimum of three days per week
- Friday afternoons reserved for development/staff meetings
- Several development groups running all academic year
- Work well-being interviews every autumn
- Development Interviews every spring

1.5 Administrative staff and their responsibilities

Michael Nelson
johtaja
Kieli- ja viestintäopintojen keskus
Kieli- ja viestintäopintojen keskus
+358 29 450 3906
+358 50 455 2928
micnel@utu.fi

Mike Nelson, Director

Phone: 029 450 3906   E-mail: **micnel@utu.fi**

• Leadership and management of all staff

- Line manager of English and Swedish teams

- Strategic planning, development and supervision of the institution

- Finance and budget planning

- Curricula development leadership and coordination

Hanna Ruska
lehtori
Kieli- ja viestintäopintojen keskus
Kieli- ja viestintäopintojen keskus
+358 29 450 3907
+358 50 355 1844
hanna.ruska@utu.fi

Hanna Ruska Deputy Director

Phone: 029 450 3907   E-Mail**: hanna.ruska@utu.fi**

- Strategic planning and development of the institution

- Line manager for Finnish and MONI teams

- Curricula development

- Supervisory tasks

- Contact person for TSE Language and Business Communication studies

- Lecturer in Business German

Lina Suominen
opintopäällikkö
Koulutuksen toimialan yhteiset
Yliopistopalvelut
+358 29 450 2018
+358 50 569 2722
lina.suominen@utu.fi

Lina Suominen, **Head of Academic and Student Affairs**

Phone: +358 50 569 2722   E-mail: lina.suominen@utu.fi
kielivie@utu.fi

- Credit transfer and credit substitution decisions

- Student counseling and advising

- Study administration and its development

- Applications for non-degree and JOO-studies

- Student tutoring, language circles, international study matters

- line manager for study administration staff

- coordination of part-time teaching

Timo Hulkko, Co-ordinator

Phone: 029 450 39   E-mail: timo.hulkko@utu.fi
kielivie@utu.fi

- Support for teaching: utilisation of teaching technology (e.g. learning platforms, sound recordings and editing, videos, video conferencing, distance learning, electronic exam)

- Development of the use of teaching technology in language teaching

- Support for student administration systems

Arja Kananen, Student Services Secretary

Phone: 029 450 3931   E-mail: arja.kananen@utu.fi
kielivie@utu.fi

- Study module marks for business language and communication studies in TSE

- Credit transfer applications of languages not taught at TSE

- Registering credit transfers for languages in TSE

- Enrolment for language courses in TSE

- Language study guidance in TSE

- Room reservations in TSE

Lauri Kurki, Student Services Secretary

Phone: 029 450 3932   E-mail: lauri.kurki@utu.fi   kielivie@utu.fi

- Registering credit transfers for languages

- Study guidance

- Language self-study and language tandem

- Room reservations

Minna Koski, Secretary, Support Services

Phone: 029 450 3826   E-mail: minkoski@utu.fi   kielivie@utu.fi

- acquisitions (books, office supplies, gifts, flowers)
- arrangements for meetings and other events
- incoming and outgoing post in Agora
- general guidance of staff, students and visitors

1.6 Important email addresses and links

CeLCS issues   kielivie@utu.fi

Computer problems   helpdesk@utu.fi or phone '6000' if inside the university

Travel issues   matkapalvelut@utu.fi

When something needs fixing, use this link

https://intranet.utu.fi/fi/Yksikko/kiinteistohallinto/kiinteistohuollon-palvelupyynnot/Sivut/Palvelupyynt%C3%B6lomake.aspx

1.7 Work well-being

Work well-being is supported in a variety of ways in CeLCS. First of all, it is important to stress that we follow the guidelines set down by the university. These guidelines can be found here: https://intranet.utu.fi/index/early-support-for-employees-and-work-communities/Pages/default.aspx

Each autumn, all staff answer a short questionnaire that focuses on work well-being and covers such issues as workload, happiness at work, support and atmosphere. Actions are then taken based on these measures if necessary.

https://intranet.utu.fi/en/news/news/Pages/Occupational-Safety-Representatives-You-Can-Contact-Us-with-Any-Concern.aspx

The university also has **Occupational Safety Representatives**. You can see who yours is here:

https://intranet.utu.fi/en/news/news/Pages/Who-is-Your-Occupational-Safety-Representative.aspx

You can also find out about the university's occupational safety support here:

https://intranet.utu.fi/index/occupational-safety/Pages/default.aspx

1.8 In case of illness

If you wake up in the morning ill and can't come to work:

- email kielivie@utu.fi

    – name the groups that will miss the teaching and where the lessons are

    – if you are able to, email students to let them know

You can see whom to contact in Mehiläinen from the link below:

- https://intranet.utu.fi/index/health-care/Pages/Unit-Specifi-Occupational-Health-Physicians-and-Nurses.aspx

Health care

- Mehiläinen
- Market Square/Kupittaa
- Työterveys
- Dr Johanna Jalonen
- Nurse Anneli Kojo
- Psychologist: Henriikka Harmovaara
- **Call** if they have no times on the website

BOOKING

Personal Customers
010 414 0200

Occupational Health Care
010 414 0666

Switchboard
010 414 0112

Booking ➡

The call fee >>
Cancelling an appointment >>

https://www.mehilainen.fi/en

1.9 University regulations on sick leave

Changes to sick leave notification as from 1 January 2018

A new practice came into force at the University of Turku from 1 January 2018 onwards, according to which an employee can be absent from work due to sickness with the employee's own notification for a **maximum of five days**. This will replace the previous three-day practice.

This change is experimental and is in force until 31 December 2018. The change aims at decreasing the amount of short sick leaves and the number of visits to the doctor. The change is evaluated during and at the end of the year when its possible continuation is also decided.

More information, see guidelines.

How to request a Leave of Absence or to make a notification after absence?

The processing of leaves of absence will be carried out electronically through SAP Portal with the exception of part-time absences. (logging in address sap.utu.fi or horizon.utu.fi). If you have problems with logging in to the portal, please contact helpdesk@utu.fi or puh. 6000.

An employee who falls sick must immediately inform her or his superior of the absence due to illness.

When back at work, one-to-five-day absences, the employee fills only the form in SAP Portal. It will be delivered straight to payroll office.

When does a medical certificate need to be attached?

A sickness leave that lasts longer than five days needs a medical certificate to be attached. Your employer has the right to demand that any absences due to illness must be verified with a medical certificate.

The certification will be send straight to payroll office, ICT-city, 5th floor (Personnel secretary Tuija Heikkilä).

1.10 Food

The university has a number of restaurants and cafés. You can see them all by following the links.

http://www.unica.fi/en/
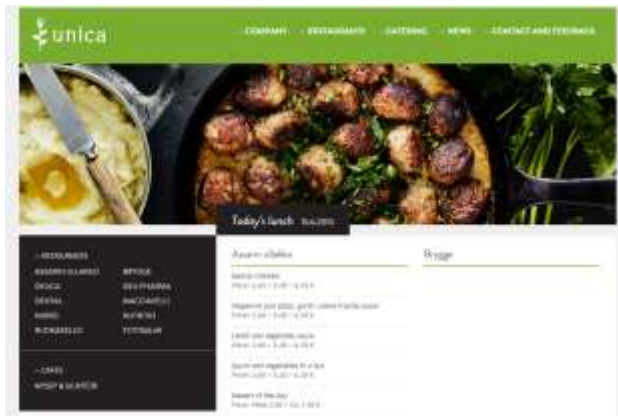
Food at TSE:

Ravintola Monttu

Avoinna Ma-Ke klo 10.30 - 18.00 To-Pe 10.30 - 15.00

https://www.lounaat.info/lounas/juvenes-monttu/turku

1.11 Sports facilities

http://www.campussport.fi/en/frontpage/

1.12 Printing Materials, copying and scanning

Secure printing is now in operation in all university-shared printers. So, please print to the secure print queue "utu_secure". Documents sent to this secure queue can be retrieved from any university printer/copier that has the little "secure print box" attached to it.

Photocopying We are now all encouraged to create our materials electronically and put the pdfs into Moodle for our students.

1.13 Meetings

Staff Meetings: In CeLCS we have six staff meeting every academic year on Fridays at 12.30. An agenda is always sent one week before and the minutes are stored in Moodle. These meeting are obligatory for all staff and are included in everybody's work plan. These meetings are used to give information about current events and issues and to enable staff to talk about ideas, research or teaching matters to the whole staff. They are also used for development. The meetings can also be used for the language teams to meet or whatever the current needs of CeLCS are. The meeting is not a decision-making body.

1.14 Working groups

We have a number of working groups, the purpose of which are to develop CeLCS in a variety of ways.

Language/Admin team/s: All staff belong to a team (see CeLCS organization section for a chart). The teams are the Finnish, Swedish, English, MONI). All teams meet approximately once per month. The teams are led by team leaders who are elected by their peers in the team for two years at a time.

Hyvä Olo group: meets when necessary to plan parties, events and other things to make the workplace a cheerful and happy place.

Pluri-group: we discuss current multilingual models, which are essential for all language learning. We focus on challenges our graduates will meet in their multilingual workplace but also emphasize advantages our students get when they study their third or a further language. Of specific interest are new approaches (objectives, content, methods, and assessment tools) for plurilingual courses bridging the gap between two or more languages.

Envisaged dates (4 times at Fridays at 12:30h):

28.9.2018, 30.11.2018, 1.2.2019, 26.4.2019

Research group: meets regularly in the year that the Kielikeskus tutkii volume is produced. Moodle site at https://moodle.utu.fi/course/view.php?id=4066 CeLCS also has a research strategy that you can find in the appendices to this guidebook.

1.15 Training days

In a typical year there is a Training Day for all staff in May.

1.16 Remote use of work folders/programs when outside the university: Horizon

The Horizon portal provides access to applications (eg. Personec ESS and SAP Portal, MS Office) and to the Windows desktops (eg. Desktop Staff, Student Desktop) anytime and anywhere. You can use the Horizon portal directly from the following address: https://horizon.utu.fi You do not need any separate software on your workstation.

1.17 CeLCS Staff Orientation Process

AIM The aim of this program is to offer a warm welcome to new members of staff and provide them with the information and support that they will need in what is commonly a very stressful period of their working lives.

Overview of the induction process for new members of staff

1. Welcome and introduction by director

2. Introduction to key staff members

3. Introduction to mentor (arranged in advance of new staff's arrival)

4. Induction items list given and discussed

5. Link to Moodle: staff Intra

6. University level induction day times given

7. Induction item list completed

8. (For teachers) pedagogical training arranged if possible

9. (For teachers) classroom visit by director followed by discussion and feedback

10. Follow-up discussion

1.18 Responsibilities of part-time teachers/full-time teachers

The need for part-time teachers should be discussed in the language teams when preparing work plans, that is, the team's teachers should discuss and agree on the need for part-time teaching with management (Mike / Hanna). Management are responsible for recruiting the teachers, but teachers' own networks can always be used to help in the process whenever necessary.

Part-time teachers are responsible for the following:
1. Preparation of teaching materials and course planning.

New courses: Work in cooperation with admin and full-time teacher to create the course.

Parallel courses: Work in collaboration with full-time teacher to ensure that students are given similar course content.

2. Agreeing the teaching schedule with the full-time teacher / language team. Agreeing room reservations directly with Lauri/Arja.

The full-time teacher or the team should provide the administration with all the information needed for all the teaching including part-time teaching (times, places, registration information, etc.). This is especially important where part-time teachers are teaching groups that are part of full-time teachers' courses.

Administration creates a course enrollment in NettiOpsu. Course sign-ups are handled either by the administration or by the full-time teacher of the course; this should be agreed in advance.

3. Teaching the course.

4. Preparation of any exams.

5. First exam in the last lesson.

6. Assessment of exams or other assignments and submitting the course results to **kielivie@utu.fi** within 3 weeks.

7. Two other exam opportunities can be arranged at the joint CeLCS examination days, but they are evaluated by the class teachers. The exam results should be sent to **kielivie@utu.fi** within three weeks.

8. Illness: If part-time teachers are ill, no payment is made for the missed lessons and the lessons should be re-arranged for another time or an extra assignment given.

1.19 Travel

All staff are encouraged to attend seminars or conferences in order to further their working skills. Please always discuss your plans with the Director. The following guidelines apply.

a) All staff members are supported in going to work-related conferences (that is, themes that are related to CeLCS teaching).

b) Full financial support if giving an accepted presentation (conference fee, hotel, travel).

c) Symposiums/seminars, we usually pay at least the conference fee and most often travel, too. In all cases please ask the Director as we will always try to help in whatever way we can.

d) Do notice though that no day money is given.

You can see the key ideas below in the flow chart.

Travel Check-list

- ✓ Own idea or asked by boss? (If it's your own idea - no per diem money)
- ✓ Registration
- ✓ How will you pay?
- ✓ Possible funding (TY Fund)
- ✓ Accommodation
- ✓ Timetabling
- ✓ Tickets and reservations
- ✓ Announcing absence, SAP-travel
- ✓ Insurance
- ✓ Arranging teaching for time when you are away
- ✓ De-/briefing with boss and colleagues
- ✓ What would your team like to know?

1.20 Salary system and assessment processes – YPJ and Personec

The University of Turku applies the salary system for universities, in which the salary is based on the job requirement factors (how demanding it is) and on personal work performance. The details of the salary system are stipulated in the universities' general collective agreement. The University applies separate assessment systems for the teaching and research staff, other university staff, and the teaching staff of training schools.

The university's information page on this is here:

https://intranet.utu.fi/index/salary-system/Pages/default.aspx

Evaluation of performance level

According to the new university collective agreement, personal performance evaluations for the pay system no longer need to be carried out every two years for each worker but are performed as follows:

- In universities, supervisors carry out evaluations annually.

- An employee may request a personal assessment of his or her performance within two years of the previous assessment.

- However, an evaluation discussion with the employee should take place five years after the previous one.

The link to Personec is here: https://asp.secure.aditro.fi/adi2/hrutu/

Collective Agreement 2019

On 27 September 2018, JUKO, JHL and Pardia, reached a negotiated solution for changing the salary system of the universities and the allocation of the arrangements. The boards of these oganizations have accepted a negotiated solution. Amendments to the pay system will come into effect on 1 January 2019. The most important changes in the pay system are:
• The lowest percentage of the personal pay component is raised to 6% and the highest percentage to 50%
• A change corresponding to the cost effect of the lowest percentage of the personal pay component is made for the job-specific pay component for all demand levels
• There are four categories of personal performance instead of the previous nine

• The percentage of personal performance is determined by a sliding scale
• Written descriptions of subject categories have been refined
• The mandatory personal performance evaluation process, which takes place every two years, is removed
• The assessment of the employee's personal performance assessment must, however, take place within five years of the previous evaluation discussion

1.21 Development interviews

Each staff member meets with the Director or Deputy Director, usually in February/March for a development interview. In this interview the previous year is reviewed in the light of the goals set for the previous year and plans are made for individual development in the coming year.

1.22 Guided self-study and fully independent study guidelines

Guided self-study / self-study

These are the studies that produce credits but are **not ordinary teaching courses**.
The work plan can include an estimate of the hours worked for guidance / evaluation (actual working hours), proportional to 396 system lessons, by dividing the actual working time by the coefficient of 3.5.

Examples:

30 min / 1 cr (eg correction of student control / exam)

60 min / 2 cr performance (eg referral / assignment)

90 min / Tandem control / Blog tracking and commenting

120 min / wider 4-5 cr exercises

These figures are divided into 3.5 and this final number of hours is put in the work plans.

Example: 2 ECTS self-study course - actual working time per performance is 60 min divided 3.5 = 17 min. That is, you can put 17 mins into the work plan per estimated performance.

Important

The teacher gives an estimate of how many students can be expected in the coming year using last year's figures.

Teachers also have to think how the hours affect their own contact teaching. The final version of the work plan is agreed with the Director/Deputy Director.

1.23 Work plans and room reservations

General Information

1. Work plans are agreed within the teams and with Mike/Hanna. Contact teaching hours are put into Excel-files (the language team Excels are on the "verkkolevy"/shared drive, [\\utu.fi\verkkolevyt\Kielikeskus\Opetustaulukot_2018-2020](\\utu.fi\verkkolevyt\Kielikeskus\Opetustaulukot_2018-2020)). The number of hours worked also need to be put in Sole during the spring.

2. When considering the work plan and the timing of teaching, the following should be taken into account:

   a) Because of the limited space, **please try to organize the teaching evenly** between autumn and spring.

   b) Where possible, please try to keep teaching **during one period** rather than so that teaching would run over by just one week. If the teaching extends slightly into the next period, try to think how the students could complete the course in an alternative way.

c) **Please try to use the whole week effectively when taking teaching times**. No one is required to teach after 16.00, but those who are willing to do so are encouraged to take the late teaching times into use. TYY and many faculties have asked for the following time to be taken into use: at 8-10, 14-16, or 16-18.

f) Staff meetings are held on Fridays at 12.30-14.30. No teaching should be arranged for this time each week to facilitate other development/team meetings.

g) If the teaching time offered is not satisfactory, it is still possible to get teaching rooms for the appropriate faculties (only for faculty-specific teaching).

h) All room reservations will appear in Peppi within the course descriptions.
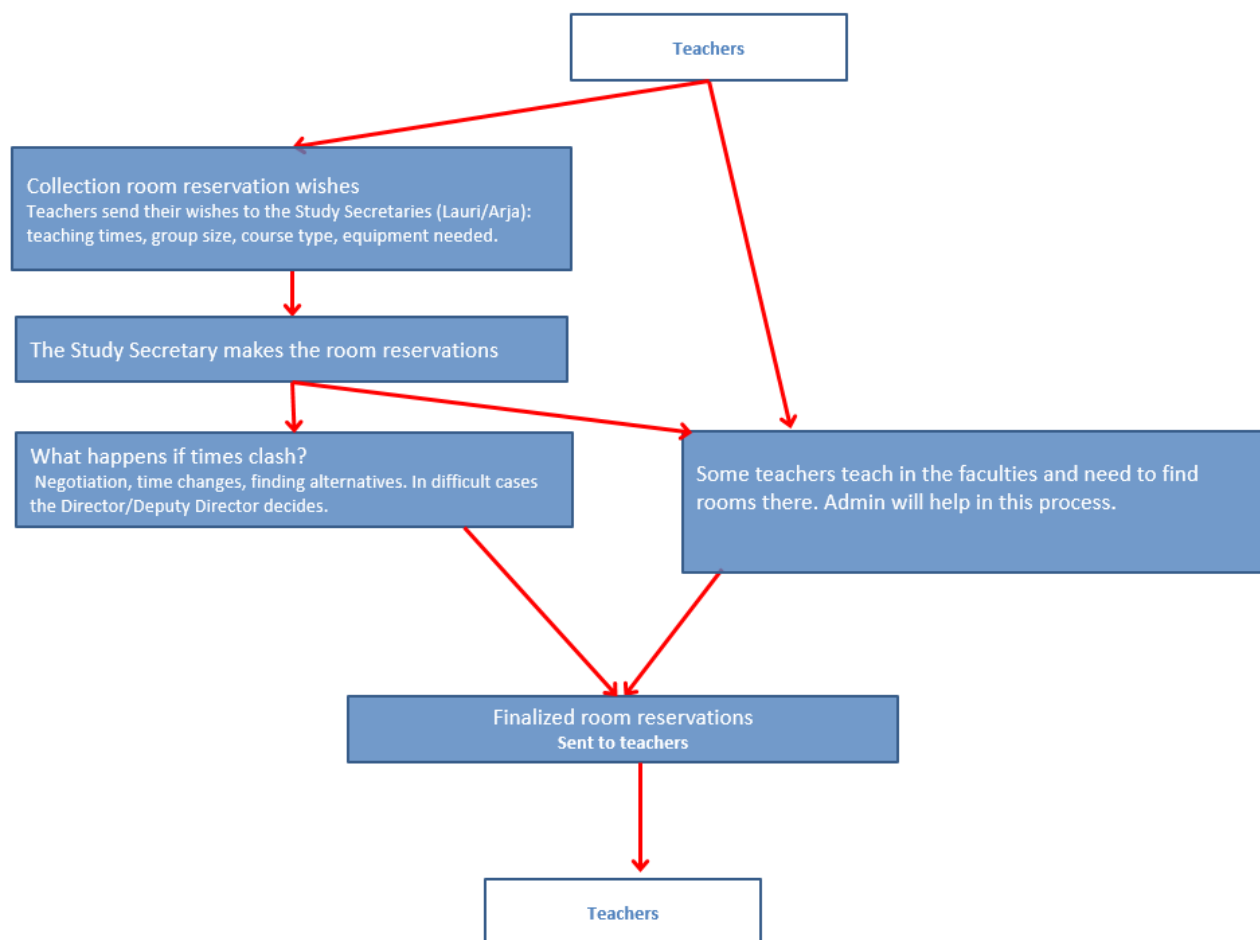
Who to get help from:

Room reservations and timetabling issues – Lauri/Arja TSE

Study affairs – Lina

Technical help – Timo

Bigger and decisions of principle – Mike/Hanna

Room reservation process

Teachers

Collection room reservation wishes
Teachers send their wishes to the Study Secretaries (Lauri/Arja):
teaching times, group size, course type, equipment needed.

The Study Secretary makes the room reservations

What happens if times clash?
Negotiation, time changes, finding alternatives. In difficult cases
the Director/Deputy Director decides.

Some teachers teach in the faculties and need to find
rooms there. Admin will help in this process.

Finalized room reservations
Sent to teachers

Teachers

1.24 Typical Spring Timetable

 Work plans

1. January: All courses and groups are placed in Excel files in the verkkolevy/shared drive.

2. **February**:

- Team leaders should ensure that all new possible courses/changes are put into the Excel files directly in the verkkolevy/shared drive (see address above) **by the end of February.**

- Teachers can already write in their suggestions for which courses they will teach. This will be coordinated by the leaders.

3. February/March:

Language teams meet with Hanna, Mike and Lina to make final division of courses/groups.

- The teams are Swedish, English, Finnish writing skills, Finnish spoken communication, Finnish for Foreigners, German, French, Spanish/Italian, and Chinese/Russian.

- Meetings arranged in March (or earlier if a team feels it is ready).

Personal work plans will then be finalized after these meetings.

4. March: All work plans to be ready by **end of March**

C Development interviews

1. Doodle invitations sent to book a time.

2. Interviews held**.**

3. Teachers complete a Development Discussion form beforehand and send to Mike/Hanna one week before the interview.

D Feedback System (see section on Feedback later in the manual)

In spring **the English and Swedish teams** choose two courses and send them to Mike. In the autumn **Finnish and the MONI team members** do the same.

1. Please choose **two courses** from which you would like feedback.

2. Please write down the **names** of the courses and their **OPSU codes**.

3. Please send me the up-to-date electronic email list of the students if you have one.

4. **Let me know if you would like the feedback gathered at a specific date.**

New Team leaders (every second year)

Voting takes place in April and May.

1.25 Reservations for meeting students (Agora)

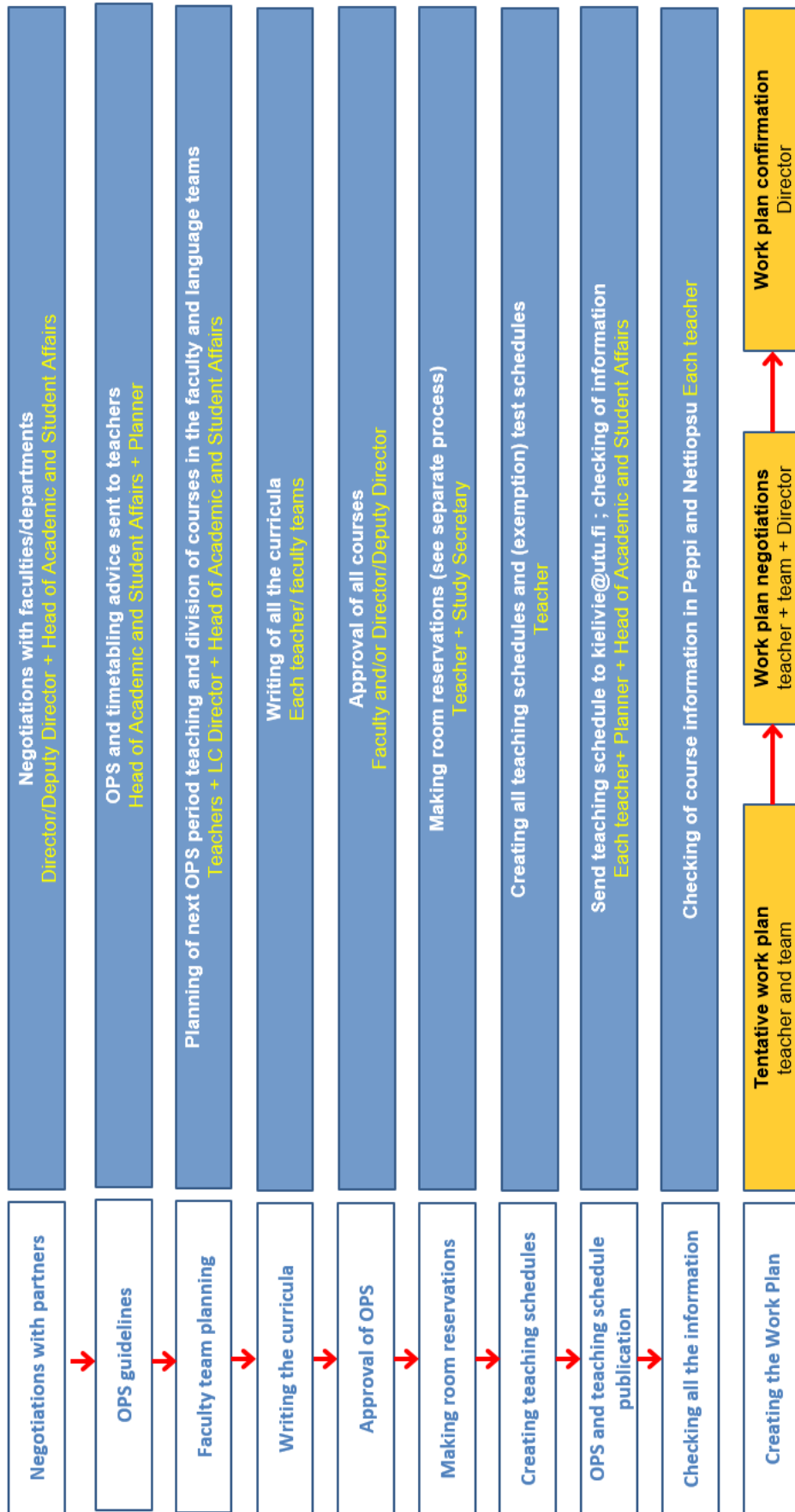Each teacher has the rights to book a reception room to meet students in room 206, 207, 208 and 221 located in the self-study area in Agora. The rooms can all be booked using the appropriate Outlook calendar. You can find the calendars in the bottom left of your calendar screen. Please not that although you can reserve times, you cannot delete entries you make (only the Director can).

☐ Huone 206
☐ Huone 207
☐ Huone 208
☐ Huone 221

1.26 Curricula planning

Curricula planning normally takes place on a two-year cycle. On the next page you can see the steps of the process.

Curricula Creation Process

Negotiations with partners

→ **Negotiations with faculties/departments**
Director/Deputy Director + Head of Academic and Student Affairs

OPS guidelines

→ **OPS and timetabling advice sent to teachers**
Head of Academic and Student Affairs + Planner

Faculty team planning

→ **Planning of next OPS period teaching and division of courses in the faculty and language teams**
Teachers + LC Director + Head of Academic and Student Affairs

Writing the curricula

→ **Writing of all the curricula**
Each teacher/ faculty teams

Approval of OPS

→ **Approval of all courses**
Faculty and/or Director/Deputy Director

Making room reservations

→ **Making room reservations (see separate process)**
Teacher + Study Secretary

Creating teaching schedules

→ **Creating all teaching schedules and (exemption) test schedules**
Teacher

OPS and teaching schedule publication

→ **Send teaching schedule to kielivie@utu.fi ; checking of information**
Each teacher+ Planner + Head of Academic and Student Affairs

Checking all the information

→ **Checking of course information in Peppi and Nettiopsu** Each teacher

Creating the Work Plan

→ **Tentative work plan**
teacher and team
→ **Work plan negotiations**
teacher + team + Director
→ **Work plan confirmation**
Director

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1.26 Yearly Planner 2018-19

CeLCS YEARLY PLANNER 2018–2019

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
	Faculty Team Meetings 21.9.	Staff Meeting / Language Teams 12.10.	Faculty Team Meetings 16.11.	Staff Meeting / Language Teams 14.12.	Staff Meeting / Language Teams 18.1.	Faculty Team Meetings 15.2.	Staff Meeting / Language Teams 15.3.	Faculty Team Meetings 12.4.	Staff Meeting/ Training Day 17.5.
	Timetables in Outlook 3.9.				Timetables in Outlook 11.1.	Development interviews	Development interviews		
Start the year meeting: Development Day 21.8.	European Day of Languages 26.9. Events on 25.9.						Work plans ready in Excel by 29.3.		
		Feedback Webropol					Feedback Webropol	Room reservations	
	Pluri group 28.9.		Pluri group 30.11.			Pluri group 1.2.		Pluri group 26.4.	
		Board Meeting					Board Meeting		
	Team leaders' meeting 14.9.	Team leaders' meeting 26.10.	Team leaders' meeting 23.11.		Team leaders' meeting 11.1.	Team leaders' meeting 8.2.	Team leaders' meeting 8.3.	Team leaders' meeting 5.4.	Team leaders' meeting 10.5.
TEACHING	TEACHING	TEACHING	TEACHING	TEACHING	TEACHING	TEACHING	TEACHING	TEACHING	TEACHING

2. TEACHING AND STUDYING IN CeLCS

2.1 Useful links and information for teachers

Regulation on Studies: https://intranet.utu.fi/index/rules-and-regulations/Pages/default.aspx

Disposal of Records: https://intranet.utu.fi/index/secure_disposal_of_records/Pages/default.aspx

Information on study matters in CeLCS intranet:
https://intranet.utu.fi/en/units/languagecentre/Pages/home.aspx → Studying

Joint folder for CeLCS staff, including teaching Excels for each team:
\\utu.fi\verkkolevyt\Kielikeskus\Opetustaulukot_2018-2020

The Privacy Notice of Processing Personal Data of Students in Education:

http://www.utu.fi/en/privacy/notice/Pages/Privacy-Notice-of-Processing-Personal-Data-of-Students-in-Education.aspx

Curricula and teaching schedules in the study guide:

 https://opas.peppi.utu.fi/en/language-and-communication-studies/17538

Teachers can also see their own courses and calendar or look at room reservations at
https://planner.peppi.utu.fi/group/opettajan-tyopoyta   (this site only available for staff members)

Nettiopsu https://nettiopsu.utu.fi/index.html?locale=en → study register and system for course and exam registrations

Instructions for staff: https://intranet.utu.fi/index/nettiopsu-en/Pages/grading.aspx

External organizations

Finelc website: http://finelc.languages.fi/

CercleS website: http://www.cercles.org/

2.2 Faculty language requirements

You can see the language requirements for the different faculties by following the link below. It is only in Finnish, but do see a member of the admin staff for help if you need a translation:

https://intranet.utu.fi/fi/yksikot/kielikeskus/opiskelu/tiedekuntien-kieliopintovaatimukset/Sivut/home.aspx

2.3 Teaching Periods in the University

Teaching periods for the academic year 2018–2019

- I period 3 Sept - 28 Oct 2018
- II period 29 Oct - 21 Dec 2018
- III period 7 Jan - 3 Mar 2019
- IV period 4 Mar - 28 Apr 2019
- V period 29 Apr - 20 Jun 2019

2.4 Peppi and Nettiopsu

Peppi https://opas.peppi.utu.fi is the University of Turku system for course curricula and teaching schedules, i.e. the study guide. In Peppi you can find all the course descriptions. After the room reservations have been finalised for the next term (autumn/spring), information on teaching schedules and course registration is gathered from teachers and keyed into Peppi. Schedules are published separately for autumn and spring terms. Teachers can also see their own courses and calendar or look at room reservations at https://planner.peppi.utu.fi/group/opettajan-tyopoyta. More information on how to use Peppi is available from admin staff (Timo Hulkko, Lina Suominen, Arja Kananen and Lauri Kurki).

Nettiopsu https://nettiopsu.utu.fi is the University of Turku student information system and study register, where the students' study records are stored. Nettiopsu is closely linked to other study administration information systems, eg. the electronic exam system. In CeLCS, the main designated users are Student Services Secretaries Lauri Kurki and Arja Kananen, who can train you how to use Nettiopsu. New teachers need to apply for Nettiopsu user rights at the beginning of the employment relationship.

Course registration: Students use Nettiopsu to register for most courses or an exam. After the registration period for a course has ended, teachers use Nettiopsu to choose students enrolling on their courses and send information to students about the registration (whether student is accepted or rejected). In Nettiopsu teachers can also print out lists of entries for an exam, as well as to look at the student's study performance or contact information.

Course results: Full-time teachers store their own course results into Nettiopsu. Lauri and Arja store the results of part-time teachers' courses into Nettiopsu. Students use Nettiopsu to browse their study achievements.

2.5 Accreditation of previously acquired knowledge and competence (AHOT)

Previously acquired knowledge can be demonstrated by having completed similar studies carried out in higher education (= validation), exemption tests, or through other AHOT processes. Procedures vary depending on the language and faculty.

Students must always provide a certificate or transcript of the studies to gain accreditation for them. If students want to replace a course or courses offered by CeLCS, a course description is also required, which shows the contents and level of the corresponding course. CeLCS takes care of the language and communication accreditation for the Medical Faculty, the Faculty of Science and Engineering, the Faculty of Law and Turku School of Economics. Students must complete an application. Decisions on accreditation for Faculty of Medicine, Faculty of Law and Turku School of Economics of language studies are made by the corresponding CeLCS teacher. For the Faculty of Science and Engineering, the Head of Academic and Student Affairs is responsible, and she consults teachers if necessary. CeLCS gives accreditation for Faculty of Social Sciences elective language studies and, if necessary, compulsory language studies, also.

NB! CeLCS does not handle any of the Faculty of Humanities or Faculty of Education accreditations.

When the student has not completed equivalent studies at another university, but has reached the course learning outcomes in other ways, they are redirected to either an exemption test or into the AHOT process. Exemption tests are offered in Swedish as well as Spanish, Italian, French, German and Russian text comprehension. CeLCS also arranges oral language exams if necessary. A description of the AHOT process is on CeLCS's intranet pages under the heading *Aiemmin hankitun osaamisen tunnistaminen* (Finnish only). You can also find more detailed information about the accreditation system in the same place.

2.6 Assessment

Assessment criteria can be:

- o   final examination
- o   continuous assessment
- o   being present in the lessons
- o   active participation
- o   completing all the work attached to the course
- o   continuous self-assessment, teacher feedback, peer feedback

Courses are graded either accepted/rejected or by using the following scale:

5 =excellent, 4 = very good, 3 = good, 2 = satisfactory 1 = sufficient, 0 = fail. **The grading scale used in each course can be seen in the course curricula.**

- To get through the exam, the student must receive at least 50% of the total score of the test. If desired, the teacher can raise the level of the passing score.
- One exception to this grading system is pursuant to Regulation No 481/2003 concerning domestic languages: Swedish language skills have courses that have a grading scale of adequate knowledge of (2) or good knowledge (4).
- The evaluation criteria are made public. The teacher gives the student at their request, information on the the evaluation criteria used and provides students with the opportunity to access the written or otherwise recorded study attainment. After completion of a course the teacher, if possible, explains the course tasks and the application of evaluation criteria.
- If a student wants to see their own test paper and scoring, the teacher must show them. If the student is dissatisfied with the result, he or she can ask the teacher for rectification within 14 days of receiving the criticism. The teacher's explanation must be in writing, if the student so wishes. After this, the matter is transferred to the University Examination Board for consideration.
- For cases of cheating please see section on cheating above.
- The decision regarding a pass/fail must be made without delay.

2.7 Integration and collaboration with faculties and departments: some practical issues

Many of CeLCS courses are integrated, for example, with the student's major subject. In addition, the organization of courses may be associated with other forms of cooperation, such as scheduling. Here we have a check-list which can be used in designing the course to find out what the issues are in co-operation that must be taken into account. What is essential is that things are resolved in collaboration with the staff of the faculty or department. The names and contact details of contact persons can be found in CeLCS Moodle intranet:

https://moodle.utu.fi/mod/folder/view.php?id=637007 -> file called "Yhteyshenkilöt tiedekunnissa 2018"

1) Content and pedagogical solutions (integration)

- Partner choice: what course could the language course be integrated with the (suitable topic, motivated teachers, partner unit commitment)?
- Curricula (current and future) how integration relates to the curriculum.
- Duration: whether it is a one-time experiment or a commitment for several years.
- Integration of modes and methods: how the teaching is implemented so that the integration is useful.
- Responsibilities: what do the integration pair teach, which is the language teacher's area?
- Participating teachers: how could partner change affect the experiment?
- Previous integrations (lessons learned): what can be learned from colleagues' previous experience?

2) The practical issues of cooperation

- Place: Will teaching be organized in the faculty or at CeLCS? How do the room reservation systems fit together? Will the faculty do the bookings or do you do it yourself?
- Dates: When can teaching be done? Does the department have a timetable where the course can be fitted? Should a timetable be drawn up on the basis of the integration?
- Teachers' participation: Are there joint meetings or separate courses? Is there, for example, a joint meeting start-up meeting or joint web-based teaching?
- Contact: At what stage is planning begun and who makes the first move? When are the details finalized? How do you send out information on possible timetable changes?
- Special cases and flexibility: How are students following various curricula taken into consideration? Are there different teaching method options?
- Registration: Done by the faculty or CeLCS? How to enrol (Nettiopsu, in a lecture, by Moodle, e-mail)? How is this to be scheduled? Do the integrated courses have a joint enrolment?
- Moodle and materials: Are you using Moodle joint or separate platforms, which students can access? Are materials shared in other ways that via Moodle? Do the teachers have joint or separate materials?
- Working plans and study points: How is the integrated course marked in your work plan and in Sole? Do the courses use CeLCS course codes or faculty codes or both? If courses have their own codes, are the study points dependent on each other?
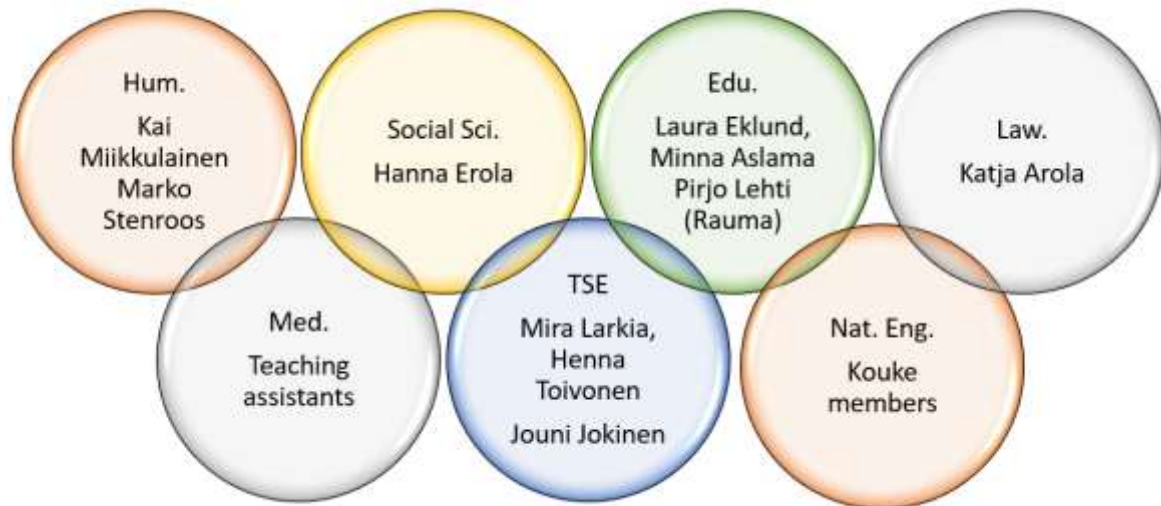
2.8 Different learners

Advice on all matters related to different learners is available from 'esteettömyyssuunnittelija' **Paula Pietilä**. You can find her office in Publicum, room 413.

Paula Pietilä
esteettömyyssuunnittelija
Hyvinvointipalvelut
Yliopistopalvelut
+358 29 450 2087
+358 50 597 1066
papiet@utu.fi

When encountering cases of 'different learners' the number one rule is that teachers must not feel that they are solely responsible. The threshold for asking for assistance should be very low. It is enough if you feel that you are not sure what should be done. If this happens contact the Director immediately. The Director and the teacher involved can then together decide on the next step to be taken. This could involve the director coming to the next lesson to assess the situation or it could mean that direct action needs to be taken immediately.

Below please find some brief advice and links where you can find out all the key information that you need when dealing with different learners.

1. Students with physical limitations

For students with physical limitations, the university is responsible for providing suitable conditions for teaching. CeLCS can also play its part in trying to ensure that students have free access to lessons. The faculty should provide information beforehand in order for the necessary arrangements to be made. If you encounter problems of any kind, please contact the Director.

2. Students with psychological issues

Individual students should not be allowed to disturb the lessons. If you have a student who you suspect has problems, in the first instance contact the Director. The Director and the teacher can then together decide on the next step to be taken. In the past these students have been offered alternative study arrangements, which of course creates extra work for the teacher. This is one alternative to consider. YTHS also has psychologists that are able to help in these situations. Whatever the outcome, the most important thing for teachers to remember is that this is not their sole responsibility and help must be called for.

3. Dealing with threatening behaviour

This is in all cases unacceptable and should be reported to the director immediately. The Director will then if necessary come to the next lesson, contact the faculty involved or take more serious action depending on the situation.

Difficult teaching situations

You can find more information on the University intranet on how to deal with difficult teaching situations:

https://intranet.utu.fi/index/hankalat-opetus-ja-ohjaustilanteet/Sivut/default.aspx (in Finnish)

https://intranet.utu.fi/index/Difficult_Teaching_and_Counselling_Situations/Pages/default.aspx (in English)

Erityisjärjestelyt / Special arrangements

This link gives guidance on the special arrangements of teaching:

https://intranet.utu.fi/index/erityisjarjestelyt-opetuksessa/Sivut/default.aspx (In Finnish)

https://intranet.utu.fi/index/special_arrangement_teaching/Pages/default.aspx (In English)

This link gives information on those services that are available for different learners:

https://intranet.utu.fi/index/opiskelun-esteettomyys/Sivut/esteetont%C3%A4-opiskelua-palvelut.aspx (In Finnish)

https://intranet.utu.fi/index/accessibility_studying/Pages/Services-of-accessibility-and-availability.aspx (In English)

This link provides you with a series of informative booklets on how to deal with a wide variety of different students: partially sighted or blind, hearing impaired, reading and writing difficulties, physically impaired, Asperger's syndrome, ADHD and students with mental problems.

http://esok.jyu.fi/julkaisut/oppaat/

2.9 Cases of cheating

For your information, the university has guidelines for misconduct and fraud. You will find the unofficial translation of it here: https://intranet.utu.fi/index/misconduct/Pages/default.aspx. The Finnish version is here: http://www.utu.fi/fi/yksikko/yliopistopalvelut/opintohallinto/ohjauksen-ja-koulutuksen-tukipalvelut/ok/fairutu/Sivut/Menettelyohjeet-vilppitapausten-varalle.aspx. Here is a brief description of the procedure in case of misconduct in CeLCS:

- If you suspect a case of misconduct, please see the Head of Academic and Student Affairs (Lina Suominen) as soon as possible.
- In unclear cases the teacher can contact the student first and give him/her a possibility to explain in writing or orally.
- If you feel that it is a case of minor negligence or lack of judgment at the most, you can give more guidance to the student about how to do things correctly and you can then return the assignment to the student to be corrected.
- In an exam, the invigilator has to take action if cheating is noticed.
- In an obvious case, the invigilator will inform the student that cheating has been noticed, the student will be asked to leave the exam and his/her exam will be rejected.

- If the student does not deny that a misconduct (cheating) took place in the exam, there is no need for further investigation. It is enough to inform the Head of Academic and Student Affairs about the case.

- If there is a suspicion of cheating, the invigilator will talk to the student about it after the exam and will report his/her findings to the teacher whose exam was in question. In the report, please describe what you observed, the student's explanation and whatever action was taken.

- The teacher cannot reject a student's exam / assignment unless the misconduct has first been investigated and found, according to these instructions (with the exception of a clear cheating case in an exam, see above)

- In case of an alleged misconduct, the teacher will give a written report to the Head of Academic and Student Affairs. The exam / assignment will not be graded until the case is investigated. The Head of Academic and Student Affairs will then ask the student to give a written explanation of the case. In ordinary cases, the Head of Academic and Student Affairs can make the decision. She can also take the case to CeLCS Director to resolve.

- If the Director finds, based on the investigation, that no misconduct took place or that the offence was minor, the teacher will then be asked to grade the exam / assignment.

- If the Director finds that a misconduct has taken place, the exam / assignment will be rejected and the student will be given an oral or written caution. The faculty of the student will also be informed.

Please always remember to contact the Head of Academic and Student Affairs if you suspect any kind of violation of ethical rules. We can then together discuss whether it's enough to give more guidance and have the student do the assignment again, or whether we should go ahead with the investigation procedure.

3. QUALITY AND DEVELOPMENT IN CeLCS

3.1 Yearly action plans

You can see our action plans for the coming academic year in the appendices. This is written in cooperation between staff and the Director and are guided by student, staff and faculty input.

3.2 Mechanisms for sharing best practice between teachers, teams and administration

CeLCS has a number of ways in which best practice can be shared.

a) **Staff Meetings/Development sessions:** Staff meetings have been used and will continue to be used for the sharing of best practice and to give the opportunity for staff to share what they are doing with each other.

b) **Research group:** The Research Group (Tutki-ryhmä) is also a vehicle for sharing best practice and ideas. The ideas put forward in this group leads to our Kielikeskus tutkii ejournal.

c) **Language teams**: These are a very practical way for staff to share expertise in language-specific settings.

d) **Pluri Group:** Here, expertise on multilingual matters can be shared between colleagues who teach many different languages.

e) **Informal**: Staff are encouraged to share best practice and their ideas informally over lunch, coffee breaks or whenever.

3.3 Evaluation and planning of training days

The main planning and ideas for the training comes from staff. The main training day has traditionally been held in May, but training can take part at any time of the year and in many forms. The training days are planned and evaluated in the following way.

a) The Director applies for funding each year from HR in conjunction with the Yearly Plan (Vuosisuunnitelma) in September using the 'Training project' form.

c) Finance and ideas are coordinated with the Director.

d) Staff are informed of the day's plan in good time before the day.

e) After the day, feedback can be gathered by Webropol and disseminated in the next staff meeting.

f) The feedback is discussed and evaluated in the next Team Leader's meeting and suggested changes can be made.

3.4 Quality management and planning of teaching

Quality and planning of teaching are of the utmost importance in CeLCS.

a) **Curricula planning**: the main source of our planning comes in the two-yearly cycle of curricula planning.

b) Feedback: CeLCS has a four-level approach to feedback on our teaching.

3.5 Quality management and planning of part time teaching

Part-time teaching is used to cover gaps that full-time teachers are unable to fill once their work plans are full. You can read about the responsibilities of part-time teacher and what they are expected to do/not to do in section 1.18. Thus, in this sense it is not often possible to plan for part-time teaching in the same way as for permanent classes. Quality of part-time teaching is ensured the following ways:

a) **Recruitmen**t: whenever possible an advertisement in placed in eRekry and the chosen candidates are interviewed and chosen. In some cases this is not always possible or feasible. In some cases teachers are taken on the recommendation of our own teachers.

b) **Feedback**: All part-time teachers take feedback from their own courses and on request show the feedback to the Director. Additionally, part-time teachers are included in the Webropol feedback that is gathered two times per year.

3.6 Quality management and planning of staff language courses

The courses chosen each term are decided in advance in conjunction with the staff development team based on a joint analysis of given needs at any one time. The Heads of Academic and Student Affairs are consulted regularly tor their staff language training needs.

Feedback is gathered in person by each teacher after each course. Additionally, each term, courses can be chosen for Webropol feedback directly to the students and carried out by the Director. This feedback is then disseminated to the relevant teachers and any changes needed are discussed.

3.7 Feedback in CeLCS

We gather feedback in four different but complementary ways.

1. **Teaching development – done by teachers**: Firstly, all teachers gather individual feedback from each course. This is the most useful and direct of all our methods and allows teachers to improve each individual course.

2. **Overall quality assessment done by the Director**: Secondly, CeLCS has had a centralized system of feedback operating since 2010 utilizing Webropol. Each teacher has two courses evaluated and the results of the Webropol surveys comes **only** to the Director and the teacher involved. The purpose of this second level of feedback is **overall quality control** of our institution and gives us a key indicator of student satisfaction.

3. **Student input**: Thirdly, the Directors and Head of Academic and Student Affairs meet with TYY four times per year to analyse current issues and needs for development.

4. **Student input**: Finally, TYY takes their own feedback of our activities once per year and present their findings to our staff.

Webropol questionnaires guidelines:

In order to help with response rates with the Webropol questionnaires we ask for the following:

1. For the two courses you send for feedback, do not do your own feedback: students get quickly tired if asked to give feedback more than once.

2. Please give the students time in the lesson to do the forms: they can be completed on a phone or tablet.

3. If you are not able to do this, please advertise the questionnaires well, so students are aware they should complete them.

You can see the new questionnaire on the next page. It was created by Riitta Koskimies, Carola Karlsson-Fält and Mike Nelson.

Centre for Language and Communication Studies:
Assessment of Teaching

1. MY LEARNING   1 = Completely disagree   5 = Completely agree

	1	2	3	4	5
I actively committed to learning during the course.	○	○	○	○	○
I prepared for lessons carefully.	○	○	○	○	○
I am satisfied with my own input.	○	○	○	○	○

2. ORGANIZATION   1 = Completely disagree   5 = Completely agree

	1	2	3	4	5
Information about the course was adequate.	○	○	○	○	○
The classroom and equipment supported learning.	○	○	○	○	○
Getting materials/using the learning platform was easy.	○	○	○	○	○

3.
TEACHING   1 = Completely disagree   5 = Completely agree

	1	2	3	4	5
The learning outcomes for the course were clear.	○	○	○	○	○
The teaching methods used promoted learning well.	○	○	○	○	○
Teaching and guidance were clear.	○	○	○	○	○
The assessment methods used on the course were transparent.	○	○	○	○	○
Communication between teacher and students was good.	○	○	○	○	○
I was valued as a student.	○	○	○	○	○
Overall score for the course.	○	○	○	○	○

4. Comments

3.8 Recruitment in CeLCS

Full-time posts

CeLCS follows the university guidelines in recruitment meaning that factors such as gender, age, and nationality do not factor in the decision making process. The guiding principle is the need to find the **most suitable** person for the post in question. For full-time positions and fixed-term positions of a full-time nature, a Master's degree is an absolute minimum requirement. Below, the process by which permanent new staff are recruited can be seen in the flow chart.

PERMISSION	**Yearly plan written** Director (1 yr in advance)	**Permission** to fill vacant positions? (Director)	**Budget negot.** permission given?
ADVERTISING	**Job requirements** discussion Director/HR /	**Text prepared** HR prepares the text	**Text sent** to eRekry (HR)
EVALUATION	**Applications received via eRekry**	**Candidates narrowed** eRekry summary, CV, portfolio.	**Interviewees chosen** Director/HR emails sent to **all** candidates (eRekry)
INTERVIEWS	**Panel chosen** outside experts invited, student rep and staff	**Teaching demo** task prepared beforehand	**Interview** panel
CHOICE	**Analysis by matrix** panel	**Evaluation** panel	**Final choice** panel & **expert's** statements	**Inform candidates** Director/HR informs of initial choice
APPROVAL	**Proposal** HR writes proposal and contract	**Final decision** Director signs contract. HR Gives contract to new employee

RECRUITMENT

Part-time posts

Recruitment for part-time posts is also based on finding the most suitable person. Interviews are always held before new staff are employed. Part-time teacher responsibilities can be seen in the part-time teacher section later in this guidebook.

3.9 Cooperation

CeLCS has many partners and the cooperation we have with our key partners is summarized below.

TYY Please see above in 3.7 for a full explanation.

Faculties CeLCS is in constant dialogue with faculties and faculty representatives at all levels.

FINELC CeLCS is a member of Finelc and as such takes part in a variety of national projects and events. These include, for example, taking part in the bi-yearly Language Centre Days, and the Communications Day webinar every October. We also created and upkeep the Finelc website: http://finelc.languages.fi/

CERCLES Finelc, and by extension, CeLCS is a member of Cercles. You can find more information here: http://www.cercles.org/en/

Åbo Akademi:

Joint teaching/courses

- **Japanese courses:** These have for several years now been organized in co-operation between CeLCS and Åbo Akademi. There has also been co-operation with the Centre for East Asian Studies (CEAS) in that the teacher is shared between all four institutions and the courses form a continuum for learning. The courses are open to all students but do require registration.

- **Chinese courses:** These are organized and run by CeLCS but Åbo Akademi students can take part in the courses.

- **Italian**: Now that ÅA has stopped teaching Italian, we have an agreement in place that ÅA can send interested students to our courses in CeLCS.

- **Finnish for Foreigners:** ÅA exchange and degree students are eligible to come on CeLCS continuation courses.

- **Language Circles:** ÅA students are active in the language circles organized by CeLCS

- **Swedish integrated courses:** cooperation is being carried out with geology. Further integration is being carried out with the IT dept. The Swedish course is taken parallel to a course given by Åbo Akademi and the students get language support from the Swedish teacher - and this requires close cooperation with ÅA staff.

3.10 Research in CeLCS

Research is of key importance to CeLCS. As such, there is a separate strategy for research.

3.11 Communications

CeLCS has worked hard in the past years to improve its communication both internally and externally. Communication is promoted in the following ways:

a) The Communications Agreement: we are now creating a new agreement.

b) Moodle: for storage of all relevant documentation.
https://moodle.utu.fi/course/view.php?id=10890

c) Intra: for internal and external communication.

d) Facebook: for communication with students.

3.12 University Language Policy

Please familiarize yourself with the university language policy.

https://intranet.utu.fi/index/language-policy/Pages/default.aspx

4 CHECKLISTS

4.1 Who to ask for help

Item	Person responsible
absences (other than sick leave)	Mike/Hanna
AHOT (RPL: recognition of prior learning)	Lina
annual leave	Mike/Hanna
audio and video material recording and editing	Timo
business cards	Minna
credit transfers/substitutions	Lina (Agora) / Arja/teachers at TSE
development discussions	Mike/Hanna
electronic publications	library
email list maintenance	Timo (Agora) / Arja (TSE)
first aid kit	Minna
induction	Mike/Hanna
international study matters	Lina
intranet and web editor in chief	Timo
IT-programmes and software	IT services helpdesk@utu.fi / Timo
JOO study matters	Lina
keys	Timo / Info at TSE
language studio equipment user guidance	teachers who use the studios / IT services helpdesk@utu.fi
Moodle	Timo
Nettiopsu / course registrations, exam registration	Timo (Agora) / Arja (TSE)
Nettiopsu / registration of credits and course results	Lauri (Agora) / Arja (TSE)
occupational health care	Mehiläinen (Turku and Pori)
office supplies	store on 4th floor of Agora and in info at TSE / Minna
Peppi (study guide: course curricula and timetables in the system)	Lina/Timo/Arja
Personec HR advice	Mike / Maija Österlund (HR)
photocopying/printing problems	IT services helpdesk@utu.fi
posters	Timo
printing	IT services helpdesk@utu.fi
purchase of books	Minna / library
purchase of books - permits	Mike
purchase of flowers, gifts, cards etc.	Minna
recruitment preparation	Maija Österlund (HR)
room reservations	Lauri / Arja (decisions: Mike / Hanna)
sick leave	Mike/Hanna
SoleTM	Maija Österlund (HR)
student and study matters	Lina/Arja
tandem	Lauri
technical assistance: (video)cameras, iPads, online teaching and webinars	Timo

travel	matkapalvelut@utu.fi
travel - permission	Mike
travel expenses	matkapalvelut@utu.fi
username issues	Mike/Hanna
wages	Mike/Hanna
work plans	Mike/Hanna
working hours	Mike/Hanna
YPJ	Mike/Hanna

4.2 When you begin work

Do you …

Have all the keys you need – own room and classrooms?	
Have your email account open?	
Know how to photocopy and have your swipe card?	
Know how to scan to your own email address?	
Have access to Nettiopsu/Peppi and know how to use it?	
Know who your mentor is?	
Know when all the key events are happening? (see Yearly Planner)	
Get emails through the email staff list?	
Know how to and can access the staff Moodle Intra?	
Know who to ask if you have a question?	

Course checklist for new teachers

BEFORE THE COURSE	
Have you put all your teaching into Outlook?	
Have you ordered your Moodle space from Timo?	
Do you know where the classroom is?	
Do you have a classroom key?	
Do you know where to get the key?	
Do you know how to use all the equipment in the room?	
Do you have your Netti-Opsu list of students for each course? **https://nettiopsu.utu.fi/staff/index.html**	
Have you emailed the students to tell them they are accepted/rejected/on the waiting list?	
Have you made an attendance register for the course?	
Do you have the 'vahtimestari's' phone number just in case? (see Minna/Arja for the numbers)	
Do students know how and when to get the course materials?	
Do you have your Moodle site ready?	
WITH THE STUDENTS	
Make sure you have the right students – check the Netti-Opsu list	
Do you know what your learners' needs are?	
Do you want to do a needs analysis of the learners?	
Tell students the course goals and learning outcomes	
Tell how you work and how they should work	
Explain the feedback system	
Explain how they will be assessed	

Tell students when the test dates will be (if you use tests)	
Tell students about the repeat tests and when they will be	
Explain the criteria for passing the course	
Tell students what 'active participation' means	
Tell students how often they must attend	
Explain what they must do if they cannot attend	
Make sure students have access to Moodle	
Tell students how you can be reached and when	
DURING THE COURSE	
Are there enough students? (min 7)	
Do you know what to do if have hardware/software problems in the lessons?	
Do you want gather mid-course feedback?	
AT THE END OF THE COURSE	
Do you need to give a final test?	
Do you need a bigger room for the test? – call Lauri/Arja	
Do you have special learners who need alternative arrangements? – call Timo	
Collect final feedback	
Put results in Nettiopsu within 3 weeks	

And a few final thoughts …

Do you and your students know what active participation means?

Students always come prepared – homework done	Students should follow what is going on – eg Moodle
Students should focus whilst in the classroom	Students should show they are active in class

Things to think about after the course

How can I benefit from the student feedback?	How can the course benefit from the student feedback?
Have I given feedback to the students?	What changes should I make?

5.   APPENDICES

Feedback forms (paper version)

Kieli- ja viestintäopintojen keskus

Opetuksen kehittämisen lomake

Opintojakson nimi: _____

Opettajan nimi: _____

Oma nimesi (vapaaehtoinen): _____

1. OMA OPPIMINEN   1 = Täysin eri mieltä   5 = Täysin samaa mieltä

	1	2	3	4	5
Sitouduin itse aktiivisesti oppimaan opintojakson aikana.	O	O	O	O	O
Valmistauduin opetukseen huolellisesti.	O	O	O	O	O
Olen tyytyväinen omaan työskentelyyni.	O	O	O	O	O

2. JÄRJESTELYT   1 = Täysin eri mieltä   5 = Täysin samaa mieltä

	1	2	3	4	5
Opintojaksoa koskeva informaatio oli riittävää.	O	O	O	O	O
Tilat ja niiden varustelu tukivat oppimista.	O	O	O	O	O
Materiaalin saaminen / oppimisalustan käyttö oli helppoa.	O	O	O	O	O

Kommentteja järjestelyihin? _____

_____

_____

3. OPETUS   1 = Täysin eri mieltä   5 = Täysin samaa mieltä

	1	2	3	4	5
Opintojakson osaamistavoitteet olivat selvät.	O	O	O	O	O
Opetusmenetelmät edistivät oppimista hyvin.	O	O	O	O	O
Opetus ja ohjaus oli selkeää.	O	O	O	O	O
Opintojakson arviointitavat olivat läpinäkyviä.	O	O	O	O	O
Vuorovaikutus opettajan ja opiskelijan välillä toimi hyvin.	O	O	O	O	O
Oppimateriaalit olivat ajantasaisia ja tarkoituksenmukaisia.	O	O	O	O	O
Minua arvostettiin opiskelijana.	O	O	O	O	O

4. OPINTOJAKSON KEHITTÄMINEN

4.1. Mikä opintojaksossa auttoi oppimaan tai toimi hyvin?

_____
_____
_____
_____

4.2. Mitkä seikat eivät edistäneet oppimista?

_____
_____
_____
_____

4.3. Miltä osin opintojaksoa tulisi kehittää? Miksi ja miten?

_____
_____
_____
_____
_____

Centre for Language and Communication Studies:
Assessment of Teaching

Course name _____   Teacher's name _____

My name (voluntary) _____

1. MY LEARNING   1 = Completely disagree 5 = Completely agree

	1	2	3	4	5
I actively committed to learning during the course.	○	○	○	○	○
I prepared for lessons carefully.	○	○	○	○	○
I am satisfied with my own input.	○	○	○	○	○

2. ORGANIZATION   1 = Completely disagree 5 = Completely agree

	1	2	3	4	5
Information about the course was adequate.	○	○	○	○	○
The classroom and equipment supported learning.	○	○	○	○	○
Getting materials/using the learning platform was easy.	○	○	○	○	○

Comments on the arrangements

_____
_____
_____
_____

3. TEACHING   1 = Completely disagree 5 = Completely agree

	1	2	3	4	5
The learning outcomes for the course were clear.	○	○	○	○	○
The teaching methods used promoted learning well.	○	○	○	○	○
Teaching and guidance were clear.	○	○	○	○	○
The assessment methods used on the course were transparent.	○	○	○	○	○
Communication between teacher and students was good.	○	○	○	○	○
I was valued as a student.	○	○	○	○	○
Overall score for the course.	○	○	○	○	○

4. TEACHING DEVELOPMENT

4.1. What helped me to learn on the course, and what went well?

_____
_____
_____
_____

4.2. What things did not help learning?

_____
_____
_____
_____

4.3. What should be developed on the course? Why and how?

_____
_____
_____
_____
_____

Action Plans 2018-2019

Working Groups 2018-2019

Group	Action
	•
Work well-being group	• meet when agreed
Team leader's group	• meet once per month
Language Teams	• meet once per month
Tutki group	• meet when agreed
Pluri Group	• meet twice per term
Admin team	• bi-weekly meetings

Main Action Plans

1. Develop and improve internal communication channels | **Responsibility: Mike & Hanna, team leaders, admin, teachers**

Goal	Action
To create clear guidelines on the storage of short-term and permanent information	• analyse current situation and work on streamlining
To rework the Communications Agreement	• engage all staff in this process
To rework our external web pages	• update all our changes to the outside web pages
To rework our own internal Moodle site	• update and streamline the information • look for viable alternative for information storage

2. General institutional development| **Responsibility: Mike & Hanna, team leaders, admin, teachers**

Goal	Action
To create a clear vision for CeLCS	• working on creating a joint vision for our future

To develop the teams	• create action plans in each team • each team to receive money for 'bonding' activities
Review of contact hours/study points	• looking at how study points/contact hours can be better aligned • create working group
To create a dedicated resource for ERASMUS visits	• create lists, examples and guidelines for those interested in ERASMUS

3.1 Forty- year anniversary| **Responsibility: Mike & Hanna, team leaders, admin, teachers**

Goal	Action
To organize events and activities for our 40th anniversary	• create action teams to generate ideas and events

3.2 Kielikeskus tutkii 4 – to be produced as part of the celebrations| **Responsibility: Mike & Hanna**

Goal	Action
To produce volume 4 of Kielikeskus tutkii	• recreate the Tutki group to provide support

4. Digitalization - to strategically continue and improve the process of digitalization in many areas |
Responsibility: Mike & Hanna, Op-Ke, language teams

Goal	Action
To foster and develop the notion of digital literacy and to make digital literacy a core element of our new curricula	• dissemination of 2digi project • implement workshops
To create guidelines to ensure quality and coherence of online courses	• examine all our online courses and create guidelines for implementation
To facilitate a smooth changeover to EXAM	• assist in the process of change

Continuing themes

In addition to these main aims and action plans, we have ongoing themes that will be continued to a greater or lesser extent over the year according to need and time available.

1. Promote and support local, national and international networking: contact with students, faculties, departments, alumni, working life, businesses, schools and high schools, Finelc, Cercles | **Responsibility: Mike & Hanna, teams and all staff**

Goal
To maintain close links with the student body
To maintain close links with faculties
To continue collaboration with local schools
To continue cooperation with 'lukiot'
To encourage staff to go on ERASMUS exchanges
To receive ERASMUS visitors
To maintain and initiate new contacts with alumni
To maintain and expand collaboration with companies

2. Special needs learners and student wellbeing| **Responsibility: Mike & Hanna, teams and all staff**

Goal
To continue work on ensuring the wellbeing of special needs learners

3. Promote work well-being: support in change | **Responsibility: All staff**

Goal
To promote work wellbeing
To hold work well-being discussions

To ensure ongoing work well-being following the centralization process

4. Encourage and support research | **Responsibility: Mike and Hanna**

Goal
To support staff in travel to conferences/seminars
To support research in general
Encourage the use of work place needs analyses if available or support new projects if not available