MULTIDISCIPLINARY TEAM TEACHING APPROACH IN MASTER LEVEL EDUCATION

Pirkko Kouri¹, Sirkka-Liisa Halimaa², and Arto Toppinen³

1Savonia University of Applied Sciences, Principal Lecturer, pirkko.kouri@savonia.fi
2Savonia University of Applied Sciences, Principal Lecturer, sirkka-liisa.halimaa@savonia.fi
3Savonia University of Applied Sciences, Principal Lecturer, Arto.Toppinen@savonia.fi

The core of Finnish university of applied sciences (UAS) education is interdisciplinary workplace-based and professional higher education. Working life has changed and UAS in order to cope search new teaching ways. Our organisation, Savonia UAS, unifies different competences and resources and decided to choose team-based organisations. In master level was built new generic studies meant for all master students. Multidisciplinary teacher group jointly set goals for a course, designed a syllabus, prepared joint lesson plans, taught students, and evaluated the results. After one year there was a need to estimate the new system.

Purpose of Study is to describe:
1) What are the elements of realized team teaching?
2) How team teaching is executed in Savonia UAS?
3) How team teaching could be further developed?

Methods: the research data was gather via thematic interview (N = 9 teacher from various study fields). The data were analyzed with qualitative content analysis.

According to results teacher felt team teaching is meaningful way of working. Teachers got valuable information from other team members. Feedback from students reported that they learned deeper and got worthy knowledge from multidisciplinary teacher team. Team teaching could be used also in research, development and innovation purposes as part of multidisciplinary laboratories’ functions. In conclusion team teaching requires more cooperation with professionals from working life.

Keywords: Master level, working life, team teaching,