TEACHERSHIP IN MASTER LEVEL AT UNIVERSITIES OF APPLIED SCIENCES IN THE FUTURE

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This paper presents the results of the case study realised in Savonia UAS. The main focus of this paper is to describe what kind of teaching skills and competences increasing co-operation between higher education institutions and workplaces are needed in the future. The data has been collected in two workshops using co-creation method. The study results show what kind of competences the future teachers at Master level need and what kind of education is expected at Master level.

The typology of this study which has been presented in this article can help to recognize and realize the need for both a theoretical and practical input in collaboration with different networks and cooperation with working practice. The roles might be in some contexts discrete and individual but we believe that the combination of roles would be the best role in cooperation with students inside and outside of the UASs. Our data tell us also the competences of the future teacher work and competences needed in RDI work. The teachers have future-orientation and have good relationship and cooperation with working life. The teacher manages teaching technology and networking skills. In the future team-teaching is considered as an important element. The anticipation of working life is also crucial. The teacher is seen research-oriented, flexible developer and he/she executes international projects with partners. The education interfaces closely with working life.

For the future teachers’ continuous learning helps to face new challenges in the education field and in collaboration with working life. Lifelong learners are innovative, curious and gain sufficient technological skills. Teaching at the UASs combines theoretical and practice knowledge. The anticipation of working life changes and educational needs produce updated or new studies.

Keywords: teachership, competence, master education, future