

TFK programme, funded projects 2024

Project title: Pedagogy in the State of Emergency	
Coordinator Jyväskylän Ammattikorkeakoulu Oy Eeva Lehtonen, eeva.lehtonen@jamk.fi	The project meets a critical need of Sumy State University (SumDU), located in Sumy oblast in northeast Ukraine bordering the Belgorod oblast of Russia. The students of SumDU, like are the students of the rest of the universities, strive to continue their studies under significant psychological load and/or trauma due to Russia's full-scale invasion of Ukraine. The project aims to capacitate SumDU's teaching personnel and those responsible for study guidance to support their students' learning and progress in their studies in the state of emergency. The project is coordinated by Jamk University of Applied Sciences (Jamk). In the project, we explore pedagogical strategies that help SumDU students meet their learning goals and progress in their studies in a challenging learning environment. We call these 'resilient pedagogical strategies'. We draw e.g. from studies conducted on university students' studying/learning experiences and difficulties during the COVID-19. Next, a pedagogical training module Pedagogy in a State of Emergency will be jointly developed for university teachers by Jamk and SumDu expert teams, and piloted with SumDU teaching staff. Further, students are the primary users of higher education services. Hence in this project, student perspectives will be collected during e.g. four student mobilities by SumDU students (2 persons, 2 visits) to Jamk alongside with the SumDU staff, during which the students will take part in the module development by 1) providing information from students' perspective for the initial planning of the module ('informants'), 2) assessing the relevance of the module and 3) providing development ideas for the content/delivery of the module. The core content of the module to be developed is 1) how to create more resilient and flexible learning environments and learning processes/courses in a time of an extreme crisis, and 2) what kinds of pedagogical methods can be applied in a context described above. This development of the module will explore and utilise e.g. the theories of student-centred learning; cognitive load; and trauma-informed teaching. As an outcome of the project, a new training module with teaching and learning materials, models and guides will be prepared. The development will be carried out utilising 4 staff mobility periods of SumDU experts (4 persons) to Jamk, which will allow face-to-face development activities and benchmarking of Jamk's pedagogical solutions, as
Partners Sumy State University	

	applicable. In addition, both partner teams will work remotely, utilising online applications. The module will be piloted by SumDU experts with teachers at their respective university. The piloting carried out at SumDU will provide with valuable feedback concerning the module's content, relevance, quality and delivery.
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