

SIGNALS ²⁰ --- ₂₁

MAKES YOU WONDER



CLOSE UP / CAROLINE BONDIER
**FINNISH COMPANIES
NEED TO GO INTERNATIONAL**

GOING GLOBAL
**DIGITALISING EDUCATION
IN DEVELOPING COUNTRIES**

EDUCATION BEYOND BORDERS
**ULYSSEUS KICKS OFF A NEW ERA
IN EUROPEAN HIGHER EDUCATION**

PHENOMENON / TRANSITION

**FAST-FORWARDING
TO THE FUTURE OF LEARNING**

PICTURE THIS

EDUCATION WILL LIGHT THE WAY FORWARD

PHOTO UNSPLASH

Transformation of society has been a constant since the beginning of time. Once again, we are on the cusp of something new, exciting – and maybe a little scary.

Education has a crucial role in making us ready and willing for change.





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**HAAGA-HELIA
SIGNALS**

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EDUCATION LOOKS AHEAD

EDITORIAL

THE THEME OF THIS ISSUE of Haaga-Helia Global Signals is the development and transformation of education. Here's the big question: what will work look like in the future? We are all aware of the macro forces: digitalisation, multidisciplinary, climate change, sustainability and changing values in living and working.

SINCE EDUCATION is at the root of all societal change, institutions of higher education play a significant part as role models, pioneers and trendsetters. It is extremely important to be able to assess which trends are getting stronger and which are only momentary. At the time of writing, we are still in the middle of the pandemic. Naturally, I am wondering what our university of applied sciences will look like after this difficult period. One matter will remain unchanged: education and pedagogy are needed more than ever in modern history!

THIS YEAR Haaga-Helia entered a new strategy period (2021–2025). Our mission is unchanged as we open doors to future careers. Our vision now has a more international direction and describes our dream as being a courageous and international reformer of business. Our sub-strategies include applied research, innovative solutions for continuous learning and tutoring, and relevant national and international networks.

THE WORD COURAGE is found twice in our strategy – totally on purpose. Haaga-Helia wants to be an open-minded player always ready to try new approaches and procedures. We believe in testing new things in intensive co-operation with our academic partners, companies and other organisations. As education involves the whole society, networking has to be as extensive as possible.

I WISH ALL THE BEST TO OUR GLOBAL FRIENDS. I hope that you find this issue of Global Signals eye-opening. Stay healthy!

DR. TEEMU KOKKO

President, CEO





The digital leap. That was made when Covid-19 forced work, studies and social life to the realm of remote living. However, Haaga-Helia President, CEO **Teemu Kokko** reckons that we've only made the first few meters of the jump. So far, we have mostly migrated the old cultures and operational models into digital platforms.

“Presenting a PowerPoint online isn't digital teaching yet. At the moment, online interaction is rather one-sided. The big question is how to enable natural discussion over the web. After all, most learning happens when students communicate with each other outside the classroom.”

THE IMMUTABLE BASICS OF LEARNING

The concentration required for learning is under threat as society has fragmented and social media channels constantly bombard us with messages.

“The basic logic of learning has not changed,” Teemu Kokko remarks. “Learning happens when people reflect and apply the information they have received. The idea that we could somehow insert learning more quickly into a person with digital means is worrying.”

“The basic logic is similar, but there are differences in learning processes between individuals,” futurist **Elina Hiltunen** adds.

“One person learns by reading, another by listening or doing. Often learning difficulties aren't about a difficulty to learn but rather the difficulty to learn in the way that the teacher is applying. An artificial intelligence algorithm could take into account different learning difficulties and personalise the teaching to fit into the learning style of each individual.”

STUDIES ENHANCED BY EXPERIENCES

Documentary films and YouTube videos have already enriched learning materials by enabling us to move from reading and imagining to watching.

“In the future, a student could use Augmented and Virtual Reality to experience the fall of the Berlin Wall instead of reading about it or watching it on a screen,” Hiltunen believes.



THE BIG QUESTION IS HOW TO ENABLE NATURAL DISCUSSION OVER THE WEB. AFTER ALL, MOST LEARNING HAPPENS WHEN STUDENTS COMMUNICATE WITH EACH OTHER OUTSIDE THE CLASSROOM.

Teemu Kokko

President and CEO, Haaga-Helia

Having had a chance to visit the virtual Jurassic Park, Hiltunen was impressed by the experience of sensing the skin and presence of a dinosaur breathing beside her.

“It is a totally different thing to be in the middle of a stone age forest than to read about it. Technology offers experimental learning, and anything that's been experienced always sticks better in your mind.”

THE FINE LINE BETWEEN FUN AND LEARNING

Could technology or gamification come to our aid when learning difficult things such as strong German verbs or the basics of mathematics? According to Hiltunen, all studying does not need to be fun, but there can be some entertaining elements involved in it.

“We should not make students expect that everything is just an amusement park. You also have to work in order to learn. Once you have learnt the verbs, you can travel virtually to a German city, order food in a restaurant and apply your learnings in practice.”





THERE IS NO LONGER A NEED TO STAY WITHIN ONE LOCATION, AS THE CAMPUS IS ON THE INTERNET. WORKING WITH PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS IS LEARNING AT ITS BEST AND REPRESENTS THE NEW WORK LIFE.

Elina Hiltunen
Futurist



Elina Hiltunen
Futurist

“At Haaga-Helia, we have added some experimental elements to studies. For example, a very popular escape room has been developed for accounting studies – you will get out of the room once you’ve managed to make the balance sheet match,” Teemu Kokko says.

UNIVERSITIES IN THE FRONTLINE OF PROGRESS

Universities of applied sciences (UAS) have a clear view of and good contacts with modern work life through their close co-operation with business. What’s more, they put resources into innovation, development and adoption of the latest technology. This is why the students and the staff are always in touch with their times.

“UAS students are pretty well aware of work life and its expectations,” Kokko states.

Expo 2021 Dubai, beginning in October, will feature an AI application developed at Haaga-Helia: people queuing for the pavilion get to answer questions on a tablet and then receive algorithm-derived suggestions for their education. The same application is used to recommend individual study modules for Haaga-Helia students.

“In the past, students would start at the beginning of a corridor, walk through it and exit the door when they graduate. The higher education reform has replaced the corridor with a marketplace. Everyone makes their studies to reflect who they are,” Kokko explains.

THE AGE OF DIGITAL GLOBALISATION

The digital leap not only made us learn new things but also enabled a novel kind of globalisation.

“Haaga-Helia’s opportunities are in the global world. There is no longer a need to stay within one location, as the campus is on the internet. Working with people from different cultural backgrounds is learning at its best and represents the new work life,” Elina Hiltunen remarks.

Projects with, say, a Chinese class can already be done with current tools. Soon it will not matter whether Finnish students take classes offered by Haaga-Helia – or German or Indonesian schools.

“Finnish educational institutions will find a totally new market when translation algorithms extend internationalisation even further,” Hiltunen believes.

“The challenge in translation technology is that the cultural dimension, such as irony, is left out,” Kokko ponders. “Then again, it is exactly because of culture that students will keep wanting to go on exchange programs.”

SELF-MANAGEMENT AS A WORK LIFE SKILL

Elina Hiltunen talks about a mental leap in connection with the new work life.

“Remote work used to be a swear word in many organisations. Now people are trusted not to slack at home. They can even be more efficient.”

While students have generally adapted well to the new situation, this is not the case for all. As home situations vary, it isn't always possible to ensure distraction-free and ergonomic study conditions. People require skills for self-management and simply for being a human.

“Twentysomethings are in a challenging phase of their lives in regard to mental health. There are big changes, but the brains aren't yet fully developed,” Hiltunen contemplates.

Hiltunen believes it would be worthwhile in studies to concentrate on work life skills such as recognising and preventing a burn-out due to overwork. Teaching people to control their minds could be aided by technology.

“Sensors could be used to monitor, for example, stress levels in order to detect when someone's body is stuck in continuous overdrive.”

BUILT-IN RESPONSIBILITY FOR ALL EDUCATION

Alongside learning technologies Hiltunen rates responsibility as a key factor in future education. They both play a role in whether we will manage to move from current crises towards a better future.

“The Sustainable Development Goals of United Nations should be included in absolutely every kind of education,” Hiltunen states.

As an example, Hiltunen picks pandemics, which will become more commonplace as the loss of biodiversity continues.

“We should invest in this in Finland because there will be demand for people who can solve these challenges. And there are also big business opportunities in providing the solutions. This should be taken into account in every field!”

Responsibility is called for by students as well.

“At Haaga-Helia, responsibility is included in everything, all the time. We monitor it continuously and gather feedback,” Kokko assures. ■





HAAGA-HELIA INVOLVED IN DEVELOPING B2B SALES SKILLS IN SOUTH-EAST ASIA

PHOTO SHUTTERSTOCK

Haaga-Helia has been involved in the SEASAC project (South-East Asian Sales Competition) for the last 2.5 years. The main aim of the project is to strengthen the capability of South-East Asian Universities to provide highly skilled B2B Sales professionals for the emerging international markets. This is in response to the needs of the local companies with an acute shortage of business sales experts.

In the project, European knowledge and experience is used in developing a pedagogically rich concept for the co-operation of universities and companies in sales education. Best practices from Europe are matched with Asian sales cultures.

A concrete output is the South-East Asian Sales Competition concept which consists of the International B2B Sales Course and the South-East Asian Sales Competition Finals event. Over 80 registered students from 11 countries participated in the 2021 sales competition on 3-5 March 2021. The event included also experienced business buyers and around 100 judges from 15 countries. ■

 seasac.eu



HHBIC 2020 BROUGHT TOGETHER EXPERTS ON ENTREPRENEURSHIP

PHOTO HAAGA-HELIA

Haaga-Helia organised its first Business Innovation Conference (HHBIC) in November 2020. The conference of applied research focused on the theme of "Entrepreneurship for a better future". The conference brought together about 70 entrepreneurship researchers and experts from around the world to present and discuss the latest findings and insights on entrepreneurial topics.

The keynote speakers were **Taru Pilvi**, Innovation Director at the University of Tampere, Finland, and **Paul Jones**, Professor of Entrepreneurship and Innovation at Swansea University, UK.

According to **Satu Koivisto**, RDI Director at Haaga-Helia and the chair of HHBIC, organising the conference was an interesting journey. The aim was to build an academic applied research conference that would highlight the importance of applied research.

"For a long time, we have been doing research work that has a wide social impact. That is why it's great that we are able to show our strengths in the international scientific community as well," Koivisto says. ■

 hhbic.fi

WHEN THE GOING GETS TOUGH, THE TOUGH GET AGILE

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TEXT STINA VARKKOLA PHOTO MEERI UTTI



For Timo Ritakallio, the President and CEO of OP Financial Group, the most positive experience of the last year has been to see that the employees have kept performing their tasks and making things work despite the unprecedented situation. The financial sector's technological and cultural readiness to adopt new ways of working is excellent.

For OP Financial Group, last spring was unusual for more than just the changes in ways of working and working environments: in March and April the group received more than 100,000 applications for loan payment deferrals.

"In just over two weeks we implemented robotisation to help us and managed to deal with the applications. In the past it would have taken much longer to build a process that uses automation," Ritakallio says.

The financial sector is at the forefront of digitalisation, which meant that all the staff regardless of age had good capabilities to adopt the new systems.

"Before this, we would have built a big training program and raised the utilisation rate gradually, but learning by necessity happened really quickly."

BIG SHIFT TO AN AGILE ORGANISATION

OP Financial Group has already for some years worked its way towards a more agile organisation. The first group of employees shifted to the new operating model, OP Agile, in the beginning of 2019 and were joined by further 4,000 a year later. The new model emphasises self-management, clear goals and coaching.

"This has been our strength in adapting to remote work. Self-management skills become really significant when you have to organise your workload at home without the pressure or support from the work community."

Remote work has also set challenges for the new way of working which is based on doing things together.

"The absence of random encounters has impeded team-building and the emergence of internal humour and culture."

CONCERNS ABOUT COPING WITH CRISIS

According to Ritakallio, the year of the pandemic has been toughest for the middle management.

"They worry hard about the coping of their own bunch of people when they see that not everyone is doing well. We react to the news flow and the fears in such different ways. Some get noticeably more stressed than others."

Without face-to-face contacts, addressing difficult issues also becomes harder as you don't have full access to the other person's expressions, gestures and reactions.



HOW TO LEAD PEOPLE AT HOME SO THAT THEY TAKE THE BREAKS, REMEMBER TO EAT A HEALTHY LUNCH AND GET UP ON THEIR FEET ONCE IN A WHILE?

Timo Ritakallio

President and CEO, OP Financial Group

Nonetheless the middle management succeeded in meeting the challenges: according to a personnel survey made in October 2020, most of the employees were inspired and happy with the shift to OP Agile.

HYBRID OF REMOTE AND OFFICE WORK

The future way of working is a hybrid model that will cater to both individual needs and the occasional necessity of getting people together in the office.

"We have noticed that it's much harder to kick off projects if you can't be in the same space. People draw energy from each other."

On the other hand, Ritakallio already picked up years ago that remote workers can be more alert and able to concentrate better. However, there is much to take into account when adapting work to remote mode.

"Brains need the kind of short breaks that happen naturally in the office. How to lead people at home so that they take the breaks, remember to eat a healthy lunch and get up on their feet once in a while?" Ritakallio muses.

REALISTIC BUT HOPEFUL COMMUNICATION

"In a crisis you need to lead from the frontline. That is why the top management have been in the office every day. As the cautionary measures have been in order, there have only been a handful of work-related infections among the 12,000-strong staff."

Taking care of communication, too, is paramount in tough times.

"People were suffering from a lack of information at a time when I had access to better-than-average info. For the first 100 days I wrote blogs about the situation for the employees."

The communication needs to be realistic but also create hope.

"From a leader's point of view the most important thing would be to see past the crisis. We stayed operational throughout the whole challenging spring even though everything was new." ■



Ulysseus is an alliance of Haaga-Helia and five other forward-looking universities. Eventually Ulysseus will be a new European University of 180,000 students, teachers, researchers and other staff.

ULYSSEUS KICKS OFF A NEW ERA IN EUROPEAN HIGHER EDUCATION

TEXT HARRI PALOMÄKI PHOTO MEERI UTTI



ULYSSEUS EUROPEAN UNIVERSITY AND INNOVATION HUBS

Haaga-Helia University of Applied Sciences (Finland)
Artificial Intelligence

Technical University of Košice (Slovakia)
Digitalisation

MCI | The Entrepreneurial School (Austria)
Food, biotechnology and circular economy

University of Genoa (Italy)
Tourism, arts and heritage

University of Cote D'Azur (France)
Ageing and wellbeing

University of Sevilla (Spain)
Energy, transport, mobility and Smart Cities

All university alliances have something that ties them together, be it fields of study or teaching methods. For Ulysseus European University, the adhesive element is the new ecosystem of Innovation Hubs, with a development theme assigned to each university (*see the map*).

“The Innovation Hubs are competence clusters that will develop the capabilities within their areas in Europe. Also, joint Master’s and PhD degrees and research will be built around the Hub themes,” **Kitte Marttinen**, Ulysseus Project Director in Haaga-Helia, explains.

Haaga-Helia will develop an Artificial Intelligence Hub that links AI expertise to EU research proposals and provides new opportunities for students, teachers, researchers and companies.

“The Hub will also boost industry-university collaboration, such as Living Labs and spin-off Incubators, and create innovative tools and pedagogical solutions for Haaga-Helia courses.”

THE BASIC FOUNDATION FOR NEW OPPORTUNITIES

For the next three years, the Ulysseus project will focus on essential building blocks, including joint structures, a governance system, programme pilots, degrees and research projects.

Ulysseus will create study modules and courses in each partner university. They will be accessible for all students and give all staff members new mobility opportunities once the pandemic subsides. Interaction within the community will be facilitated by a digital platform.

Ulysseus students will be able to do double or joint degrees related to the Innovation Hub themes. Microcredentials and MOOCs as well as open class courses for citizens will also be available.

EDUCATIONAL IMPACT ON EUROPEAN COMPETITIVENESS

Bridging the competence gap is one of the key goals of the European Union education policy.

“The policy and projects are geared towards developing competences at every level of education. In turn, this will boost competitiveness and economy. There is a strong belief that education can have a big societal impact.”

In Ulysseus, Haaga-Helia is in charge of developing the means, such as courses and studies, for students, academics and other staff to acquire the competences for the work life of the future.

Ulysseus defines the future European citizen as a multilingual person highly skilled in digitalisation and entrepreneurship. The university does not forget

high-risk students either: a special needs program will be developed and life-long learning supported at every stage. Moreover, Haaga-Helia will provide pedagogical guidelines for Ulysseus.

UNPRECEDENTED OPPORTUNITIES FOR STUDENTS, STAFF AND R&D

Kitte Marttinen believes that Ulysseus European University will open up a tremendous vista of new opportunities.

“Ulysseus will add value, content and international dimensions for students and teachers. It will also establish networks around research groups and European projects, such as Erasmus+ and Horizon Europe, which provide new opportunities for R&D.”

Ulysseus is still on its early stages – the first concrete actions will emerge in 2022 and 2023.

“The Ulysseus strategy extends to 2030, when we will look ahead again and decide how to proceed. This is not just a three-year project but a long, strategic process to establish a new European University.” ■

QUESTION: WHAT WILL THE NEW UNIVERSITY ALLIANCE BRING?

What will Ulysseus European University (see page 14) offer to students, staff members and business partners of the alliance universities?

EDITED NINA FINELL PHOTO SHUTTERSTOCK

KITTE MARTTINEN, HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES, FINLAND



“We are in a special position as one of the only three Finnish universities of applied sciences who have joined European University Alliances. This will enable Haaga-Helia to participate in building up the European Education Area. From a Finnish perspective, our membership in the Ulysseus alliance will promote internationalisation but also have a significant impact on regional development, which is one of the core tasks of universities of applied sciences. At Haaga-Helia, we implement this through co-operation with business, of which we can also share our experiences with our alliance partners.”

CARMEN VARGAS, UNIVERSITY OF SEVILLE, SPAIN



“Ulysseus European University is an opportunity for its partner universities to transform for the better and contribute to the European society. Our people, our citizens – the centre of our activity – will boost our cities’ and regions’ economy and society as well as enhance European values and identity. At the core of the Ulysseus mission are mobility, new flexible and digital training formats, and networking for students, staff and associated partners. The high impact on education, research and innovation will contribute to a better European future.”

CORA MANTEL, MANAGEMENT CENTER INNSBRUCK, **AUSTRIA**



“At MCI, we are already fortunate to be located in the European region of Tyrol-South Tyrol-Trentino and connected with over 300 partner universities around the world. The Ulysseus alliance will nevertheless offer students, staff and partner companies entirely new opportunities for collaboration in excellent teaching, research and mobility. The connections that will be created will continue long into the future and strengthen our universities in the global competition.”

RADOVAN HUDÁK, TECHNICAL UNIVERSITY OF KOŠICE, **SLOVAKIA**



“Technical University of Košice sees the Ulysseus alliance as a unique opportunity for students, teachers and researchers to open new horizons. They will be able to boost their skills and know-how, benefit from multicultural mobility, get work-related experience and contribute ideas to high-impact research projects. This will shape their paths as European citizens of the future. University staff will find new innovative tools for learning and researching. Students will profit from recognised European degrees that meet the demands of the rapidly changing labour market. Business partners will gain prospective employees with skills specifically tailored to their needs and become more actively involved in the university ecosystem.”



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FINNISH COMPANIES NEED TO GO INTERNATIONAL

TEXT ELISA HELENIUS PHOTOS SHUTTERSTOCK, CAROLINE BONDIER



MANY FINNISH COMPANIES HAVE UNDERSTOOD THAT IF THEY REMAIN SOLELY ON THE DOMESTIC MARKET, THEY ARE NOT LOOKING TO A BRIGHT FUTURE.

Caroline Bondier

Head of Process Development and Program Management, Kone

Caroline Bondier from France, who works at KONE in Espoo, believes that Finnish companies should not settle for the domestic market alone – or overlook the potential of international experts seeking employment in Finland.

Finnish business life is going through a change due to current megatrends: digitalisation, innovation and an international approach. According to **Caroline Bondier**, Head of Process Development and Program Management at KONE, there is no time for companies to stand still.

“Many Finnish companies have understood that if they remain solely on the domestic market, they are not looking to a bright future. The Finnish market is too small,” Bondier says.

Companies must also monitor trends and invest in development and growth.

“My philosophy is that companies cannot get complacent even when things are working.”

INTERNATIONAL EXPERTS SHOULD BE VALUED

Bondier has lived in Finland for 17 years and worked for almost 10 years at KONE.

“Even those without important contacts can progress in their career in Finland if they work hard. I had no contacts, but I have still succeeded in establishing a good career for myself.”

However, Bondier thinks that she would not have gained employment in

Finland if she had not studied here. Many foreigners, even those who have graduated with a degree in Finland, end up moving abroad because they do not manage to find work here. Bondier believes that companies should adopt a bold approach to employing more international experts.

MODERN WORK LIFE REQUIRES SOFT SKILLS

Caroline Bondier reckons that preparation for working life should start as early as high school or even before.

“Offering career training to students and, in particular, to international students is an important current trend. This training did not exist yet when I was a student.”

Bondier believes that students should learn about soft skills in addition to book knowledge. Soft skills include inherent abilities or characteristics that steer a person’s approach to life and work, such as creativity, empathy and interaction skills.

According to Bondier, the important workplace skills include the ability to co-operate and understand people from different cultures. What’s more, you need to have a clear idea about the capabilities required in the labour market and how to stand out among applicants. ■



Name:

Caroline Bondier

Education:

Bachelor of Business Administration at Häme University of Applied Sciences and Master of Business Administration at Haaga-Helia University of Applied Sciences

Age: 37

Profession:

Head of Process Development and Program Management at KONE

Motto:

Go big or go home!

Family:

Finnish husband

Activism:

Chairwoman of IWWOF (International Working Women of Finland)

REMOTE TEACHING REQUIRES NEW SKILLS

TEXT NINA FINELL ILLUSTRATION SHUTTERSTOCK

The freedom from time and place offered by remote work and studies has long been somewhat of a luxury. Now that remoteness has fast become the new normal, we must consider how it can genuinely benefit our lives.

The coronavirus-related social distancing measures have meant for many a move from a safe and familiar work and study community to a home office and online connections. This has created new requirements for both technologies and people using them. In 2019, we still talked about the digital leap - now it feels more like a digital bounce.

Principal Lecturer **Kimmo Mäki** at Haaga-Helia School of Vocational Teacher Education has had a chance to reflect on the ways the shift and the speed of development have changed studying and the work of teachers. As part of the Digiä ja keitaita (Digi and oases) study, he is researching how remote work and teaching have been received in the higher education community and how they should be developed.

“As a result of the pandemic, almost all of us have in one way or another had to adjust to the new normal of work and study life. For example, after teaching became mostly online-based, teachers have had to spend considerably more time preparing for lessons.”

The flexibility of remote working and studying as well as the freedom to choose your location have created new requirements for students too, such as self-discipline and self-management skills.

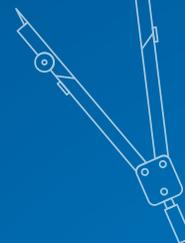
CLASSROOM TEACHING ≠ VIRTUAL TEACHING

Some actions, such as meetings, are easy to transfer from a physical space to an online environment. However, many others must be rethought partly or entirely from scratch. Mäki stresses that teaching should never be transferred completely as it is in the classroom to a virtual environment.

“The progress of teaching sessions must be much more carefully planned, and teaching should also include elements of participation. The challenge is to use the tools pedagogically instead of just applying the technology.”

Mäki firmly believes that the need for instruction and training for remote studies will grow in the future.

“Our research emphasised the need to develop this competence. At Haaga-Helia, we offer support for this at the HEPEDA workshop where we study, develop and offer training on themes related to higher education pedagogy.”



DIGITALISING EDUCATION IN DEVELOPING COUNTRIES

TEXT NORA SAVOLAINEN PHOTO UNSPLASH

Advancing by huge leaps, the digitalisation of education is creating many new opportunities but also unprecedented challenges. The Eduditra project aims to produce answers on how to proceed with the transformation in developing countries.



A MAJORITY OF THE STUDENTS HAD A SMART PHONE BUT NO COMPUTER. THE LOCAL DATA CHARGES ARE ALSO EXPENSIVE, WHICH SET ITS OWN CHALLENGES.

Altti Lagstedt

Principal Lecturer, Haaga-Helia

The issues of digital transformation in education are the focus of the Eduditra project which studies ecosystem solutions, the steps required by the transformation as well as the demands and opportunities in teaching and learning in developing economies, primarily Namibia.

The first stage of the project focuses on studying the changes in Namibia's school system. As always with action research, the results can be generalised to an extent. The project also studies the use of data collected through digitalised processes in the planning and allocation of education. The result is a model that will help implement digitalisation of education projects more widely.

"The assumption is that there are enough school systems in a similar situation in other countries for the research to provide more extensive benefits. In the next phase of the project, the models and practices being developed now will be tested in digitalisation of education projects in other countries," says the manager of the project, Principal Lecturer **Altti Lagstedt** from Haaga-Helia.

PERMANENT CHANGE REQUIRES COMPETENCE AND KNOWHOW

The Eduditra project aims to ensure that the research gives companies and societies direct answers on how to proceed in the current situation. At the same time, it will produce new information on how organisations operate.

In addition, the objectives include investigating the technical capabilities of teachers and students. The pandemic has also prompted teachers to consider the challenges of digitalisation.

"To digitalise teaching it is necessary to have the required technological skills and pedagogical competence and to understand the content. We have produced questionnaires for teachers and offered training based on the results. Our aim is to bring about permanent changes and achieve functional solutions whilst being open-minded and transparent with the research."

Eduditra, funded by Eduix Oy, was launched at Haaga-Helia at the beginning of 2020. The main co-operation partners in Namibia are Glowdom and the local university Namibia Business Innovation Institute (NBIL). The collaboration also involves other local actors.

PANDEMIC AND LOCAL ISSUES POSE UNEXPECTED CHALLENGES

As the Eduditra project started at the beginning of 2020, the consequences of the pandemic have introduced unforeseen challenges.

"Initially our aim was to carry out a significant part of the intensive action research right there in Namibia.

However, I managed to travel there only once before the travel restrictions were introduced. The timetable was tight, but I had a chance to meet all the key actors of the project. We also visited one of the project's pilot schools."

Lagstedt recalls some of the issues they have had to consider in the project.

"A majority of the students had a smart phone but no computer. The local data charges are also expensive, which set its own challenges."

COLLABORATION ENABLES CONTINUITY IN DIGITALISATION

Sometimes projects have reverted to the old system once the funding has ceased. For instance, hundreds of computers were purchased in Namibia under one international project. However, upon the completion of the project the parties' interest lapsed and the computers fell into disuse once the software maintenance ended.

Altti Lagstedt believes that a functional ecosystem solution, the co-operation of local companies, is a flexible model that will offer continuity for the digitalisation project.

"Since the ecosystem does not emerge from thin air, the aim is to encourage local startup companies to participate. Negotiations have also been held with Haaga-Helia Startup School. We will establish new kinds of co-operation partners when we identify interested parties. The aim is to also get an extension for this project," Lagstedt says. ■

HOME SWEET HOME?

Whether you call it working from home, remote working, mobile work or telecommuting, it's here to stay. However, most workers aren't quite ready to totally abandon the office. Despite home comforts, humans are still social creatures after all.

Source: Slack survey of 9,000 knowledge workers in USA, UK, Australia, Germany, France and Japan (30/6–11/8/2020)

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Top challenges of working from home

- Unstable Wi-Fi or internet access
- Feelings of loneliness or isolation
- Maintaining and building working relationships with colleagues
- Staying focused and avoiding distraction
- No commuting – Saving money
- Improved work-life balance
- Less stressful working environment
- More time with family
- Keeping up with what others are working on

Top benefits of working from home





YOU WILL NEVER BE COMPLETELY FINISHED

TEXT

MARIANNE LEHIKONEN,
CEO AND FOUNDER OF CAREER GIRL,
KEYNOTE SPEAKER AND AUTHOR

PHOTO

KETTER MICHELLE

EVER SINCE I WAS A CHILD, I was always told that your brain is your real capital: your knowledge is one of the only things you cannot lose. Now that I work as an entrepreneur, I am responsible for my own development as a professional. Right in the beginning I made a decision to invest in educating myself and to keep studying with the help of books, podcasts, online courses and a mentor.

I BELIEVE THAT IN ORDER TO SUCCEED in work and business life you need to grow your awareness of your field and understand that learning doesn't stop at graduating. The moment you close the door of your alma mater behind you, the world has already moved on. If you want to keep up, you need to accept that you'll never be completely done with studying.

I APPROACH ALL CONTENT I consume by contemplating how I could use in my work the information I've just gleaned. Here's my secret: you don't come up with new business ideas or innovations by reading business books – but something else altogether. Read and consume content that your competitors and colleagues don't. Do things that others aren't doing yet. Burst the bubble around you and boldly venture to places where others in your field haven't been. You will already be much closer to the birth of ideas and innovations.

YOU CAN DECIDE that once you've graduated, you will study in your free time the things that you're really interested in. You should know that it's you who can change the world, for there are no limits set for what you can do. So, study hard but most importantly: dream big! ■

COMPILED BY ARI NEVALAINEN, NINA FINELL



HAAGA-HELIA'S NEW ONLINE PLATFORM MAKES COURSES MORE ACCESSIBLE

Haaga-Helia has further diversified its educational portfolio by launching an online platform which makes open courses available for a fee to people who wish to strengthen their professional competences.

The aim is to provide versatile and flexible training for companies and business experts as well as partner universities in Finland and around the world. Haaga-Helia will also use the new online applications in education export, especially to countries outside Europe.

Haaga-Helia Online offers professional-level, English-language online courses that reach deep into the subject.

The online offering will be added to and developed throughout the year. In the future, a wide selection of study units covering Haaga-Helia's fields of expertise will be available via the online platform. ■

haagaheliaonline.fi

HAAGA-HELIA AIMS TO WELCOME MORE INTERNATIONAL SCHOLARS

To diversify its expertise and strengthen the international networks, Haaga-Helia welcomes international academics and researchers for visits of between one month and a year in the framework of two distinct programmes.

Haaga-Helia's Visiting Scholar programme, piloted in 2019, enables international experts at other institutions to join Haaga-Helia's teaching and RD activities for a period of one to twelve months. The Fulbright-Haaga-Helia Scholar Award is an excellent opportunity for American scholars to visit Haaga-Helia for 3–10 months to teach and undertake research activities as well. During the visits, scholars can benefit from the co-operation with Haaga-Helia and network with local experts.

The application period for the Fulbright Award for the academic year 2022–23 is now open.

Read more on [Haaga-Helia.fi](https://haagahelia.fi) and apply by 15 September, 2021. ■



HAAGA-HELIA IS THE FIRST IN FINLAND TO RECEIVE THE-ICE ACCREDITATION

Haaga-Helia has become the first institution in Finland to receive the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) accreditation.

THE-ICE Board of Directors has granted Committed to Quality (C2Q) membership to the degree programme in Hospitality, Tourism and Experience Management, led by Degree Director **Risto Karmavuo** on the Haaga Hospitality campus. Quality Manager **Tia Hoikkala** and Competence Area Director **Pirkko Salo** as well as all Haagahelians participated in the finalisation of the Quality Audit.

"Internationality is part of Haaga-Helia's DNA. The accreditation serves our entire institution and, most importantly, our students. All the development work is done for the good of our students," **Teemu Kokko**, President and CEO of Haaga-Helia, says.

In addition to the recognition, the C2Q membership has a range of benefits, such as participation in the annual THE-ICE International Student Barometer Survey (ISBSB).

Established in 2004, THE-ICE is a global organisation with 37 members from 10 countries across four continents. The organisation develops benchmarks and promotes excellence in tourism, hospitality and events education. THE-ICE grants quality certifications to public and private universities, hospitality schools, institutions and universities of applied sciences who promote development and diversity in education. ■



AI APPLICATION FOR EDUCATIONAL NEEDS TO BE SHOWCASED AT EXPO 2020 DUBAI

Starting 1st October 2021, Haaga-Helia will take part in Expo 2020 Dubai in The United Arab Emirates – the largest World Expo so far and the first to be held in the Middle East. Haaga-Helia will present its education opportunities as part of the National Pavilion of Finland.

In addition to education, Haaga-Helia will showcase its innovative use of artificial intelligence (AI) in detecting educational needs of the future. Haaga-Helia uses AI to detect and analyse the compatibility between the content of our curriculum and the future needs of the labour market. In Haaga-Helia's department, visitors are invited to view the results of the AI analysis through 3D animated holographic displays that visualise the matches.

The displays highlight the demand for skills in five different job markets and compare the data with the content of five Haaga-Helia degree programmes. The results will help Haaga-Helia develop attractive programmes that match the needs of the labour market and guarantee high-quality employment for our graduates.

One of the Official Key Partners at Expo 2020 Dubai, Haaga-Helia is responsible for training the Finnish Pavilion personnel. Together with the Business Finland Expo team we will recruit Haaga-Helia students to join in the Dubai World Expo Academy. ■

PRESTIGIOUS ICCE ENDORSEMENT FOR HAAGA-HELIA'S SPORTS COACHING

The ICCE (International Council for Coaching Excellence) endorsement panel has decided unanimously to award Haaga-Helia's degree programme in Sports Coaching and Management a globally unique quality endorsement. After a thorough evaluation process, the degree programme is authorised to carry the title of "ICCE Endorsed at FULL Level" to demonstrate its excellence. Haaga-Helia is the first institution in Europe and the second in the world to obtain the endorsement.

"The recognition is an award for the long-term efforts of our talented personnel. It is important for us that during their studies the students develop themselves as individuals and sports professionals, and they can advance athlete-centered coaching culture around the world," Degree Director **Teppo Rantala** says.

ICCE is a not-for-profit organisation established in 1997 with the mission of leading and developing sports coaching globally. ■

DID YOU KNOW...

As a futurist, Elina Hiltunen (pages 6–10) works in a field of study that only began to emerge in the mid-1940s and established itself in the 1960s. Before that, futurism was used in a theological context in the 19th century and later as a label by Italian and Russian art and social movements that cherished speed, technology and change.

SOURCE: WIKIPEDIA

