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Evaluation of Media and Communication Studies in Higher Education in Finland

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Foreword

The field of media and communication is tied to the economical, social and cultural development of the society. Along with changes in society, the field of media and communication has changed a lot. It is now characterised by new technology and digital media and a growing emphasis on contents. The features of the field meet the criteria set by the Finnish Higher Education Evaluation Council (FinHEEC) for disciplinary evaluations. According to these criteria, evaluation should have relevance to educational and social policy, and the field to be evaluated ought to be undergoing rapid growth and development.

Higher education institutions in the field of media and communication have had a challenging task in keeping the education up to date. Polytechnics have set up many new degree programmes and universities have had to review the contents of their provision. Since the educational field has broadened and changed so much, the polytechnics and universities have had to find their own roles and positions in the field. In fact, the task of this evaluation has been to identify the similarities and dissimilarities in the education provided by universities and polytechnics. The differences between Bachelor's degrees provided by universities and polytechnics is one important issue in this evaluation. Another aim was to gain an overall picture of the state of higher education in the media and communication field, which itself has been valuable.

The primary objective of this evaluation has been to assure the quality of media and communication studies in universities and polytechnics. We hope that this report and the work done in universities and polytechnics will achieve this aim and support the development of education in the media and communication field. We also hope that all the institutions involved in the evaluation process will find new perspectives for the development of teaching and learning and educational contents in the report.

FinHEEC and the Steering Group wish to thank all those who have been involved in the evaluation process at various stages. Our warmest thanks are especially due to the international Evaluation Team for their commitment to and interest in the evaluation.

Aulis Pitkälä
Chairman of the Steering Group

Kauko Hämäläinen
Secretary General, FinHEEC

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I

General context

I.1 Rationale

Media and communications have never before been considered as important as now. Their role is so vital that even the society in which we live in has been called 'information' or 'network' society to underline the importance of media and communications. The age of globalisation is marked by rapidly developing communications technologies. Major changes have occurred in the field of media and communication during the last decade. New communications technologies, such the advent of digital media and the introduction of new media, just to mention a few changes, have profoundly altered the Finnish media landscape. The fast growing media industry faces increasingly global competition and needs high-skilled labour. Similarly, the general development of Finnish society, such as the ageing and retirement of labour, will affect the future development of the Finnish media field.

To meet these societal and increasingly global challenges the Ministry of Education has suggested strategies for developing Finland into a leading interactive information society. The document *Education, Training and Research in the Information Society – a national strategy for 2000–2004* includes following focal areas:

1. information society skills for all;
2. versatile use of networks in studying and teaching;
3. accumulating digital information capital;
4. strengthening information society structures in education, training and research.

(Education, Training and Research in the Information Society. A national strategy for 2000–2004)

The relevant action plan determines measures for education and training relating to the information industry and digital communication. The rapid growth in the information industry and digital communications increases the demand for professionals and heightens the shortage of educators and trainers in these fields. According to a plan devised by the ICT and data processing committee (1998–2002), an information and training campaign will be launched to enlarge the recruitment base and to enhance the attractiveness of the field. Education and training will be developed in close cooperation with educational institutions, business enterprises and the new retraining programmes in the field of content production and digital communications. This development will be based on various university and polytechnic networks, such as that of com-

munication and media studies. A survey will also be undertaken to map out teacher education needs and to explore ways of increasing postgraduate education in the field. (*Information Strategy for Education and Research 2000–2004. Implementation plan*)

While the whole higher education system is being developed, the status and contents of Bachelor's and Master's degrees are under review. This development draws strongly on the objectives of the Bologna process.

According to the joint declaration of the European Ministers of Education meeting in Bologna in June 1999, the objective of European higher education policy is to establish a European Higher Education Area by 2010. The Bologna Declaration sets three main goals: international competitiveness, mobility and employability. The six instrumental objectives for achieving these goals are:

1. "Adoption of a system of easily readable and comparable degrees in order to promote European citizens employability and the international competitiveness of the European higher education system."
2. "Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries."
3. "Establishment of a system of credits – such as in the ECTS system – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned."
4. "Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:
 - a. for students, access to study and training opportunities and to related services
 - b. for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights."
5. "Promotion of European cooperation in quality assurance with a view to developing comparable criteria and methodologies."
6. "Promotion of the European dimensions in higher education, particularly with regards to curricular development, inter-institutional cooperation, mobility schemes and integrated programmes of study, training and research."

(The European Higher Education Area. Joint deliration of the European Ministers of Education convened in Bologna in June 1999)

I.2 Aims and focus of the evaluation

The primary aim of this evaluation is to support quality assurance in media and communication education provided by universities and polytechnics and to encourage these institutions constantly to develop education and its evaluation. The field includes a wide range of education, which is sometimes difficult to demarcate. One aim is, in fact, to gain an overall picture of the situation in tertiary media and communication education and to support its development. The important thing is to set in motion positive development in the universities and polytechnics reviewed, especially in the degree programmes evaluated, already during the evaluation process. The Steering Group of the evaluation set the following aims to the evaluation project:

- to evaluate the present state of higher education in media and communication;
- to identify the similarities and dissimilarities in the content of education provided by universities and polytechnics;
- to evaluate the core processes in the higher education institutions (HEIs) providing media and communication education from the standpoint of the needs existing in knowledge production and working life; and
- to support development in media and communication education at the tertiary level.

I.3 The Finnish higher education system

The Finnish higher education system comprises two sectors: universities and polytechnics. The polytechnics are more practically oriented, training professionals for expert and development posts. The higher education system as a whole offers openings for 66% of the relevant age group (universities 29%, polytechnics 37%). Polytechnics also arrange programmes for mature students. (For additional information, see www.minedu.fi)

Universities

There are altogether 20 universities in Finland: ten multifaculty universities, three universities of technology, three schools of economics and business administration, and four art academies. Their basic mission is to carry out research and provide education based on it. The principle underlying university education is freedom of research and university autonomy, which gives them a great deal of latitude for independent decisions.

Universities select their own students, and the competition for openings is stiff. All fields apply *numerus clausus*, with entrance examinations as the key element. Universities offer openings for about one third of the age group. The annual number of applications is nearly 66,000, of whom only 23,000 are admitted.

The degree system was overhauled in the 1990s with a view to international equivalence, larger freedom of choice and comprehensive degrees allowing flexible combinations of study modules from different fields and establishments. In the new degree system, it is possible to study for a Bachelor's or a Master's degree in 20 different fields of study. The Bachelor's degree (120 credits) can be taken in three years and the Master's (160 credits) in five years. Graduates can go on to study for a postgraduate degree, which are the licentiate and the doctorate. The annual number of degrees in Finland is 16,000, 11,000 of which are Master's degrees and 1,000 doctorates. The average duration of studies is 6.5 years.

Polytechnics

There are 29 polytechnics in Finland; most of them are multidisciplinary, regional institutions, which give particular weight to contacts with business and industry. Polytechnics are developed as part of the national and international higher education community, with special emphasis on their expertise in working life and its development. The polytechnics also carry out R&D relevant to their teaching and to working life.

The polytechnics were created gradually over the 1990s. Former higher vocational education were upgraded and merged into multidisciplinary polytechnics. The national polytechnics network was completed by 1 August 2000. Since then, all the polytechnics have operated on a permanent basis.

The polytechnics award professionally oriented higher education degrees (Bachelor's), which take 3.5 or 4 years to complete. In the fields of natural resources, technology and communications and culture, the degrees are 160 credits and in other educational fields 140 credits. Polytechnic Bachelor's degrees are in practice parallel to the universities Bachelor's level degrees. However, there are no statutes determining on the status of the polytechnic's degrees. The entry requirement is either an upper secondary school certificate or a vocational qualification. At present about 70% of all entrants are matriculated students and 30% vocational graduates. The Ministry of Education confirms the degree programmes. There is no tuition fee for degree studies.

I.4 Related educational projects and former evaluations

Quality assessment of communication and media studies in England and Northern Ireland

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. It has responsibility for assessing the quality of higher education in England and Northern Ireland. The QAA conducted quality assessment of communication and media studies in universities and colleges from 1996 to 1998. The purpose was to ensure that the provision is of an acceptable standard; to highlight both positive features and areas for improvement; to assist in the dissemination of best practice; and to provide public information through the publishing of a quality report. The quality assessment contained 59 assessment visits to universities and colleges, which provide both broadly-based education and highly specialised vocational preparation. The range of subjects included communication studies, cultural studies, media studies, public relations, screen studies, journalism for print and broadcast media, photography, speech and language therapy, and media production in radio and television. Some programmes were theoretical and some were focused on production skills, although most had some combination of the two.

The following list contains some of the results of the quality assessment presented in the subject overview report (*Quality Assessment of Communication and Media Studies 1996 to 1998. Subject Overview Report*. QAA. 1998):

- In England and Northern Ireland there has been a major expansion in communication and media studies in recent years, and students have a wide choice in respect of qualification, location and subject.
- There is considerable flexibility within curricula, allowing individual student aspirations to be met.
- Curricula are regularly informed by the scholarly activity and professional experience of highly committed and enthusiastic staff. On some programmes, however, the building of curricula around staff interests results in a lack of coherence, particularly where there is no overall rationale.
- The stimulating learning experience enjoyed by most students is aided by the use of a wide range of well-considered teaching and learning approaches, with independent study widely encouraged.
- Assessment methods are varied and generally appropriate, though there are shortcomings in the use of assessment criteria and the quality of written feedback.
- The acquisition of specialist knowledge and skills is a major strength, with production work often of professional standard.
- The need for increased theoretical rigour is a recurring theme, particularly on practice-based programmes.

- Students are well supported, academically and pastorally. Support is provided formally and informally, and is centred on easy access to subject staff and the close and positive working relations between students and their teachers.
 - There are many examples of excellent specialist and general resources, often helped by recent investment. But shortcomings are also evident, including limited book and journal stocks, and insufficient or outdated production facilities.
 - Communication and media studies provision has arrangements for quality assurance and enhancement. Students are confident and articulate and their opinions are highly regarded and effectively collected. Quality assurance and enhancement can be improved in many instances.
- (Subject Overview Report, Summary)*

Evaluation of media and communication studies in higher education in Sweden

The media and communication education sector in Sweden has grown very fast. Since HEIs (universities and university colleges) in Sweden get state money in relation to the amount of “produced students”, they strive to offer attractive courses like media and communication. The rapid growth has resulted in a significant shortage of formally qualified and/or competent teachers. Another consequence is that the teachers have a very heavy workload and cannot be so active in building up media and communication knowledge as the development of the sector would require.

The evaluation team sees that there is a clearly expressed ambition to create a common core in the media and communication discipline in Sweden, which is not so evident in the other Nordic countries. This is due to a desire to make it possible for students to choose courses from different HEIs, at least on the lower levels. On these levels (A, B- and C-courses) there are a high number of students, but the D-courses (Master’s level courses) have relatively few applicants. This is a warning signal because the formal qualifications of Swedish students going on to postgraduate studies are lower than, for example, in the other Nordic countries. The team also thinks that doctoral candidates have too much responsibility for teaching basic-level courses, which may widen their disciplinary knowledge but will slow down their own doctoral studies.

The evaluation team calls for more collaboration between universities and other HEIs, especially on the postgraduate level. Many new HEIs with ambitions to undertake research do not in fact have sufficient personnel resources, they must cooperate with the established universities. The evaluation team would also like to see every department profiling their work more clearly in the future.

There is also a gender problem: women are in a majority among students and men among teachers. Only two of the ten professors in the discipline are women (autumn 2001).

Another problem is that there are so few professors that a large portion of their time is spent on administrative and external matters.

The evaluation group also emphasizes that international exchanges should be developed, particularly since media and communication is a very international discipline. There are extensive student exchanges, especially for students studying media and communication programmes in the new HEIs – much fewer students in the “traditional” universities take part in exchanges. The team was astounded to find that teacher exchanges are so infrequent in a discipline so marked by Anglo-American influences.

There are also a number of positive comments and commendations, for example a growth in the number of postdoctoral students. Several new professors will be appointed in 2002; almost all universities and HEIs are investing in the media and communication sector. But the rapid growth has also caused growing pains.

The evaluation team raises a crucial question in their conclusions: Are there enough resources for media and communication research and studies in as many as 20 universities (including university colleges) and altogether 4,000–5,000 students. The answer seems to be: no or not yet.

More information in the report: *Utvärdering av medie- och kommunikationsvetenskapliga utbildningar vid svenska universitet och högskolor. Högskoleverkets rapportserie 2000: 25 R.*

The University Network for Communication Science

The national network began to operate officially in early 1998, supported by the Ministry of Education. The network is based on a long tradition of cooperation in communication, media and culture research between different academic institutions. The network includes all the relevant institutions from altogether ten different universities. The network has organised seminars, discussions, collected basic information, contributed to the planning of the graduate school VIVA and produced web-based study materials. The goals of The University Network for Communication Science are:

- to enhance scientific cooperation and the exchange of information in the study field;
- to enhance basic studies in the field, specially with the help of electronic networks;
- to support doctoral and postdoctoral studies; and
- to plan new programmes.

(For additional information, see www.uta.fi/viesverk/index.html)

2

The evaluation process

2.1 Planning of the evaluation project

At its meeting on 3 April 2000, FinHEEC decided to evaluate higher education in media and communication. The field fulfils the criteria set by FinHEEC for disciplinary evaluations: (1) it has great importance in terms of education and social policies, and (2) it is a rapidly growing and developing field.

To launch the evaluation project, a preliminary study of education in the media and communication education was conducted in January–March 2001. The study included the following: description of higher education institutes providing media and communication education; information about qualification requirements in working life according to recent studies; related educational projects and former evaluations; and basic statistics. The information thus gathered was given to the Steering Group and used in the planning of the evaluation project.

At its meeting on 14 March 2001, FinHEEC appointed a Steering Group for the project. Mr Aulis Pitkälä, Director of Culture and Education in the City of Vantaa and member of FinHEEC, was appointed as chairman. The members were Dr. Päivi Hovi-Wasastjerna, Docent, University of Art and Design; Ms Eeva Kainulainen, Vice-President, Corporate Communications, Wärtsilä Corporation; Mr Miska Keskinen, Union of Polytechnic Students SAMOK; Ms Lena Koskela, National Union of Finnish Students SYL; Mr Martti Lahti, Principal Lecturer, Laurea Polytechnic; Dr. Lars Lundsten, Principal Lecturer, Arcada Polytechnic; Dr. Heikki Luostarinen, Professor, University of Jyväskylä; Mr Mika Pippuri, Editor, Helsingin sanomat Online; Dr. Leif Åberg, Professor, University of Helsinki.

Project Manager Hannele Ellä, FinHEEC, acted as secretary to the Steering Group. The Project Manager was also responsible for devising a detailed project plan, implementing and supervising the project, acting as a secretary for the Evaluation Team, writing (except national level recommendations) and editing the evaluation report.

The task of the Steering Group was to set and revise the aims, to define the scope of the evaluation, to make a cost estimate and to devise a timetable for the project. In addition, the Steering Group determined the content and main themes of the evaluation based on the aims set for the evaluation, chose the evaluation methods and proposed the composition of the Evaluation Team to FinHEEC. The Steering Group was also responsible for arranging discussion forums for focus groups in October 2001 and for collecting data from them. The Steering Group met eight times between 20.3.2001 and 30.10.2001.

Focus of the evaluation

In the course of planning, some limitations were made concerning the degree programmes and universities/polytechnics to be included in the evaluation. This was based on the following criteria:

1. In both the university and the polytechnic sectors, the evaluation is limited to education relating to content production, excluding purely technical education. An evaluation of higher education relating to the information industry was conducted by FinHEEC in 1998–2000 (Hara, Hyvönen, Myers & Kangasniemi (eds.) 2000).
2. In the university sector: The evaluation is limited to universities which offer advanced studies in communication as part of Master's programmes in the humanities and social sciences under relevant degrees.
3. In the polytechnic sector: The evaluation included the polytechnic degree programmes on media and communication and on library and information services.

On the basis of the argumentation presented above, the Steering Group identified 15 departments at 11 universities and 15 programmes at 13 polytechnics as the targets of evaluation:

Universities, departments

Helsinki School of Economics and Business Administration, Department of Finnish and Communication

Swedish School of Social Science, Journalism Programme

University of Art and Design Helsinki, Department of Film and Television,

University of Art and Design Helsinki, Department of Graphic Design,

University of Art and Design Helsinki, Department of Photography,

University of Art and Design Helsinki, Media Lab

University of Helsinki, Department of Communication

University of Jyväskylä, Department of Communication, Journalism Studies Programme

University of Jyväskylä, Department of Communication, Speech Communication

University of Jyväskylä, Department of Communication, Organizational Communication

University of Lapland, Media Sciences

University of Oulu, Department of Information Studies

University of Tampere, Department of Journalism and Mass Communication,

University of Tampere, Department of Information Studies

University of Turku, Media Studies

University of Vaasa, Department of Communication

Åbo Akademi University, Department of Information Studies

Polytechnics, Degree Programmes

Arcada, Degree Programme in Media Culture
Diakonia polytechnic, Degree Programme in Communication
EVTEK Institute of Art and Design, Degree Programme in Communication
Helsinki Polytechnic, Degree Programme in Media
Kemi Tornio Polytechnic, Degree Programme in Media Studies
Kymenlaakso Polytechnic, Degree Programme in Media Communication
Lahti Polytechnic, Institute of Design, Degree Programme in Visual Communication
Oulu Polytechnic, Degree Programme in Library and Information Services
Oulu Polytechnic, Degree Programme in New Media Studies
North Karelia Polytechnic, Degree Programme in Media Communication
Satakunta Polytechnic, Degree Programme in Media and Communication Studies
Swedish Polytechnic, Degree Programme in Communication
Tampere Polytechnic, Degree Programme in Media
Turku Polytechnic, Degree Programme in Media Arts
Turku Polytechnic, Degree Programme in Library and Information Services

The Degree Programme in Communication at Pohjois-Savo Polytechnic and the Degree Programme in Library and Information Services at Vasa Polytechnic did not want to participate in the evaluation project.

The planning stage ended with a joint seminar for representatives of the degree programmes and departments involved in the evaluation. The topics discussed at the seminar included the implementation and timetable of the project, objects of evaluation and evaluation methods.

2.2 Implementation of the evaluation

The Finnish Higher Education Evaluation Council (FinHEEC) appointed an Evaluation Team on 21st August. The Team included five members and the chairperson. Each member represented wide expertise in different aspects of media and communication studies. In addition to the academic viewpoint, the team also had representatives of working life and students.

The Evaluation Team was chaired by Dr Terhi Rantanen, Docent, Director of the MSc Programme in Global Media and Communications, London School of Economics and Political Science; and the members were Dr Lars-Åke Engblom, Docent, University Lecturer, Gothenburg University; Mr John Woodman, Head, School of Communication and Media, Cumbria Institute of the Art; Mr Jouni Heinonen, Managing Director, Pohjoisranta Oy; Ms Tuula H. Laaksovirta, Director, Finnish Parliament; Ms Tiina Rajamäki, Student, University of Tampere; and Ms Lalla Pohjanpalo, Student, North Karelia Polytechnic. Mika Pippuri, member of the Steering Group, took part in three site visits when Jouni Heinonen, representing working life, could not attend. Project Manager Hannele Ellä, FinHEEC, acted as secretary.

The main task of the external evaluation team was to gather data mainly from the self-evaluation reports, the discussion forums for the focus groups and site-visits; to form an opinion of the quality of education provided by the units in respect of their aims and resources; to identify strengths, weaknesses and new development areas; and to make recommendations for the improvement of education.

The evaluation of media and communication studies was undertaken in three stages: (1) self-evaluation carried out by the HEIs; (2) discussion forums for focus groups; and (3) evaluation visits to 11 different university or polytechnic units involved in the evaluation.

Self-evaluation and statistical data

All the departments and degree programmes involved in the evaluation carried out self-evaluations and supplied the requested statistical data concerning their degree-oriented media and communication education (Appendix 1). The Steering Group determined the self-evaluation themes and issued instructions for the self-evaluation. The HEIs were free to organise their self-evaluations as the saw fit, but it was suggested that both personnel and students contribute to it. Any relevant existing research, review and feedback material could be used in the self-evaluation.

Each self-evaluation report was in two parts (A and B). The A section described the unit's activities relating to altogether 11 themes. In the B section the department/ degree programme evaluated the activities/operations listed in the A sections. Consequently, the A and B sections had the same structure. Each theme was discussed analytically as to the strengths, weaknesses, opportunities and threats. According to the instructions, the evaluation was to include an analysis of the aims set and the themes discussed. The description of possible weaknesses was to be accompanied by an account of possible development measures. Similarly, the report was to indicate any objects which were impossible to evaluate.

The self-evaluation themes were

1. Background to, aims of and situation in media and communication studies
2. Core knowledge areas and content
3. Teaching staff
4. Students
5. Teaching and learning
6. Student attainment and student experience
7. Study guidance and support systems
8. Cooperation and networking at the national level and within the institution
9. Cooperation and networking at the international level
10. Cooperation with business and industry
11. Internal quality assurance systems.

Discussion forums for focus groups

Following the self-evaluation phase, the Steering Group arranged discussion forums for the representatives of the universities and polytechnics involved in the evaluation. The aim was that the focus groups would enable representatives of the HEIs to discuss good practices and development objects in media and communication studies. The focus groups met during weeks 43–44 in October 2001. The focus groups were set up on the basis of the information provided in the statistical section of the self-evaluation report, each group consisting of representatives of 5–8 different institutions, predominantly from media and communication units. The Steering Group suggested the composition of the groups, which representatives of the institutions could change if they wished. All the institutions were invited to at least one discussion forum. There were altogether six groups (the participating universities and polytechnics are listed in Appendix 2):

- Journalism and Mass Communication
- Visual Communication
- Audiovisual Communication I
- Audiovisual Communication II
- Organisational Communication
- Information Research

The Steering Group planned and arranged the discussion forums for the focus groups. A member of the Steering Group chaired the discussions. Each discussion forum took three hours. The themes were mainly the same for all groups:

- Level of strategic thinking in the unit
 - visions, mission and status in the educational field
- Efficiency of strategic implementation in the unit
 - measures taken to concretise the vision
 - focus areas
- Contacts with working life and society
 - networking and forms of cooperation
 - regional and societal impact
 - international contacts
- Internal efficiency of the unit
 - resources, quality management and enhancement
 - cooperation with students
 - evaluation and assessment practices
- Need for support in educating students in the media and communication field
 - challenges and requirements common to every higher education institute in the field.

The discussion did not address general issues relating to university and polytechnic education, only the practices of and situation in the units providing media and communication education. Members of the Steering Group took notes at the discussions and wrote a summary. The information was used to select the external evaluation visit sites. The Evaluation Team also used the information later in their evaluation report.

The evaluation of media and communication studies was the first in which FinHEEC used discussion forums as an evaluation tool. In order to develop the method further the Steering Group collected feedback from focus group members by means of a questionnaire sent by e-mail to 38 persons. The Steering Group received 21 responses containing important information about the discussion forums.

The feedback was mainly positive although there were also critical comments concerning the aims of the discussions, the breadth and number of discussion topics, shortage of time and some arrangements.

The feedback contained many good ideas on how to improve the method. Firstly, the participants should receive the discussion topics in advance to enable them to prepare for the discussion, and there should be more time to read through other institutes' self-evaluation reports. Secondly, the respondents thought that there were too many topics and that it would make the discussions more analytical and profound, if they focused on fewer specific topics. According to the third suggestion, the discussion forum could be extended to a whole day and divided into two parts: a discussion on selected topics and a general discussion on ways to develop practices together. One good suggestion was to hold the discussions in some virtual environment for a week. The advantages of this method would be that all the contributions would be documented and there would be enough time to think about the topics.

Some felt that the exchange of ideas in their group was not very open and there was some rivalry between members. Similarly, the fact that the discussions were videotaped and the members of the Steering Group were listening to it and taking notes made some people feel they were under scrutiny. The role of the Steering Group members should have been explained in advance. Some felt that it would be better if the groups were chaired by a neutral person who does not represent any of the institutions involved in the evaluation project.

However, many people found that the atmosphere was open and free and that the discussion forums achieved the aims set for them. Some participants made new contacts with both people and networks. A very frequent comment was that this was the first time that representatives of the same educational field met and discussed. It is obvious that there is a great need for some kind of a discussion forum.

External evaluation

The last stage in the evaluation process was the external evaluation, which included site visits to eleven HEIs. The institutions were chosen on the basis of the self-evaluation reports and the focus group discussions. In selecting the units, the Steering Group took care to ensure equitable representation of both universities and polytechnics and both Finnish- and Swedish-language institutions. The site visits were arranged in November 2001 and in February 2002 (one visit). Each visit took one day. During the visit the Evaluation Team interviewed representatives of the management, teachers, students and working life. The interviews concentrated mainly on topics which came up in the self-evaluation reports. The Evaluation Team also visited libraries, studios and other facilities. The following table shows the site visits and the participating Evaluation Team members:

Higher education unit	Terhi Rantanen, Chair	Lars-Åke Engblom, Vice-Chair	John Woodman	Jouni Heinonen	Tiina Rajamäki	Lalla Pohjanpalo	Tuula Laaksovirta	Mika Pippuri
Arcada, Degree Programme in Media culture	•	•			•	•		•
Kemi-Tornio Polytechnic, Degree Programme in Media Studies	•	•		•	•	•		
Tampere Polytechnic, Degree Programme in Media	•	•	•	•	•	•		
Turku Polytechnic, Degree Programme in Library and Information Services		•	•		•	•	•	
University of Art and Design, Graphic design	•	•			•	•		•
University of Art and Design, New Media	•	•			•	•		•
University of Helsinki, Department of Communication		•	•		•	•		
University of Helsinki, Swedish School of Social Science, Journalism programme		•	•	•	•	•		
University of Jyväskylä, Department of Communication	•	•		•	•	•		
University of Tampere, Department of Journalism and Mass Communication	•	•		•		•		
University of Turku, Media Studies		•	•		•	•		

The Evaluation Team and the Project Manager were responsible for writing the evaluation reports. Before the report was published, the institutions had an opportunity to correct factual errors and misunderstandings. The self-evaluation reports of the higher education units which the Evaluation Team did not visit were also analysed and the information was taken into account in reporting.

3

Basic information on the departments and programmes

3.1 Basic statistical information

This chapter contains basic statistical information about the media and communication programmes in universities and in polytechnics. The data was collected from universities and polytechnics in May–June 2001 and a complementary survey was carried out in January 2002. Since the institutions involved in this evaluation process differ greatly from each other, it is important to note that comparison between the institutions is difficult in places.

The following list shows the abbreviated names of the departments and programmes of the universities and polytechnics used in the tables in this chapter:

Universities	
Helsinki School of Economics and Business Administration, Department of Finnish and Communication	HSE
University of Art and Design Helsinki, Department of Film and Television,	UIAH, Film and TV
University of Art and Design Helsinki, Department of Graphic Design,	UIAH, Graphic
University of Art and Design Helsinki, Department of Photography,	UIAH, Photog.
University of Art and Design Helsinki, Media Lab	UAIH, Media Lab
University of Helsinki, Department of Communication	HY
Swedish School of Social Science, Journalism programme	SSKH
University of Jyväskylä, Department of Communication	JYU
University of Lapland, Media sciences	UROVA
University of Oulu, Department of Information Studies	OULU
University of Tampere, Department of Journalism and Mass Communication	UTA, JMC
University of Tampere, Department of Information Studies	UTA, IS
University of Turku, Media studies	UTU
University of Vaasa, Department of Communication	UWASA
Åbo Akademi University, Department of Information Studies	ÅÅ

Polytechnics

Arcada, Degree programme in Media Culture	ARCADA
Diakonia polytechnic, Degree programme in Communication	Diak
EVTEK Institute of Art and Design, Degree programme in Communication	EVTEK, IAD
Helsinki Polytechnic, Degree programme in Media	Stadia
Kemi Tornio Polytechnic, Degree programme in Media Studies	Tokem
Kymenlaakso Polytechnic, Degree programme in Media Communication	Kyamk
Lahti Polytechnic, Institute of Design, Degree programme in Visual Communication	LAMK
Oulu Polytechnic, Degree programme in Library and Information Services	Oamk, Library
Oulu Polytechnic, Degree programme in New Media Studies	Oamk, New Media
North Karelia Polytechnic, Degree programme in Media Communication	NCP
Satakunta Polytechnic, Degree programme in Media and Communication Studies	SPT
Swedish Polytechnic, Degree programme in Communication	SYH
Tampere Polytechnic, Degree programme in Media	TPU
Turku Polytechnic, Degree programme in Media Arts	Turkuamk, Media
Turku Polytechnic, Degree programme in Library and Information Services	Turkuamk, Library

Students

The total number of the higher education students in the media and communication field at the end of 2001 was 5480. The average size of the university units was 221 students and in polytechnic units 144 students. The student numbers varied greatly between the different departments and programmes, which is partly explicable by different content of the education and also by the differences in the length of studies.

Table 1. Number of major subject students in the media and communication programmes in universities and in polytechnics (31.12.2001)

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UAIH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	SUM
51	144	180	103	131	366	126	502	260	139	469	405	154	255	35	3320
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM
153	59	210	220	153	258	201	118	66	92	50	63	282	180*	55	2160

* 20.9.2001

In 2001 higher education institutions offered altogether 1136 new student places in media and communication programmes. The student places were distributed almost fifty-fifty between the universities and polytechnics. The proportion of female students of all entrants in 2001 was very high. In the universities, the percentage of women was over 70 and in the polytechnics approximately 55.

Table 2. Number of new student places in the media and communication programmes in 2001

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UIAH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅA	SUM
15	21	31	15	50	30	20	112	34	16	45	45	15	45	25 *)	519
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM
35	20	36	58	40	65	42	40	20	60	25	19	89	48	20	617

* Number of students accepted to the programme in 2001

A comparison of intakes over the past five years reveals a particularly big increase in polytechnics. In them the number of entrants has nearly doubled from 1997 to 2000. One reason for the rapid increase is that 9 of the 15 media and communication degree programmes in polytechnics have been established after 1997. In the universities the increase has not been so rapid. All university departments in this field have been established between 1926 and 1993. Both in universities and in polytechnics the intakes have increased by some ten places after 2000.

Table 3. New student places from the year 1997 to the year 2001

Universities				
1997	1998	1999	2000	2001
471	491	539	550	519
Polytechnics				
1997	1998	1999	2000	2001
316	413	504	601	617

In universities altogether 225 media and communication students took their Master's degrees in 2001. The number of Bachelor's degrees was significantly smaller, only 107. There were many departments where no students took Bachelor's degrees in 2001. In polytechnics there were altogether 269 Bachelor's degrees in 2001. Some of the degree programmes are so new that they had not awarded any degrees by 2001.

Table 4. Number of Master's and Bachelor's degrees in the universities in 2001 (MA/BA)

Universities																
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UAIH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	SUM	
5/-	3/19	9/14	14/11	15/-	37/4	-/13	33/20	11/7	9/4	41/12	19/2	9/-	18/1	2/-	225/107	

Table 5. Number of Bachelor's degrees in the polytechnics in 2001

Polytechnics																
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM	
7	0	51	3	8	36	29	10	14	0	0	7	38	44	22	269	

The average time for completing Master's degrees in universities in the period 1997–2000 was about 6 years. In the polytechnics it took approximately 4 years to complete the Bachelor's degree. Since some of the degree programmes in polytechnics only started a few years ago, there is no data available on study times in them.

In the period 1997–2000 the number of Licentiate degrees awarded in the media and communication field was 37 and the number of Doctorates 32.

Personnel

The teaching staff/student ratios in 2001 varied considerably between the institutions under review, the lowest ratio being 1:3 and the highest 1:46. However, it is very difficult and complicated to compare the ratios because teaching methods, organizational models and even the aims of education affect the need of teaching personnel. Nevertheless, one general conclusion can be drawn: degree programmes in polytechnics have more teaching personnel in proportion to students than departments in the same field in universities.

Table 6. Teaching staff /student ratios in universities and in polytechnics in the field of media and communication (31.12.2001)

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UIAH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	Average
1:13	1:14	1:45	1:15	1:16	1:46	1:28	1:26	1:29	1:46	1:28	1:34	1:17	1:51	1:12	1:28
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	Aver- age
1:51	1:8	1:21	1:17	1:31	1:24	1:8	1:15	1:4	1:18	1:3	1:16	1:15	1:11	1:18	1:17

Connections to working life and cultural sector

Higher education units in the media and communication field seem to have active co-operation with working life and cultural life. All the institutions evaluated had dozens of partners in working life. A comparison between the two sectors seems to indicate that polytechnics are more active in co-operation than universities. One form of co-operation is to use experts from working life as part-time teachers. In polytechnics approximately 20% of teaching in the media and communication programmes was given by part-time teachers in 2000. In some programmes over half of the teaching was given by working life experts. In the universities nearly 30% of the teaching was given by part-time teachers. There was one department where outside experts took care of even 90% of all teaching.

In the average duration of internships there was several months' differences between the institutions. In universities the average duration was 2.7 months in 2000. While some university programmes included no internships, others required quite long internships (up to 6 months). In polytechnics the average internship was 6.3 months. Typically internships in polytechnics varied between 4.5 and 6 months.

Both university and polytechnic students seem to be active in co-operating with working life in their theses. In 2000 approximately 26% of university students and 64% of polytechnic students did their final theses for the industry or for the cultural sector.

International co-operation

In 2000 altogether 123 media and communication students in universities and 205 in polytechnics studied abroad at least for a few weeks. There was a very big difference between the universities and polytechnics in the length of exchange periods. Nearly all university students spent more than three months

abroad, whereas only about one quarter of exchange students in polytechnics spent more than three months abroad. In other words, short exchange programmes (under three months) were typical for polytechnics.

Table 7. Number of students studied abroad in 2000

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UAIH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	SUM
3	1	3	5	0	18	10	34	14	0	26	3	3	3	0	123
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM
3	14	7	14	4	6	22	0	2	0	0	23	74	34	2	205

International exchange students usually stayed over three months in Finnish universities and polytechnics. One third of the international students in polytechnics stayed under three months.

Table 8. Number of international exchange students studied in Finnish institutions in 2000

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UAIH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	SUM
0	2	18	16	17	17	1	29	9	2	23	3	2	9	1	149
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM
2	7	10	2	2	4	18	16	0	0	0	0	18	5	0	84

Also teachers in the media and communication field had exchange periods abroad. Altogether 22 teachers from universities and 23 teachers from polytechnics spent a period teaching in foreign institutions abroad. However, most of the exchange teachers stayed only for a few weeks. It seems that long-term teacher exchanges (> 1 month) are very rare in media and communication programmes in universities.

Table 9. Number of teachers who have been as exchange teacher abroad (1 week <) in 2000

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UIAH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	SUM
0	0	1	0	1	0	2	8	2	1	5	0	2	0	0	22
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM
0	10	0	0	0	1	0	0	1	0	0	2	3	4	2	23

International visiting lecturers in the university and polytechnic departments and programmes were more common than Finnish teachers' exchange periods in foreign institutions. In 2000 there were altogether 39 international lecturers in universities and 31 in polytechnics. Most of these visits lasted only one month or less.

Table 10. Number of visiting international lecturers / teachers in the universities and polytechnics in 2000

Universities															
HSE	UIAH, Film and TV	UIAH, Graphic	UIAH, Photog.	UIAH, Media Lab	HY	SSKH	JYU	UROVA	OULU	UTA, JMC	UTA, IS	UTU	UWASA	ÅÅ	SUM
0	0	2	5	4	2	2	5	0	1	14	1	2	0	1	39
Polytechnics															
ARCA- DA	Diak	EVTEK, IAD	Stadia	Tokem	Kyamk	LAMK	NCP	Oamk, Library	Oamk, New Med.	SPT	SYH	TPU	Turkuamk, Media	Turkuamk, Library	SUM
0	1	1	3	0	3	5	0	0	0	1	0	8	9	0	31

3.2 Short descriptions of the core processes

The aim of the following table is to give an overall picture of the higher education units in the field of media and communication in Finland. The aims and focus areas presented in the table come from the self-evaluation reports of the units. Examples of strengths / good practices are specified by the Evaluation Team on the basis of the self-evaluation reports. This information is not based on the evaluation visits.

The Degree Programme in Communication at Pohjois-Savo Polytechnic and the Degree Programme in Library and Information Services at Vasa Polytechnic were not willing to participate in the evaluation project.

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>Helsinki School of Economics and Business Administration, Department of Finnish and Communication</i>		
<p>The objective is, on the one hand, to provide the students with good communication skills and the ability to analyse and understand different business communication situations and, on the other, to promote research on business communication. Knowledge of economic sciences and communication is linked to linguistic studies in both teaching and research.</p>	<p>The focus of the FC programme is multidisciplinary. It combines linguistics and communication sciences with practical communication skills and knowledge of business communication situations. In brief, the central areas of the programme are: corporate communication, media communication, text analysis, and research on institutional interaction.</p>	<p>Multidisciplinary, combination of linguistic and communication studies with business studies. Good possibilities for students to participate in curriculum development. Well organised student support and guidance. Excellent networks with international partners and international working life.</p>
<i>Swedish School of Social Science, Journalism programme</i>		
<p>The objective is to educate competent civil servants and other professionals, who are vital for the existence, well-being and strengthening of the Swedish-speaking minority in Finland. The goal is to educate independent, analytical and socially alert professionals, who accept the idea of life-long learning. Especially during recent years, the emphasis has been on cross-disciplinary studies.</p>	<p>The focus is to provide the students with both basic professional skills in all the three basic media – print, radio and television – as well as to encourage analytical, scientific thinking. The programme is predominantly oriented toward news transmission, but some elements of other genres, such as journalistic narration and reportage, are also introduced.</p>	<p>A clear aim to educate Swedish-speaking professionals for the field of journalism. Warm atmosphere and warm relations between students and teachers. Small-group teaching and a supportive academic environment promote learning. Cooperation with other HEIs.</p>
<i>University of Art and Design Helsinki, Department of Film and Television</i>		
<p>The task of the Department is to provide highest-level academic education for film, television and audiovisual professionals and to produce and generate academic research in these fields in Finland. The aim is a filmmaker, who is above all responsible for artistic content – a storyteller who knows most modern tools, means or methods of expression.</p>	<p>Throughout its existence, the Department has been the educational route for professionals making feature length films. This trend has further been strengthened.</p>	<p>High artistic and professional competence of the personnel. Ability to combine and balance teaching with professional practice and getting the balance right. Cooperation with institutions providing vocational education. Continuous and flexible re-assessment of the curriculum.</p>
<i>University of Art and Design Helsinki, Department of Graphic Design</i>		
<p>The main idea of the Department is to educate professionals at the highest level of graphic design and visual communication, who will make an innovative contribution to information society at the highest international level.</p>	<p>The core know-how areas are:</p> <ul style="list-style-type: none"> – skills in visual thinking – mastery of the processes of visual expression and communication – mastery of visual design technologies – mastery of graphic design management. <p>The focus is on both the traditional printed media and on the new digital forms. The core mission is to arrange education in electronic communication, develop artistic and research activities in the field and secure conditions for these activities.</p>	<p>Long-term planning and strategic thinking. Effective system for giving feedback to students. Information flow between students and personnel. A variety of optional studies for students to specialize in.</p>

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>University of Art and Design Helsinki, Department of Photography</i>		
<p>The basic aim is to concentrate on the individual development of each MA student and help all of them to find their own personal means and style of photographic expression. The aim is to create a study programme that gives MA students the best possible professional and theoretical knowledge and helps them to create individual careers in the field of Photography.</p>	<p>The core focus of the degree programme in photography is to establish and promote an understanding of photography as an independent form and medium of visual arts and visual communications. The degree programme emphasises the artistic, documentary and audio-visual fields of photography, and lays a foundation for critical study of the history and aesthetics of photography.</p>	<p>The only department providing MA level education in photography in Finland – a unique position.</p> <p>Individual teaching, guidance and tutoring for all students, helping them to find their own professional and artistic profile.</p> <p>A good network and connections in the field of photography nationally and internationally.</p> <p>The department provides opportunities for polytechnic graduates to continue their studies to MA degree.</p>
<i>University of Art and Design Helsinki, Media Lab</i>		
<p>The mission is to explore, discover and comprehend the new digital technology and its impact in society; to find and exploit the possibilities it opens to communication, interaction and expression and to evaluate, understand and deal with the challenges it poses to design and creative media production.</p>	<p>The philosophy of inter-disciplinary action as a basis for all operations. The main areas of knowledge are Digital Authoring, Interaction and Information Design and Media culture of Management.</p>	<p>Combining research and practice, “hands-on with mind-on” -philosophy.</p> <p>Cross-disciplinarity and the collaboration.</p> <p>Qualified students are involved with the teaching.</p> <p>Introduction period in the beginning of the studies for new students.</p>
<i>University of Helsinki, Department of Communication</i>		
<p>The aim is to train communications specialists with a wide range of expertise and to become the top unit in the field. The objectives are to promote internationalisation, to increase cooperation between sciences in teaching and research and to promote the Department's influence in society.</p>	<p>The Department gives general education in communication. The research carried out at the Department can be roughly divided into three categories: mass media, organisational communication and media culture. These fields are looked at from the viewpoints of power, publicity, network-mediated communication, women's studies and intercultural communication.</p>	<p>The Department has a good reputation and is highly valued in working life.</p> <p>Teachers and researchers have positive attitudes towards teaching.</p> <p>Network-based learning methods.</p> <p>On the teaching development committee students can participate in the development of teaching and learning.</p>
<i>University of Jyväskylä, Department of Communication, Journalism studies programme</i>		
<p>The journalism studies programme has a distinct vocational aim: to educate new journalists for the media. Not only is the main emphasis practical, but the programme provides the student with means of analysing the journalistic process and its products. As an academic discipline the programme familiarises the student with research and the methodology of media and journalism research.</p>	<p>The focus area is to provide academically competent and vocationally skilled journalists both for the traditional print and broadcast media and for the new converged digital media. With the introduction of the special MA programmes, more attention has been given to the challenges and possibilities of new technologies for journalism.</p>	<p>A good combination of research and journalistic working practices.</p> <p>Well-organised internships for students.</p> <p>Cooperation with many international partners both in the Nordic Countries and elsewhere in Europe.</p> <p>Good relations with employers.</p>

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>University of Jyväskylä, Department of Communication, Speech communication programme</i>		
<p>The main aim is to produce and apply information on social interaction and thereby promote understanding and to create possibilities for interaction through which individuals and groups can make their influence felt. The aim of the programme is to analyse and understand communication behaviour, communicative contacts and relationships between people, and to build and develop the theoretical foundation of speech communication. The programme educates versatile communication experts for work in various fields, such as education, business, administration, media, politics, and cultural life.</p>	<p>The main areas of education include e.g. professional expertise in interpersonal relations, small-group processes, public speaking and organisational communication and in personal, interpersonal, social and cultural factors affecting communication behaviour and situations.</p> <p>The main areas of expertise include:</p> <ul style="list-style-type: none"> – Communication orientations – Teaching and learning speech – Interpersonal communication in professional contexts – Speech communication, media, and communication technology – Political communication 	<p>A clear role as the only university-level programme in Speech Communication in Finland.</p> <p>All teachers are also researchers, which helps students' involvement in research projects.</p> <p>Good opportunities for personnel to engage in international cooperation.</p> <p>Teacher-tutor system.</p>
<i>University of Jyväskylä, Department of Communication, Organizational communication & PR programme</i>		
<p>The mission is to carry out research and train educators, scholars, consultants and practitioners versed in organisational communication and public relations for business and non-profit organisations.</p> <p>The vision is to integrate the programme into the European and international networks of university departments, academic and professional associations and organisational departments of OC & PR.</p>	<p>Organisational communication is concerned with public relations and communication in working environments.</p> <p>The programme focuses on the following themes:</p> <ul style="list-style-type: none"> – Communication theory, research, and persuasive communication – Internal communication in organisations – Theory and practice of public relations – Applications of communication technology. 	<p>Teachers are experienced pedagogues.</p> <p>Active engagement in the activities of the Finnish University Network of Communication Sciences.</p> <p>Many international partner universities both for the student exchanges and for personnel cooperation.</p> <p>Education has close contacts with working life, which is strengthened by visiting lectures from working life.</p>
<i>University of Lapland, Media sciences</i>		
<p>Studies aim at expertise in audio-visual communications and culture, from both the theoretical and the practical perspective.</p>	<p>The programme in audio-visual media culture at the Department of Media Science offers three specialization alternatives: digital media, video expression, and graphic design. The department concentrates on research and design and planning as well as on audio-visual and visual culture. In addition, the new media are examined from the perspective of the humanities and social sciences. Technology in both its traditional and modern forms is clearly present in all design activities with emphasis on humanist thinking over and above instrumentalisation.</p>	<p>The objective to train new entrepreneurs who also stay in Lapland.</p> <p>Small-group teaching.</p> <p>Feedback system.</p> <p>Very good employment opportunities for graduates.</p>

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>University of Oulu, Department of Information Studies</i>		
The mission is to educate professionals for the library and information field. The vision is to make its own, marked contribution to research and education for research in information studies, and to the professional practices of information work in its environment, especially if the frozen chair will be returned to the department.	Programme aims at giving education for – information work and professions, such as librarianship and information management, including more specific skills and techniques such as information storage and retrieval, reconstruction of information and knowledge management in organizations. – information studies, including research traditions and methodologies	Feedback and conversation events are organised twice a year together with student organisations. Web pages contain a lot of material supporting teaching and learning. Education and training of the personnel are supported by the department. Close and well functioning relations between students and personnel.
<i>University of Tampere, Department of Journalism and Mass Communication</i>		
The main mission of JMC is journalism education both in print and in the electronic media, including photojournalism and Internet-based new media. JMC is committed to developing education, expertise and research in media and communication, including media policy, public relations, etc. JMC also makes major input into interdisciplinary programmes in media culture and media education as well as into interdisciplinary research on information society.	The main focus is to provide university-level journalist education. In addition to this clear professional orientation, JMC offers a full academic programme for those wishing to specialize in theoretical and research questions relating to media in society. JMC also contributes to the development of media literacy by offering a programme geared to future schoolteachers.	A strong tradition of both practical journalism education and critical theoretical research. Flexible combination of theory and practice. A long tradition of intensive international cooperation, particularly staff mobility. A good selection of courses gives students many choices for specialisation.
<i>University of Tampere, Department of Information Studies</i>		
The Department aims at developing concepts, methods and systems that are helpful when information, in an easily adaptable form, is distributed to those who need it. Instruction aims at: 1. Familiarizing students with a) the production, distribution, organisation, seeking and use of information; possible problems with and interaction between these processes; b) research on and methods and systems for the seeking and distribution of information. 2. Providing students with knowledge and skills needed in research, management and services that demand expertise in seeking and distributing information. 3. Providing competencies needed in postgraduate studies.	The department focuses on three core areas: information retrieval, information seeking and information management. In information management, records and archives management is also developed.	Long traditions in providing university education in the field of library and information field. High-standard research. Web-based learning methods. International cooperation and networking.

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>University of Turku, Media studies</i>		
<p>The department aims at educating experts on critical media assessment, including media contents, usages, and various communication situations.</p>	<p>The focus areas are: (1) information contents (news journalism, documentaries), (2) fiction (films, entertainment, TV-series, art), (3) advertisement, and (4) information networks (internet, media art). While trying to cover the field of media in its entirety, the Department emphasises the historical, analytical and theoretical aspects of these by media.</p>	<p>The department is unique in bringing together social sciences and humanities. Highly qualified personnel of national and international renown. Supportive atmosphere for learning. Teaching and learning supported strong research culture.</p>
<i>University of Vaasa, Department of Communication</i>		
<p>The aim of the degree programme in communication studies is to give students a comprehensive picture of the field of communication, covering applied linguistics, media studies, and multimedia. The department identifies itself as part of the humanistic tradition, with emphasis on learning to learn: i.e. giving students tools for analysing the changing world and controlling change, with especial focus on critical thinking and on the importance of language skills, including rhetorical skills and genre awareness.</p>	<p>The focus areas are applied linguistics, media studies and new media, combined with technical communication. Historically, the main focus of the department has been on applied linguistics, especially on languages for special purposes and terminology science. The focus is still the same, with emphasis on the interlinkage of the areas.</p>	<p>An early pioneer in the field of new media. Good opportunities for students to study according their own career interests. Students' self-evaluation practices. Nordic cooperation.</p>
<i>Åbo Akademi University, Department of Information Studies</i>		
<p>The aim is to become more integrated with other communication sciences and increase cooperation on the national and international levels. The ultimate goal is to strengthen the core competencies of the field.</p>	<p>The focus areas of the field are:</p> <ul style="list-style-type: none"> — Content analysis, with an emphasis on the storage and retrieval of information — Information needs — Information seeking and retrieval — Quality aspects of information — Cultural adaptation in communication — Educating students to media- and information literacy 	<p>Long tradition in research and education in the library and information area. Good opportunities for the personnel for training and development. Application of new teaching methods. Cooperation with Scandinavian countries.</p>
<i>Arcada Polytechnic, Degree Programme in Media Culture</i>		
<p>The aim is to educate people who are able to produce content in future convergence media. On the practical level, students should learn such a variety programme making skills that groups of 4–6 graduates can run an entire television and web media production. On the cognitive level, students should learn to assess and develop their skills and conceptual thinking in order to be able to anticipate changes in media production and adjust to those changes.</p>	<p>The three main options in the programme are: television, web media, and audio. At present the situation has moved away from the earlier diversified structure, where the audio, video and interactive media areas were independent entities, into a more converged education focusing on media production for television.</p>	<p>A special role in educating Swedish-speaking professionals to the media field. Opportunities for real-life broadcasting in Borgå TV. International aims. Cooperation with working life.</p>

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>Diakonia polytechnic, Degree Programme in Communication</i>		
The communication programme aims to produce multi-talented and future-oriented professionals of communication. The programme aspires to develop working life practices and, thereby, to renew the media field.	The education programme focuses on journalism, communication education and broad practical competence. In addition information seeking, the emphasis is on internationalism, ethics and effectiveness. The focus is on producing contents for radio, television and information nets. Options: multi-media editor, communication educator or civic activists.	Broad and practical approach to media and communication field. Teachers have opportunities and encouraged to develop themselves. Clear student assessment methods and criteria. Personal and systematic student guidance methods.
<i>EVTEK Institute of Art and Design, Degree Programme in Communication</i>		
The aim is to become an educational institute for experts in different media. The standards in recruiting students are high, studies are developed in collaboration with working-life and students have international exchange opportunities. The education is based on quality, cooperation and openness.	Students can specialise as graphic designers, design managers, copywriters and virtual designers (3-dim.). During the four-year education the main focus is to develop students' skills and understanding to support their specialities, situations and responsibilities in future working groups.	Education is well adapted to the needs of the media job market. Well implemented combination of theory and practise. Cooperation between different programmes within the polytechnic. Continuous discussions of the management about monitoring and evaluating the programme.
<i>Helsinki Polytechnic, Degree Programme in Media</i>		
The programme strives to achieve a unique position in the Helsinki region as a media education unit actively engaged in R&D and innovation. The programme aims to provide students with basic skills needed by technical, artistic, and production experts in various fields of content production.	The programme's focus areas are visual expression, sound expression, media scriptwriting, radio and television production, network-based communication, and cultural events and the media. Project working skills are a key area.	Quality work and strategic planning. High professional qualifications of the personnel. Diversified teaching methods with good technical resources. Media Advisory Board.
<i>Kemi Tornio Polytechnic, Degree Programme in Media Studies</i>		
The aim is to train technical, artistic and content production media experts to local, national and international jobs, who have initiative, collaboration skills and development preparedness.	The central know-how areas are content production and audio-visual expression in digital environments, with special emphasis on radio, TV, Internet production and broadcasting.	A strong identity based on the Northern dimension. Effective strategic thinking and long term planning. Active national cooperation and international networking and participation in numerous EU projects. Radio and cable television facilities for practical training.

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>Kymenlaakso Polytechnic, Degree Programme in Media Communication</i>		
The department of media communication specializes in integrated media and communication and its content production, with emphasis on visually oriented graphic and electric communication in digital and network surroundings, which is based on understanding and skills arising from science, art and practical production.	A central area of excellence is visually functional content production for the media. Contents are produced in both the printed and electric forms in a multimedia communication environment. The work is based on digitisation, activities within an information network and network delivery. The basis for the content production is qualitative (audio-) visual expression that works simultaneously in both a printed and electric form.	Strong theoretical base for the education. International relations. Good contacts with the working life.
<i>Lahti Polytechnic, Institute of Design, Degree Programme in Visual Communication</i>		
Their aim is to educate professionals to work in society and the business world with the ability to design and give concrete and visually perceivable form to objects, communication and services in our society. The Institute of Design is a community of competent professionals with close connections to the business world as well as the world of art, both nationally and internationally.	The focus areas are: creative form and meaning, knowledge of culture, abilities to solve problems in a creative way, real life environment and techniques, and information skills and marketing.	Wide variety of education in the media field. Cooperation with working life – the quality of education is evaluated by professionals of the field. Problem oriented teaching, project oriented learning. International contacts.
<i>Oulu Polytechnic, Degree Programme in Library and Information Services</i>		
One objective is to carry out the courses as provided by the Library Act and guarantee professional expertise (35 cu), which prepare graduates for work in public libraries and train professionals for work in scientific libraries and information centres. The objective is to do it in an innovative and learning-oriented way. The education stresses skills in work planning and continuous development, as well as customer service skills.	Focus areas are the various aspects of library work: selecting publications, material acquisition and cataloguing, information retrieval, customer service, management of library collections, and knowledge of literature and culture. The study-programme takes into account traditional as well as electronic materials.	Clear role in educating library and information specialists at the polytechnic level. Good opportunities for personnel to develop themselves. A wide variety of teaching methods. Well functioning student guidance and assessment of learning.
<i>Oulu Polytechnic, Degree Programme in New Media Studies</i>		
The aim is to produce highly qualified professionals who will master the necessary skills required in the rapidly growing fields of new media and content production both in Finland and abroad. As experts on web communication, the graduates will be designing and creating electronic business, marketing and internet services, CD-ROMs, websites as well as cross-media, video and TV productions.	The programme focuses on three specific areas: offering specialisation in each: journalism, visual communication and media production. The journalism line centres on cross-media and new media, the visual communication line on graphic design and video streaming, and the media production line on digital TV, ICD-ROMs and magazines.	A regional profile. Some courses are offered in English. Students are involved in selecting the learning methods and in planning the content of the courses. Student self-assessment is an integral part of the assessment practices.

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>North Karelia Polytechnic, Degree Programme in Media Communication</i>		
<p>The degree programme develops skills to function in expert positions in different professional contexts in the field of communications. In addition to professional know-how, special attention is paid to the development of students' creative, artistic, expressive and team-work skills. Furthermore, skills required in problem-solving and decision-making are emphasised.</p>	<p>The core expertise areas are:</p> <ul style="list-style-type: none"> — Strong professional know-how — Content production — Digital media — Project work 	<p>Teachers are encouraged to study for an academic degree or postgraduate qualification.</p> <p>Students have possibilities to choose specialisation courses according to their interests.</p> <p>Staff meetings, which are arranged weekly, are also open to the students.</p> <p>Cooperation with local and national media.</p>
<i>Satakunta Polytechnic, Degree Programme in Media and Communication Studies</i>		
<p>The aim is to educate practical professionals able to produce contents for the new digital and interactive media: Internet, future mobile phones and interactive television. The graduates will be new media artists who have a positive attitude towards technology and who understand the reality of business and economics.</p>	<p>The focus area is content production for the Internet, mobile phones and television. The focus areas in Media and Communication are image production and application, visual design and new-media craftsmanship.</p>	<p>A clear concentration on certain areas of media and communication in the production of contents for the digital media.</p> <p>Realistic dynamism of the activities.</p> <p>Teaching supported by information and communication technology, tools, systems and programmes of the latest specification.</p> <p>Continuous evaluation of the practicality and functionality of the curriculum.</p>
<i>Swedish Polytechnic, Degree Programme in Communication</i>		
<p>The aim is that students possess the practical and theoretical knowledge required for their own media both in visual communication and as a personal means of expression. After completing their studies, the students will be able to work in the areas of photography, film and TV production or as artists.</p>	<p>The focus areas are photography and film and TV production. The photography studies provide a great deal of information about media photography.</p> <p>In film education, the main focus is on visual and on the cinematic planning, production, direction, filming and editing of documentaries and short film dramas.</p>	<p>Offers a broad basis for study, which has proved successful.</p> <p>Well organised student support and guidance.</p> <p>Quality management and enhancement.</p> <p>Portfolios used in the assessment, with the aim of assessing the whole learning process.</p>
<i>Tampere Polytechnic, Degree Programme in Media</i>		
<p>The aim is to educate cultivated professionals capable of developing their professional field.</p>	<p>The media programme combines subjects of general culture and theory of the field with project work, which develops cooperation skills and improves creativity. The focus areas are web and multimedia production and AV media. The web and multimedia production programme is divided into project management and the design of interactivity and visuality. Options within the conventional AV media are camera operator, editor and sound engineer.</p>	<p>Focus areas of teaching and research are clearly defined and there is a considerable consensus about the importance of focus areas.</p> <p>Many incentives for the personnel to encourage them to develop themselves.</p> <p>The professional growth of the students is supported by the teachers.</p> <p>Open atmosphere and short distance between students and teachers.</p>

Aims of the unit	Focus areas of the unit	Strengths / Good practices
<i>Turku Polytechnic, Degree Programme in Media Arts</i>		
<p>Media Arts emphasises critical learning of contents and ethics, and learning the profession through practice. The studies give solid basic skills in and knowledge of each field. The studies prepare students for continually improving their professional skills and cooperating with foreign professionals.</p>	<p>The focus areas are animation, digital arts (New Media), film art, advertising, arts management and photography. The education aims both at offering a broad-based programme on in areas where job descriptional are narrow, and at educating specialised professionals for the rapidly growing fields of communication.</p>	<p>Good national and international reputation. Visiting lecturers create productive links to working life. Highly motivated and committed students, who are able to influence both teaching and learning contents. The work of media art students has got international publicity.</p>
<i>Turku Polytechnic, Degree Programme in Library and Information Services</i>		
<p>The mission is to train experts who specialise in information management and customer service. The mission is to train professionals who have essential professional skills in information and library services and the ability to further develop and renew the field. The programme provides the students with practical skills for developing libraries, information service units in companies and other organisations utilising the tools of information management.</p>	<p>The focus areas include: connecting information services and libraries to learning, knowledge management, on-line information products and development projects for working life.</p>	<p>Regional and national role and a unique profile within the polytechnic, with productive cooperation with working life regionally and nationally. Teacher-tutor system supports students' personal and professional growth. Teachers have motivation and skills to develop new teaching methods and many have recent teacher training experience. Effective strategic thinking and planning.</p>
<p>The Degree Programme in Communication at Pohjois-Savo Polytechnic and the Degree Programme in Library and Information Services at Vasa Polytechnic did not participate in the evaluation project.</p>		

4

Programme and department specific evaluations and recommendations

4.1 Arcada: Degree Programme in Media Culture

New programme with a cultural function

The Media Culture Programme was established in 1997 and has its roots in secondary-level education in the same field. Up to 2001, Media Culture was provided by the School of Technology. The other media programme at the Department is called Media Technology, and leads to a B.Sc. degree in engineering. (This programme began in August 2001, and is not included in this evaluation process). The first six students of the Media Culture Programme graduated in May 2001.

The aim of the programme is to educate people who are able to produce content for future convergence media. Arcada aims to serve a distinctive cultural function that relates not only to language, but more widely to culture.

In general, Arcada has a strong institutional identity because of its special mission to educate the Swedish-speaking community. In the Helsinki area there is a clear niche for media education between the journalism programme of the Swedish School of Social Sciences and the more artistic Film Department of University of Art and Design. Arcada's Media Culture Programme has a specific position also on the international level. Arcada is the only Swedish-language institution in Finland represented in CILECT, the international organisation of film and television schools. On a Scandinavian level, too, Arcada has a potentially important role to play, since there are only a few similar programmes in the Scandinavian countries.

Focus on television

The programme has a dual emphasis. Since the electronic media keep changing rapidly, and the programme is only four years, it is very difficult to train people at a state-of-the-art level in technical terms. According to Arcada's policy, students should learn the basic principles of audiovisual expression and narration. They should be able to envisage and create new products for television and its successor media (convergence media).

Arcada has an ambition to operate on both the practical and cultural levels. On the practical level, the aim is that students learn such a variety of programme-making skills that groups of 4–6 graduates can realise an entire television and web-media production. On the cognitive level, students must learn to

assess and develop their skills and their conceptual thinking in order to anticipate changes in media production and adjust to those changes. The aim is a student qualified for the trans-national labour market. The programme includes field-specific courses and general courses in subjects like languages, cultural studies, and economics.

The Media Culture Programme offers three options: television production, audio and web media. Television attracts the greatest number of students. The focus is on educating specialised professionals for different jobs in television, such as scriptwriting, producing, video photographing, directing etc. Web-media was originally planned to constitute a totally independent study line, but it has evolved into a modern web-based entity integrating different aspects of the medium. The audio line is small but well-established and highly regarded among professionals.

The Evaluation Team got the impression that the television line is more advanced than the other two options, whose role in the programme is more or less unclear. The focus has obviously shifted from a diversified structure to one mainly dominated by television production, even though the web media and audio specialisations are very important for some students and teachers. Another change – the increase in production courses during the first two years – seems to have effected a more balanced workload and a more varied schedule for the students.

Because the Media Culture unit is small and young, it is in a way still searching for its focus and practices. The programme seems to lack long-term planning and react readily to everyday demands. Flexibility is very important but it should not preclude systematic planning of the provision. Long-term planning would help students in their studies and the staff in their work.

Personnel is encouraged to produce knowledge

One aim of the programme is to ensure that teachers' professional knowledge is up to date. To this end, the staff are encouraged to take part in professional media production projects outside the polytechnic. This is also why so many of the employees are recruited on a part-time basis. The programme has an international flavour, with three of the full time teachers coming from abroad.

The Media Culture Programme has a policy according to which all staff members are obliged to dedicate a given number of their working hours to knowledge production. The concept 'knowledge production' covers anything from professional development to textbook production and academic research. The aim is to uphold a basic level of self-sufficiency in the field of new knowledge.

The lack of formal pedagogical qualifications among teachers is a problem. Teachers are mainly professionally and artistically oriented and not so much interested in pedagogical qualifications. Still, the polytechnic should encourage teachers more actively to develop their pedagogical skills and participate in pedagogical courses.

The recruitment of new teachers is a curriculum-driven process, where the teaching resources follow from the content of the courses and the skills and competencies that the students should have when they graduate. Although polytechnic teachers' formal qualifications – both academic experience and work experience – are difficult to meet, Arcada has succeeded in recruiting teachers with a wide range of professional qualifications. In general the programme prioritises professional skills; this is justified in view of the very hands-on nature of the whole media-industry. A significant number of newly recruited personnel come from Sweden because of the language (it is sometimes difficult to find Swedish-speaking professional staff in Finland).

Combining theory and practise

The practical nature of jobs in the media industry is reflected in the way the curriculum of the Media Culture Programme is designed. The disposition of the education is such that the theoretical courses are immediately followed by a pragmatic module that emphasizes the importance of learning the tools of the trade. Instead of short courses with temporarily teachers, Arcada is now developing a practice with largely integrated courses in which many teachers participate on a continuous basis. This is believed to give students a more comprehensive insight. In the earlier arrangement, there were practical courses only during the third academic year. According to the new concept, production courses are distributed throughout the four years. This has changed the pace of studies in the first two years, and the programme is today more balanced than before.

The programme includes a 40-credit block of elementary studies that are largely in the “public domain”. It includes a flexible combination of language courses economics and general didactics and social studies. When applying the programme the student has to choose his/her main area of interest. The options are audio, video and interactive media. Later in the programme the area of expertise is further specified and focuses on two or more of the following: video photography, audio production, scripting, direction and production of video contents. When the fourth year students begin doing their final project, a workshop-like seminar is held to help them structure their ideas and plan the project so that they achieve a reasonable academic standard.

Since the programme is fairly new, there are only few courses for the students to choose from and to build their qualification with. The curriculum is very rigid, which makes it difficult to include courses from other institutions. Optional courses would broaden students' academic knowledge and facilitate the writing of the thesis /end-of-programme project. At the moment, some students have trouble getting started with the final project/thesis as they find it too academic. This is why the academic level of the programme should be reviewed.

Most of the courses involve some kind of active participation by the student. In addition to theoretic and abstract content, hands-on experience is im-

perative. Problem-based learning is well suited and often used in the programme. Arcada has a TV studio in Porvoo, where the video students produce programmes for the local cable TV network. TV Borgå offers great opportunities for students to get in touch with work practises. The long distance between Espoo and Porvoo is an obvious disadvantage, but the students seem to take this in their stride because they find the hands-on work so interesting and stimulating. There is a professional-quality audio studio in Oulunkylä, Helsinki for students specializing in audio. There is also a newly built multimedia laboratory, where students can edit DV sound and produce web-content with the major software suites. The technical facilities are good, but the library lacks basic communication textbooks. The Evaluation Team sees it very important to develop the library and to determine some basic set books for the theoretical courses.

The Media Culture Programme is a relatively small community, which makes for a favourable atmosphere. 'Small is beautiful' describes well the atmosphere. Students find it easy to approach their teachers and have a sense of belonging to the same community. Students are interested in contributing to the development of the programme but there is no formal channel of communication to the programme leaders.

“Egil Gala” as a good assessment practice

The most common form of student assessment is a written test. The advanced courses in media production usually contain a lot of project-based work where the student produces material, which is then assessed by the teacher or the collegium. Students' self-assessment, which is now rare, could be used more often to support the learning process.

The courses are graded on a scale from 1 to 5, with one as increment. On a course, points are given for different segments. Usually there are a maximum of 100 points to be achieved in different ways, depending on the nature of the course. In a theoretical test, the marking usually includes a description of how the test has been assessed, i.e. how the points are divided and how many points each grade is. For project-based courses, a student's (or a group's) work is assessed separately in face-to-face sessions.

“Egil Gala” is a forum where the best video productions of the past year are on show very much like in the Oscar Gala. Egil Gala is organised by the student union and an excellent example of what the students are capable of accomplishing on their own.

Guidance

General guidance is the responsibility of the coordinating Student Counsellor. The Study Guide gives practical information about studying at Arcada. The Course Guide gives short descriptions of each course, including its requirements, main objective, content, pedagogic approach, assessment, literature and the instructor(s). The Student Portfolio Guide focuses on the planning of studies

and careers and gives advice on job seeking. Academic guidance is mainly provided by the Programme Coordinator both during informal discussions and during his weekly reception hours. However, it seems that academic guidance could be intensified. Lack of guidance is frustrating for students and some students feel that writing their thesis is too much to ask of them.

The Arcada Career and Recruitment Centre aims to raise the professional and personal competence of students, focusing on individual career development and working life. The Centre provides a meeting place for students and companies and also acts as an intermediary between employers and students. One example of the projects is the Mentorship Project KICK, in which mentors help final year students familiarise themselves with media companies and organisations. For students, the mentor is an “outsider” with whom they can discuss their choice of subjects, different career options and the direction of their studies, work and practice.

The Evaluation Team found the mentorship project a good practice but to some extent hampered by lack of information. Overall, the information flow between the personnel and the students could be better. The students should be systematically informed about changes in the curriculum.

National and international networking and cooperation

Although young, Arcada’s Media Culture Programme has many good national and international contacts. One forum where intense collaborative exercises take place every week is TV-Borgå, Arcada’s own TV-studio which produces programmes for the local cable-TV network. The main partners in the TV-Borgå project are the Swedish School of Social Science (University of Helsinki), Borgå hantverks och konstindustriskola (the Swedish-language arts and crafts school in Porvoo) and Svenska folkakademin (Swedish-language folk high school). The Evaluation Team found TV-Borgå an excellent example of a cooperative project in which all partners have something to gain, including the people of Porvoo.

Arcada has joint projects in virtual sceneography with the University of Art and Design (in LUME), and cooperation with the TV-production team at UIAH continues. Other partners are Helsinki Polytechnic, Lahti Polytechnic, Tampere Polytechnic, Turku Polytechnic, Kemi-Tornio Polytechnic and Swedish Polytechnic. Arcada also has an active role in the MEDO project.

The main focus in international cooperation and networking is the Nordic area and Europe. Arcada has an agreement with Nordplus and Socrates on student and teacher exchanges. There is great interest among the students in studies abroad. For the time being, the programme cannot accept more exchange students. One reason is lack of courses given in English. The CILECT association (*Centre International de Liaison des Ecoles de Cinéma et de Télévision*) is another opportunity for international cooperation. Within the field of audio education, Arcada has good connections with the music industry in Sweden.

Cooperation with working life

The Media Culture Programme has some good cooperation partners in business and industry. Well-established contacts with partners like YLE (FST/FSR) are a great strength but also a possible threat because it may preclude other partners. In fact, students need to be more widely informed about career possibilities and need help in finding internship places or cooperation partners for their thesis. The newly launched mentor programme KICK is an excellent example of this kind of support.

Arcada has recently started a new project called Alumni. The aim is to develop a system of cooperation with Arcada's graduates in working life and to keep in contact with them both professionally and socially.

Quality management and student feedback

During the site visit, the Evaluation Team got the impression that long-term planning hardly exists at the department and would like to see planning stressed more in the future. The present vision, mission and objectives of the programme were formulated in 2001. Earlier, the programme had no explicit guiding principles, except the curriculum published in the annual study guide.

The student organisation Commedia is active, and it is very positive that the students are represented on the media team of the programme. Regular meetings are organised between Commedia and the staff. Students find it easy to approach their teachers, but the only channel for feedback about the programme is such face-to-face encounters. Systematic compilation and processing of students' feedback should be organised.

Strengths

- A special position in the media and communication field in catering for Swedish-speaking students
- Flexibility for changing syllabi and the curriculum in response to needs
- Good atmosphere and motivated students
- Opportunities for real-life broadcasting in Borgå TV and cooperation with the city of Porvoo and the Swedish School of Social Science (University of Helsinki)
- Cooperation with major employers in the field
- International ambitions
- Possibilities for students to do their internships during summer months

Recommendations

- Long-term planning should be stressed more in the future.
- Better balance between different options should be created.
- Teachers should be offered more opportunities to develop their pedagogical skills.
- The gap between the first and subsequent years of studying (contents and pace) should be bridged.
- Students should have more varied choices and opportunities for constructing their the study plans according to their own interests.
- Students should have more support in seeking internships.
- At least basic books on communication studies should be available in the department library.
- The flow of information between teachers and students should be improved.
- Assessment criteria ought to be transparent and discussed with students.

4.2 Kemi-Tornio Polytechnic, Degree Programme in Media Studies

Northern dimension and co-operation as a basis for mission statement

The Unit of Cultural and Media Studies at Kemi–Tornio Polytechnic started to operate in 1998 and the degree programme in Media Studies was launched in 2001. The Unit educates experts in audio-visual technology, expression and production on radio, TV and the Internet for the national and international labour market. The aim is to train experts in digital audio-visual communication, who are committed to their professions and aware of international and social questions and who respect both national and local cultural identity and the environment.

Media Studies at the Kemi–Tornio Polytechnic are characterised by the northern location and strong networks with many partners in the North, both in Finland and abroad. It is the northernmost unit of journalist training and will further strengthen its position by establishing a regional media centre for the North. The programme is willing to take on certain responsibility for promoting the dissemination of information about the North of Finland, Lapland, the northern areas of the Nordic countries and the Barents Region in national and international communications. The proximity with Sweden creates a natural connection, which is further extended to the Arctic area and the Barents region, as well as elsewhere in Europe. In addition to the regional role, the programme also emphasises its local role. In its education and R&D, the Unit aims at improving the tourism, communication and experiential industry infrastructure in the Kemi–Tornio area. The mission to develop local cultural and economic life

is a very challenging task, and although the Evaluation Team is very supportive of the aims set by the Unit, it would also like to remind the unit of the importance of bearing in mind the primary mission, which is to educate professionals in the media field.

The Polytechnic's strategic co-operation with West-Lapland Vocational Institute is a challenge: on the one hand it gives access to lots of additional resources, on the other it undermines the focus processes of the Polytechnic. There is evidence that students also suffer from the situation. The relation between the two different institutes should be discussed carefully.

Focus on versatile experts

According to the self-evaluation report, the programme's central know-how areas are content production and audio-visual expression in digital environments, with special emphasis on radio, TV and Internet production and broadcasting. The aim is to train versatile experts who are able to combine new, light technology, content production and expression in response to the needs of the media.

The Unit has many co-operation networks and content development networks. One of the ongoing projects is a Lapland media centre which would concentrate on information and education relating to the northern dimension, high-standard distant education, media education and information society. Together with Lapland University and the municipality of Sodankylä, the Unit is developing a network-based film unit, Midnight Sun Cinema School. Another significant development project, realised in connection with Mediapolis, is the Hyperlab (an R&D laboratory for digital media). In content production, the Hyperlab focuses on digital content production, cultural industry, media journalism and know-how services for HEIs. R&D is carried out in co-operation with Lapland University. The Unit collaborates with YLE Teema, the Finnish Broadcasting Company channel for cultural, educational and science programmes, on a project called INTO, which allows students to take part in the making of programmes. In collaboration with Kemi-Tornio Polytechnic and Rovaniemi Polytechnic a virtual diploma work workshop allocated to the Unit of Cultural and Media Studies is under development.

Although the focus and aim of the programme are clearly expressed in the self-evaluation report, it seems that in practice they the focus is not very clear. The programme aspires to train future journalists, but according to the information given to the Evaluation Team, the curriculum does not meet this aim. The focus is mainly on technical skills, instead of content production. There is a clear imbalance between content and technology in the programme. The facilities for new media technology education are excellent. The management is doing good long-term planning and has many development ideas, but should seriously consider whether the programme has the preconditions for and meets the requirements for journalism education.

Young and active personnel

Kemi–Tornio Polytechnic purchases education services from the West Lapland Joint Municipal Board for Vocational Education. Staff has been transferred from the West-Lapland Board to the Unit of Cultural and Media Studies on a permanent basis. External experts are used as visiting lecturers and part-time teachers.

In 2001 four out of six teachers had the necessary scientific, professional and pedagogic qualifications. At the beginning of 2002, the Unit got another three full-time teachers. According to the teachers, the Unit still needs computer assistants and technical assistants.

Kemi–Tornio Polytechnic seems to take care of its staff and supports post-graduate studies and supplementary education e.g. by subsidising material and travel expenses. It is also possible to get paid or unpaid leave for studies. Senior teachers take actively part in local, national and international seminars in their fields, but younger teachers are less active. Teachers are encouraged to participate in pedagogical training, but in practice it is difficult for teachers to find the time during school terms.

Partly because of the Polytechnic's northern location, it is not easy to recruit qualified teachers. The Polytechnic should also try to look for teachers outside the West Lapland Institute in order to recruit scientifically and pedagogically competent and qualified teachers. The Polytechnic should also explore possibilities to hire more teachers who have extensive working life experience.

Lack of content-based courses

The compulsory courses include the Finnish language, i.e. oral and written communication skills, and there is a course on organisational communication. In addition to English and Swedish, there is a good selection of other languages on offer: French, German, Russian and Spanish. Management skills are taught in Basics of Entrepreneurship and Organisations. The courses on the acquisition of virtual information and data processing are compulsory to all students. Professional studies provide students with technical and expression skills: knowledge of media and culture, fundamentals of journalism and communication, audio-visual technology and expression, radio and TV work, multimedia and net studies, entrepreneurship and research methodology.

In specialisation, students can select courses worth 40 credit units according to their interests, subject to some limitations such as group sizes. There are two specialisation lines: audio-visual presentation and production, and radio, TV and net production. The specialisation phase includes practical training and the diploma work.

The curriculum is designed so that all the students learn the fundamentals of each field, which is good. The programme is practically and technologically oriented, although content production is specified as one of the focus areas of

the programme. In order to gain more substance for journalistic work, students should have more culturally oriented courses and language courses. If the aim of the programme is to be a journalism school, the curriculum should put more stress on theoretical and cultural courses.

Teaching and learning are based on a problem-centred approach. Teachers seek to apply various student-centred, constructive learning methods in both theoretical and practical studies.

From students' responses, the Evaluation Team concluded that the fact that courses are jointly arranged with a vocational institute undermines the quality of teaching. Teaching is given in large, heterogeneous groups composed of both polytechnic and upper-secondary students. This makes it very difficult to achieve the aims set for polytechnic education. In the students' opinion, their studies are too basic to prepare them well for placement as polytechnic graduates in working life. Many students are planning to continue their studies after graduation.

In its own cable TV and local radio station the Unit has impressive facilities to offer for practising TV and radio production. On the whole, the technical equipment is up to date and of a high standard. This enables students to learn by doing. The only drawback is that the Unit has no central media desk for teaching true cross-media skills.

The assessment methods used in the programme are traditional. Both practical works and theoretical studies are assessed on a scale from 0 to 5. Qualitative assessment methods should also be used in addition to traditional examinations. Similarly, assessment criteria ought to be discussed with students.

Despite a practice used in some modules, where teachers give instant feedback, students feel that they do not get enough direct feedback from teachers during practical courses. The programme should pay more attention to supporting the students' learning processes by giving qualitative feedback to students.

The practice of self-assessment seems to benefit students. Self-assessment is used on all courses and modules more or less systematically. Learning portfolios or diaries are used on some courses. Students report the feelings, learning experiences and learning processes they have had during the course. They also compile a representative sample of their products into the portfolio at the end of a module or other longer study period (e.g. the term or academic year).

Regular discussions with students' about their development

On the orientation course, the students familiarise themselves with the curriculum of their field of study as well as with the curriculum or the Polytechnic. The initial information is supported by the study guide, which the students get at the beginning of their studies.

The general guidance seems to work well, but academic guidance is modest. The supervision of the thesis is problematic, because students' are doing their internships at the same time as they write their thesis. Students would also

like to have more information about the contents of the courses. The tutor interviews the students in his/her group once or twice a year to discuss progress of studies, potential difficulties and successes, which seems to be a very good practice. First-year students also have second-year students as student tutors (mentors), who guide and advice on practical arrangements connected with studies and organise leisure time activities.

Students get information in support of their career choices during practical training and work. The Careers and Recruitment Service works as a link between the students and working life. One of its main aims is to promote co-operation and networking between the Polytechnic and the world of employment. For students, it provides training, co-ordinates internships on an assignment basis, provides personal counselling, guidance and information services.

Extensive, close co-operation with other educational institutions

The Unit of Cultural and Media studies has succeeded in creating a number of networks with institutes in Lapland and around the northern end of the Gulf of Bothnia and also with some institutes in Southern Finland. One large project between Lapland University and Kemi–Tornio Polytechnic focuses on values in and conditions for the new media, covering such areas as the production of media contents, services, information networks, multimedia technology and interactivity in portals, the wireless media, digital television and radio and user interfaces. Hyperlab project, the research and product development laboratory for digital media, is launched in collaboration with Lapland University and Kemi–Tornio Area Development Agency, and Midnight Sun Cinema School in collaboration with the municipality of Sodankylä. Film and television education (provided in Helsinki) has been organised together with Tampere Polytechnic. The Unit is also a member of the national network for film and television education.

The European Master in Multimedia and Business Administration Programme (EMMABA) is jointly organised by and available at seven European HEIs. The Unit provides special expertise on audio-visual communication, administration and commerce (in Lapland). Media studies at Kemi–Tornio highlight international communications, especially audio-visual communications (Bremen, Rennes, Weymouth, Luleå, Szekesfehervar, Petrozavodsk and Archangel). The Unit participates in EU projects concerned with applications of audio-visual communication, commerce, industry or laboratory work which are co-financed by the European Regional Development Fund (ERDF) and the European Social Fund (ESF). The International Department of the Polytechnic, which is responsible for international projects and contacts, is involved in about 30 EU projects in the field of applied telematics.

The international networks are extensive and very promising. The Unit considers strategic goals very important in international co-operation. But it should also see to the basic development of the programme in Tornio and pay

more attention to students' exchange programmes. Students feel that exchange students enrich their education very much, offering opportunities to practice language skills and to learn new ways to work. However, students were not so keen on going abroad to complete their own studies.

Cooperation with working life

The programme's co-operation with working life is progressing well, despite the fairly modest infrastructure in the Kemi–Tornio area. There are jobs only for some 15% of the graduates. But local employers appreciate the Polytechnic's strong involvement in regional development. The Polytechnic has close and good relations with the Finnish Broadcasting Company, but the Unit should also explore and develop other contacts in order to provide information for students about other career options. The Polytechnic should also develop its dialogue with local business and industry at the institutional level, instead of leaving it solely to personal contacts.

At present the Polytechnic co-operates with business and industry in curriculum design, teaching (visiting lecturers), teachers' continuing training, internships and students' diploma work.

High level of strategic thinking

The management and staff of the Unit emphasise the importance of strategic and long-term planning. The Unit is working on an educational strategy, which looks at the aims and methods from the viewpoint of pedagogy, working life, internationalisation and R&D. This strategy will then determine the annual focus areas in the Unit's work.

The teaching and other staff have weekly meetings. The educational strategies of the Unit are planned and formulated at the meetings to better serve the goals, vision and mission of the Unit.

Feedback from the students is collected on special forms, and the student association arranges feedback discussions for the staff and students. Teaching is evaluated in seminars. The curriculum is updated yearly according to feedback from teachers, students and working life representatives.

Strengths

- A strong identity based on the Northern dimension
- Effective strategic thinking and long-term planning
- Active national and international networking, participation in numerous EU projects
- The use of real radio and cable television facilities in training
- High-standard technical equipment
- Active teachers who want to develop the programme.

Recommendations

- Cooperation and information between management and staff should be improved.
- Polytechnic education should be developed separately from vocational education.
- Technical and practical studies and content-related studies should be in better balance.
- Alternative strategies for student's employment should be considered, since the local labour market does not provide enough jobs for students.
- The timing of internship ought to be discussed.
- The feedback system should be improved.
- More attention should be paid to formal qualifications in the recruitment of teachers.
- Although the polytechnic bears responsibility for developing the region and its intellectual and physical infrastructure, it should not forget its main mission, which is education.

4.3 Swedish School of Social Science, Journalism Programme

Clear mission to educate Swedish-speaking journalists

The Swedish School of Social Science (Svenska social- och kommunalhögskolan, SSKH) has provided Swedish-speaking journalist education since 1969. From 1984 onwards, the institution has been part of the University of Helsinki and its Faculty of Social Sciences. The language of instruction is Swedish, although some courses are taught in English. Some 7% of the student population has Finnish as their mother tongue; in journalism, all students are Swedish-speakers. The institution has a national responsibility to train Swedish-speaking social workers and journalists.

The mission of the SSKH is to educate competent civil servants and other professionals vital for the existence, well-being and strengthening of the Swedish-speaking minority in Finland. The goal is to educate independent, analytical and socially alert professionals, able to accept the idea of life-long learning.

The journalism education at SSKH leads to a Bachelor of Arts (*politices kandidat*) degree. After graduation from SSKH, all students can continue in the Faculty of Social Sciences in the University of Helsinki. About one-third of the graduates continue to study for a Master's degree immediately. This proportion has been rising in recent years. The possibility of developing the SSKH Journalism Programme to the Master's level should be explored and discussed. It is the only Swedish university-level journalism programme in Finland and according to working life representatives, SSKH plays an extremely valuable and vital role in Finnish journalism training. SSKH and the University of Helsinki also bear responsibility for training Swedish-speaking teachers of journalism.

Competition for students and the fact that polytechnics in the field have at least partly a similar focus have forced SSKH to revise its journalist training.

Practically oriented education with a theoretical emphasis

The aim at SSKH is to provide the students with both basic professional skills in all the three basic media – print, radio and television – and to promote analytical, scientific thinking. Naturally all practical instruction must be given in the mediascape context: The Programme provides courses explaining media developments and the present media structure in Finland and abroad.

The Programme is predominantly oriented toward news transmission, but some elements of other genres, such as journalistic narration and reportages, are also introduced. The new media constitute a new challenge for the Programme. In order to respond to this challenge, the programme has planned a division of labour by launching co-operation with Arcada, which has the latest media technology.

The Programme is planned to combine practice and theory in a ratio of 70:30. This seems to be working quite well even though the studies are only 3 years. Still, the role of substance knowledge remains an open question. To gain a wide societal perspective, students should have more theoretical and societal knowledge in their studies.

There is a strong focus on language in all exercises. There are separate courses on media language, and the instruction of Swedish is partly integrated into the instruction of practical skills. Yet, students and working life representatives would like to see more language training. Connections between teaching and research are haphazard and rare. One reason for this is the personnel's workload and lack of time.

The Programme has a student paper (*Morgonvrålet*) and a radio channel (*Radio Olga*), for which students produce programmes, with first-year students on the news writing course as reporters and more advanced students as editors and producers. Further, television skills are put into practice at a local cable station (*TV Borgå*) in joint projects with Arcada Polytechnic.

Highly qualified personnel

The full-time personnel have a high academic standard. All professional teachers, also the professors, have lengthy experience as a professional journalist. Overall, the staff turnover is high, and teachers have fairly recent experience from working life and thereby the latest knowledge of the field. All permanent teachers have a fairly long experience of teaching.

According to the teachers, there is lack of human resources in teaching. Some M.A. level students from the Department of Communication, mainly former SSKH graduates, are earning their tutoring credits by assisting SSKH teachers in some courses. Teachers would like to get more assistant teachers, as well as more workmates with whom to discuss matters, which is important for

the development of the Programme. In teachers' opinion, experts and visiting lectures who come from working life have a lot of to offer to students.

Teachers have only few opportunities to participate in pedagogical training. Some professional training is available. It seems that teachers are not encouraged enough to develop themselves, and there are no significant incentives for personnel. Training is left to the staff's own initiative, who use their free time for upgrading. Still teachers are quite satisfied with the possibilities they have for attending courses and participating in conferences.

The academic staff conduct research on areas closely connected with the academic profile of the institution: minorities, ethnicity and democracy. A significant part of research is related to domestic media. The professional teachers have close, continuous contacts with the media institutions, and when SSKH has needed supply teachers, it has turned to the Finnish Broadcasting Company in particular. International contacts are predominantly maintained by the academic staff, but the whole staff is involved in Nordic research and pedagogic contacts.

Learning in small groups with strong practical and analytical orientation

Right from the beginning, the instruction at the SSKH has been strongly practice-oriented, but since the Department was incorporated into the University, it has become more academically oriented. A considerable proportion of courses is still practically oriented, but serious attempts have been made to integrate practical skills with a more theoretical framework.

In recent years, measures have been taken to strengthen information-processing and problem-solving skills, which used to be part of journalistic practice, and to use problem-based instruction in other courses, especially in components relating to statistical and other methods and some practical skills. The role of critical self-examination in the education has also been strengthened in response to the fast and somewhat indefinite changes in the field. The general studies include communication skills in English and Finnish. Management skills are not stressed enough in the curriculum. In the students' interview it came out that they would like to have more instruction relating to the Swedish language, the web environment and the digital media.

Although the Programme offers students a wide range of subjects, the staff see it important to determine what combinations of "hard" and "soft" knowledge should be included in the programme and what, if any, should be excluded. According to the students, the quality of the courses is good on the whole, but the technical facilities do not enable them to take full advantage of the personnel's professional knowledge. In a three-year education focusing on professional qualities, research remains as a "secondary choice". Only few students are interested in a research career.

There are so many courses in the curriculum that it is difficult for students to attain the degree in the normative 3.5 years of study. Especially first term is very tough for students. The three-year programme is so packed with compulsory courses that it is almost impossible for students to choose minors, which would be important for a broader cultural and theoretical awareness. Still, the programme is for Bachelor's degree and 30–50 percent of the students continue into the M.A. level. There is obvious need for reconsidering the course contents in relation to the time. Also flexibility of courses and scheduling could be improved in some cases. The Evaluation Team recommends that the curriculum be reviewed to determine the correct balance of subjects to be included in order to enable students to complete the programme in the allocated time.

The main mode of instruction is a small-group discussion-based course with a fairly strong practical/analytical focus. The small-group teaching and supportive academic environment clearly benefit students' learning. SSKH has a training newsroom and a modest radio studio, while television work is practised at a cable station in Porvoo. The student paper is photocopied at SSKH, Radio Olga uses the Folkhälsan local station to broadcast its programmes, and TV Borgå broadcasts the programmes produced by the students.

The job situation for graduates is good. Roughly half of the graduates find jobs at the Finnish Broadcasting Company (Swedish-language radio and television), nowadays mostly on temporary contracts. The other half are employed by Swedish-language papers in southern or western Finland. Practically all students work at least part-time during their studies.

Assessment practices and student guidance

Roughly one-third of the courses are assessed on a pass/fail scale, others are graded. Students also receive immediate feedback and/or written assessment on their exercises and papers. In practical assignments, the students correct their mistakes and redo assignments after feedback sessions. In group sessions which are part of problem-based instruction students discuss their own performance. In small groups, feedback is easy to provide and informal communication is possible. Some degree of portfolio thinking is used in seminars, where students revise their own seminar papers after discussions and then hand in a new version for the teacher to check. Homework assignments are also widely used.

General study guidance is provided by the SSKH student adviser. The student handbook explains the structure of the degree in detail. During the orientation period in September, both general studies and subject studies are discussed in detail. Two older student "tutors" are also at hand to answer questions. All course information is available on the web: the objectives, teaching arrangements, a fairly detailed work plan and timetable. All teachers have weekly office hours, and it is also easy to contact them outside office hours. The atmosphere is quite liberal as concerns guidance and counselling.

Students find the academic tutorial support for the thesis insufficient. The relevant information about guidance is not good enough.

Career information is given on very practical terms before and after each internship period. Contacts with the media market are active and close. At least once a year, representatives of the Union of Finnish Journalists come to SSKH to give an overview of the profession, work possibilities, pay level, etc. Practically all the students belong to the junior reporters' club of the Journalist Union and have access to all the information available for the members.

Cooperation and networking on the national level

The Programme has a joint television course with Arcada Polytechnic started two years ago. This cooperation has proved very beneficial for both institutions, but there is still need for improving co-operation, joint planning and communication between the two institutions and their students and staff.

SSKH is a member of the national University Network for Communication Science. SSKH has a key role in the Swedish-language media-school network. It is important that Swedish-speaking institutions cooperate to provide a broad range of education, because the field is constantly changing and student must be ready to rapid changes. Education should be a trend setter.

The SSKH Journalism Programme has quite close and regular contacts with the Helsinki University Department of Communication, because this is the institution where SSKH graduates continue their studies. The two institutions have agreed on credit transfer and an arrangement where Master's students can get tutoring at SSKH, if they want.

There are plans to develop a domestic exchange system between SSKH, the University of Tampere, Department of Journalism and Mass Communication and the University of Jyväskylä, Department of Communication/Journalism Studies, which would allow SSKH students to study for 1–2 semesters at either of these departments and their students at SSKH. The main aim is to improve language skills. The Evaluation Team finds that the idea of a national exchange scheme is excellent even though it has not yet been realised.

International networking

SSKH Journalism students are quite keen to study abroad, although it has not been easy to find suitable places beyond the Nordic countries. Most SSKH students also opt for one of the Nordic institutions for studies abroad. Outside the Nordic countries Holland and England are popular. Since the programme is 3–3.5, students going abroad must be aware that going abroad will inevitably delay their graduation.

The Programme has strong links to media development in the other Nordic countries, especially Sweden. Connections with Sweden are very important, and the institution should improve them. Some courses are already provided in co-

operation with Gothenburg University School of Economics and the Helsinki University Department of Political Science.

Relationships with working life

SSKH co-operates on a regular basis with the media companies, which take SSKH students on 3-month summer internships and shorter winter internships. Contacts with these institutions are frequent, and they appoint guiding journalists to advise and give feedback to SSKH trainees. SSKH students often select their B.A. thesis topics from theme areas suggested by these labour market representatives.

All the three university-level journalism education institutions (Tampere, Jyväskylä, SSKH) have regular contacts with both employers' and journalists' associations. National meetings are usually arranged twice a year to discuss new developments in the field, problems and new challenges. These meetings have a significant advisory function.

Although the Programme has very good contacts with working life, no working life representatives are directly involved in curriculum design. Relations with the Finnish Broadcasting Company YLE are very close, and the journalist training at SSKH is highly valued by YLE. Because of its important role in the field of media, SSKH could have even more contacts with political and cultural life.

Quality management and enhancement

There are no internal quality control arrangements in SSKH. Instead, the Board of SSKH naturally monitors the graduation rate and graduate placement.

All teachers participate in curriculum planning, although they naturally carry the greatest responsibility for courses they themselves teach. In addition, teachers' and the subject association arrange discussions on matters relating to instruction. Teachers initiate curriculum revision, but the student members of the Programme Council (linjerådet) are invited to participate and have specific tasks, such as collecting information from the student body concerning the strong and weak points of the Programme. The Programme Council finalises the changes and submit them to the SSKH Board, which adopts them. In curriculum development, students play a central role, and the management encourage students to be active by supporting the student union.

A feedback form is used in course development, but since the atmosphere is so good most feedback is given informally. At SSKH, the forms are frequently used in end-of-course discussions with the whole group.

Strengths

- Clear aims and focus: responsibility for educating Swedish-speaking professionals to the field of journalism
- Academically and professionally highly qualified staff
- Warm atmosphere and relationships between students and teachers
- Small-group teaching and supportive academic environment benefit students' learning
- Effective co-operation with institutions providing education in Swedish

Recommendations

- The number of compulsory courses should be reviewed to avoid delayed graduation.
- There should be more courses on the digital and new media in the curriculum.
- Contacts with Arcada should be intensified to ensure better co-operation, joint planning and communication between students and staff of both institutions.
- Teachers' heavy workload should be eased.
- More language instruction in Swedish is needed.
- Student support and guidance, especially academic guidance, should be improved.

4.4 Tampere Polytechnic, School of Art and Media, Degree Programme in Media

Mission to meet educational needs in communication and information society

The Department of Art and Media in Tampere Polytechnic (TAMK) was established in 1996. The roots of the Department are in the Tampere School of Art and Media (TTVO), which was established in 1991 and incorporated into the Polytechnic in 1996. Today the Art and Media Department includes two study programmes: degree programme in media and degree programme in fine arts, both leading to Bachelor of Arts. The web and multimedia production studies are divided into project management, visual design and interaction design. Options within the conventional AV media are production, tv- and video studies, editing, sound and lightning.

The mission of the programme is to respond to the needs of visual communication and information society. The programme seeks to educate professional practitioners who have a positive approach to society and are capable of responding to challenges in the field in Finland and internationally. The Department wants to profile its education towards more practical orientation than the

education provided by the universities. It wants to provide a combination of traditional fields, new media and art education, instead of concentrating purely on either artistic or technical education.

The high number of applicants evidences the good reputation of Programme. The technical resources are excellent, and investment in the new technology is seen as an important means of staying at the cutting edge of development. The TV studio of the Polytechnic is analogical and only few years old.

The personnel sees it necessary to develop the programme constantly and to be able to react rapidly to changes. However, the programme is quite large for this kind of thinking and the rapid changes in the field have caused some confusion among the students. Cooperation with companies and visiting lectures are seen as a worthwhile method of keeping abreast with latest knowledge in the field and in touch with developments. The programme aims at influencing regional development and providing professionals for the local media job market. The programme wants to be proactive in the development of infrastructure and the plan is to promote the creation of new companies and working places in the Tampere area.

Focus areas and contents

The focus areas and contents of the education are derived from the objectives of the Tampere Polytechnic. According to them, graduates must be professionals in developing their fields – not only to reproduce what exists, but also to create new things. The Media Arts Programme combines general cultural and field-specific theoretical subjects with project work with a view to developing co-operation skills and encouraging creativity. The Programme's aim is to educate cultivated, co-operative and communicative media professionals with an understanding of the basic principles of environmental and media art.

The first year students share courses with the Fine Art programme of the Tampere Polytechnic to establish a foundation for tradition and community across subject boundaries. This promotes an understanding of neighbouring fields and an appreciation of their professionals. This "divergent overall view" is necessary for a broad educational basis. Students have an opportunity to familiarise themselves with different areas of the media field. The breadth of the first year gives a solid knowledge base, on which students can later build their choices and specialisations. The second year students learn the basics of their profession, the third year consists of advanced professional studies and the fourth year of optional advanced studies, more practice and the final project work. After the first year, students increasingly use their individual study plan, which is made possible by optional courses and internships. In the near future, the goal is to further encourage students to choose courses from other options, since the current trend is towards broad-based education which is applicable to different media.

The Evaluation Team got the impression that curriculum development is a continuing process, which aims to keep the education at the cutting edge of the media field. However, there is also a negative side to rapid changes in the curriculum: It makes it impossible for students to do long-term planning. The Programme has a strong professional orientation, whose minus side is an imbalance between theory and practice. According to the teachers interviewed during the site visit, students need to read only few books during their studies. This should be taken into account in curriculum development.

Working life representatives interviewed during the site visit find the culture of cooperating with different other fields at Tampere Polytechnic a strength. According to them, the graduates' strong point is artistic ability. However, they suggest that the curriculum should include more cultural and historical knowledge, which would help the students to develop themselves. They also see that the study time is too short and the education is too practically oriented.

Many incentives for personnel

The personnel's academic, professional and pedagogical qualifications vary a great deal. All of them are professionals of their own fields. The management put strong value on the working life experience and professional qualifications when recruiting new teachers. Most of the personnel have academic degrees, but there are also teachers with no academic background, only a long experience of the field. The level of pedagogical training among the teachers is not very good and could be improved. Many teachers lack pedagogical skills, even though the Polytechnic and the Department support training. In order to follow latest developments in the field, the Department uses guest lecturers and external experts extensively in teaching (about half of the teaching). Guest lecturers make a good contribution to education, but this practice also causes problems because the permanent staff do not have enough time to brief visiting lecturers about departmental practices. Teachers have a very heavy workload. Teachers also have scheduling problems because they are supposed to teach and upgrade their knowledge at the same time. Also administrative tasks and international contacts increase the workload and there is less time to concentrate on the most essential, teaching. It seems evident that the teachers would benefit from administrative support.

The Polytechnic supports the full-time personnel's professional development and continuing education. Teachers may get leave of absence for studies and the Department pays for courses the teachers want to attend. In addition, the full-time personnel are entitled to use 120 hours annually for study purposes. Most of the teachers have been appointed for five years, during which time they must get the required qualifications by doing the necessary studies.

More theoretical studies and literature are needed

The Media Arts Programme is very attractive for students and has a large number of applicants every year. Only one third of those invited entrance examinations will be admitted. The assignments measure the ability to structure information, creativity, confidence and the seriousness of intentions.

General abilities, such as communicative skills, are learned through joint projects like the making of video films and web services. Media productions are realised in collaboration with different experts, which makes studies more challenging. There are several courses on information retrieval, during which information is sought individually as required by the context. Very good examples of combined theory and practice are different projects in which students participate. Still, more attention should be paid to the content of the theoretical studies, which does not mean technical theory but the studies promoting cultural awareness. Students can take courses in Audiovisual Media studies at the University of Tampere but this is no reason for not organising more culturally oriented courses at the Polytechnic. Because of the lack of theoretical knowledge and writing skills, it is usual for students to have problems with their final project work. Working life representatives also expect students to have better cultural knowledge, theoretical knowledge, organisational skills and writing skills. They also see that the teaching of foreign languages could be improved.

Different learning methods are applied in studies. Things are typically learned in a given context and the contents are discussed in small groups. Students learn through mental images and peer feedback. Portfolios and study journals support the learning process. In terms of advance planning, advance approval procedures and monitoring, the projects are based on authentic practices in the field. In interviews, students said that they think the study groups are too large, hoping that they could study in smaller groups in the future.

Each year the TAMK media programme offers one entire period of optional courses, and a number of optional courses are also arranged during regular terms. During the second period students may, instead of an internship, participate in extensive thematic, cross-disciplinary workshops.

TAMK clearly has a very high level of technical equipment. Its facilities are excellent, even providing rooms for individual work. Excellent learning resources and technical and digital equipment meet the needs of the media programmes curriculum. On the other hand, the library is inadequate and does not meet the requirements of academically and theoretically oriented education. Students use other libraries in the city and at the university of Tampere. The library of the Media Arts Programme includes mainly professionally oriented handbooks.

Students are usually highly motivated. They are working and studying very intensively, which has both positive and negative consequences. Teachers are worried about the students' workload and they have even organised courses for relaxation to help the situation.

Graduates have good job prospects. Because internships play a crucial role in students' transition to working life, the Evaluation Team recommends that the programme pay more attention to the quality control as regards internships.

Assessment of students

The methods of assessment include examinations, essays, study journals, oral examinations, assignments, project reports and portfolios. Feedback discussions are used as well.

Teachers show or explain the assessment criteria in the beginning of the courses, which is very good. Still, the assessment criteria could be more transparent and concrete, especially in the assessment of practical courses. Assessments procedures vary a lot, especially among the many visiting lectures. Discussions on the criteria between the teachers could improve the situation.

Many courses include a diagnostic evaluation and self-evaluation. Students compare their performance with that of their peers and that of previous years, which is available on the Intranet, for instance.

The atmosphere at the Department is very good and friendly. However, friendliness causes problems in the sense that some teachers cannot give honest enough feedback. They find giving and getting feedback difficult because the relationship between teachers and students is too close. Students would like to have more detailed and honest feedback from teachers.

Lack of guidance

The student's guide and a well-organised peer tutoring system are the main forms of student guidance.

Students' welfare is supported by the small and close-knit groups. The teachers in charge of each option meet their students regularly and guide students in the selection of courses.

The Department does not provide careers guidance, but advises students to take several internships in order to find out what best suits them. However, the programme has ambitions to help students in starting up their own companies.

Since the curriculum is changed in part every year, the need for guidance is continuous. At the moment there is an evident lack of guidance in the programme. Students feel that they get most guidance from friends and that they get hardly any academic guidance. This is why it is recommended that both general and academic guidance be seriously discussed and more systematically organised.

Active national co-operation, but moderate international networking

The TAMK Media Arts Programme has many co-operation partners among universities and polytechnics. The programme co-operates with the University of Tampere; the Tampere University of Technology; the Department of Sound and Lightning Design at the Theatre Academy of Finland; the University of Art and Design Helsinki; and the Turku Polytechnic. There is an exchange of courses with the University of Tampere. Drama students at the University's Department of Actor Training act in the media students' short films. One form of co-operation with Turku Polytechnic is teacher exchanges. Students have also realised projects in co-operation with Voionmaa College.

Cooperation between the other departments of the Polytechnic is not as common as with external media partners. The management see that the co-operation is difficult because of the differences between the departments in studying and working practices.

Programme's international co-operation is moderate. There are student and teacher exchanges and also a couple of co-operative projects with partner universities in the United Kingdom and Spain. The exchange programmes could be developed further and it would be positive if the students had opportunity to spend parts of their internship periods abroad.

The programme has very good contacts with local working life, partly because many teachers work outside the Polytechnic as well. The most common form of co-operation is a project commissioned by business life (e.g. construction of a website or production of a company video). The Polytechnic also has very good connections with city of Tampere.

Quality assurance

The quality assurance at the Department includes continuous development of course contents and curriculum. The purpose of the Programme is to keep the curriculum flexible so that new demands of the field can be rapidly taken account in teaching. Teachers are mainly responsible for curriculum design, but students' views are also heard. Feedback discussions are arranged regularly and there are also feedback forms, which are used during the terms. The Evaluation Team sees that the Department could encourage students to take more active part in the development of the curriculum. Systematic monitoring of graduate placement would provide important information for the curriculum design.

It would be recommended that also the representatives of working life participate more actively in the design of the curriculum. At the moment there are professional advisory groups, but the problem is that the working life representatives on these groups are not key persons, who often are too busy to participate regularly in the activities of such advisory group. In order to get involve working life in curriculum design, the Department should investigate new ways of co-operation.

Strengths

- Good reputation among students
- Many incentives for personnel to develop themselves
- The personnel support students in their professional growth
- Technical facilities are of high standard.
- Good co-operation with the University of Tampere
- Very good connections with working life

Recommendations

- The theoretical orientation should be more pronounced, and there should be more theoretical contents and wider societal perspectives in the curriculum.
- Working life culture, including deadlines, scheduling and project management, should be addressed in the curriculum.
- There has been a rapid increase in the number of students. The Department should discuss its consequences on teachers' workload.
- The Department should pay serious attention to student support and guidance. Many students' workload is too heavy.
- The Department ought to invest more in the development of its library and in literature.
- Students should get more feedback from their teachers.
- The Department should control the quality of students' internships.

4.5 Turku Polytechnic, Degree Programme in Library and Information Services

Welcome newcomer in the field of communication

The Degree Programme in Library and Information Services is part of the unit of Business and Media at Turku Polytechnic. The programme was launched in 1998 and has a distinctive profile as a new education in the field. There were both educational and professional grounds for developing the new Degree Programme. In western Finland, higher education in library and information services was available only at Tampere University and at Åbo Akademi University.

According to the self-evaluation report the Programme's vision is to make the Degree Programme in Library and Information Services well-known in Finland by 2005 as a unique and highly valued education. The mission is to train experts who specialise in information management and customer service. There are basically two ongoing processes in the field to which the programme seeks to respond: the development of the public library network and the development of the information management in companies.

The Degree Programme has both a regional and national role as an educator in the expanding library and information service sector and a unique profile within the Polytechnic, which is supported by good co-operation with working life. According to the representatives of working life, students' skills are well matched to the needs of working life, but the programme is not yet well known in the labour market. Its location in Raisio and the facilities, which are not up-to-date, to some extent hinder the development of the programme. The programme will move from Raisio to Turku in 2003.

The programme has a clear idea of its role in training professionals and its status among other institutions. It seems to have no aspirations to step on to the "universities' territory", but does have a strong aspiration to compete with the level of education.

Work-oriented contents

The programme has defined its task to cover all the essential professional skills in library and information services in its curriculum and to train professionals who are capable of developing and reforming the field. The programme provides the students with practical skills for developing libraries, information service units in companies and other organisations by means of information management tools. The focus areas of education are clearly defined. These include linking information services and libraries to learning; knowledge management; on-line information products and development projects for working life.

The programme is broad and modern, with a strong professional orientation. The programme provides students with a good balance of theory and practice-based studies. The problem is that the curriculum is fairly compact, and hardly leaves room for students' individual choices.

The Degree Programme in Library and Information Services is developed in close co-operation with the other degree programmes in the information sector at Turku Polytechnic. The programme's move to Turku will facilitate cooperation between the degree programmes and the pooling of expertise within the information sector.

The programme has undertaken a project called STAR in order to define the essential professional skills and abilities. The new curriculum will be designed together with organisations representing working life and a team of lecturers by 2004, based on the knowledge gathered during the project.

Strategy for personnel's development

Teachers are very motivated and pedagogically qualified. They are provided with good opportunities to develop their pedagogical skills. However, more attention should be paid for the IT expertise of the staff to ensure the high quality of teaching also in the future.

The Polytechnic has a personnel development strategy, which defines the educational needs of the personnel and on which staff development plans are based. The current staff development plan emphasises postgraduate studies, on-line pedagogy, practical training in companies and language skills. A fixed proportion of salary expenditure is reserved for the further education and training of personnel. The Polytechnic encourages its personnel to upgrade their competencies by means of flexible working hours.

The starting point in staff recruitment is to get the best possible experts for the vacancies and to pursue an open and impartial recruitment policy based on regulations. The formal qualifications required of all permanent employees are a university degree, three years' work experience and pedagogical studies.

Active students

The first students of the Degree Programme graduated in autumn 2001. The Evaluation Team got the impression that the students, selected from the high number of applicants, are highly motivated. The students feel that their Programme is modern and has relevance to working life. Students seem to be satisfied with their education, which is more rounded than they expected.

Concern was felt over the number of students who dropped out of the course. The Evaluation Team recommends that the drop out rates should be continually monitored and the reasons evaluated. As one solution to the drop-out problem, the entrance examination and the aptitude test will be revised and a new admissions system adopted in 2002.

Graduate placement is monitored by the student counselling unit of the Polytechnic by means of questionnaires. At the moment over 50% of the graduates have found jobs in the library and information service field. The fact that employers recognise the programme as being unique ensures employment opportunities for its students after graduation at the regional, national and international levels.

There is an effective quality assurance system, which allows students to participate in and contribute to programme development. Each group of students has a representative on the development team, one of whose task is to develop and modify the curriculum. The students give feedback on all the study units and the lecturers make their proposals for improvement to the degree programme manager. There is evidence of good staff-student communication, and personal contacts are an important channel for giving and receiving feedback.

Good practices in promoting students' personal and professional growth

The curriculum includes a fair amount of communication and language studies, skills in processing knowledge and problem-solving skills. Management skills are also included in the curriculum. Training for research and postgraduate studies, including scientific thinking and research methods, data analysis, research practicum and research communication, are also present in the curriculum. One area which should be stressed more in the curriculum is cultural studies. The programme team should consider how cultural studies, as well as more individual choices, could be added to the curriculum. This would ensure that students gain a broader understanding of the areas of culture and the cultural contexts in which they will eventually work.

The Evaluation Team identified good practices of promoting students' personal and professional development. One example of this is the study unit "*Study Skills and Professional Growth*", which continues throughout the studies and increases the students' social capital. It includes regular meetings between students and teachers and student tutors and contacts with the degree programme manager. Moreover, students' individual study plans, which systematically encourage self-assessment, support their personal development.

The programme has its roots in working life. Cooperation and R&D projects with working life and practical training also play an important role in honing skills needed at the workplace. In the opinion of working life representatives, who had first-hand experience of students through internships, the students are motivated and are learning skills well matched to the demands of working life. The extent and quality of theoretical studies could be increased in order to ensure a successful combination of theory and practice in the future as well.

The programme could develop a more consistent approach to students' feedback after they have completed their assignments and they have been assessed. The quality of the feedback given to students varied considerably between different areas and units. At present the assessment has a quantitative bias. More discussions and qualitative feedback from teachers to students are advised. The evaluation criteria are generally defined by the teacher when he/she draws up the study plan for a unit, and these criteria are explained to the students in the beginning of the course.

Teaching methods and resources: There is evidence of good teaching and learning practices and all teachers have opportunities for developing their pedagogic skills. There are practical and concrete guidelines for drawing up an implementation plan for a study unit. The aim is to ensure that the study units are work-oriented, that academic teaching methods are used and that learning is based on a scientific, co-operative approach. One of the objectives is to make the teaching- learning process visible, which promotes self-assessment and interaction between students, lecturers and working life representatives and supports qualitative learning. Initiative and enterprise are both required and encouraged in the studies.

The premises and technical resources of the Department are moderate. There is a lack of information technology equipment and IT specialists. Students' access to the building and computer resources should also be improved. There are no textbooks available in Finnish, because the library and information service sector is constantly changing and developing. Thus, research reports, journals and scientific publications are used as teaching material. In addition, on-line material by libraries and electronic information sources are used in professional and communication studies. The new main library of the town of Raisio is located next to the Department, which gives students and teachers access to an excellent collection of material about library and information services.

Flexible and efficient guidance for students

In addition to the study unit "*Study Skills and Professional Growth*", there is a teacher-tutor system and the personal study plans, which are a very good means of making students think about their own plans and choices. The system makes students aware of their professional growth during their studies.

Academic guidance is given at personal meetings between the tutor and a group or a student, where they can discuss the objectives and content of the degree programme, as well as each student's personal interests.

The recruitment service of the Polytechnic helps students in matters concerning careers and employment. The students can use the recruitment and information desk and the study counsellor's services. In addition, several careers counselling events are organised during the terms.

All in all, the support and guidance in this small unit seems to be flexible and efficient.

National and international networking

The programme networks and co-operates actively with several partners, especially with the libraries and universities in the Turku region, but has ambitions to start joint projects with partners in the Helsinki metropolitan area. The most common forms of co-operation are jointly designed courses and visiting lecturers.

According to the department strategy, the objective is to participate in the international network of educators and other organisations in the field. To this end, the Department has actively built up international connections through the Erasmus teacher exchange programme and Leonardo -projects promoting the teaching personnel's contacts with working life and education abroad (ECOMIT, CONIM). In these projects, members of the Degree Programme staff have visited universities and polytechnics in England, Belgium and Sweden with the aim of finding partners for co-operation, creating a mutual basis for the curricula and developing teachers' professional skills. These projects also constitute the basic networks for the internationalisation of the students. With-

in the framework of the Leonardo programme, some students have done their practical training and/or part of their studies abroad.

The programme should consider ways to inform students about the opportunities available for them to study abroad through Erasmus, Socrates and other schemes. Students seem to lack information concerning opportunities to complete their studies abroad. Further, the Polytechnic should organise some international library science courses in English if it wants to attract foreign students.

Cooperation with working life as a key issue

The active advisory board is one of the strong points of the Programme. Its members represent a wide range of key institutions relevant to the programme. The advisory board seems to provide really good support for long-term and strategic planning. Cooperation with working life is based on partnerships and contact networks, in which the board members and local companies and libraries play a central role. More contacts with the private sector would benefit the Department, because this is the direction in which the job market is expanding.

In order to keep abreast with the educational requirements of the library and information services sector, the Department staff must be active in the Library Association, sit on committees and working groups, follow professional development abroad, familiarise themselves with the latest working methods on secondments abroad, and attend regional and national meetings and seminars. The Department has regular contacts with the Finnish Library Association.

Long-term planning and strategic thinking

On courses and in modules, both attainment and learning are assessed and at the end of a study unit the students and the lecturer write a report containing the implementation plan, the lecturer's assessment and student feedback. It can be used to further develop the study unit. Student feedback is also discussed by the degree programme team. In addition, feedback is given in discussions between teacher-tutors and students and informally in everyday contacts between the staff and students.

Turku Polytechnic has a feedback system, but it is seen more as heavy bureaucracy than as a system for improving the programmes. The Library and Information Services programme has been active in developing its own feedback system. The degree programme team, which is responsible for internal development, is composed of student representatives, tutor teachers, the student counsellor, the information officer, and the principal lecturer, who manages the programme. In this way students have both formal and the informal channels for influencing the development of the programme. The Evaluation Team got the impression that the programme is doing serious long-term and strategic planning and creating its own future, not just waiting for it.

Strengths

- Unique study programme in Finland
- Active and open communication between personnel and students
- Both staff and students are highly motivated
- Teachers have good opportunities to develop their pedagogical skills
- Evidence of good teaching-learning practices
- Effective quality system: students can participate in curriculum development
- Teacher tutor system supports students' personal and professional growth
- International ambitions
- Networks with other institutions and with working life
- Long-term planning and strategic thinking

Recommendations

- The dropout rate needs to be continually monitored and evaluated.
- Information technology expertise ought to be increased and students' access to computers should be improved.
- More awareness and information for the students needed concerning study and work opportunities abroad.
- The Department needs to explore ways to include more cultural and social studies in the curriculum.
- The amount and quality of feedback given to students ought to be enhanced.

4.6 The University of Art and Design, Department of Graphic design

Serious long-term planning

The Department of Graphical Art was founded in 1926, and the name was changed to the Department of Graphic Design in 1965. Ever since 1973 the Institute of Visual Communication has provided the following programmes: Graphic Design, Photography, Design for Theatre, Film and Television and Film and Television. The new Department of Graphic Design dates from in 1995, when the model of three-tiered administration (University – Department – Institute) was replaced by two levels (University – Department).

The Department provides the highest-level education in graphic design and visual communications, with the aim of educating world-class professionals to serve information and communication society in an innovative way. The Department focuses on developing students' individual ability to make artistically and / or communicatively important decisions and in this way to contribute to the development of the field.

The Department's short-term goals are to provide knowledge and skills for planning, graphic design management and innovation. To this end, the Department will develop education and research which inculcates an understanding of graphic design not only as a professional activity, but also as communication, language, art and knowledge.

The Department has devised a strategy "Mobile and digital visual communication" in order to develop the education in response to the challenges of digitisation, mobilisation and other technological development in visual communications. According to the strategy, the Department will get several new professors in 2006 to take responsibility for the focus areas. The number of students will also be increased. Research activities will be intensified in co-operation with the National Technology Agency TEKES / the Academy of Finland / EU Funds, based on the Department's own research staff and active co-operation networks. The Department will broaden its co-operation with the University's other departments of visual communication and establish its position as a world-class school of graphic design and mobile visual communication.

The Department has a very good reputation, which is manifested by the high number of applicants. The admission rate has been around 2–4%. As a result of the Department's conscious effort to set more difficult entrance examinations, the number of applicants has been falling slightly in the past years. Another reason is that now polytechnics are competing for the same applicants.

The management has made some serious long-term plans, with challenging but realistic goals. One result of this long-term strategic thinking is the University's EFQM quality management system.

The big challenge currently facing the Department is to review the role of its B.A. programme in comparison to polytechnic degree programmes. Overall, the Department needs to define its role and status in relation to the polytechnics.

Need for theory and research on graphic design

The Department of Graphic Design has defined its core knowledge areas as follows: skills in visual thinking and mastery of visual expression and communication processes, of visual design technologies and of graphic design management. The printed media – both in its traditional form and in the new digital forms – is one of the Department's core areas. The core knowledge area entails education in electronic communications, development of artistic and research activities in the field, and favourable conditions for activities. An entirely new core area to be included in the programme is mobile graphics.

The Department has a wide range of core areas, which improves its competitiveness. However, the multitude of focus areas also leads to some problems. The personnel's feedback revealed that they see a certain lack of specialisation and think that the Department would do well to select the areas to be

taught because it already has difficulties in handling the whole range of graphic communication.

The Evaluation Team got the impression that the focus is currently too much on educating practising professionals at the cost of research activities. The Department should have stronger academic ambitions and create research traditions. This is also the situation in graphic design internationally, and there are several projects tackling the problem and seeking to create and develop theories within the field. The high motivation of both the teachers and other personnel is a good basis for developing the Department's core know-how areas and raising its research profile. There is clear evidence of the Department's readiness to change and develop programmes in response to the digital era.

Difficulties in recruiting personnel

The teaching staff at the Department is artistically and professionally competent and committed to their jobs. Their pedagogical competence varies and could be improved. Pedagogical training is left totally to the teachers' own initiative. The personnel is encouraged to maintain and upgrade their knowledge of the field by attending international congresses and seminars and by taking part in national and international exhibitions.

The academic staff is highly motivated. The relations between students and staff appear to be excellent and they actively exchange information using different channels (digital newspapers, e-mail). Teaching is arranged on students' terms, but there are some threats, like constantly growing group sizes, which make it difficult to teach specialised skills individually.

Because of the good employment situation and the University's low wage level, it has been extremely difficult to recruit teaching personnel, especially permanent lecturers. Although the status of the Department is high and the merits are sought after, the Department frequently loses to vocational schools and institutes, not to mention the companies in the field, in recruitment. The shortage of teachers and other personnel in the Department also undermines the personnel's possibilities for training and self-improvement, as well as for personal research and artistic work.

Teaching on students' terms

From the students' point of view, the quality of teaching in general is good, despite the lack of human resources. The small size of the Department makes interaction between the staff and students easy, and students feel that their views are respected by the professors and teachers. The Department has succeeded very well in encouraging students in their artistic ambitions.

The curriculum focuses on professional studies and contains very few courses on general knowledge. Each student has 8 credits of compulsory language studies: 4 in foreign languages, 2 in the second domestic language (Swedish/

Finnish) and 2 in the mother tongue. In addition, the Master's degree includes a separate workshop on writing skills.

One fourth of the studies for the Bachelor's degree are basic studies (art and language studies) and two thirds are subject studies. The subject studies include courses on technology in visual planning, on visual expression and communication processes and on visual thinking. The Master's degree (60 credits on top of the Bachelor's degree) includes modules on visual thinking and planning processes, professional skills in expression and research skills.

In the Bachelor's studies, nearly all the professional studies are obligatory for the student, and few courses, except minor subject studies, are optional. On the other hand, in the Master's programme the student can choose almost all courses according to his/her own interests.

In the opinion of the working life representatives, students have good technical skills, but there is room for improvement in certain aspects, such as awareness of content, co-operation skills, skills in analysing, verbalising and scheduling, and an understanding of real life procedures. Employers also feel that students "suffer" from a kind of exaggerated individuality, which sometimes causes difficulties in working life.

The integration of research into the programme is not very far advanced, but the positive thing is that the staff acknowledge this and are looking for the ways to improve the situation. The Department could take a more active role in looking for suitable ways of doing research on graphic design both nationally and internationally. Collaboration inside the University could be intensified further.

The curriculum could include more "background" information, i.e. cultural studies. The students would benefit from more reading. It seems that there is certain lack of theoretical studies. One way to emphasise the theoretical side would be to develop the teaching methods, which now are professionally and artistically oriented. The bulk of teaching takes place in small groups, in workshops. Other forms of teaching and learning are lectures, discussions, projects, demonstrations, visual reports, exams, presentations, case studies, visiting lecturers, visits, printed materials produced as teamwork with the industry, other collaborative projects, personal guidance, independent work, criticism and analyses. The cramped premises of the Department to some extent hamper the adoption of different teaching and learning methods.

The job situation for graduates is particularly good. The students are very skilled already halfway in their studies and can start practising their future profession. This is why it is a big challenge for the Department to encourage students to graduate. For a student to find employment, it seems to be more important that they have gained admission to the Department than that they compete the degree studies. The management has been working on this problem. One solution could be to make the education more challenging for students.

More feedback needed to support the learning processes

Learning is mainly assessed by means of group discussions and critique. In addition, learning is assessed yearly at individual guidance discussions and discussions concerning the student portfolio. The portfolio and learning diaries are tools for self-assessment.

Students feel that they do not get enough feedback and that the feedback they get is too polite. In assessing students' artistic work, teachers should take more responsibility for giving honest feedback. The Department should develop more equitable, standardised and objective assessment procedures.

In spring 2001, the Department drew up an annual plan for the guidance of studies, tutoring and monitoring. Study counselling is given by the teacher tutors appointed for each class, as well as by the professors and amanuenses. Both B.A. and M.A. students have individual study guidance yearly at sessions where the student's progress in studies is discussed in detail, and discussions with the teacher tutor about students' choices and wishes relating to learning and knowledge, and their study plans.

General study counselling, including academic guidance, is arranged centrally at the University of Art and Design concerning such matters as the right to study, registration at the University, language studies, possibilities to study at other universities, credit transfers, study certificates etc.

International contacts and co-operation

The most important co-operation partner for the Department of Graphic Design is the Institute of Communications Theory at the University of Tampere, with which the Departments of Graphic Design and Photographic Art arrange a two-year Master's programme in electronic visual journalism. There is also co-operation with the Department of Communication at the Faculty of Social Sciences at the University of Helsinki and the Design Institute at Lahti Polytechnic. The Department is currently launching co-operation with the University of Helsinki Department of Psychology in research on communication. The Department of Graphic Design also takes part in the nationwide communication sciences network.

Collaboration between the different departments of UIAH seems to be rare and the boundaries between departments appear rigid, which might be partly due to the University's policy that such boundaries should be respected. This lack of contacts between different departments is detrimental to students, because it is difficult for them, and takes far too much work, to get information about different courses arranged by the other departments.

According to the self-evaluation report, the University enjoys a good international reputation and there is international interest in the Department. However, there is no internationalisation strategy. International workshops and seminars are also rare; the aim should be to include at least one international work-

shop in both B.A. and M.A. studies. In research, the Department is a member of EGIN (European Graphic/Media Industry Network), which is a network of research institutes, universities and polytechnics, vocational schools and institutes, institutes for extension studies etc. in 14 European countries.

Relatively few students apply for international exchanges. The number of foreign applicants to the Department has been much larger than the number of students going abroad from the Department. Students would like more visiting lecturers and contacts abroad. It takes resources to establish and maintain international contacts, but it would be vital to have more international co-operation both in teaching and in research, because the field is international by nature and developing very fast.

Working life contacts as a key strategy

The Department's contacts with working life are very good and the forms of co-operation are being developed with students' best in mind. The Department's reputation and the staff's personal contacts make the co-operation very effective. Cooperation between the Department and working life takes mostly the form of projects. From the beginning of 2001 the Department has had a project manager to take care of project activities and to ensure the continuity in activities.

The guiding principle in the Department's development is to put right noted shortcomings. Since students who have graduated from the Department have shown lacking production and project leadership skills, these will be developed under guidance in the scope of different projects. It is important that the Department itself can determine the needs it has regarding co-operation and how co-operation can be made to serve students' learning systematically.

The Steering Group of the Department approves educational plans and has a member who is not a member of the University faculty, but represents the field. The teaching staff have direct contacts with different working life partners and these contacts enable the partners and their opinions to influence the Department's planning, developing and decision-making. The Department is presently building up a tutoring model for the students, which also involves representatives of working life. In interviews, the representatives of working life said that they would like to co-operate even more with the University and have more discussions with the teachers.

Quality management

The Department has actively piloted the EFQM quality project at the University of Art and Design. The benefit of the project is that feedback from both students and organisations is not only wide-ranging and regular but also documented. Both the students' and the personnel's satisfaction with and commitment to the Department's activities have grown considerably. A self-evaluation

was made concerning the EFQM project in 2000, which led to the creation of a weekly quality circle at the Department. The quality circle discusses the development objects at the Department according to a prepared programme. In addition, the Department Board, the teaching personnel and students are convened yearly/half-yearly to strategy seminars to discuss the Department's strategy planning, development and evaluation.

Students can to some extent participate in the development of education plans, teaching and learning. The students usually have a representative/representatives on the Department's working group for educational planning. The feedback on courses is collected either in a discussion or on an evaluation form after each study period.

Strengths

- Good reputation
- Long-term planning and strategic thinking
- Satisfied and motivated students
- Motivated personnel
- Open atmosphere and feedback on courses can be easily given to teachers
- Exchange of information between personnel and students (digital newspaper and e-mail)
- A large variety of options for M.A. students to specialise in
- Good employment situation for graduates

Recommendations

- The role of the B.A. degree of the Department should be clearly defined in relation to polytechnic degrees.
- More international contacts should be created.
- Visiting teachers and international workshops would benefit students.
- The curriculum should pay more attention to improving students' ability to work within deadlines in real working life.
- There is lack of teacher resources, which could be improved to some extent by raising teachers' salaries.
- More co-operation between the departments of the University of Art and Design would be needed.
- Cultural knowledge, co-operation skills, the ability to analyse and verbalise, and scheduling skills should be stressed more in the curriculum.

4.7 The university of Art and Design, Media Lab

Up-to-date education on new media design and production

Media Lab was founded in 1993 as a separate department within UIAH. The Lab received a full faculty status in August 1998.

Media Lab is an attractive department that has clearly found its niche. Media Lab formulates its mission as follows: to explore, discover and comprehend the new digital technology and its impact in society; to find and exploit the possibilities it opens to communications, interaction and expression, and to evaluate, understand and deal with the challenges it poses to design and creative media production. The mission of the Department is based on the requirements of information society with its converging media and complex environment that requires an interdisciplinary approach to design. This is reflected in Media Lab's co-operative education and research projects. Media Lab's mission and role in UIAH is to be active in strategic planning and integration of matters relating to interactive media.

The relationship between Media Lab and polytechnics seems to be exemplary. Students graduating from polytechnics can continue their studies and utilise their prior knowledge and skills in Media Lab. The education in Media Lab and education in polytechnics complement each other and the transition from a polytechnic to Media Lab can be seen as a continuum. According to the staff, there is a culture of understanding, which means understanding students' different academic and work-related backgrounds. Close co-operation with working life also helps understanding (especially in case of students who come from working life). It seems that the Department really benefits from the students' various backgrounds and cross-disciplinary approach.

In their interview, representatives of working life pointed out their worries about the development of the profession in the media field. Owing to its size, it is difficult for Media Lab to carry the responsibility for developing the field. However, it takes long-term planning very seriously and puts a lot of effort into it. The curriculum has a flexible structure and is being developed constantly because of the rapid changes in the new media field. The Lab aspires to be in the forefront in art and design education. However, the funding, which is not continuous, can make the long time planning difficult. The Department has its own financial resources, partly independent of the university or the government. More than half of the budget of Media Lab comes from external funding, which enables it to provide good human and technological resources for the programme. Many of the research programmes have been self-funding, where the recent boom in ITC business has helped a lot.

Philosophy of inter-disciplinarity

The philosophy of inter-disciplinary underpins the activities at Media Lab. In fact, this is a distinguishes Media Lab from other universities and from poly-technics. Characteristic to are also the way of working together and individuality, which is underlined in Media Lab. The atmosphere is enthusiastic, the organisation is straightforward and both the students and the staff members are highly motivated. Special and unique is also the combination of production culture and problem-based learning in the activities of Media Lab. The pedagogical aim is not to study tools and skills, but to learn understanding and acquire academic abilities and general abilities to process knowledge.

Within the education at Media Lab, three focus areas can be identified:

- Digital Authoring (the planning, design and production of new media products, productions and services which rely on the notions and methods of time-based audio-visual media);
- Interaction and Information Design (the study of design for current and emerging information environments, products, services and human-computer interaction);
- Media Management (studies in new media production management and the methods and nature of the new media business sector).

The Department has adopted an approach of teaching which combines research and education. The M.A. students can easily take part in the research projects of Media Lab. The focus areas of research and the research groups are:

Cultural Usability group: ‘Cultural usability’ is a working hypothesis for a design practice that reaches beyond the functional interests of contemporary usability research and interface development by situating design in its wider socio-cultural contexts.

The ARKI research group studies the positive and negative potential of digitisation, with a multidisciplinary approach, prioritising social responsibility and people’s point of view.

Learning Environments for Progressive Inquiry: The research group studies, designs and develops the use of New Media in the field of learning. The group is researching and developing learning methods and practices using new technologies.

Soft Computing Interfaces Group – SCIG: The design challenge of the group is to develop and apply adaptive technologies while maintaining focus on user-determined tasks and needs.

System of representation group: The group’s interests include the theory and practice of digital facsimiles and digital archives and the transfer of material of cultural heritage to the virtual domain; The design of information structures and systems of classification; In collaboration with other groups, the production of 3D products and spaces/environments; The transfer of information from other areas of study, such as literature on art practices and anthropology, into the design of interfaces.

One significant question for Media Lab is that should it specialise in some focus area. Several research groups and wide knowledge provide a broad expertise, but still long-term planning concerning the focus areas could be considered.

More opportunities for personnel to pedagogical and theoretical studies

The personnel come from very varied academic and vocational backgrounds, which, in some ways, mirror the interdisciplinary and pioneering nature of the new media sector. Only a small number of staff have full-time continuing (5 year) contracts of employment. One of the biggest challenges for the Lab is to find teaching staff with necessary pedagogical skills matched with a profound understanding of the practical, as well as theoretical, aspects of new media design and production. There are also problems with current salaries, which make it hard to recruit good people. Indeed, it has proved necessary for the Lab to rely on experts recruited as part-time teachers in order to cover the full scope of the curriculum with sufficient quality. Also students, who have the latest knowledge on specific technologies and tools, are involved in teaching at the Lab.

Looking at teacher / student ratio it seems that there are enough teachers at the Department (teacher–student ratio is 1:16). Yet, according to the staff, there is need for office people, library staff and archive staff. According to the staff, the good teacher / student ratio makes it possible to have personal contacts with students and get students inside the culture. It also makes it possible to use modern methods in teaching and there are many opportunities for the students to participate in workshops on different themes.

As regards pedagogic and academic qualifications, there are too few opportunities for personnel to develop themselves. However, they find it positive that they have a very well functioning model of shared expertise. It is a means of complementing each other's knowledge and skills. It is also positive that the Lab has adopted a policy of increased support for staff training and development.

Hardworking students

Applicants find the programme very attractive. Media Lab is the only institution in Finland awarding M.A. degrees in the new media. Students seem to be highly motivated to study and Media Lab seems to meet the students' expectations. Although the volume of applicants has remained much the same during the past three years the Department is satisfied with the rise in the applicants' academic and artistic qualifications. An increasing number of foreign students apply for studies at Media Lab.

The Evaluation Team recommends that the Department pay more attention to students' workload, which should be more reasonable. At the moment

the students have problems in completing their M.A. studies in the normative two years.

In their interview, working life representatives stressed the importance of formal education and also graduating. In their opinion, it is very problematic in today's working life and rapidly changing environments if a person does not have a degree. There are many self-made men in the branch who will have major problems when the situation is changes. Working life representatives also value the degree because it tells a lot about the person and her/his goal-orientation and readiness to take on new challenges.

Sophisticated and advanced teaching and learning methods

Media Lab has different approaches in teaching and learning. Its education emphasises problem-based, constructive and community-oriented learning. The goal is to form a multidisciplinary professional community where knowledge, skills and understanding grows out of shared expertise. The structure of the education makes for informal communication between students and teachers and there appear to be interactive brainstorming, where ideas and information flow freely between students and teachers.

The traditional lectures are often linked to practical work and students are encouraged to do teamwork. They are also expected to take responsibility for sharing knowledge and setting their own educational goals. Learning is project-oriented, where practice is combined with theory according to the philosophy of "hands-on with minds-on". There is close cooperation between research and the M.A. programme, which is very much appreciated by the Evaluation Team. It helps students to formulate their research in a new way and to get excited about it.

The teaching personnel are active in promoting new ideas on teaching in the field. The Lab uses its own Intranet tools and strategies for communication and learning. Other forms of teaching are seminars, interaction between students and teachers, foreign lecturers and teamwork. It is also good that there is a lot of teaching in English, as well as many international visiting lecturers. In their feedback, students rated the quality of teaching very high. They think that the education has helped them to grow as human beings and they have also learned thinking skills. They are also satisfied with the profession they get through education. On the other hand, they see that there could also be more theoretical studies and literature in the curriculum. According to the students, the ITC facilities are good, but other basic teaching facilities are insufficient to some extent.

Representatives of working life think that the structure of the curriculum and the level of education Media Lab's strengths. Furthermore, they find that the students are very creative, artistic and self-confident. Students have teamwork skills and also good experience of working life. However, the working life representatives are worried about students' basic technical skills. They find that

there is no guarantee that everyone has the basic skills needed in working life. Students also lack knowledge of real work, which includes timetables, projects and different phases of processes.

There is no one general assessment method used in the Lab. The assessment of learning depends on the nature of the subject in question and the set aims of the course/project etc. Students are encouraged to assess their own work during studies and self-assessment is an ongoing process throughout studies. Self-criticism is practiced in both group critique sessions and individual tutorials. To aid reflection on project work, some teachers encourage the use of learning diaries. In the Lab's web-based Future Learning Environment (FLE2) the learning process is designed to help students increase their meta-cognitive skills and self-assessment takes the form of a summation of the dialogues and collaborative activity carried out.

Well-functioning tutoring

There is an introduction period for new students, which includes 6 weeks of orientation and course presentations. One of the aims of this period is to introduce the students to the personnel of the Lab and its working environment, resources and systems. According to the students, this very intensive orientation is a good idea and students feel that after that they are well prepared for their studies. After this orientation period, general guidance is given by the Lab Amanuensis. Guidance materials are constantly available on the Lab's Intranet. Academic guidance is generally provided by the professors individually and in tutorials at the request of students. Since there are many options and different projects going on, careful tutoring is needed. The teacher tutoring works well at the Department and it enables students to get feedback on an ongoing basis. The students are happy that informal communication at the Department is easy.

Cooperation and networking on the national and international levels

So far the management have not seen reasons to start wider collaboration with other educational institutes outside the Helsinki metropolitan area. The policy has been to offer and encourage students to study their minor subjects in other institutions in the Helsinki area. One reason for the modest co-operation is the intensive curriculum of the two-year M.A. programme.

Co-operation between Media Lab and other UIAH departments include: minor subject studies provided by Media Lab; shared courses and workshops; staff training in new media and teaching methods. The staff feel that internal co-operation within UIAH is a question of personal contacts. There should be some kind of structure or strategy for intensifying internal contacts. The Evaluation Team sees that the current structure does not support people in co-opera-

tion and interdisciplinarity, which are the stated aims of Lab's internal development.

Although the Department has few national networks, its international co-operation is outstanding. International co-operation is one of the Lab's most manifest strengths. There are many forms of international contact, such as teaching in English and many international visiting lecturers. It would be worthwhile to consider offering students opportunities for voluntary internships abroad because the new media field is so international.

International networking is used both in education and in research. In research the Lab has been playing a growing role as a partner in research projects and in research networks at the European and Nordic levels in recent years. The Lab's M.A. programme in New Media was revised in 1995 as part of the EMMA (European Media Masters) programme, a collaborative effort of 9 similar faculties in art and design institutions in 7 countries.

Cooperation with working life

The Lab co-operates with working life on two levels: in the scope of M.A. programmes and in R&D. R&D activities arise from the work of the various research groups. M.A. students have many possibilities for collaboration, in individual projects or within larger group productions. The Department has organised its own alumni network, which is quite rare in Finland.

The participation of working life in education takes the form of collaborative study projects and the use of external experts as part-time teachers and industrial experts in curriculum design. Another channel of influence is the representative of a leading new media company on the Lab's governing board.

According to working life representatives, there would be more potential for wider co-operation, because at the moment Media Lab does not have the effect it could on the branch.

Quality management and enhancement

The Lab's governing board is ultimately responsible for the Lab's policies and for proposing measures for the improvement of education and research. Other active groups include the education planning committee OPS, and the Lab's research board, which is composed of the leaders of the Lab's research groups and the professors.

Continuous evaluation of operations is expected from individual teachers and researchers, who report to the Lab's director on a regular basis. In this way immediate problems can be dealt with before they grow into crises.

Students are involved in curriculum development on an ongoing basis on the OPS which has several student members. Students are also represented on the Lab's governing body but, on the whole, students have not proved to be very interested in the administrative aspects of the Lab. They show more interest in matters directly related to their own work in the Lab and in the planning

of new facilities and premises, for example. The students have clearly communicated their opinions on the official level and are encouraged to submit their own proposals to the Lab's governing body. Feedback forms are not in use, because students prefer to give and get instant feedback.

In the EFQM quality management system to be adopted by it as from October 2001 on the initiative of the UIAH administration, Media Lab has a new methodology to integrate into its established quality management processes. The Lab welcomes the move from result-based to quality-based evaluation.

Strengths

- The combination of research and practical skills in the “hands-on with mind-on” philosophy
- Open atmosphere and informal communication between teachers and students
- Cross-disciplinarity and a culture of collaboration
- Flexibility in the curriculum
- International contacts
- Attractiveness of the programme to Finnish and international students
- Highly motivated teachers
- External funding
- Alumni network
- The ability to benefit from advanced students, who work while studying: Students are involved in teaching.
- Orientation period at the beginning of the studies for new students

Recommendations

- As students have very different backgrounds, there should be a system to ensure that all students acquire basic technical skills.
- More technical support is needed to ease the personnel's workload.
- More opportunities should be provided for students to do their internships abroad.
- The culture of interdisciplinarity ought to be improved within UIAH.

4.8 University of Helsinki, Department of Communication

Educating communication specialists with a wide range of expertise

At the University of Helsinki Department of Communication is part of the Faculty of Social Sciences. The University of Helsinki has had communication as an independent subject since 1968. Before this, communication was under the responsibility of political science. Since 1975, when the Faculty was awarded

an associate professorship, it has been possible to study communication as a major subject. The Department has had a full professor in communication since 1978.

The aim of the Department is to achieve internal synergy between scientific research, teaching and social engagement. The Department has a broad perspective and aims at educating communication specialists with a wide range of expertise, generalists with an understanding of communication and change. The education tries to combine journalistic and organisational understanding with a wider social science viewpoint. The Department has a good reputation and is well respected in working life.

The objectives set by the Department especially for the years 2001–2003 are to increase teaching, research and administrative resources; to intensify post-graduate studies; to improve the facilities for research at the Department; to initiate new means of generating income; and to intensify co-operation with partners.

From the beginning, the general theory of communication has been at the core of the education. Research and teaching are extensive, covering the field from intrapersonal and interpersonal communication to organisational communication and PR and to mass communication. Professional training has a lesser role in communication studies.

The Department attracts a large number of applicants. It admits 30 degree students through the entrance examination, which is only 5% of the applicants. The gender imbalance is obvious, 90 percent of students are female. The Department should explore ways to improve the situation.

Broad and generalist approach

The Department gives general education in communication, and the teaching is not divided into separate degree programmes or lines. The research carried out at the Department can, however, be roughly divided into three categories: mass media, organisational communication and media culture. These are approached from the viewpoint of power, publicity, network-mediated communication, women's studies and intercultural communication. The division mainly results from the individual interests of researchers. According to working life representatives, the new media and information management should be stressed more in education. They find that education is too much focused on the organisational level and not enough on mass communications. The theoretical and analytical orientations are positive features. A broad and generalist view is valued in working life ("head is important, hands useful").

The focus areas of the Department are to promote a broad understanding of media culture and to develop the new media sector. Most of the students applying to the Department of Communication are aware of the general approach, but the focus could still be defined more clearly.

Students majoring in communications can take a lower university degree (Bachelor of Social Sciences) or a higher university degree (Master of Social Sciences). The latter one is the main path. Post-graduate studies lead to the degree of Licentiate of Social Sciences and Doctor of Social Sciences.

The aim of the basic studies is to familiarise the student with the main concepts and theories of communication and the social control of communication. Another aim is to analyse the media, media texts and organisational communication in the social context. At the intermediate level, the aim is to learn to master the main concepts of communication. The intermediate level includes studies in modern approaches to communication research, media institutions and the history of communication research. The aim is to emphasise communication practices and research into those practices. The unit teaches basic theoretical and practical research skills. In advanced studies, students specialise in some intellectual and scientific aspects of communication, deepening and broadening their knowledge of communication theory and analysis. The advanced level familiarises with the application of research methods to communication and develops a critical approach to research, qualifies for communication research and provides a foundation for doctoral studies.

Research has a central function at the Department. The combination of teaching and research is important for the Department, which has developed a good practice: students who so wish can do a part of their studies by participating in the research projects of the Department. The Communication Research Centre, CRC, has a specific programme, which includes a project for studying comprehensive changes in and issues concerning communities. Both basic research and applied research projects are carried out at CRC. The Evaluation Team find it very good that the Department collaborates with other departments in research; multidisciplinary research projects bring synergy to the strategic development of the Department.

Personnel

The Department of Communication aims at realising its vision by combining scientific research, education and social participation. The synergic operations model requires various qualities from the personnel, such as solid mastery of research, capacity for good and inspiring teaching, meaningful influence in society, networking capabilities and the ability to co-operate within different experts, as well as motivating and inspiring relations with students.

The teaching staff at the Department are academically and professionally highly qualified. There are eight teaching posts and 10 docents and 15–20 part-time teachers each semester. The staff are active in public administration and in private sector, holding different advisory functions. The teachers are eager to develop co-operation with universities and other institutes both nationally and internationally.

The Department of Communication supports the development of its employees' professional skills. In its Financial, Personnel and Action Plan the Department has undertaken to support researchers by awarding travel grants for international conferences; by improving research prerequisites, for example by means of a paid 3-month study leave granted each year to one of its teachers; and by publishing research reports both in international publications and in the Department's own publication series. Still, the teachers feel that they are in a "conflict" situation: they are trained as researchers, but do not have time for research. They find it difficult to combine teaching, their own research and professional development. Another problem is that the Department produces many PhDs, but most of them cannot continue their academic careers at the Department.

The majority of the teachers lack formal pedagogical qualifications, but there are plans for improving the situation. The greatest personnel problem is the hard pressure on the teachers. There is not enough time to participate pedagogical courses. The workload of staff should be renewed and a strategy for staffing in the Department developed with the intention of stabilising staff posts. That could also make the long-term planning easier.

Small-group tuition supported by the strong research infrastructure

General communicative and interactive skills, i.e. writing, speaking, presentation, negotiation and group work skills, are practised in different phases of studies on the pass/fail principle. Skills in processing information and solving problems as well as leadership skills are learnt in small-group tuition and seminars. Specific leadership development courses have also been arranged in the recent years.

In addition to the theories of communication, teaching is also based on the theories, concepts and methods of other social sciences, the humanities and behavioural sciences. In all phases of the process learning is promoted on a theoretical level and with practice connected with theory. Theory and practical work are combined especially on practice courses of communication, in the compulsory 3-month work practice, in the tutoring module and the course on research of communication. Practise courses on news work and current affairs work in television and courses in digital radio production include studio work. Students have the opportunity to make choices in their studies by selecting from a wide range of minor subjects. There is an increasing opportunity of specialising, choosing practical and interdisciplinary studies within the faculty and in other faculties and also in other universities and polytechnics.

Representatives from working life regard the Department to be of high esteem with students ability and skills meeting the needs of the work place, which demands good analytical and communication skills. However, they feel that graduates could improve their practical skills and they should have some practical studies included in the curriculum. The new media skills seem not to

be good enough and the Department should consider the training of these skills. Another problem related to the content of studies is the relation of the pre-oriented studies and the journalistic studies. The difference of the two very different parts of communication sector has to be made clear. The diversity of the course by their content can be very big.

Students are highly motivated and benefit in their learning from small-group seminars and tutoring offered by the Department, which is supported by a strong research infrastructure. The traditional, informative 'mass lecture teaching' is quite common at the beginning of the studies due to large numbers of students, but later the portion of small-group tuition increases. Later in studies the courses based on students' independent work include the pro-seminar of intermediate studies and the thesis seminar of advanced level studies. The Department has demonstrated innovation in network based learning methods building an experience developed over a number of years. Since 1997 many teachers of the Department have placed their course materials on the net. The opportunities of work group programmes (WebCT and BSCW) have been experimented on few courses. Students feel that it is good to have lecture notes in the web and they feel that it is a challenge to the lecturer too.

The Department carries out surveys every few years, which map students' satisfaction with education. According to the surveys they are satisfied with their ability to work independently and have practice courses and seminar work. Students are especially satisfied with the fact that the teaching does not emphasise literature examinations but teaching taking place in small groups. According to the surveys students consider that their competence in practical working life is not sufficient and that studying scientific theories had been emphasised too much. In the interviews during the site visit the students brought out that they are worried whether their studies match with the demands of working life. Students would like to have more practical courses, because they are afraid that they will not have the sufficient qualifications for the special requirements of working life. In general, the Department should take this message seriously and give students more opportunities to have contacts with working life.

Assessment of learning

The following methods are used in assessing learning: lecture examinations, literature examinations, take-home examinations, group examinations, summaries, essays, learning diaries and portfolios. The assessment principles of courses, examinations and study modules are detailed in the student's guide and on the net page of the Department.

On many courses students keep a learning journal in which they reflect to their own learning and learning process. On some Communication courses peer assessment is put into use, i.e. in addition to assessing their own produce students assess the work of the other students in the group. Students also assess their own learning with the help of course feedback forms.

It seems that the assessment scale is functioning well, but the assessment criteria should be developed and assessment principles of courses should be clarified and standardised. There is no coherent system in place in which feedback is given to students after they have completed a course of study or after assessment. Especially qualitative feedback is needed. Feedback is very important especially from the point of view of students' support and guidance, In the interview of teachers it came out that teachers feel that there are enough opportunities to give feedback but students are not so eager to receive it. It seems that the present assessment scale is functioning well, but the assessment criteria should be developed and assessment principles of courses should be clarified and standardised.

Student support and guidance

General guidance is offered to students of Communication by the Student Adviser's Office in the Faculty of Social Sciences and the Department of Communication. The students' guide includes general guidance in the study of Communication, e.g. guidance on examinations, grades of passed courses and assessment principles. Amendments and additions to the teaching of communication in the student's guide are published on the net pages of the Department.

In the last few years the Department of Communication has increasingly contributed to the guidance of new students. Teacher and student tutors in pairs guide a group of approximately 7 students. The Faculty arranges a period during which basic information on the subject, the course of studies and, among other things, placement in working life is offered as well as answering the students' questions. During the period of orientation each new student is given a personal study plan in co-operation with the student and a teacher-tutor.

All teachers at the Department of Communication give academic and study guidance at the consulting hours, in connection with teaching and by e-mail and the phone. The student's own teacher-tutor supports the student in choosing courses and minor subjects. The faculty as well supports the students in choosing their minor subjects by arranging information meetings about different choices of minor subjects. The Department arranges regular discussions in which questions about studying, the study programme, graduating etc. are handled.

Students feel that there is enough guidance in the beginning and in the end but the situation in between could be improved. There should be more time to guide especially the major students in the academic questions. The teacher tutoring is a splendid system for academic guidance and the practice of doing personal study plans for the students is very good. As the Department is fairly small, the atmosphere between the students and their teachers is warm.

The Department of Communication has no specific career guidance or career officer. This is an issue, which should be discussed, because it came out that students would like to get a better picture of working life and to be more prepared for it.

Students benefit from the good network of the Department

The Department has a good network and students benefit from it greatly. It has a leading role in promoting national co-operation in developing the field at the higher level.

The Department of Communication has been developing network-based study modules. With small networks the Department has made the teaching and research of communication more versatile. The Department has carried out student exchange with the Helsinki School of Economics and Business Administration and the Espoo-Vantaa Polytechnic for several years. Students choosing the exchange programme of the Department can take 12–16 credits. Contracts guarantee a place for up to 20 students each year. The Department also co-operates with the Department of Photography and the Department of Graphic Design and Illustration at the University of Art and Design Helsinki. The department has good relations to the polytechnics in general and it does not seem there is any competition with polytechnics.

The Department of Communication is involved in several teaching development programmes carried out through co-operation with the faculties and departments of the Helsinki University.

International co-operation and networking

The Department has bilateral Socrates contracts with 7 European universities. The Department also belongs to the Nordplus 'Media och kommunikation' network. The aim is that during their studies all students who wish to do so should spend at least one semester at a foreign university. In addition to student exchange the Department has contracts on Socrates teacher exchange with the University of Amsterdam and the Rene Descartes University. The amount of student exchange places is a bit limited in relation to the number of the students. The possibilities for the teachers to take time for teacher exchanges could be more flexible.

The Argonaut Study programme is a continuing, international programme (25 credits, i.e. 50 ECTS credits) in which students from European partner universities, from Finnish partner organisations and from the Department of Communication can specialise in issues concerning information society and modern communications technologies. Argonaut consists of special courses, seminars and workshops. One of the basic ideas is the close connection between university-level education and real-life, grassroots level activities.

There is evidence that the Department has a clear ambition to increase the international co-operation and networking although there is no clear strategy for internationalisation. It is recommended that more systematic work could be done for internationalisation.

Cooperation with working life

The Department co-operates with working life throughout the curriculum. In connection with lower and higher subject studies, representatives of institutions visit courses and some of the teachers of practice courses are representatives of working life. Another form of co-operation is the newly established Alumni system, which will provide a good network for the Department.

Students have carried out research commissioned from outside through their student organisation Media ry. in which teachers of the Department have also worked as tutors. The personnel of the Department has participated in the work of different committees. Individual work modules have been arranged, among others, with organisations of the third sector and organisations in the world of work that need further professional education (the PD programme of communication). Master's theses are continuously written in co-operation with organisations either on the initiative of the organisation, or the on the initiative of a student working there.

The English-language study module Argonaut was originally constructed in co-operation with representatives of working life (year 1996). They participated in both planning the study module and in the actual instruction in the roles of teachers and students. The network of co-operating partners consists of 22 organisations representing the field of communication. The study programme has been developed in such a way that participating in it benefits also students coming from the co-operating partners.

Links with working life could be improved to increase students understanding of future career opportunities. Students felt that more help could be given with their studies so that there is better match between their studies and the opportunities available to them in working life

Good quality work for the development of teaching

The teachers, researchers and administrative personnel of the Department hold a two-day strategy seminar every two years in order to discuss the vision and activity strategy of the Department. This meeting also functions as the basis for the Financial, Personnel and Action Plan for the next planning period. Twice a year more small-scale, half-day development seminars are held connected with topical issues. The teachers and students have an informal meeting twice a year in order to discuss current issues concerning curriculum and the studies.

The degree requirements are made for two years at a time. A curriculum working group is gathered at the Department, with the administration officer, some teachers and one or two student members. The task of the group is to draft the reforms to the structure of degree and the curriculum on the basis of the teachers' experiences and the feedback gathered from the students. Feedback is collected in several ways: with questionnaires in connection with cours-

es and examinations and through a feedback discussion at the end of the courses. Suggestions of the working group are presented for comments to the monthly department meeting in which teachers of the Department, researchers and students are present as well as a representative of teaching of communication at the Centre for Research and Continuing Education. The steering committee of the Department approves of the suggested amendments and makes a proposal to the Faculty.

In 2000 a teaching development committee was established at the Department. The committee holds a meeting 3–4 times per semester; its members are teaching and administrative personnel of the Department and one representative of students. Its objectives are to exchange teaching ideas and examples of good practice between teachers, and to promote mutual feedback between teachers and students. The Evaluation Team sees that the teaching development committee is an excellent example of systematic development of the teaching.

In the Department there is a strong student union, which takes care of students' rights. The student body of the communication students is active in discussing actual themes with the representatives of the Department and the students are represented in the different committees of the Department and the faculty. Still according to the surveys carried out by the Department students' opportunities of influencing their studies and the contents of their studies are not sufficient. The mechanism for handling and processing student feedback could be improved to ensure that their views are represented and acted upon and contribute to the development of programme

Strengths

- Good reputation and well respected in working life
- Qualified teachers
- Positive attitude towards teaching (also among researchers)
- Wide range of opportunities to choose minor subjects
- A lot of small-group teaching for major students
- Network based learning methods
- Open atmosphere in the Department and good relationships between students and teachers
- Teaching developing committee provides with good opportunities for students to participate in the development of teaching and learning
- Good employment situation of graduates
- The Alumni network

Recommendations

- The focus areas could be more sharp and more clearly defined.
- To lighten teachers hard workload more people should be able to recruit.
- Teachers' should be encouraged and more realistic opportunities should be given for teachers to participate in pedagogical education.
- More qualitative feedback for students of assessment is needed.
- The department should provide students more contacts with working life to increase the knowledge of the requirements of working life.
- The recruitment strategy of the students ought to be reviewed to improve the gender imbalance.

4.9 University of Jyväskylä, Department of Communication

Three effective programmes with wide knowledge on the field of media and communication

The Department of Communication offers three full programmes: Journalism, Organisational Communication and PR, and Speech Communication. The Department of Communication was founded in 1985. The Speech Communication Programme started in 1982, the Journalism Programme in 1987 and the Organisational Communication and PR programme in 1996. According to the Department strategy, Intercultural Communication will be offered within the next few years. In matters of substance, the programmes are independent, but co-operate where it is of mutual benefit. The secretarial and technical staff works at the departmental level, and the facilities are used by all programmes.

The Journalism Programme is the youngest university level journalism programme in Finland. It has a distinct professional objective: to educate new journalists for the media. Not only is the main emphasis practical, but the programme aims at providing the student with means for analysing the journalistic work process and its products. As an academic discipline the programme introduces the student to research and methodology of media and journalism research. The point of departure is academic-vocational, and journalism and research are perceived as parts of the same continuum. The Programme's research profile is characterised by an ambition towards concrete analysis of the development processes in the Finnish media system. Keeping high academic standards, the research aims at being of interest and use to different actors in the media field. Important focus areas are media history, relation of media to its public, religious communication and international news, the work of foreign correspondents and war journalism in particular.

The mission of the Organisational Communication and PR Programme (OC & PR) is to carry out research and train scholars, consultants and practitioners for organisational communication and public relations in business and non-profit organisations. The vision is to continually integrate the programme into

the European and international networks of university departments, academic and professional associations and organisational departments working with OC & PR in order to be able to anticipate developments in society and in organisations. The vision at the academic level is to conduct research in OC & PR which is relevant and of high quality both nationally and internationally. Research topics in the area include analyses of internal and external communication, marketing communication, stakeholder relations, organisational images and reputation, commitment to organisation, communication ethics and communication in intercultural interactions in international workplaces. According to the self-evaluation report, the OC & PR Programme is unique in the field, but for the Evaluation Team it remained somewhat unclear what the nature of this uniqueness is in comparison with the Department of Communication at the University of Helsinki. For the Evaluation Team it seems that the identity of the OC & PR Programme is not fully established yet and that the management and the personnel of the programme still have work to do with it. The OC & PR Programme could be more widely known in working life and among potential students.

To date, the Speech Communication Programme is the only university level programme of its kind in Finland. Its main aim is to produce and apply information on social interaction and thereby promote understanding and create opportunities for interaction through which individuals and groups can make their influence felt. The focus of the programme is to analyse and understand communication behaviour and communicative contacts and relationships between people, and to build and develop a theoretical foundation for speech communication. The core is in interaction and communication between individuals, whether in private or public contexts, face to face, or through various communication technologies. The Speech Communication Programme educates versatile communication experts for various sectors, such as education, business, administration, media, politics, and cultural life. Research in speech communication focuses on communication orientations, the learning and teaching of speech communication, communication in professional contexts, speech communication in the media, computer-mediated communication, and political communication. The ultimate target of the programme is to become a significant European centre of knowledge producing internationally valued research and innovations for European speech communication education. This target seems to be feasible, for the programme has a good international reputation and impressive contacts abroad.

As to the roles of polytechnics and universities in the field of media and communication, the Department sees that the role of the university is to conduct research and produce information, while the nature of the polytechnics is more technical. This means that there is a clear difference between universities and polytechnics: polytechnics educate professionals and universities educate experts. The management does not see polytechnics as competitors, but still feel that they have to think carefully where they stand in the educational field.

**More co-operation between programmes is needed
to make full use of the wide range of
knowledge areas at the Department**

The OC & PR teaching and research relates to organisations' public relations and communication in working environments. The programme focuses on the following themes: communication theory and research and persuasive communication; Internal communication in organisations; The theory and practice of public relations; and Applications of communication technology.

The focus area of the Journalism Programme is to train academically competent and vocationally skilled journalists for the traditional print and broadcast media and the new converged digital media. The overall objective is to provide basic skills in all media and a possibility to specialise in some specific area. With the special M.A. programmes, more attention is given to the challenges and opportunities inherent in the new technologies for journalism. In broadcast journalism, the programme co-operates with the Finnish Broadcasting Company, which operates in the same building.

The Speech Communication Programme aims at providing students with the tools for analysing social interaction. These tools include e.g. expertise in interpersonal relations, small-group processes, public speaking and organisational communication as well as in the personal, interpersonal, social and cultural factors affecting communication behaviour and situations.

All the programmes of the Department have ambitions to give both practical and research oriented education. In Journalism Programme the point of departure in all the instruction is to intertwine research, critical discussion on journalism in the professional and academic communities, and the development of research and journalistic procedures. In OC & PR research projects and teaching are also closely linked. In Speech Communication, all the teaching staff are researchers. In this way students learn about latest research and can take part in their teachers' research projects.

In addition to the degree (B.A./M.A.) programmes, there are two-year Master's programmes in Journalism (since 1999), Organisational Communication and PR, and Speech Communication (both since 2001). In addition the Department offers The Master's Programme in Intercultural Communication and International Relations (ICIR) and The European Master's Programme in Intercultural Communication (EMICC) (both since autumn term 2001). The European Master's Programme, which is on offer in seven European universities, is co-ordinated by the University of Jyväskylä.

The Evaluation Team paid attention to the organisation of the Department. All the three programmes operate rather independently and they seem to be well co-ordinated. According to the management, the idea is that every Programme is different, because differences between the programmes are more rewarding to the Department than similarities. In other words, they find that the different core areas make the identity of the Department. Despite their

separate nature, the programmes can clearly undertake joint projects with great results. Still, it seems that the Department could benefit more from the synergy. The relations and information between the programmes could be improved; this would facilitate co-operation both in management and at the personnel level. Students should have more opportunities to take courses from other programmes.

Motivated and satisfied personnel

The personnel of the Department is highly qualified and very active. Many of them are leading national experts in their fields. The teachers are generally satisfied with their work and have a positive attitude towards teaching. They not only seem to feel that teaching is rewarding but are keen on developing it.

The Journalism Programme personnel include both experienced journalists and academic media researchers. Their pedagogical competence is mainly based on by teaching experience. However, the staff has participated and is encouraged, within the financial resources of the programme, to participate in courses and seminars arranged for instance by the Nordic co-operation group of journalism education units, the European Journalism Training Association (EJTA), and national organisations.

The OC & PR personnel are academically qualified and have wide experience of teaching at universities and other institutions, but the Programme has limited resources for staff development. Members of the personnel take part in international conferences either with external financing or at their own cost. At the moment the programme can offer no incentives for professional development.

The personnel of the Speech Communication Programme is very active in co-operation with universities and working life at home and abroad. They all have pedagogical training and take a keen interest in university pedagogy. They regularly attend seminars and conferences on university teaching. All the staff are also active researchers and have opportunities to participate in at least one international congress each year.

The Department has quite a small staff, although it has been growing rapidly in recent years. They currently number 40, of whom seven are professors. The personnel's work load is too high in general, because the number of students has grown very much and the administrative and student counselling duties have increased. The personnel sees that the division of labour should be reconsidered because of the different interests of the personnel. In addition, the personnel would like to have more opportunities to do research. The salary level is also a problem, as it is in all Finnish universities. The Evaluation Team finds there is obvious need for new human resources, especially administrative support. The use of part-time teachers would be one solution to the heavy workload of the personnel. It is very positive that the Department has started a stress reduction and well-being project with a health-care company MediVire.

Teachers are keen on improving their pedagogical skills, although the Department's staff development is not yet very systematic. It is positive that a teacher attending pedagogical courses has a lighter teaching load for the duration.

Rapidly growing student number

The number of new students entering the Department used to be around 60. In 2001 the number soared to 120. This was due to the new two-year Master's programme. The intake will grow further in 2002 when the M.A. programmes admit more students. All programmes have two-phase admission system. The first phase of the Journalism Programme's admission a literature examination and the second consists of a group discussion and an individual oral presentation. In Speech Communication the candidates first do assignments using either written or video material and then have an aptitude test with group and individual tasks and an interview. Two-phased entrance examinations are not very common in university admission in Finland.

The Evaluation Team got the impression that the students at the Department are satisfied with the education. The atmosphere is nice, and the relations between students and teachers are good. There are four student associations: Lööppi (Journalism), Comix (Organisational Communication and PR), Parku (Speech Communication) and Enosis (Intercultural Communication), which actively contribute to the development of the Department. Graduate employment rates are rather high. It is common for students to gradually start working full-time before graduation.

Teaching and learning

Good interactive skills are required in Speech Communication. Knowledge and skills are also needed in presentation, teamwork, communication technology and social relationships. It is possible to take optional courses in problem-solving and managerial communication. Students develop skills in seeking and critically evaluating information on various research methodology courses. The advanced level includes four credits of work practice that is usually completed in off-campus working life, but which can also be done in one of the Department's research projects. The programme has a total of 11 credits of optional courses. Theory and practice interlink throughout Speech Communication studies. In the programme it is considered crucial to base teaching on research. The curriculum is built to focus on practical courses during the first years and on the theory later.

The Journalism Programme is geared to build up professional competence in journalism and researching. The aim is to combine theory and practice. The professionally oriented courses include theoretical aspects and the matters discussed on the research courses are often relevant in terms of the profession. The students' ability to apply theory in practice is often tested during the in-

ternship period, usually after the first year of study. In the professional cycle, the first-year courses are common to all. In the second year, students choose two courses from four or five possible. This enables it to concentrate on print media or broadcast media or a combination of both. The programme also includes 11 credits of optional courses, which enable the students to build up their qualifications further. The representatives of working life find that Journalism students have good basic skills, but they lack editing skills. They see that after two-three years students are still learning and are more skilled in technical than content matters. It is difficult for young people lacking content and societal knowledge to have a deep understanding of society.

The basic transferable OC & PR skills are information and communications technology (ICT) skills and foreign language skills. The basic subject knowledge relates to the theories of public relations, organisational communication, marketing communication, persuasion and advertising, and to communication technology and knowledge management. The aim is to intertwine theoretical knowledge systematically with actual organisational practices at all levels. Teaching is based on research.

Overall, the students are very pleased with the teaching they get at the Department. The programmes need to develop more courses with each other, because students would like to be able to combine courses from a larger selection. The curriculum of the Department could also include courses on other aspects of the media field, for example media economics, which working life representative think would greatly benefit the students. It seems that the wide range of know-how and synergy of the big Department have not been fully identified and utilised.

According to working life representatives, the students' writing and language skills could be improved and there should be more courses developing these skills. They think that people in the field of media and communication should be able to speak at least two foreign languages.

Learning and teaching methods and facilities: The strength in the teaching and learning at the Department is small-group teaching. There is a great deal of small-group teaching, which students greatly appreciate. Other forms of teaching and learning are traditional lectures, workshops, practice courses, web courses, fieldwork, personal tutoring and project work. The Department also has a lot of web-based material and courses.

In 2000, an Internet television was founded on the initiative of students and the Chair of the department. VISIO transmits news and features on the Internet, using streaming video. The content is produced by students of all Programmes. The project is run by students in collaboration with the PR office of the University of Jyväskylä.

The Department has fairly good facilities, available to both students and personnel. The Department is fully digitalised and students have access to computers and other equipment. The Department of Communication is located about two kilometres from the main campus, which causes some difficulties for

students who have to attend minor subject lectures in the campus area. There is no bus service or other means of transport between the University and the Department. The University Library has a branch library in the building, offering a collection of books and journals of interest to communication students and researchers.

Assessment practices

The most common assessment methods at the Department are examinations, evaluation discussions, self-evaluations, peer-evaluation discussions, and learning diaries.

There is a lot of small-group teaching at the Department, which makes personal feedback possible. In the case of small-group teaching, students are satisfied with the feedback, but feel that they do not get adequate feedback from visiting lecturers. Students find that the feedback problem is worst for those writing their thesis. It seems that there are differences between the three Programmes in feedback: In Speech Communication students get a lot of feedback, but in the OC & PR students feel that they do not get enough feedback.

Self-assessment practices are used especially in the Speech Communication Programme, where students assess their own learning on each course. On many practical courses students assess their own performance, as self-reflection has been found to improve speech communication skills. In practice, self-assessment means written or oral assessment of one's own performance. Video and audio feedback are used, as well as exercises or learning diaries, in which the students write down their goals and how they have achieved them. On some courses, students grade their own learning; this and the grade given by the teacher form the final grade.

Student support and guidance

There are many practices for student support and guidance in the Department. Each Programme has a curriculum, study information booklets and www-pages, where students can find the basic information concerning the teaching in their programmes. Information and orientation meetings are held at the beginning of the academic year. The senior assistants are mainly responsible for general and academic guidance. Tutors are also an important part of the support and guidance system. Tutors are older students who have recent experience of the courses which the newcomers are going to take. They are volunteers, and they are paid a small fee by the university.

In the Speech Communication Programme each student has a teacher-tutor, who assists him/her in personal study planning. The guidance systems of the Speech Communication Programme is an example for the two other Programmes of the Department.

There are different systems for career guidance in the programmes. In Speech Communication Programme the teacher-tutors advise students in their career planning. Also, optional courses and their links to working life support students' professional orientation. The course 'Speech communication in working life', which supports professional development and in which students work in real working-life projects, seems to be a good practice and a good way to prepare students for work. In the Journalism Studies Programme, careers counselling is basically very simple, because the aim is to train journalists who can work in any media. Students become familiar with the different media and can therefore plan their future according to their own preferences. In the OC & PR Programme the careers counselling is especially given on the course "Professions and entrepreneurship in the communication field". Further, career planning is supported by visiting lecturers from companies or non-profit organisations.

Cooperation and networking on the national and international level

The most important national network for the Department is the "University Network of Communication Sciences" (full-length communication programmes in all the Finnish universities). The network provides ample opportunities for collaboration both in teaching (e.g. web courses) and research (e.g. research seminars for graduate students). The Department frequently arranges national and international conferences in the communication field. Co-operation with the polytechnics providing higher education in media and communication field could be further developed.

In addition to the networks and contacts of the Department, all the three programmes have their own national and international networks. There is also co-operation with other departments of the University, e.g. with political science and sociology. The Journalism Programme has many international partners both in the Nordic Countries and elsewhere in Europe. At the Nordic level the "Nordic cooperation committee of journalism education units" is very important for the programme. The relatively similar societies and relatively similar problems in journalism education make the Nordic experiences often applicable in the neighbouring countries. At the European level, the Programme is a member of the European Journalism Training Association (EJTA) EJTA arranges student exchanges between European journalism training centres and organises Euroreporter projects in which students and teachers from many countries work together in journalistic projects, learning about each other's cultures. The Erasmus/Socrates programmes offer continuing exchanges for both students and teachers. It seems that the Journalism Programme has extensive student and teacher exchanges both at the Nordic and the European level.

The OC & PR Programme has many international partner universities both for student exchanges and personnel co-operation. Students can participate in a

large number of exchange programmes organised by the programme, by the Department and by the university. Students take actively part in international student conferences in other European countries. The OC & PR Programme co-operates with the San José State University in the form of teacher and researcher exchanges, postgraduate education and international conferences. OC & PR has also been active in organising scientific conferences in its field. At the national level, the programme co-operates with the Department of Communication of the University of Helsinki (graduate seminars in organisational communication) and with the University of Jyväskylä Schools of Economics and Information Technology. The programme also co-operates with Jyväskylä Open University.

Being only programme of its kind in Finland, the Speech Communication Programme has very good contacts to international institutions. The programme has close links with the U.S. National Communication Association. It is very positive that all members of the Speech Programme staff have an opportunity to visit at least one international conference annually. All students have access to a broad selection of international student exchanges with many countries and universities. The foremost Finnish partner for the programme is Prologos, the Speech Communication Association. Other partners include the Faculty of Theology at the University of Helsinki, Jyväskylä Open University and the University of Lapland. Within the University of Jyväskylä, the most important partners at the moment are the departments/programmes of Finnish Language, Literature, Political Science, Digital Media, Centre for Applied Language Studies, Institute for Educational Research, Faculty of Information Technology, and Agora Center (a new interdisciplinary department has recently been formed), a multidisciplinary research centre.

Cooperation with working life

The Department has good connections with working life and working life representatives are relatively pleased with the graduates and trainees from the Department. Students' internships and Master's theses are the basic forms of co-operation with working life.

The OC & PR Programme has co-operation with both private and public organisations (e.g. Inforviestintä, TietoEnator, The Central Association of the Finnish Metal Industry, Ministry of Commerce and Industry, Centre for Environmental Affairs, the municipality of Jyväskylä). The programme also has an Advisory Board composed of experienced professionals and representatives of business and public organisations.

The Journalism Programme has very good relations with the Finnish Broadcasting Company YLE, which is situated in the same building as the Department. One problem raised during the evaluation visit is that some technical facilities and editing programmes used by YLE and the Department are not compatible, which causes some difficulties for the students. The programme

takes part in biannual "Consultative Meeting on Journalism Education" for representatives of the three education units and working life. The Meeting functions as a national advisory group and discussion forum.

The most important partners for Speech Communication programme in the public sector are the National Board of Education, the City of Jyväskylä, the Central Finland Health Care District, and the Finnish Broadcasting Company. Nokia and Sonera are the most important business partners. The programme co-operates with the public and private sector bodies in organising two courses, 'speech communication in working life' and 'Speech communication expertise', which are geared to prepare students for the labour market.

Quality work

The management of the Department of communication see that the measure for quality is graduate placement. In their opinion, quality management must take the job markets into account, involve the personnel and look at quality in the international context, too.

The Department develops its strategic planning continually. One concrete result is the new intercultural M.A. programme. The Department has also succeeded in raising extra funding, which facilitates its development.

The personnel of the Department meet regularly every other week to exchange information and discuss topical matters. The Department also has ad hoc working groups or task forces, e.g. an information and web group, an ITC strategy group, and an office and support group.

The curriculum and course contents of the three Programmes are constantly developed and thoroughly revised every second year. The curriculum is made for two years at time. The whole staff meet to discuss the curriculum and the need for changing it or strategies. In the academic year 2000–01, the University of Jyväskylä undertook a project called Oplaa! to review the quality of teaching and student satisfaction. The Department was very active in the project and students did extra projects connected with Oplaa!. The Oplaa! project lead to several development discussions on the programme and department level.

During their site visit, the Evaluation Team got the impression that students can influence the development of the curriculum and their voices are heard. The students have three seats in the Department Council and thereby can formally participating in decision-making. All three programmes make efforts to get immediate and continuous feedback from students, but the collection and processing of the feedback could be better organised. In small programmes the relations between the teaching staff and students are informal, which makes feedback easy.

Strengths

- The Department has high ambitions in the field of media and communication and covers a wide area with its three separate programmes.
- The programmes are capable of carrying out joint projects.
- The Intercultural Communication Programme is a very good and innovative example of the strategic development in the Department.
- The Journalism and Speech Communication Programmes are well established.
- The Speech Communication Programme has a high international profile and good international connections.
- Students are very pleased with teaching, and teachers enjoy teaching and find it rewarding.
- A lot of teaching is given in small groups, which is highly valued by the students.
- When teachers attend pedagogical training courses, their duties are temporarily reduced.
- On the whole, the atmosphere is conducive to feedback, and students find it easy to approach their teachers.
- Students' internships are well organised
- The programmes have active co-operation with both private and public organisations.

Recommendations

- The joint mission of the Department should be more clear.
- The Organisational Communication and PR Programme has quite a low profile and should strengthen its role in the field.
- Interaction and co-operation between the programmes should be improved to draw more advantage from the synergy.
- There should be more opportunities for students to take courses from the other Programmes.
- Students' writing skills should be stressed more in the curriculum.
- The Department should try to lighten the personnel's heavy workloads.
- There should be more administrative support in the Department.
- The Department should explore ways to prevent the prolongation of studies.

4.10 University of Tampere, Department of Journalism and Mass Communication

Journalism programme with long traditions and clear aims

The Department of Journalism and Mass Communication (JMC) at the University of Tampere (UTA) belongs to the Faculty of Social Sciences. JMC has its roots in the Civic College founded in Helsinki in 1925. One of the first few programmes offered by the College was a Bachelor's degree in journalism – the first of its kind in the Nordic countries. In 1947 a professorship in “newspaper studies” was established – again the first of its kind in the Nordic countries, and journalism studies were extended to the Master's level. When the School of Social Sciences was transferred from Helsinki to Tampere in 1960 as part of the decentralisation of higher education in the country, Tampere received the status of a fully-fledged university.

Today the main mission of JMC is journalism education in both print and electronic media, including photojournalism and Internet-based new media. JMC does not merely offer professional training but takes advantage of the university environment to give the students an insight into social and cultural sciences at large. Secondly, JMC is committed to developing education and research in the general expertise of media and communication, including media policy, public relations, etc. Thirdly, JMC makes an important input into interdisciplinary programmes in media culture and media education as well as into interdisciplinary research on information society.

JMC is the oldest and biggest Programme in journalism in Finland and has an established reputation both nationally and abroad. Its international connections are exceptionally strong in the Finnish context. The Department has a long tradition and a clear aim to educate professional journalists and defend journalism in Finland. Its theoretical orientation is well-established and well-known and students have excellent job opportunities. The Department's consistent policy to combine different media and approaches such as information society and media education has proved to be the right approach.

In order to maintain its position in Finland and in Scandinavia, the Department should avoid being too professionally limited and give more stress to the academic side of journalism and criticism. Still, a comparison of JMC with the polytechnics in the same field makes it evident that the education provided by JMC is much more theoretically oriented than the polytechnic degrees. It is a good direction in development that instead of competing with polytechnics JMC has entered into co-operation with them. In their interview, representatives of working life pointed out that universities should be more active in defending professionalism in journalism. They agree that journalists should have an academic background. Representatives of working life see JMC's role as a kind of think-tank, which requires more active co-operation with working life and other institutions and contribution to social debate.

Theoretical knowledge, analytical orientation and practical skills

JMC offers studies at the Bachelor's and Master's levels and at the postgraduate level (Licentiate and Doctor of Social Sciences). Students majoring in JMC study for the Master's Degree in Social Sciences. Annually, 35–40 students take their M.A. degree with JMC as their major subject. Most of these study the professionally oriented Journalism Programme, but some specialise in theoretical and research issues. JMC also offers practical journalism education (B.A. level, with JMC as a long minor subject with journalistic orientation) for another 35 students recruited from inside UTA.

The main research areas and the strengths at JMC arise from the history of research on mass communication, its production, contents, and impacts on society. In this tradition, both journalism and other forms of new and old media are usually studied and taught as forms of public communication, i.e. they are investigated and evaluated as public representations. This ethos has been carried on both in traditionally strong areas of teaching and research (e.g. mass communication theory, structures of media industry, and international communication) and in more recent fields of interest (e.g. cultural studies, visual communication, environmental issues, public journalism experiments, etc.). A particularly strong focus in recent years has been on the challenges arising from new media technology for journalism, citizens' communication, visual representation, etc.

JMC's aim is to integrate journalism and communication in theory and practice. The aim is to understand and promote skills in the converging media world. According to the self-evaluation report, JMC wants to "defend demanding definitions of journalism" with a strong theoretical background and analytical approach combined with practical skills. The JMC policy is to encourage connections and synergy between ongoing research projects and day-to-day teaching at all levels of the curriculum. Most of the research projects include sections where student are actively engaged in fieldwork or problem-solving. Full time research staff also routinely contribute to various courses in order to deepen students' understanding of the role of journalism in society.

The JMC Department operates a local radio station, Radio Moreeni, in which JMC students can get practical training in and experience of live radio broadcasting. The Journalism Research and Development Centre conducts research related to journalism/media for various companies and institutions from the public as well as the private sector. The Department is also the national centre for Nordic Information Centre for Media and Communication Research (NORDICOM). Further, the University Network for Communication Science is hosted by JMC. The Department also co-operates in two Master's programmes (TiVeMa and EKJ), and a new M.A. programme on New Media Journalism will begin from autumn 2002. JMC also offers a tailored programme for future schoolteachers on media education. In co-operation with the Department of

Literature and the Arts, JMC also provides part of a 35-credit programme on Audiovisual Media Culture.

More attention to personnel's' pedagogical education

JMC personnel is highly qualified and motivated. Most teachers have a professional career in the mass media. The problem at the Department is a clear gender imbalance. All professors and the director of the programme are male. Because 86% of the students are women JMC should encourage women to become professors. According to the management, the Department tries to offer equal opportunity for both sexes but there is no special plan to better the situation.

The management find it difficult to recruit people who have both academic and professional qualifications. JMC's recruitment policy could be directed in a way that brings more "outside" perspectives to the Department. It is important to have more permanent and committed staff in order to ensure continuity at the Department. This is also the wish of the personnel, because permanent posts would improve motivation, ease the heavy working load and also facilitate long-term educational planning. If there were more human resources, it would enable every student to get guided education, which is not the case now.

The big differences in teachers' pedagogical skills should be taken seriously. JMC could encourage its staff to develop their skills and knowledge by also attending longer courses. The voluntary staff development system does not meet students' requirements for high quality teaching. However, members of the management do not see pedagogically unqualified teachers as a problem. They feel that teachers' academic contribution is more important than pedagogically highly qualified teaching. The personnel find the pedagogical courses very good, but often cannot find the time to participate in them. Some teachers even think that teaching can be learned through teaching, even if they are aware of students' high demands as concerns teaching. According to the students' interviews, students think that pedagogical skills of their teachers could be improved. All in all, more resources should be allocated to personnel's pedagogical training.

Contacts with journalistic practice are lively. Scholars and teachers are often interviewed in different media, they co-operate with the public administration and they act as experts in corporate development projects. The research staff and journalism teachers participate in national and international conferences to keep in contact with the latest developments. The staff publish scholarly papers in both national and international forums. A number of researchers are on the editorial boards of scientific journals and hold various functions in scientific organisations. The Department supports the personnel financially in developing and upgrading their teaching and academic competence.

Contents and practices of learning

The obligatory general studies in the Faculty include courses on foreign languages, data processing, statistics and methodology in social sciences. The methodological modules include basic skills on quantitative and qualitative research techniques. The Department of Speech Communication and Voice Research offers exercises in meeting and negotiation skills. Learning of group work and management skills is incorporated into subject studies. Students learn journalistic methods by working in small groups which simulate actual editorial practices in the media. Advanced studies concentrate on the student's ability to formulate research questions, to find and analyse research findings and to apply different research methods. These include a course on research techniques in communications, a preliminary seminar, lectures on the history of research in communications, thematic project studies, research methodology and a seminar for writing the Master's thesis.

Students are satisfied with the number of options they have and with the content of the courses, but not so pleased with the level of the courses, which could be more challenging. The quality and standards of courses vary a lot. To improve the situation, the descriptions of the content of courses should be organised and followed more systematically. According to students, mass lectures, which do not provide opportunities for discussions, are not good in terms of learning. They find that to get adequate skills for journalistic practice, students should get more teaching in small groups. The major students think that JMC could allocate more resources to their education, instead of spending them on courses intended for minor students. JMC gives basic orientation in media and communication for a great number of open university students. This is a central educational task for JMC. However, some major students find that it takes resources away from the teaching of major subject students.

One example of the combination of theory and practice in learning is the journalistically oriented Master's thesis project, which is being developed alongside the traditional academic M.A. thesis. The aim of this journalistic M.A. thesis is to innovate journalistic representations and to experiment with new journalistic methods. This M.A. thesis allows students to combine their personal motivation and interest in journalism with the curricular teaching and learning of journalistic practice.

To meet the standards of the field, practical journalism courses need expensive technical facilities. In the light of journalistic requirements, the technical equipment at JMC is modest. TV training is arranged in co-operation with local TV Tampere, but it is recommended that JMC also upgrade its own equipment.

According to the latest survey of the UTA Recruitment Centre (February 2001), nearly all journalism graduates (14) in the sample of 1999 UTA graduates had found jobs corresponding to their education. All journalism students had found employment. On the whole, working life representatives are satisfied with JMC graduates. Despite the students' good skills, representatives of working life think that the education ought to be more demanding and challenging

as regards professional skills. They also see that the field will need more generalists in the future. Journalists should be able to use a camera and edit, to have technical skills in addition to journalistic skill and to learn large entities. People should know how to research, to use and to acquire information; they should learn to argue and problematise. The future challenge will be cross-media competence.

Lack of self-assessment practices and learning assessment systems

At JMC learning is assessed in written exams, mid-course and end-of-course tests and discussions about learning and courses. Many courses are assessed on a scale passed/ failed. According to students, the courses should be arranged in a more reasonable and effective way, which would allow time for giving feedback. Usually the only feedback comes from fellow students informally. Course and assessment standards are not clear for students and they wonder whether such standards exist at all, because course contents vary greatly according to the teacher. Students would like to get more information and feedback in order to be able to improve their work and studying. It is recommended that the Department develop practices of self-assessment and systems of learning assessment.

Problems with guidance and communication inside the Department

According to the self-evaluation report, information and guidance are available on the web site and on the JMC notice board. In addition, teachers are encouraged to give detailed course descriptions of their courses, and every study module has a teacher who is responsible for giving advice on it. First-year students can attend an orientation course and a special course on study skills. The University Library organises training in the use of the library and its databases.

The subject association arranges tutoring for first-year students. Senior students' support and guidance constitute an important tool for new students' socialisation. A welcome party organised by the Department and the subject association is a JMC tradition.

Career guidance is given by the Union of Journalists in Finland, which accepts students as members. Students can also turn to the University Recruitment Service.

Despite of the arrangements described above, it seems that there are some internal communication problems, which may be due to the size of the Department and the large number of students. There are problems especially in tutoring, course information and information about the activities of the Department. Students find it difficult to approach teachers and professors. To remedy this, they would like to have student tutors as a link between students and professors.

Cooperation and networking within university and nationally

JMC co-operates with several other university departments and schools of media and communication studies. The partners include Tampere Polytechnic, Department of Art and Communication (lecture courses, co-productions on TV and radio), the University of Art and Design (a joint M.A. degree programme on electronic photojournalism) and the University of Jyväskylä, Department of Communication Sciences (joint M.A. programme on electronic photojournalism research and a “virtual” news room teaching project). JMC is also a partner in two national graduate school projects (VIVA – National Graduate School of Communication Studies and ELOMEDIA – Graduate School of Audiovisual Media).

JMC co-operates with several UTA departments and units: the Department of Literature and the Arts (modules with JMC for the Audiovisual Media Culture Programme), the Institute for Speech Communication and Voice Research (modules in speech training for JMC), the Language Centre (part of the Finnish-language studies at JMC), the Department of Information Studies (joint M.A. programme on Information Networks), the Department of Hypermedia (joint M.A. programme on Information Networks), the Department of Computer and Information Sciences (joint M.A. programme on Information Networks), the Institute for Extension Studies (national extension education for journalists, organised jointly by the Union of Journalists and media employers at various university centres for continuing professional education).

Very good international co-operation and networks

The Department has very good international co-operation and networks, which serve students and teachers. The co-operation and exchange arrangements with foreign universities are based on both bilateral and multilateral agreements, notably with the Nordic countries (NordPlus), Russia (Moscow, St. Petersburg, Petrozavodsk), Estonia (Tartu), European Union countries (Socrates), the United States (Illinois, Oregon, Texas). Forms of co-operation mostly cater for student mobility at the undergraduate and graduate levels, in some cases also staff mobility. A special arrangement has been made with the Finnish-language media based in Petrozavodsk, Russian Karelia, where UTA/JMC students can do their internships.

EJTA provides a platform for student and staff co-operation between most European schools of journalism, JMC hosting its electronic newsletter list. EJTA has also organised annual “Euroreporter” productions, funded by the European Commission, in which JMC students and teachers participate actively. JMC staff are also active in the Nordic Cooperation Committee on Journalism Education. JMC is also a founding member of the new global network for professional education in journalism JourNet, which was created with the support of Unesco. Beyond exchanges at the undergraduate and graduate levels, JMC co-

operates in researcher training in the Nordic–Baltic region (NorFA), Europe at large, USA, Asia–Pacific and Africa.

According to students, the Department could have more visiting lecturers. It is the aim of the management to increase the number of courses in English. This would also attract more international students to study at the Department.

Good relationships with working life

The Department has good relations with newspapers, radio and television. A practical form of co-operation is the trainee network, which provides students with an opportunity to apply their education in working life and learn from it. By reviewing their experiences, trainees also bring the latest information from working life to JMC. The JMC staff are continually used as a teaching resource for journalists' extension education.

Cooperation in R&D at JMC is organised by Journalism Research and Development Centre (JRDC). Since 1996 the centre has conducted more than 40 projects, which have been commissioned by media companies, ministries, civic organisations and funds. JRDC has also conducted several surveys mapping out the changing educational demands of the media industry. In addition, JRDC has also organised extension education courses of its own to working journalists.

The interaction between journalist education and newsrooms is institutionalised through the National Council for Journalist Education. This council convenes regularly and discusses the quality of education and current challenges in working life. There is no official channel for the contribution of working life representatives to JMC curriculum design. According to the management, working life representatives are not interested in this kind of co-operation, which seems to be true: the Evaluation Team got the impression that working life representatives are mostly satisfied with the quality of current co-operation. Only the local newspaper would like to have more co-operation and discussions with the management of JMC.

Curriculum design and quality management

The curriculum working group at the Department evaluates and monitors the implementation of the curriculum. The working group organises evaluative seminars, discussion and meetings on operation of curriculum. It prepares a draft curriculum for the steering committee of the department. Students have representatives on the curriculum working group and also on the steering committee. Degree requirements and the curriculum are discussed at the general meeting of the personnel. The working group also handles student feedback. In addition, students have designed an electronic feedback form and the subject association analyses and reports the feedback directly to the working group.

According to both students and teachers, there is need for more feedback, while the management think that feedback works well and is normal part of their work. This shows a difference of opinion of students and management. The organisation and monitoring of the feedback are important quality management issues, which should be discussed.

Strengths

- Well-established reputation in Finland and internationally
- Attractiveness among the students
- Academically and professionally qualified personnel
- Integration of various media in the curriculum
- Theoretical orientation in the curriculum
- Fluent combination of theory and practice
- A good selection of courses provides many choices for students
- Good opportunities to practice radio work in Radio Moreeni
- Good relations with working life
- An excellent employment situation of the graduates
- Well-organised internships
- Strong international connections

Recommendations

- More pedagogical education and training for teachers
- A policy is needed to improve the gender imbalance in the personnel, especially among the professors
- Technical equipment in the field of TV should be improved.
- Students' analytical thinking, problematisation and scheduling abilities should be stressed more in the curriculum.
- Practical courses could be developed to be more focused and more challenging
- The comparability of the courses should be reviewed.
- The exchange of information and communication between students and personnel ought to be improved.
- The atmosphere at the Department should be improved.
- Practices and methods for improving the students' guidance should be discussed.
- Students' self-assessment practices and learning assessment systems need to be developed.
- Feedback systems as a part of quality management could be improved.

4.11 University of Turku, Media Studies

Educating experts for the wide field of critical media assessment

Media Studies belongs to the School of Art, Literature and Music, which is one of the seven Schools of the Faculty of Humanities at the University of Turku. In 2000 two, Departments, Cinema and Television Studies, and Communication Studies, were merged to form Media Studies. The former had been established in 1991, when it separated from the Department of Comparative Literature which has provided film and TV courses since 1984. The latter was formed in 1996 from Speech Communication and Communication Studies. At that point the Department of Communication Studies was transferred from the Faculty of Social Sciences to the Humanities and its School of Art, Literature and Music. The difference between these departments was that from the outset Cinema and TV Studies could be taken as major subject, whereas Communication Studies could be only a minor and did not offer advanced (M.A. or postgraduate programmes). After this merger, communication students continuing their studies in the new Department could now go for the M.A. level with communication as their major subject. After the merger the new Department also moved to a new building, a converted porcelain factory, which was specifically designed to cater for its needs.

With its focus on research, the Department seeks to educate experts in critical media assessment, including media contents, usages, and various communication situations. The studies concentrate on four aspects of communication: (1) information contents (news journalism, documentaries), (2) fiction (film, entertainment, serials, art), (3) advertisement, and (4) information networks (internet, media art). On the one hand, the Department tries to cover the media field in its entirety (i.e. print media, audio-visual media, net media, speech) and on the other, stress the historical, analytical and theoretical aspects of the media in training researchers, scholars, experts and critics.

This institutional context (Humanities, Arts) and the focus on the whole range of communication (from speech to the net) makes Media Studies quite a unique programme in the field of communication and information science education in Finland. Unique is also its aspiration to combine the traditions of social sciences and the humanities, especially arts.

The idea of merging social sciences and the humanities is generally well received by the personnel and students. Both teachers and students are still a bit confused, but the Department is making good progress and has great potential.

Discussions with students and staff revealed that, owing to the recent merger, the identity and focus are not yet clear. Although this will naturally improve with time, it was felt that the Department needs to redefine its focus in order to make the nature of the new programme clear to employers and students. This

would enable students to benefit fully from the opportunities it offers. According to the self evaluation report, there is a risk that Media Studies will become just an empty “umbrella term” without significant content of its own and that the curriculum will divide into two parallel “lines” which have no connection with each other. According to working life representatives, the focus of the Department and the roles of the different main subjects also appear unclear to those outside the university. There is lack of knowledge about the new Department even among the local media industry and business sector. At the moment the new Department is improving co-operation and creating partnership practices for developing its focus areas. Another positive development in terms of the Department’s identity is its co-operation with other institutions. All in all, it seems that the Department is being developed in a very constructive and realistic way.

A broad variety of choices for students

The combined the expertise of the teaching and research personnel make for the following focus areas: Finnish audio-visual culture (films and television); Journalistic work and analysis of journalism; Theory and aesthetics of audio-visual communication; Media sociology; Questions of media and gender; Speech, rhetoric and argumentation skills; and Media theory and its history. The longest tradition is found in the history, theory and analysis of film and television – especially relevant research. In teaching, analysis of journalism and communication and argumentation skills also have an important role. The paradox is that one third of the graduates work as journalists despite the very broad selection of options in the four other main focus areas: information contents, fiction, advertisement and information networks. About half of the course in each study block (basic, intermediate and advanced studies) are optional and the students can largely plan their studies according to their own interests.

The curriculum consists of four 20-credit units: Basic Studies, Intermediate Studies, Advanced Studies, and the Thesis. The structure is the same for all students, both those majoring in Media Studies and those studying it as their second or third subject. The Basic Studies focus on providing basic information about media culture in general. It includes both larger courses on contemporary media society and smaller, more practical seminars dealing with particular media modes. The Intermediate and Advanced Studies give a deeper insight into media culture by concentrating more on media theory, analysis, and research.

One drawback is the lack of qualified experts in the digital media and even of technical equipment needed for certain areas of media teaching, such as multimedia workstations and digital cameras.

The focus is on research-oriented studies designed to educate critical media experts and on the historical, theoretical and analytical aspects of media culture. Theory and practice are combined in journalism courses, otherwise

only occasionally. One example of combined research and practice is a project arranged by the Academy of Finland. The project is called “Media usage and the transformations of everyday experience” (MEDUSA), in which practice and research initiatives are integrated at least to a certain degree.

Well-established experts with a national and international reputation

The personnel have high academic qualifications, with several media researchers and experts of national and international renown. On the whole, the personnel is also professionally qualified. There is a new 5-year professorship (2001–2005) in “media development and usage“, which will be filled in 2002.

Almost all the teaching staff have also participated in courses arranged by the university for developing pedagogical skills. The Department personnel is encouraged and given opportunities to develop their pedagogical skills. It is also positive that the merger has made it possible for teachers of different subjects to exchange ideas and views on teaching and learning methods.

The staff feel that there is a lack of resources all levels; both equipment and human resources are needed. The rapid development in media technology, in the new media in particular, necessitates regular training, which has not been fully accomplished yet. Growing workloads mean that teachers have less time for doing research and international contacts. The large number of minor-subject students is one reason why new teaching posts are needed.

During the review process, the Department took up the problem of scarce resources. They think that media studies, especially at the academic level (and not only in the polytechnics) should be considered a “special case” because the education demands a great deal of media technology. The demand for education and research in the media field has grown significantly but the resources have not grown correspondingly. This stagnation is seen in the form of heightened sense of stress in the everyday life of the department.

The member of the personnel are quite active in research projects and programmes and productive in terms of publications. The same can be said of societal activity and connections with working life. International connections have always been of vital importance in the field of film and television studies.

Teaching methods make for open discussions and critique

Teaching and learning benefit from the high research profile the Department has both nationally and internationally. This makes for a high level of academic credibility. Theory and practice are combined in journalism courses, otherwise only occasionally. However, in view of the aim to increase teaching in the new media and digital contents, it would seem that the Department needs to widen this practice of combining theory and practice. In any case, practical work is

only for illustration purposes, and the main focus should be on the historical, theoretical, and analytical aspects of media culture.

Although teaching is given to both large and small student groups, students were particularly appreciative of the small-group teaching and seminar format, which creates the right ambience for discussions and critique. However, the homogeneity of the student material was seen as a problem, because a small group may comprise students whose interests are not similar, which makes discussion difficult. There are different combinations of practice and theory, courses but it was interesting to note that creative teaching methods are used. It is excellent that the students have to read and write a lot: seminars and essay-writing are typical learning methods. One issue which should be considered is students' internships. The Department could have a more systematic approach to internships; this would also help students to find jobs later.

The conversion of the building has been successful because the senior staff of the Department could contribute to the planning. This has produced a very good learning environment. Yet, a number of operational problems were raised during the site visit: (A) Staff and students regard the learning resources as poor, often very simple equipment did not work. (B) The technical equipment was not operational. (C) Access to the library and students catering facilities were seen to be particularly problematic. The university library manages the department library, which is fairly well arranged, especially in the field of cinema and television studies, but the library is in another building quite far from the Department.

According to the self-evaluation report of the Department, students are fairly satisfied with their education, especially with the possibility to concentrate on the aspects of media and media studies which are closest to their own interests; the possibility to choose between different courses and units; and the possibility to choose between different ways of completing courses and modules. Critical comments were made concerning the large number of students and the ensuing difficulties especially in Basic Studies to obtain a place in the smaller groups and concerning the great differences between students as regards knowledge and abilities.

Students are satisfied with the feedback they get in the smaller practice-groups and seminars. The students' self-assessment is not used consistently, only in research projects at the Intermediate and Advanced levels. It is recommended that the Department devise a standard assessment system and discuss the assessment criteria.

More guidance is needed to support students in creating professional identities

Media Studies at Turku University has a part-time tutor to support and guide students. Academic guidance belongs to the responsibilities of the part-time instructor as well. During her office hours, students can ask advice on their

study plans and on course options. Study instructor is also responsible for gathering information about teaching programmes and contents, which the Department publishes in a booklet form at the beginning of the autumn term. Guidance given concerning different courses to some extent depends on the course, but usually the teacher is expected to give an overview of the course in a written form at the beginning. The Department also applies the teacher-tutor system: three teachers are assigned as tutors, whom students can consult whenever they need to make decisions about their study plans. The teacher-tutor system is still pretty new and needs further development to encourage students to use it more actively.

Career information and counselling are mostly provided by the university careers and recruitment unit, but often in co-operation with the Department. It is recommended that more information be given to students regarding job opportunities to enable them to make full use of the options now available to them in the new curriculum. This would help students start planning their future career at an early stage.

Students aired their concerns over the poor dissemination of information, especially as regards the curriculum, the course schedules and course options. A broad variety of optional courses necessitates systematic academic guidance. Guidance is an important issue because it helps students to develop their professional identities. It is recommended that the Department do the planning and scheduling well in advance before the programme begins in the autumn in order to give students time to make their own study plans.

More co-operation with polytechnics

Being new, the Department is only building its co-operation networks. It is understandable that the development takes up time and human resources and leaves little time for networking. The Department co-operates with other media education institutions in the Turku area, especially with Turku Art Academy. The Department also has good relations with polytechnics, in which the professors serve as members of advisory groups. There have also been some co-productions with polytechnics. The Evaluation Team encourages the Department to find new forms of co-operation, which could help the Department with the problem of scarce resources and technical equipment.

At the national level, the Department is a member of the Network of Communication and Information Sciences and thereby has connections to other corresponding Departments at other universities. In this network, communication and media education units co-ordinate teaching, for example within the scope of the national virtual university, and co-operate in curriculum design and research projects.

The Department provides courses on communication and argumentation skills for the whole Faculty. There are also joint courses with the other departments in the School of Art, Literature and Music and with the Department of

Computer Science. The co-operation with the Centre for Extension Studies that coordinates open university studies covers the levels of Basic and Advanced Studies: the amount of OU-Students for the Basic level is yearly about 40, and for the Advanced level around five.

More international networking

The Department has teacher exchanges with the Stockholm University Department of Film Studies. There are good opportunities for students to study overseas. The Department has several international links for the purpose: with the corresponding departments at Paris III (Sorbonne Nouvelle), Liège, and Bilbao (Pais-Vasco). Researchers and teachers also have personal contacts abroad. The Department and its predecessors have a long tradition in arranging international seminars and conferences in Turku.

The Department's international connections should be improved and intensified. Boosting international networking and exchanges requires that teaching is given in English on a regular basis. The Department could also invite more visiting scholars to the Department.

Few connections with working life

The Department has some co-operation with working-life: information projects with the City of Turku; planning assistance to Turku city council concerning film and media in the city's plan for cultural development; and students visits to local companies. In general, there seems to be fairly few contacts with working life. There are hardly any visits by representatives of media, film and communication firms, even from the small media and IT firms located in the same building as the Department. According to the management (as reported in the self-evaluation), there are few contacts with business and industry because the Department does not give job-specific education. The Department's requirements concern academic qualifications first and foremost and as such do not have much to do with working life.

The Department has no ambitions to co-operate with working life at large, only in specific projects. There are no working life representatives involved in curriculum design and programme development. It is positive that the Department of Media Studies is represented on the Turku media council, through which it has developed relations with local polytechnics and local business and industry.

As the Department is new, employers in the Turku area are not fully aware of the qualifications its graduates have. Working life representatives would like to have more co-operation with the Department. It is recommended that the Department intensify its contacts with local working life in order to enable students to make more informed choices as to what courses to take and to help them find internships and jobs.

Quality assurance and enhancement

The management of the Department seem to have succeeded in the merging of the two former departments. They have shown capacity for planning and realising the merger. In its long-term plans, the Department has set definite goals to be achieved by 2006.

The Department arranges staff meetings to discuss internal arrangements and other matters of common interest at least twice a month during the terms. The Department also arranges one meeting each term with student representatives to discuss assessment methods and ways to improve teaching based on feedback.

Each study unit has a teacher responsible for the internal development and for gathering and processing students' feedback. On the whole, feedback is also discussed at staff meetings – especially at the end of each term.

It is recommended that the Department pay attention to students' views in its quality assurance and enhancement. The staff would like to have more meetings and discussions with the whole personnel. A systematic feedback system should absolutely be created because the Department is new and many things still need to be discussed.

Strengths

- The Department brings together social sciences and the humanities
- Highly qualified personnel of national and international renown
- Supportive atmosphere for learning
- A broad variety of optional studies
- Teaching and learning supported by a strong research culture
- Small-group teaching and seminars create an ambience conducive to discussions and critique
- Good opportunities for students to study abroad

Recommendations

- The planning and scheduling of courses could be improved.
- The exchange of information inside the Department and between the personnel and students should be improved.
- Solutions for practical problems, such as the long distance to the library and the lack of student cafeteria, ought to be investigated.
- More permanent teachers for specific courses are needed.
- Students should have more information about job opportunities.
- The department should provide more concrete information about its education to business and industry.
- A more systematic internship system should be considered.
- The student assessment system should be developed.
- Quality assurance and enhancement should take more account of students' views.

5

National level recommendations

Frameworks, objectives and positions of the programmes and departments in the field of education for media and communication

Mission Statements

In higher education media studies a big change took place in the late 1990's when the degree programmes in the polytechnics were founded. Two things happened: First, the new polytechnics had to define their objective and position in the field. Second, the universities had to respond to the newcomers and define their task in relation to the polytechnics. This process is still unfinished, and so far the two parties have remained quite isolated from each other. They are still fairly ignorant about each other's activities and sometimes resentful of each other's operations.

Whatever the situation nationally, Finland has to adjust to European standards. According to the joint declaration of the European Ministers of Education convened in Bologna in June 1999 (Bologna process), one instrumental objective in promoting mobility in Europe is the adoption of a system based on two main cycles. The first cycle should last a minimum of three years and lead to the Bachelor-level degree. The second cycle should lead to the Master's and/or Doctorate degree.

According to a seminar on Bachelor-level degrees held in Helsinki in 2001, the Bachelor-Master structure offers several advantages in comparison with the long, often inflexible curricula leading straight up to the master level. The main benefit is that students can be offered programmes allowing more individual flexibility, which also promotes mobility. At the Prague Higher Education Summit (2001) it was stressed that the programmes leading to the Bachelor's degree should have different orientations and various profiles in order to accommodate a diversity of individual, academic and labour market needs. Both traditional universities and professionally oriented higher education institutions can provide first cycle/Bachelor's degrees. The continuum from the Bachelor level to the Master level should be flexible, but the Bachelor degree should also be seen as an independent cycle, which may allow students, if they wish, to change direction or to choose a graduate programme or specialisation at another institution.

However, to date many Finnish media and communications programmes have not recognised that the degrees offered by polytechnics fulfil the require-

ments for a B.A. degree. The two main cycle model also leads to some overlapping in the institutions' functions. The distinction between the B.A. degrees awarded by universities and polytechnics is not clear enough. For example, there are university B.A.'s that now compete with the polytechnic degrees.

Recommendation 1: Media and communication programmes in polytechnics and universities should immediately start negotiations about how to develop a system based on two cycles.

Apart from their statutory tasks programmes can define their missions in different ways: (1) based on the regional role and regional effectiveness; (2) based on a linguistic profile; (3) based on a specific field of knowledge and social and labour market needs. Although there were many institutions (both polytechnics and universities) that did not define their objectives very clearly, there were also institutions (both polytechnics and universities) that did so. It is easy to point out institutions with clear missions when institutions are examined in terms of their linguistic or regional profile. Although many institutions in practice educate students who find later employment both in the Finnish media or in Southern Finland, a specific mission clearly helps them to stand out among other institutions in the same field. At a time when higher education is increasingly global, it would also be important for at least some of the institutions to define their role beyond the purely national and consider what they could offer to foreign students.

Recommendation 2: All institutions should have a mission statement that would go beyond 'providing higher education' and clarify their role in the field of media and communication education. They should also redefine it periodically after reviewing their position in relation to other programmes offered in the field.

Recommendation 3: The institutions should co-operate more with the others to find out what they are doing.

Recommendation 4: Polytechnics and universities should publish annual catalogues, and have them also available on-line, describing the programmes available, the admission requirements, teaching etc. to enable students to make informed choices about their studies and to identify which programmes are theoretical and which are more practically oriented.

Connections between research and teaching

One of the key problems that affect both polytechnics and universities is the relationship between research and teaching. The problem is two-fold. On the one hand, polytechnics are rarely research-oriented. This is due to several factors. First, they often teach new media which are not yet extensively researched because of the novelty of the field. Second, their staff members are mainly occupied with setting up and running new programmes. Third, these institu-

tions lack the research traditions the universities have. Fourth, and understandably so, because of the division of labour between polytechnic and universities, research is not polytechnics' first priority. On the other hand, universities, which have long-standing research traditions, are now struggling with their students' demands to get more practice-oriented courses and more individual supervision and tutoring. In this situation, there is a danger that research is in nobody's interest.

Recommendation 5: Teaching should always be at least partly research-based while the artistic competence of the teachers in some fields in the polytechnics is also important. Both polytechnics and universities should provide material resources and research-friendly environment for their academic staff members to be able to do their research.

Resources

All Finnish universities are State institutions whose operations are primarily financed from public funds. In addition to the core funding provided by the Ministry of Education, the universities are increasingly raising external funding and expanding their chargeable services. Especially financing from business and industry and from abroad has increased. Besides the operating expenditure agreed upon in the negotiations on target outcome between the Ministry and the universities constitutes the basic funding (c. 85–90%), the core funding includes appropriations earmarked for tasks and programmes of national relevance, project funding, and performance-based funding. The government funding is allocated according to a formula. The formula allocates basic funds to universities primarily according to their target numbers for Master's degrees and doctorates weighed by the field of study. The formula also takes account of failure to reach set targets.

The polytechnics are mainly maintained by municipalities or joint municipal authorities. The polytechnics are primarily funded from public funds. The costs are shared by the government and local authorities. The government provides 57 per cent of the basic funding and local authorities 43 per cent. The funding is based on degree-specific unit prices determined per student. In 2002 the unit price for a degree in the communication field is 10 380 EUR. A calculator unit price is determined for each polytechnic, based on the fields in which the polytechnic provides education. In addition, the Ministry of Education grants project funding to polytechnics for major development targets and some additional funding is awarded on the basis of performance, i.e. educational outcomes. (Higher Education Policy in Finland, 2000.)

From the evaluation visits the Evaluation Team got the impression that the unit prices in the field of communication are in general lower in universities than in polytechnics. According to the information collected during the evaluation process, there are big differences between polytechnics and universities in the amount of funding per one student. There are significant differences even

between the polytechnics and between the universities. Obviously, the different contents of the education and the equipment needed in education influence the resources.

Some universities find that there is a big discrepancy between the resources and the volumes of operations: the allocation from the Ministry of Education is totally insufficient, and external funding is needed. However, financial difficulties have in some cases promoted networking and project-based working methods within universities and polytechnics.

Recommendation 6: More resources should be allocated specifically to those MSc programmes in Media and Communications that are clearly under funded.

Recommendation 7: The allocation and reallocation of resources should be more flexible so that the institutions could respond more rapidly to changes in the field. For example, if there is a clear need for a new programme, funding should be more easily and rapidly available. Resources should also be reallocated to other programmes if a programme does not attract students.

Focus areas and content

Most polytechnics define their focus areas in purely professional terms. There are several polytechnics that provide programmes either in the same areas or areas very close to each other. Of course, it is difficult to predict how the job market will develop in the future, but there seems to be some overlapping of the focus areas not only between different polytechnics but also between universities and polytechnics. This is especially true of programmes in both polytechnics and universities providing B.A. degrees. It may be confusing for students to find out what the differences and similarities are between B.A. degrees offered by universities and polytechnics.

At the same time, there is a lack of some focus areas or contents in Finland in the field of communication. It seems that in many institutions the focus areas are same as the personnel's special knowledge areas, and more strategic thinking is needed to develop new programmes. Universities and polytechnics seldom or not at all offer programmes in script writing, photojournalism, publishing, global media, alternative media, media economics, to mention only a few examples of the programmes on offer in equivalent institutions in other countries.

It is, of course, very difficult to say whether more generalists are needed than specialists. Currently, universities seem to offer more general programmes than polytechnics. Whether this is the right division of labour between the institutions remains to be seen.

Recommendation 8: Polytechnics and universities should develop new programmes that would offer new areas of specialisation.

Recommendation 9: In the areas where teaching is clearly overlapping, polytechnics and universities should define more clearly their focus areas and content.

Personnel

One of the key problems polytechnics are facing at the moment is the difficulty to find *formally* qualified teachers. At the same time, one has to remember that there are areas where it is difficult to find such teachers. However, some of the polytechnics clearly suffer from this problem and lack teachers who have required degrees. In universities, most teachers meet formal requirements, but often lack pedagogical training.

Academics in Finland are underpaid compared to many other countries in Europe and work mainly on short-term contracts. Low salaries sometimes make it difficult to hire qualified people or make them stay. This is a problem especially in new media and art related programmes where the institutions have to compete with the private sector. Still, we mostly found highly motivated and interested teachers who wanted to improve their professional qualifications. However, many teachers complained about their increased workloads and their lack of time for research. Whether they develop their pedagogical skills or not has almost no impact on their promotion or their salaries. Women were underrepresented in senior appointments in many polytechnics and universities. Some programmes do not have a single female professor although in many cases over 80 per cent of their students are currently female.

Recommendation 10: Polytechnics should take care when hiring new staff members that they meet formal requirements. They should also create circumstances where their staff members could achieve the required qualifications and reward them for doing so.

Recommendation 11: Both polytechnics and universities should pay more attention to the pedagogical training of their teachers.

Recommendation 12: The teachers who develop their teaching skills by taking courses or are innovative in their teaching should be rewarded.

Recommendation 13: Polytechnics and universities should have more flexible salary policies so that they could hire people who have the expertise needed and to reward their staff members for their pedagogical and scholarly achievements.

Recommendation 14: Polytechnics and universities should find ways to promote a more equal gender balance especially in managerial and professorial appointments.

Students

Most of the programmes both in polytechnics and universities attract a high number of students and are thus very hard to win places in. However, there are differences between programmes. While some of the polytechnic B.A. programmes are very competitive and clearly compete with universities in their status, there are other institutions that are considerably easier to get in. Many universities' media and communications programmes benefit from being the most difficult programme to enter. As a result, these programmes have excellent and very qualified students.

Recommendation 15: Prospective students should know which programmes are the hardest to get in. Information about the number of applicants/the places offered and the minimum points required in the entrance examinations should be easily accessible.

Students' commitment to and participation in the development of curriculum, teaching and learning

As a result of the present popularity of these programmes, most of their students are highly motivated, but also expect (we believe rightly so) high-quality teaching and learning. Most institutions have made it possible for their students' to participate in the development of curriculum, teaching and learning. The forms vary from one institution to the next. Many polytechnics, often due to the number of their students and to the student-staff ratio, believe in open-door policy and have not formalised their students' participation. This practice seems to work well in most cases, but may create problems later, when these programmes get more institutionalised. Universities, on the other hand, have often formalised their student participation (usually through students' representatives), but also often have formalised teacher-student relations. As a result, university students, especially in the beginning of their studies, do not seem to have as easy access to their teachers as polytechnic students have. This is often due to the mass nature of teaching, i.e. teaching a high number of students at the same time. They also often lack the informal organisation culture of polytechnics that is clearly beneficial for students. We feel that polytechnics and universities could benefit from each other's experience.

Recommendation 16: Students' participation in the development of curriculum, teaching and learning should be encouraged both in polytechnics and universities. It should also be formalised to a certain extent to guarantee the students their basic rights.

Students' satisfaction with their education

Many programmes both in polytechnics and universities gather systematic information about their students' satisfaction not only during their studies but also afterwards. While most of the feedback during their studies concerns their courses, the post-studies feedback asks them to reflect on the relationship between their studies and working life.

Recommendation 17: Data on students' satisfaction with their education should be systematically collected both from polytechnics and universities using agreed measurement tools and scales to make it nationally comparable. This data should be public and easily accessible for prospective students.

Teaching and learning

Teaching methods and resources

In general, the new programmes in polytechnics have introduced new methods of teaching and learning. This is partly due to the nature of teaching and learning (i.e. more practically oriented), but also due to the size of student groups and resources (such as technical equipment) that make more individually oriented teaching possible. At the same time, many university level programmes still mainly use traditional teaching methods such as lectures and exams, although there are also exceptions to this. Some polytechnics and universities cooperate closely and share each other's resources thus bringing even their students assessment closer to each other.

Teaching methods and resources available have a strong correlation, and especially university programmes suffer from too large student groups. The availability of resources cannot solely explain the slow introduction of new teaching methods. Some university programmes could learn from polytechnics' problem-oriented approach to teaching and learning. However, a serious problem that caught our attention has emerged in some polytechnics: students read few books. This is due two things. First, the division between polytechnics and universities (B.A.–M.A.) probably makes polytechnics think that reading books is universities' responsibility or that their books should be mainly technical guidebooks. Second, many polytechnics have no libraries to speak of. However, the heavy focus on practice causes severe problems both in polytechnics and in universities whose programmes are more practically oriented when students prepare their final thesis. In this respect some students felt unprepared for the task of writing their final theses. Representatives from working life also commented on the need for students to have a broader knowledge of the cultural contexts which informs their media practice. This provides an incentive to find an appropriate balance of theory and practice at each level of the curriculum, which would prepare students better for their final theses and enable them to locate their practice within a critical and cultural context in preparation for working life.

Rapid changes in industrial practices and digital technologies require that courses are resourced appropriately and that these are planned in a more systematic way. In many universities we visited, the staff felt that there was an urgent need, particularly in universities, for an upgrade in new learning technologies to enhance and support learning and teaching practice, and to mirror the skills which students will be required to have when entering the working life.

Recommendation 18: New effective teaching methods should be actively sought and put into practice especially in the universities.

Recommendation 19: Polytechnics and universities should find ways to share each other's resources.

Recommendation 20: Polytechnics which offer practice-based courses should determine an appropriate balance of theoretical and practical studies within the curriculum. The aim should be in providing students with a critical and cultural framework in which to contextualise their knowledge of media practice.

Recommendation 21: Polytechnics should introduce more books in their study requirements that would help their students critically assess the role of media in society.

Recommendation 22: Polytechnics and universities both lack internal and external teaching quality review mechanisms. Programmes (including teaching and marking) should be reviewed periodically, either by internal or external examiners.

Assessment of students

In general, students in most polytechnics and universities felt that they did not get enough feedback on their assignments whether they were practical or theoretical. Students are assessed in most places using a scale 1–3 or 1–5. We found this marking scale quite mechanistic. In many institutions there was no evidence of coherent or systematic methods employed to give feedback to students on their assessment.

Recommendation 23: Students should get more feedback on their assessments. The criteria for assessment, where appropriate, should be made more transparent and made available to students before they start their course or programme of study.

Recommendation 24: More systematic and consistent methods should be employed to ensure that students get appropriate and adequate feedback in their assessments.

Recommendation 25: At least a sample of assessments should be double-marked to insure that the standards are similar across the programme.

Recommendation 26: Programmes in both polytechnics and universities should find new ways to assess their students.

Student support and guidance

In many institutions, communication between teachers and students works. In some institutions students felt that they did not get enough information from their departments about their studies in general or about the timetabling of their courses, before they started. The availability of such information would enable them to organise their time effectively in advance. Many programmes both in polytechnics and universities have introduced tutorials to support their students. The student tutors have very often too much responsibility in guiding their fellow students in study matters, even though this should be the task of the institution. The exchange of information becomes a more acute problem when the programmes grow. This is the reason why more formalised structures are needed.

Recommendation 27: Tutorials should cover the whole period of studies.

Recommendation 28: Teachers, not only students, should also act as tutors.

Recommendation 29: Detailed information about the content of the courses and relevant timetables should be made easily available before the beginning of each course.

Co-operation and networking on the national level and within polytechnics and universities

The University Network for Communication Sciences is an important forum of co-operation for the universities in the field of media and communication to enhance scientific co-operation and the exchange of information in the study field. Its aims are to enhance basic studies in the field, especially with the help of electronic networks, to support doctoral and postdoctoral studies and to plan new programs. The polytechnic degree programmes do not have such a network which covers the whole field of media and communication education in polytechnics. We also found that polytechnics and universities know very little about each other's operations.

We found most co-operation to take place rather on a regional than on a national level. Many programmes in polytechnics and universities have some kind of co-operation, but this co-operation could be more regular and could take place in a more permanent framework that would facilitate not only bilateral but multilateral relations.

Recommendation 30: Polytechnics should have their own network in media studies.

Recommendation 31: A national board on media studies in both polytechnics and universities should be founded.

International co-operation and networking

Most programmes seem to have an extensive network of international partners. We have no information of how the exchange of students and sometimes staff members work in practice, but the sheer number of international institutions' media programmes (especially universities) have exchange programmes is impressive. These programmes cover many countries in Europe, although most of them are with the Nordic countries. Only very few programmes almost completely lack international co-operation. We also found that good personal relationships are the key to international networking, and that official relationships are not always equally efficient. However, given the high level of interest in Finland as one of the leading information societies in the world, one would expect that there would be more foreign students coming to Finland, if more options were available in other languages.

Recommendation 32: All programmes should have international co-operation. Both polytechnics and universities should further strengthen their international exchange programmes

Recommendation 33: Both polytechnics and universities should provide courses in English or other languages to attract foreign students.

Co-operation with working life

Some universities saw that their academic autonomy needs to be safeguarded despite intensified cooperation with working life. However, most programmes, even the newest ones, have some connections with working life. There seemed to be a heavy reliance on the Finnish Broadcasting Company (YLE) as a partner in working life. Since YLE cannot possibly hire all students, it would be a good idea to extend co-operation to private media as well.

Recommendation 34: Co-operation with working life should be on a broader and regular basis. Programmes should establish an advisory board that would have a broad representation from the key institutions related to the programme

Quality management and enhancement / Feedback

We did not see much evidence of quality management and enhancement. Only a few institutions had quality management and assurance systems in use while others were under development. However this varied considerably across universities and polytechnics, with many courses still lacking long-term planning, and some did not consider it to be necessary.

Although there was evidence of some quality enhancement activities within most of the courses in which the Evaluation Team visited, they remained isolated and implicit at course level. In this respect institutions would benefit from developing more structured and systematic approaches to enhance quality and in the sharing of good practice.

Recommendation 35: Both polytechnics and universities should take seriously the issue of quality management and enhancement and provide management training for their staff members.

APPENDIX I: Guidelines for the self-evaluation

A. DESCRIPTION OF THE DEPARTMENT / PROGRAMME

I FRAMEWORK, OBJECTIVES AND POSITION IN THE FIELD OF EDUCATION FOR MEDIA- AND COMMUNICATION

[Tausta, tavoitteet ja asema media- ja viestintäalan korkeakoulutuksen kentällä]

1.1 Position of the department / programme within the organisation of the university / polytechnic [*Laitoksen / koulutusohjelman sijoittuminen korkeakoulun organisaatioon*]

1.2 Historical background of the department / programme [*Laitoksen / koulutusohjelman historia lyhyesti*]

1.3 Vision, mission and objectives of the department/ programme. Position of the department / programme in the national and international field of education for media- and communication [*Laitoksen / koulutusohjelman visio, missio ja tavoitteet. Asema media- ja viestintäalan korkeakoulutuksen kansallisella ja kansainvälisellä kentällä*]

2 FOCUS AREAS AND CONTENT [*Ydinosaamisalueet ja sisältö*]

2.1 Description of the department's / programme's focus areas [*Laitoksen / koulutusohjelman ydinosaamisalueet*]

2.2 Present situation of the department/ programme and oncoming changes and improvements [*Laitoksen / koulutusohjelman nykytilanne sekä lähitulevaisuuden muutokset ja kehittämishankkeet*]

2.3 Curriculum, aims and content in 2001–2002 [*Opetussuunnitelma, tavoitteet ja sisältö lukuvuonna 2001–2002*]

Appendix on curriculum and course contents in English [*englanninkielinen opinto-ohjelma sekä lyhyet englanninkieliset kuvaukset kurssisisällöistä liitteenä*]

2.4 Connections between research and the department / programme [*Tutkimustyön ja laitoksen oppiaineiden / koulutusohjelman välinen yhteys*]

Appendix on research and development projects [*lyhyt kuvaus merkittävimmistä tutkimus- ja kehitysprojekteista liitteenä*]

3 PERSONNEL [*Opetushenkilökunta*]

3.1 Academic, vocational and pedagogical competence of the personnel [*Henkilökunnan tieteellinen, ammatillinen ja pedagoginen pätevyys*]

3.2 Training- and developing opportunities and incentives for personnel [*Henkilökunnan koulutus- ja kehittymismahdollisuudet ja käytössä olevat kannustimet*]

3.3 Activity of the personnel: research, societal activity, connections to the working life, international connections, participation in the development of the program [*Henkilökunnan aktiivisuus: tutkimustyö, yhteiskunnallinen aktiivisuus, yhteydet yritysmailmaan, kansainväliset kontaktit, osallistuminen koulutuksen kehittämiseen*]

3.4 Recruitment [*Henkilökunnan rekrytointi*]

4 STUDENTS [*Opiskelijat*]

4.1 Recruitment of students [*Laitoksen oppiaineisiin / koulutusohjelmaan tulevien opiskelijoiden rekrytointi*]

4.2 Graduates and their employment [*Laitokselta / koulutusohjelmasta valmistuneiden työllistyminen (kuvaus jo valmistuneiden opiskelijoiden seurantarjestelmästä)*]

4.3 Students' commitment to and participation in the development of curriculum, teaching and learning [*opiskelijoiden sitoutuminen ja osallistuminen opetus suunnitelmien, opetuksen ja oppimisen kehittämiseen*]

4.4 Students' satisfaction with the education [*Opiskelijoiden tyytyväisyys koulutukseen*]

5 TEACHING AND LEARNING [*Opettaminen ja oppiminen*]

5.1 Contents [*Opetussisällöt*]

– transferable skills (communication skills and language, processing of knowledge, management skills, problem-solving skills)

[*ammattista riippumattomat yleisosaamisen taidot (viestintä- ja kielitaidot (mm. kirjoittamis-, puhumis-, esiintymis-, neuvottelu- ja ryhmätyötaidot sekä vieraiden kielten osaaminen), tiedon käsittelytaidot, johtamistaidot, ongelmanratkaisutaidot*)]

– competence on the one's own special field (emphasizing of soft and hard contents)

[*oman erikoisalalan osaaminen (pehmeiden ja kovien sisältöjen painottuminen)*]

– training for research and postgraduate studies

[*tutkimuksen tekemiseen ja jatko-opintoihin valmentavat opetussisällöt*]

– combining of theory and practice

[*teoriaopintojen ja käytännön työskentelyn yhdistäminen*]

– combining of research and teaching

[*korkeakoulussa tehtävän tutkimustoiminnan yhdistäminen opetukseen*]

5.2 Students' opportunities to choose courses and to build up their qualification according their interests [*Opiskelijoiden mahdollisuudet valita opintoja ja muodostaa tutkintonsa oman suuntautumisen mukaan*]

5.3 Teaching methods [*Käytetyt opetusmenetelmät*]

5.4 Use of learning resources in teaching and learning [*Oppimista tukevien resurssien ja välineiden (oppimateriaalit, tieto- ja viestintätekniikka, studiot, kirjasto ym.) käyttö opetuksessa ja oppimisessa*]

6 ASSESSMENT OF STUDENTS [*Opiskelija-arviointi*]

6.1 The range of assessment methods [*Käytössä olevat oppimisen arviointimenetelmät*]

6.2 Criteria [*Arvioinnin kriteerit (opintojaksojen / kurssien arviointiasteikko, arviointikriteerien laadinta ja niiden selkeys)*]

6.3 The use of students' self-assessment [*Opiskelijoiden itsearviointin hyväksikäyttäminen (esim. esimerkkejä siitä, miten opiskelijat arvioivat itse omaa oppimistaan)*]

6.4 Feedback to students and / or curriculum / course design [*Palaute arvioinnista opiskelijoille ja/tai opinto-ohjelman/kurssien suunnitteluun*]

7 STUDENT SUPPORT AND GUIDANCE [Opintojen ohjaus ja tukijärjestelmät]

7.1 General guidance (e.g. strategy for support and guidance, written guidance on the discipline/ programme/course level [*Yleinen ohjaus (esim. suunnitelma opiskelijoiden tukemiseksi ja ohjaamiseksi, kirjalliset ohjeistukset oppiaine-/ koulutusohjelma-/ kurssitasolla)*])

7.2 Academic guidance (e.g. concerning course options, study skills) [*Akateeminen ohjaus / opintojen ohjaus (esim. kurssivalinnat, opiskelua tehostavat ja ohjaavat taidot)*]

7.3 Tutoring and welfare support [*Tutor-toiminta sekä opiskelijoiden hyvinvoinnin muu tukeminen*]

7.4 Career information and guidance [*AmmatINVALINNAN OHJAUS*]

8 CO-OPERATION AND NETWORKING ON THE NATIONAL LEVEL AND WITHIN UNIVERSITY/ POLYTECHNIC [Yhteistyö ja verkottuminen kansallisella tasolla ja oman korkeakoulun sisällä]

8.1 Co-operation with other institutions (form of co-operation and activity) [*Laitoksen / koulutusohjelman yhteistyö muiden oppilaitosten kanssa (yhteistyömuodot ja aktiivisuus)*]

8.2 Co-operation within university / polytechnic (form of co-operation and activity) [*Laitoksen / koulutusohjelman yhteistyö oman korkeakoulun sisällä (yhteistyömuodot ja aktiivisuus)*]

9 INTERNATIONAL CO-OPERATION AND NETWORKING [Yhteistyö ja verkottuminen kansainvälisellä tasolla]

9.1 Co-operation with international institutions (form of co-operation and activity) [*Laitoksen / koulutusohjelman kansainvälinen yhteistyö ulkomaisten oppilaitosten/alan opintojen kanssa (yhteistyömuodot ja aktiivisuus)*]

10 CO-OPERATION WITH WORKING LIFE [Yhteistyö työelämän kanssa]

10.1 Co-operation with working life (forms of co-operation: projects, thesis-work, advisory groups) [*Laitoksen / koulutusohjelman ja työelämän välinen yhteistyö (yhteistoiminnan muodot esim. projektit, opinnäytetyöt, neuvoo-antavat ohjausryhmät, yrityspalvelut)*]

10.2 Recognition of educational requirements in working life (regional / national requirements) [*Työelämän asettamien koulutuksellisten vaatimusten tunnistaminen (alueellinen/valtakunnallinen osaamistarve)*]

10.3 Participation of the representatives of working life to the development of curriculum and education [*Työelämän edustajien osallistuminen opetussuunnitelmatyöhön ja koulutuksen kehittämiseen*]

11 QUALITY MANAGEMENT AND ENHANCEMENT [Sisäiset laatu-järjestelmät]

11.1 Internal arrangements for monitoring and evaluating strategies [Sisäiset järjestelmät laitoksen / koulutusohjelman strategioiden ja tavoitteiden tarkkailemiseksi ja arvioimiseksi]

11.2 Revision of objectives, curriculum and course contents [tavoitteiden, opetussuunnitelman ja kurssisisältöjen tarkistus ja muuttaminen]

11.3 Processing of students' feedback [Opiskelijoiden antaman palautteen käsittely ja kehittäminen]

Appendices

B. SELF-EVALUATION: THE EVALUATION OF THE QUALITY OF THE DEPARTMENT / PROGRAMME

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APPENDIX 2: The list of the participants of the focus group discussions

Group	The representatives of higher education units
Group I: Journalism and Mass Communication	
25.10.2001 at 10–13	
Swedish School of Social Science, Journalism programme	Professor Ullamaija Kivikuru
University of Jyväskylä, Department of Communication, Journalism	Professor Raimo Salokangas
University of Tampere, Department of Journalism and Mass Communication	Professor Risto Kunelius
Oulu Polytechnic, Degree programme in New Media Studies	Principal lecturer Pertti Sillanpää
Diakonia polytechnic, Degree programme in Communication	Lecturer Juha Sopanen
Kemi Tornio Polytechnic, Degree programme in Media Studies	Lecturer Maija Lauri
Helsinki School of Economics and Business Administration, Department of Finnish and Communication	Lecturer Marketta Majapuro
University of Helsinki, Department of Communication	Professor Ritva Levo-Henriksson
Group II: Visual Communication	
25.10.2001 at 14–17	
University of Art and Design Helsinki, Department of Photography	Professor Merja Salo
University of Art and Design Helsinki, Department of Graphic Design	Professor Tapio Vapaasalo
University of Lapland, Media sciences	Professor Riitta Brusila
Satakunta Polytechnic, Degree programme in Media and Communication Studies	—
Swedish Polytechnic, Degree programme in Communication	Principal lecturer Lars Rebers
North Karelia Polytechnic, Degree programme in Media Communication	Lecturer Aulikki Pänttönen
Lahti Polytechnic, Institute of Design, Degree programme in Visual Communication	Office manager, Maj-Lis Orpana
EVTEK Institute of Art and Design, Degree programme in Communication	Lecturer Teemu Lipasti
Oulu Polytechnic, Degree programme in New Media Studies	Lecturer Heikki Kastemaa
Group IIIA: Audiovisual Communication	
26.10.2001 at 10–13	
University of Art and Design Helsinki, Department of Film and Television	Professor Lauri Törhönen
Arcada, Degree programme in Media Culture	Lecturer Tom Backmansson
Turku Polytechnic, Degree programme in Media Arts	Director of the Unit, Vesa Kankaanpää
Helsinki Polytechnic, Degree programme in Media	Director of the Unit, Anitta Pankkonen
Tampere Polytechnic, Degree programme in Communication	Principal lecturer Lemmikki Louhimies
Lahti Polytechnic, Institute of Design, Degree programme in Visual Communication	Principal lecturer Erkki Perkiömäki

cont.

Group	The representatives of higher education units
Group IIIB: Audiovisual Communication 29.10.2001 at 14–17	
University of Art and Design Helsinki, Media Lab	Director Philip Dean
University of Turku, Media studies	Professor Jukka Sihvonen
Kymenlaakso Polytechnic, Degree programme in Media Communication	Director of the unit, Anna-Majja Issakainen
Oulu Polytechnic, Degree programme in New Media Studies	Lecturer Heikki Kastemaa
University of Tampere, Department of Journalism and Mass Communication	Professor Taisto Hujanen
Group IV: Organizational Communication 26.10.2001 at 14–17	
Helsinki School of Economics and Business Administration, Department of Finnish and Communication	Researcher Marja-Liisa Kuronen
University of Jyväskylä, Department of Communication, Organizational Communication	Professor Elisa Juholin
University of Jyväskylä, Department of Communication, Speech Communication	Professor Maarit Valo
University of Vaasa, Department of Communication	Professor Merja Koskela
University of Helsinki, Department of Communication	Researcher Pekka Aula
EVTEK Institute of Art and Design, Degree programme in Communication	Principal lecturer Pasi Kaarto
Group V: Information Research 29.10.2001 at 10–13	
Åbo Akademi University, Department of Information Studies	Professor Mariam Ginman
Oulu Polytechnic, Degree programme in Library and Information Services	Principal lecturer Jorma Niemitalo
Turku Polytechnic, Degree programme in Library and Information Services	Principal lecturer Aulikki Holma
University of Oulu, Department of Information Studies	Lecturer Vesa Suominen
University of Tampere, Department of Information Studies	Researcher Eero Sormunen

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