

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Kerava, LYE12SY

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
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BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
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Degree programme's quality evaluation and development

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Global challenges and sustainable development in the curricula

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

1. year

OP	STUDIES	
00534	Basic Russian 1	5
00535	Basic Russian 2	5
00524	Basic Spanish 1	5
00879	Basic Spanish 2	5
00533	Basic German 2	5
00459	ICT-Solutions and Business Development	5
E9926	Communication Skills in Logistics	5
E0139	Logistics Project	5
01415	Logistics Project	5
E9925	Varastojen hallinta	5
00018	Developing Service Innovations	10
E0148	ICT in the Development of Business Operations	10
E0109	Accounting Procedures	5
E0144	Strategic human resource management	5
E0142	Motivating and rewarding personnel	5
E0146	Teams and team management	5
E9910	Social media marketing	5
00387	Go abroad	3
00515	Tandem project in language and culture	3
01244	Ethnography and Field Studies	5
01434	Intensive course on Android	2
		0

00534 Basic Russian 1, 5 cr

The student is able to:

- kielen perusrakenteita sekä perussanastoa
- viestiä kohdekielellä yksinkertaisissa tilanteissa
- kirjoittaa yksinkertaisia ja ohjattuja viestejä
- tunnistaa kielialueen kulttuurille tyypillisiä piirteitä

Contents of the study unit:

- yksinkertaiset viestintätilanteet
- keskeiset rakenteet
- kielialueen kulttuurituntemus

Study unit description:

Opiskelija saavuttaa eurooppalaisen viitekehyksen taitotason A1.

Previous studies:

Ei ole.

00535 Basic Russian 2, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere.

00524 Basic Spanish 1, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00879 Basic Spanish 2, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere.

00533 Basic German 2, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere. .

00459 ICT-Solutions and Business Development, 5 cr

The student is able to:

- hahmottaa uusien teknologioiden mahdollisuudet liiketoiminnan kehittämisessä
- soveltaa käyttäjäkeskeisen suunnittelun menetelmiä ja tekniikoita tuote- ja palvelusuunnittelussa
- organisoida ja raportoida käyttäjätutkimuksen alan eettisten normien mukaisesti

Contents of the study unit:

- ICT yrityksen prosessien kehittämisessä
- palvelukuvan kehittäminen ja asiakkaan sitouttaminen palveluprosessiin
- uudet teknologiat liiketoimintaympäristön muutostekijöinä
- käyttäjäkeskeinen tuote- ja palvelusuunnittelu

Study unit description:

Opintojakso antaa opiskelijalle perusvalmiudet osallistua yrityksen käyttäjäkeskeiseen tuote- ja palvelukehitykseen sekä liiketoiminnan kehittämiseen. Opintojaksolla opiskelija osallistuu alalla toimivan yhteistyöyrityksen teknologiaratkaisujen vaikutusten arviointiin sekä loppukäyttäjän että yrityksen prosessien kannalta.

Previous studies:

Perustiedot yrityksen liiketoiminnasta tai käyttäjäkeskeisestä suunnittelusta.

E9926 Communication Skills in Logistics, 5 cr

The student is able to:

The aim of this course is to provide students with the basics of logistic in English.

Students can understand and use English in different logistic cases and situations.

Contents of the study unit:

The basic vocabulary and concepts in Logistic Industry

Study unit description:

In the studies the traditional roles and jobs of the students is replace by the new one by using English.

The learning methods are flexible including e-learning, face to face lessons, workshop and seminars.

Previous studies:

Compulsory studies.

E0139 Logistics Project, 5 cr

The student is able to:

Students are able to plan and carry out a logistics development project. They are able to apply the associated theoretical content in practice and assess the achievable benefits. In addition, they are able to identify the problem areas in the management of change projects and handle them successfully.

Contents of the study unit:

How to manage development projects affecting the players in logistics or in the entire chain? What is the key theoretical content of each development project that can be used in order to improve the operations? What challenges do change projects entail?

Description of the study unit:

Study unit description:

The study unit covers the planning, execution, and/or evaluation of a project related to logistics. Typically, this is a development task to be completed as an expert assignment.

Previous studies:

Knowledge of central professional study units.

01415 Logistics Project, 5 cr

Study unit description:

Timeframe:

A detailed description and materials will be available on the Internet on January 17. The students will have to submit their project proposals (or to accept project topics given by the faculty) at the latest by February 6. The supervisor will then give his approval of the proposals by February 20. After that the students will have at least six weeks to prepare their reports (length 20-25 pages). During the weeks 9-12 the participants will review (length 2 pages) one project done by their peers (supervisor will exchange the project papers between the participants). After that you will have two weeks to finalize your paper aided by the comments your peers have made. The final deadline for the report is March 31, 2013.

Venue:

This course is completely conducted over the Internet or email. We are using the Optima platform in order to support participants, to distribute materials, and to exchange information. The support function is available mainly

during the weeks 3-12.

Assessment:

You have to prepare a 20-25 pages long report during the course. Your report could be either a real-life development project or a theoretical seminar paper. The topics of the papers will be approved by the supervisor and the issues dealt with and the (minimum) literature used will be named by the supervisor during the first weeks of the course based on the nature and the issues of particular projects. The project papers will be graded (scale 1-5).

Teacher

Senior Lecturer Petri Oikkonen.

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E9925 Varastojen hallinta, 5 cr

The student is able to:

Opiskelija osaa kuvata varaston tehtävät ja mallintaa ne. Hän osaa luokitella varaston toimintoja ja ymmärtää sen erilaiset roolit. Opiskelija osaa analysoida ja mitata varaston toimintoja.

Contents of the study unit:

Varaston kokonaisvaltainen hallinta, abc-analyysin merkitys varastotoimintojen kehittämisessä ja ohjaamisessa.

Study unit description:

Opintojaksolla tutustutaan varaston hallinnan problematiikkaan.

Previous studies:

Pakolliset opinnot tai niitä vastaavat tiedot.

00018 Developing Service Innovations, 10 cr

The student is able to:

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

Contents of the study unit:

- determining development needs
- creating a context and knowledge base
- planning, implementing and evaluating the development process
- working in a shared expertise group

Study unit description:

The study unit forms an objective-oriented development project, where the competence gained is that of a developer using investigative research methods. The object of competence development is determined for each cluster by Laurea's research and development policy.

Previous studies:

Main professional competences minimum of 120 cr or equivalent knowledge.

E0148 ICT in the Development of Business Operations, 10 cr

The student is able to:

Students are able to predict and evaluate the opportunities opened up by ICT in business. They are able to analyse the models and practices of electronic business and understand how online products or services are designed and

developed. They know how to apply and use ICT tools in the operative activities of business.

Contents of the study unit:

What are the earnings models in the business linking the Internet world and the physical world?

How are services implemented online?

How can ICT tools be used and applied in the operative activities of business?

Study unit description:

Development of ICT enables new business opportunities and business models. Typical of these new business opportunities are the utilisation of networks and the meeting of the physical world and the Internet world. The study unit focuses on the business and earnings models as well as on the operative activities of business in network-based and mobile business.

Previous studies:

Pakolliset opinnot tai niitä vastaavat tiedot.

E0109 Accounting Procedures, 5 cr

The student is able to:

Students master the tasks of accounting during the financial period and are able to generate accounting documents required by accounting legislation.

Students are able to calculate the company's taxable income and determine the taxes and payments for the financial period.

Students know how to use financial administration IT systems.

Contents of the study unit:

What tasks are included in the procedures during the financial period and how are they executed?

How do financial administration IT systems affect everyday job duties?

How is the company's taxable income calculated?

Study unit description:

Students gain more in-depth competence in accounting in the study unit. They understand what financial administration as a whole entails, and what the requirements of an independent taxation system in the company's financial management are.

Previous studies:

Knowledge of central professional study units.

E0144 Strategic human resource management, 5 cr

The student is able to:

Students are able to implement an HR strategy which supports the business strategy. They know how to create strategy-based HR processes and procedures. They understand the roles of the HR function supporting human resource management.

Contents of the study unit:

How can the HR strategy be linked to the development of business operations? How to create strategy-based HR processes and procedures? What are the tasks of the modern HR function?

Study unit description:

The company's HR strategy should be seamlessly linked to the business strategy and support the company's business objectives. The HR strategy describes the central personnel processes and the related tasks. This way, the HR strategy supports leadership and management.

Previous studies:

Knowledge of central professional study units.

E0142 Motivating and rewarding personnel, 5 cr

The student is able to:

Students are familiar with the basic concepts for describing and explaining work motivation. They understand the significance of motivation and commitment as aspects of high-quality performance. Students know the basic elements and foundation of personnel commitment which are needed in order to develop motivating incentive and reward systems.

Contents of the study unit:

What affects commitment and work motivation? What is the significance of incentives and rewards in job performance? How can a manager encourage and reward employees? What kind of reward systems should a company create in order to ensure that they support employees' motivation and high-quality performance?

Study unit description:

High-quality performance requires that members of the work community are committed and motivated. Motivation and job satisfaction can be improved by good management as well as leadership and reward systems that provide incentives.

Previous studies:

Knowledge of central professional study units.

E0146 Teams and team management, 5 cr

The student is able to:

Students are familiar with the ways modern companies organise their operations. They understand the benefits of teamwork and the requirements it sets for leadership and managerial work.

Contents of the study unit:

How does teamwork differ from an operating model using groups? Can a teamwork operating model improve efficiency? How should a team organisation be built and how is it managed?

Study unit description:

The company's operating environment is changing rapidly. Companies should respond to these changes by also changing their own organisation. Parallel to traditional hierarchical organisations, organisations with fewer management levels have emerged. These include, for example, team organisations. Lean, low-hierarchy organisations and team-based operations have proven to be effective methods of operation.

Previous studies:

Knowledge of central professional study units.

E9910 Social media marketing, 5 cr

The student is able to:

The course educates the students on social media marketing issues, such as engaging customer communities using social media networks. The students will realize the dynamic force of social media and be able to analyze the change in marketing from both marketers' and customers' perspective. They will reflect and share their own experiences as digital marketers' target group. The students will recognize the competitive edge that collaborative marketing offers to all types of businesses and organizations.

Contents of the study unit:

Challenges and opportunities of social media and networks changing the face of marketing: from outbound to inbound, using customer communities to enhance business, e.g. engaging the customer through interaction, business blogging, engaging online influencers and monitoring customer conversations in social networks, crowdsourcing, viral marketing, social network marketing, social deal marketing, mobile marketing.

00387 Go abroad, 3 cr

The student is able to:

- work successfully in a foreign country's learning and work environment.

Contents of the study unit:

- process of cultural encounters
- target country and target higher education institution, company or organisation
- Finnish culture and education system
- practical arrangements related to exchanges

Study unit description:

In order to apply for the Erasmus grant awarded by the EU or for a grant awarded by Laurea, students departing for international exchanges or job placements must generally complete preparatory international studies.

The studies include the online studies, contact sessions and learning exercises, which vary by unit/region.

Previous studies:

Acceptance onto an international exchange or job placement.

00515 Tandem project in language and culture, 3 cr

The student is able to:

- acquaint the student from a chosen language area into Finnish society and culture
- support the foreign degree student's or exchange student's Finnish language learning
- use the method of reciprocal learning in creating appropriate objectives for language or culture learning
- utilize and deepen her/his cultural and language knowledge

Contents of the study unit:

- peer tutoring in language and culture learning
- activating one's foreign language knowledge with a native speaker OR deepening one's intercultural abilities
- the process of cultural exchange

Study unit description:

The study unit consists of meetings between the tandem pair, meetings with the tutor and study diary report. The competence appears in students' developing language and cultural abilities.

Previous studies:

None. The objectives are created case-specifically.

01244 Ethnography and Field Studies, 5 cr

The student is able to:

Students will be able to:

- understand ethnography as qualitative research method and as a writing style
- know methods of studying cultures, genders and social groups
- apply critical knowledge in their own fieldwork project

Contents of the study unit:

- the nature and significance of ethnographical studies
- how to study people and cultures
- use of narratives in research
- observations and fieldwork methods
- analysing textual data

Study unit description:

This study unit is designed for second and third year students interested in anthropological research. The study unit introduces ethnography as research method involving observations and participation. Students examine various

research methods and the nature of fieldwork

01434 Intensive course on Android, 2 cr

The student is able to:

See below

Contents of the study unit:

1. Android platform and development tools overview
2. The first examples in Android programming
3. Activities: lifecycle and states
4. Using resources
5. Application UI: views and layouts
6. Working with intents
7. State saving/restoring and app preferences
8. Usings menus
9. SQLite storage
10. Content providers
11. Working with Internet services

Depending on the audience interests and time limits these additional topics can be included:

12. Maps and geolocation
13. Animation and graphics