

## **Upgrading Engineering Education in Häme University of Applied Sciences: Towards Teacher Teams, Flexible Processes and Versatile Company Collaboration**

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**Abstract :** In this acceleratingly developing world, it will be crucial for our students to not only to adapt to continuous change, but to be the driving force of it. This raises the question of how can the educational processes motivate and encourage the students to learn the perhaps most important skill there for their further work career: the ability to learn and absorb more by themselves. In engineering education, the learning contents and methods have traditionally been very substance oriented and teacher-centered. In Häme University of Applied Sciences (HAMK), the pedagogical model has been completely renewed during the past few years. Terms like phenomenon or skills-based learning and collaborative teaching are things which have not very often been related to engineering education, but are now the foundation of HAMK's pedagogical model in all disciplines, even in engineering studies. In this paper, a new flexible way of executing engineering studies will be introduced. The paper will summarize three years' experiences and observations of a process where traditional teacher-centric mechanical engineering teaching was converted into a model where teachers work collaboratively in teams supporting the students' learning processes.

**Keywords :** team teaching, collaborative learning, engineering education, new pedagogy

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