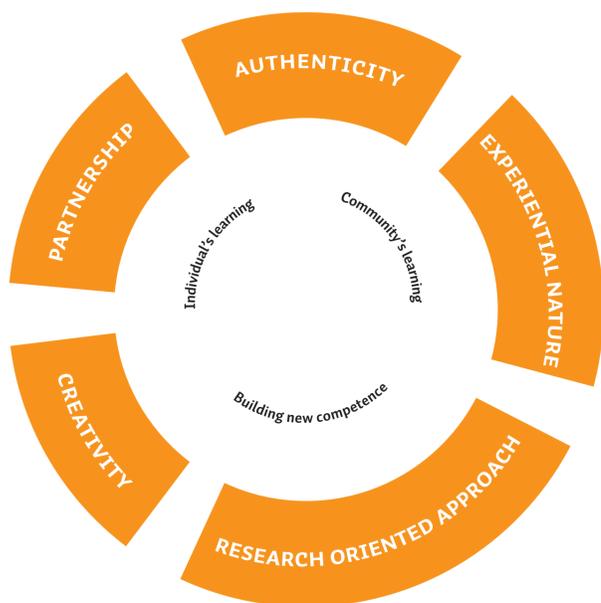


PEDAGOGICAL STRATEGY ENHANCING PARTICIPATION AND NEW CITIZENSHIP



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Laurea University of Applied Sciences with its 8000 students and 500 of staff is situated in the larger Helsinki metropolitan area. As a professional higher education institution Laurea's strategic aim is to be an acknowledged and international university of applied sciences in innovation activities by 2010. The strategic focus in Laurea is: 1) to support metropolisation 2) to reinforce cluster development 3) to bring about effective innovation 4) to produce new knowledge and competence and 5) to increase internationalisation of regional development work. These perspectives are embedded in our three main strategies i.e. regional development strategy, r&d-strategy and pedagogical strategy.



VALUES FORM THE BASIS

The basis for strategic leadership and all operation is founded on the five core values which were decided in a collaborative and participatory process of all personnell in the year 2000:

- student and customer focus
- reliability
- working as one community, openness and cooperation
- Innovativeness
- social responsibility

NEW STRATEGY, NEW WORKING CULTURE, NEW PARTICIPATION

At the moment Laurea is undergoing an important process of strategic change. The main goal for the change is to renew the operational working culture of our university so that we can in a better, clearer and more effective way integrate our three tasks (pedagogy, r&d and regional development). This refers to a solid connection between the three tasks so that all students, lecturers and other staff can participate in all three at the same time.

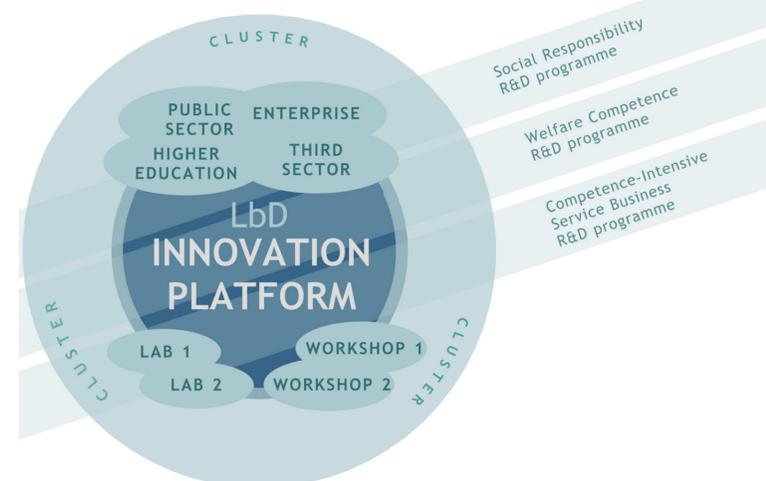
Laurea has created the Learning by Developing (LbD) model as a tool for reaching its strategic intent and implementing its strategies in practice. Learning by Developing (LbD) is an innovative operating model based on authenticity, partnership, experiential learning and research. The Learning by Developing model is built on a development project that is genuinely rooted in the world of work, that aims to produce new practices and the progress of which requires collaboration between teachers, students and workplace experts. At a university of applied sciences, it is essential that the creation of new knowledge and understanding also become explicit in the form of skills in actual operations. In the LbD-development projects students are considered as younger colleagues who will learn generic working life competences already during their studypath starting from the first term. (PEDAGOGICAL STRATEGY 2007.) The LbD-model has been evaluated by an international evaluation team during year 2007 (see Vyakarnam et al. 2008.)

CONCLUSIONS

This change process is breaking and renewing our traditional conceptions of learning and teaching, learning environments and production of knowledge and competence. In the new working and learning culture we can see new kind of participation and new roles for

citizenship. Students, teachers, researcher and leaders form a community with shared vision and shared values. In this community all parties are equal with each other.

In higher education institutions strategic leadership has become more and more important. Focusing on strategic leadership and building and implementing new strategies is an effective and participatory way to transform the working and learning culture of a university. The task is not easy but it is extremely interesting and the results can be seen already during the process. The employment rate of our students is at a very high level (88.8 %) and one of the reasons is considered to be the visionary, value-driven management system as well as the dynamic, modern organisation. In the learning culture of our university the students are at the centre and it facilitates their competence development and production of new knowledge.



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