



## YWeLP Modules

A graphic with the word 'CREATE' in a bold, grey, hand-drawn font. A hand holding a yellow pencil is shown at the bottom right, appearing to have just finished writing the letter 'E'.

**CREATE**

Youth work is a dynamic field and there are many themes in contemporary youth work on which we could have chosen to focus. In making our decisions we

considered the practice and policy context of youth work across Europe and the wider world choosing to prioritise those that are particularly relevant right now:

- » Communicating Youth Work
- » Youth Participation and Non-formal Learning in Youth Work
- » Ethics and Human Rights in Professional Youth Work
- » Youth Work in Diverse Societies
- » Youth Work in the Digital World

**Module 6 – International Youth Work – NEW!**

**Module 5 – Youth Work in the Digital World**

**Module 4 – Youth Work in Diverse Societies**

**Module 3 – Ethics and Human Rights in Professional Youth Work**

**Module 2 – Youth Participation & Non-formal Learning**

**Module 1 – Communicating Youth Work**

# Challenges on collaborative online learning – reflecting the community education studies

22.9.2022, Helsinki

- Päivi Timonen, Humak University of Applied Sciences
- Senior lecturer, online learning specialist
- Ph.D. Candidate, Faculty of Education, the Media Education Hub at the University of Lapland.
- My research topic: Coaching pedagogy for synchronous collaborative online learning
- First substudy article:  
<https://doi.org/10.1177/1834490921991430>

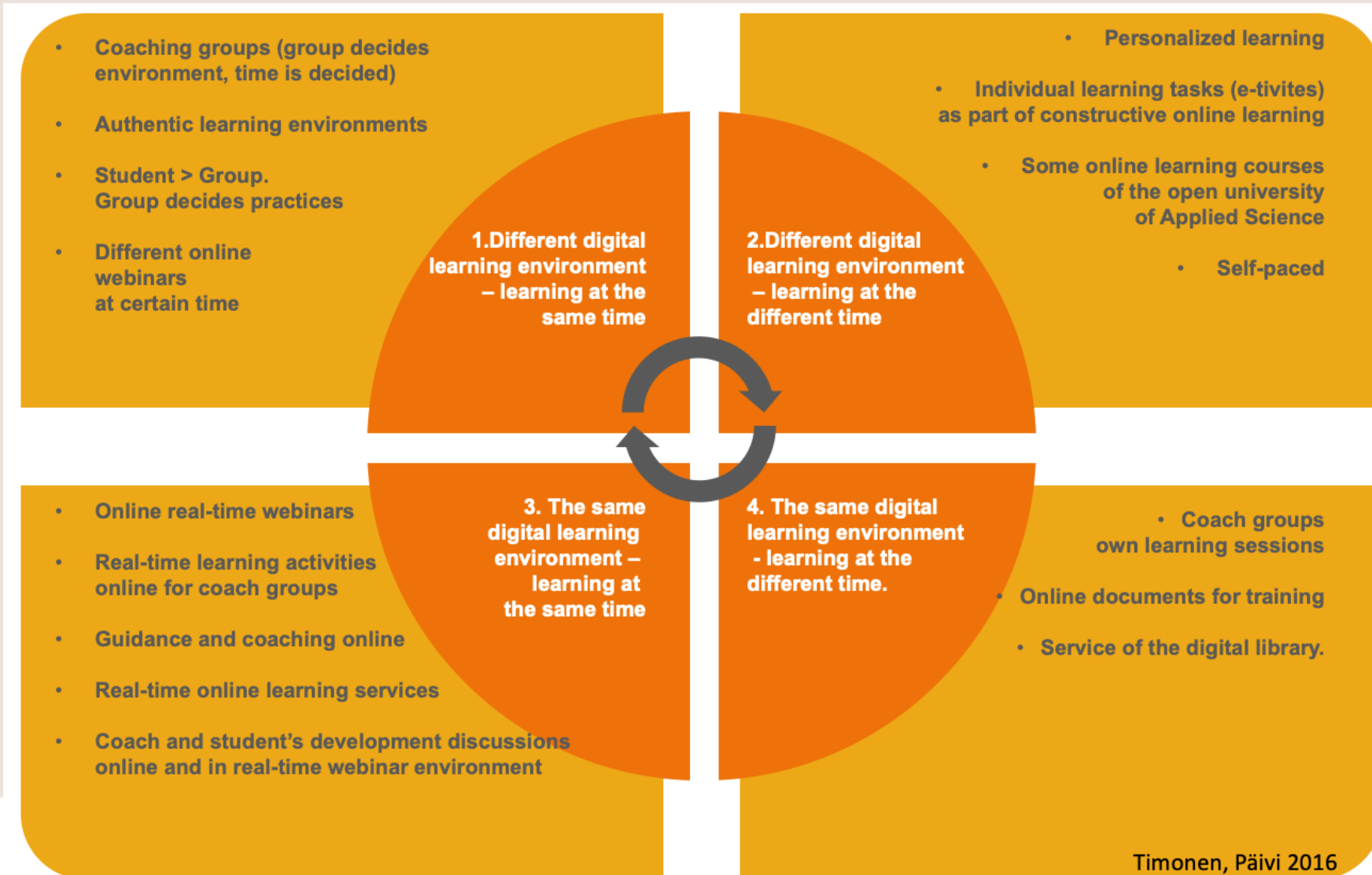


# Challenges of Teachers, students, universities, and society around us for collaborative online learning

- Values: what kind of students do we educate? Individuals for work life? Co-workers?
- Pedagogy, online pedagogy, digital pedagogy: – is it discussed enough?
- The time available: do we invest time in correct targets and times?
- Threats: do we have enough courage for jumping into collaboration?
- Curriculum: Whole curricula will be available online, not only single courses or modules.
- Work life: Interaction and collaboration skills and competences are needed in today's and future work life also in digital environments.
- Resources

University students should have the right to learn knowledge and skills required in their future profession in traditional learning environments as well as in synchronous and asynchronous online learning environments – with the same learning results.

# Background for the theme: Four dimensions of online learning by time and space by Päivi Timonen 2016



# cMOOCs were a success story of collaborative online learning

- cMOOC project 2014–2016
- Digital Perspective on Youth Work
- Three different cMOOCs
- In co-operation with Humak UAS, Metropolia UAS, Verke and Koordinaatti.

## Project cMOOC Digital Perspective on Youth Work (3 etc) was created with aim

### 2015-2016 cMOOCs

> constructive, collaborative > get information, raise knowledge, gain skills, study in groups, coach, online learn, peer evaluation ....



# Challenges: cMOOCS and e-Coach (teacher and work life specialist)

- Activity on/by discussions, a lot to follow by the coach – but this results in collaborative online learning.
- Get a common perspective of the current situation - for a lot of students and teachers.
- Following up on the e-Coach group, there are many groups and many e-Coaches. Same principals of communication, guidance, and coaching of e-Coach groups.
- The technical know-how of online learning environments.

**Challenges on cMOOCs and e-Coach are possible to solve by knowing better technically online learning environment**

Some of the results written in a research article:

# Which factors facilitate collaborative learning on cMOOCs?

Ruhalahiti, Söderlund & Timonen 2018.

## Which factors facilitate collaborative learning on cMOOCs?

Collaborative learning was promoted especially by participation, interaction skills and commitment to the community-driven learning process. The quantitative results of the inductive analysis of the open responds given by the three cMOOC implementation groups are presented in Table 3.

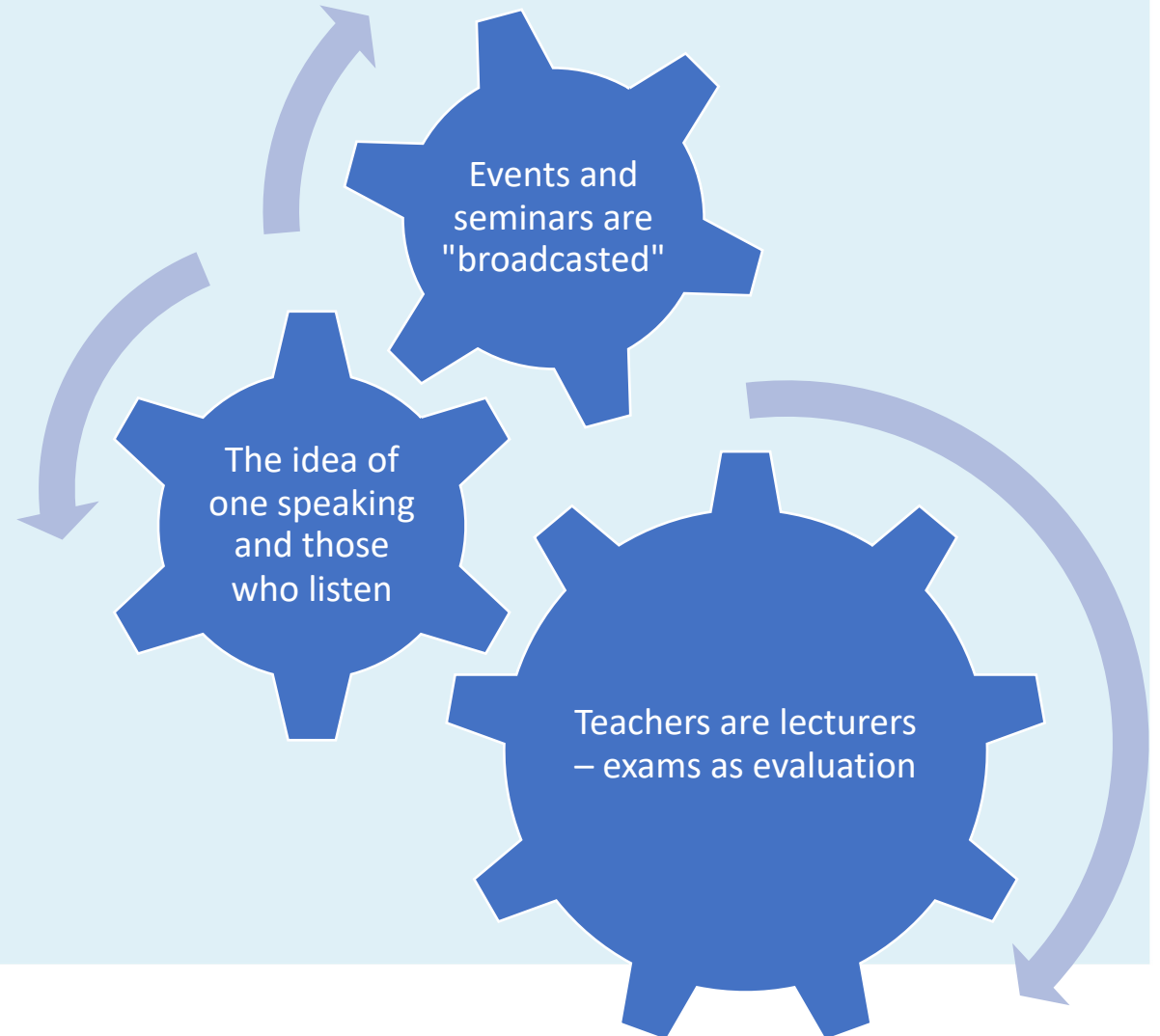
| CODE CATEGORY          | OCCURRENCE (F) |
|------------------------|----------------|
| Participation          | 104            |
| Interaction            | 55             |
| Commitment             | 46             |
| Resourcing the time    | 22             |
| Collaborative learning | 20             |
| Having the courage to  | 13             |
| Motivation             | 4              |
| Other                  | 3              |

<https://tinyurl.com/cmooocs2018>



# Challenges on synchronous collaborative online learning - teaching is used to ... Teaching as lecturing > not a collaboration of students

- Some of the backgrounds why I decided my research topic to focus on synchronous collaborative online learning.
- Community education in mind: co-work, group work
- An ongoing need to develop:
  - \* skills in online pedagogy and its applications
  - \* technical skills



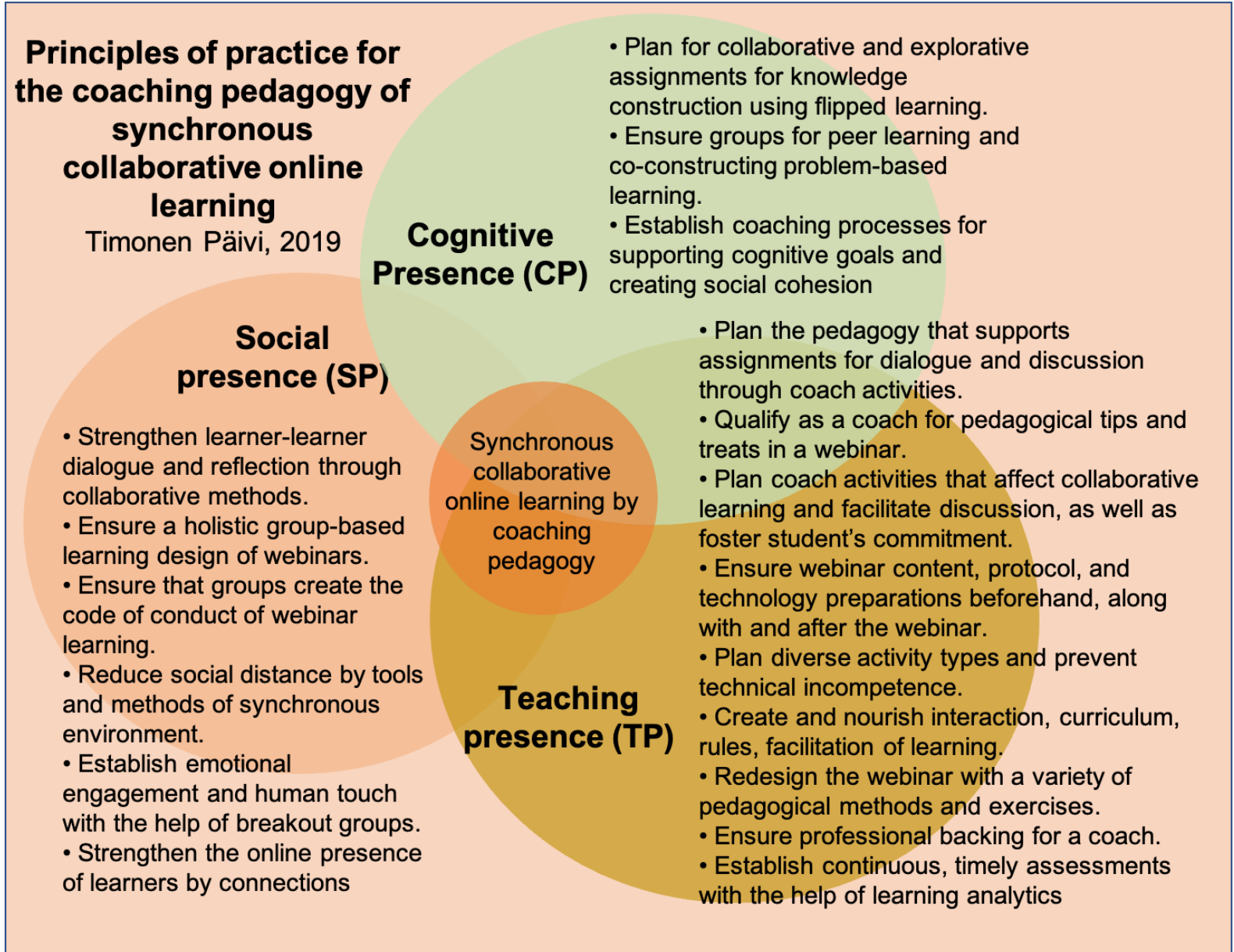
# Principles of practice for the coaching pedagogy of synchronous collaborative online learning

(Timonen & Ruokamo 2021)

**RQ: What kind of Coaching pedagogical model is for Synchronous Collaborative Online Learning?**

## Principles of practice for the coaching pedagogy of synchronous collaborative online learning

Timonen Päivi, 2019



# HUMAK<sup>H</sup>



HUMAK UNIVERSITY OF APPLIED SCIENCES

Päivi Timonen, Humak University of Applied Sciences  
paivi.timonen@humak.fi

WWW.HUMAK.FI/EN