



InCompEdu

Innovative Competence in Online Higher Education

# Report

# 1st Multiplier Event

16th of February 2022



InComp Edu



# The 1st Multiplier Event

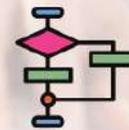
16th of February 2022, University of Turku



## Challenges and Best Practices in Remote and Hybrid Academic Teaching

Online:  
Via Zoom platform.

Event start at:  
9:00 - 15:00 CET  
10:00 - 16:00 EET



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### Multiplier Event - Challenges and best practices in remote and hybrid academic teaching

Online (Zoom), Wednesday 16 February 2022, 9.00-15.00 CET / 10.00-16.00 EET

[Report \(for Erasmus+ final programme, presentations and attendance list attached\)](#)

The online workshop, Multiplier Event of IO1, was organised by the Brahea Centre at the University of Turku, Centre for Maritime Studies. Due to Covid-19, the event was decided to be organized as an online event. The workshop was moderated by Timo Halttunen, Head of Unit, Areal Research and Development, Brahea Centre at the University of Turku.

**Opening address** was held by *Piia Björn, Vice Rector (Education), University of Turku*. Björn welcomed the participants to the event. She noted that with or without Covid-19, learning is in process of major changes, with possibilities and challenges: how to learn, teach and develop in the practically limitless world. Principles of learning remain the same. Online teaching needs variation in tools to enhance higher level thinking and learning, starting from knowledge built on basics. Knowledge is applied and integrated, as well as the learning environment. Björn mentioned role of learning in solving global ecological, cultural, societal and economical challenges, and solutions offered by the HEIs. Excellent remote learning mechanisms and applications are needed also in wider society. Meeting and interacting with people, emotionally and caring pedagogically: wise combination of remote and meaningful face-to-face meetings is the key to successful learning. Differently built learning entities and modules

needed. Björn concluded with the quote „*Variatio est mater studiorum*” (Ferenc Marton & Keith Trigwell) - Variation is the mother of learning.

**The morning session was focused on online teaching during pandemic.**

**Views to the progress of higher education studies in Finland in the pandemic times.** *Kati Isoaho, Senior Evaluation Advisor, Finnish Education Evaluation Centre (FINEEC).* FINEEC is responsible for external assessment of education (at all levels) in Finland.

FINEEC carried out in 2020 survey on the **impacts of the exceptional teaching arrangements**, on the realisation of equality and equity at different levels of education (FINEEC 8:2021). Survey for all the HEI's was realised in September 2020. Available data on the study progress in 2017-2020 (completed degrees and ECTS credits) was used in evaluation as a baseline and comparing the developments during the pandemic.

Almost seven HE institutions out of ten considered that Covid-19 pandemic has had an effect on the **equal opportunities of learning among students**. The need for the support had increased most among the students who have learning disabilities. All the HEIs reported that already before the pandemic they had electronic guidance services, and new services were developed. In particular, support for newcomers was discussed in the Finnish HEIs. Almost nine out of ten institutions considered that students' contacts to the guidance services remained on the normal level or increased to some extent, and they had been able to respond to the contacts well or in an excellent manner. Discussion took place whether the need for support been more visible in the student health care services, and had all students been able to seek for help.

**As indicator of study progress**, first the number of completed degrees per 1 000 students who had registered as "attending" was selected. In Finland, the students register each year as attending or not attending. Another indicator created was average of completed ECTS credits per student. Universities and universities of applied sciences were studied concerning years 2017-2020, on the bachelor-level and master-level degrees. No remarkable changes were found concerning completed **bachelor degrees** in 2020 compared with the previous three years in the universities of applied sciences. In the universities, there was decrease in the autumn term 2020. A possible reason behind the result might be that there was support for new students but perhaps lack of support for those finishing their bachelor's studies. Whether the number of students who registered as "attending" changed remarkably has not yet been investigated in FINEEC.

At the universities of applied sciences the **completion of the master's degrees** increased in 2020, whereas in the universities there was increase in an autumn term. Reasons for this may be weakened labour-market situation, which forced part of the student body, working adults, to study faster for their master degrees at the universities of applied sciences. Similarly, at the universities many students are usually working part-time. In addition, Isoaho asks whether master's level studies are in any case so independent that they were easily transferred into distance studies.

Regarding **average of the ECTS credits** per student in spring term 2020, most of the HEIs belonged to the group where the average followed the trend of past years. However, at the institution level there is variation, with both increase or decrease. The number of degrees may have increased in the groups of students who are working adults or those who are working part-time. At the moment, it cannot be said whether the extensive and well-developing offer of electronic services has benefitted most those learners who have best skills and self-motivation, or has the situation between different learners become more equal. It has been noted that there is polarisation among the students. In some regions of Finland, the pandemic has had an impact on possibilities for practical training, which is part of studies at the universities of applied sciences.

**Moderator Timo Halttunen** added that pandemic has had an **impact on international students** of the University of Turku. According to a study, students with lower socio-economic status did not consider online education suitable for them. For example, the students do not necessarily have access to multiple kind of devices, for example to follow the lecture in laptop and chat via smart phone as asked by the lecturer. The attendees of workshop commented that also sharing of devices takes place, with other members of household who are also either working remotely or siblings also participate in distance learning.

Isoaho noted that international students have been an important customer group for universities. Equal services are understood differently: one option is that the same services are being offered for all, another view point is that there are different arrangements for students according to their needs.

**Emergency online teaching or pedagogical success stories?** *Satu Hakanurmi, Head of Development, Educational Support Services, University of Turku.*

While the lockdown started, Hakanurmi worked at the Teacher Support Unit at the University of Turku. First poll in Hakanurmi's presentation was about the favorite tools preferred in teaching. Three most preferred tools by the attendees were 1. Webmeeting tools (Zoom, Teams etc.) 2. Learning Management System (Moodle etc.) 3. Interactive tools (Flinga, Miro, HowSpace, Kahoot etc.)

According to Hakanurmi, the problems are the same, but the infrastructure is different. While the lockdown started there were three days to change into online mode at the University of Turku. Quick and cheap emergency remote teaching took place. Zoom was recommended as teaching tool and exams took place via Moodle. Online exam rooms were closed. Later on they were opened with restricted number of students. In the University of Turku, the Teacher Support Unit was organized before the pandemic with technological and pedagogical expertise. An intranet website was established for teachers, aimed to support becoming a good teacher, including recommendation of tools for online teaching.

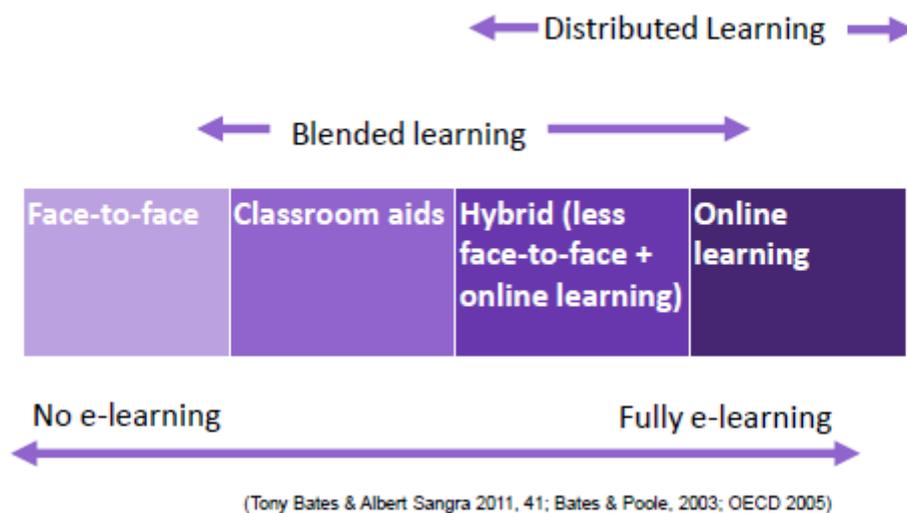
Towards the autumn 2020, there was a move from transferring of teaching towards learner centered solutions. Different kind of solutions were identified:

- Peer support
- Planning before the teaching, better quality

- Increase in use of videos from 1 800 videos in 2019 to over 5 000 videos in 2020. Flipped learning as teaching tool became more common.
- Teachers asked pedagogical questions concerning big groups, seminars, poster exhibitions, evaluation during the process.
- New tools for activation and participation: Kahoot, more use of Flinga (Finnish tool), Howspace, Miro.
- Questions on well-being of students
- Electronic exams, which are common in Finland

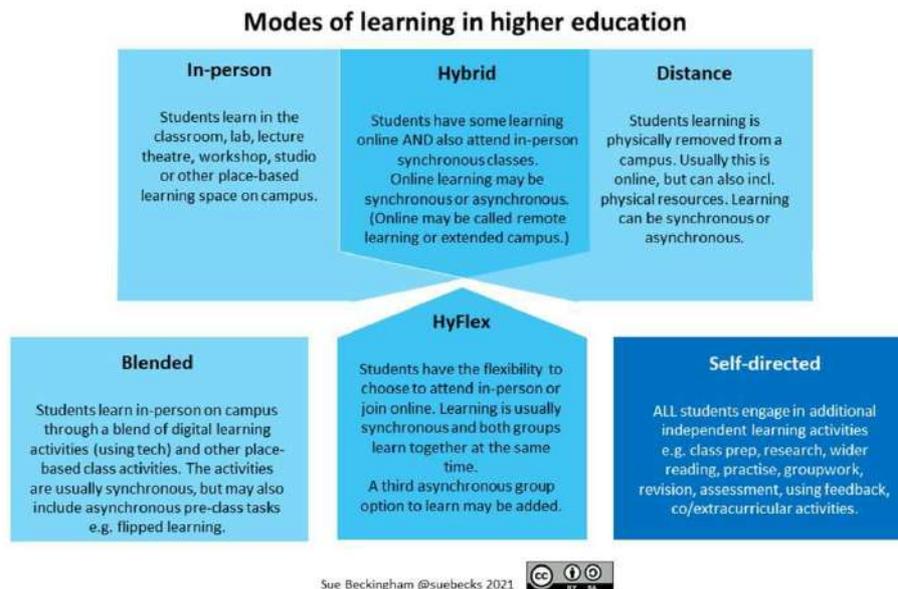
Hakanurmi mentioned that there has been much technology driven pedagogy. Also, there is confusion on the concept. The participants of the workshop were asked in a poll which is their understanding of hybrid learning. Is it understood as 1) Synchronous studies, where simultaneously part of the students is in the classroom and part of the students participate with Zoom, Teams etc., or 2) Studies include both asynchronous self-study and synchronous collaborative studies. The concept tends to cause confusion, and people may understand it both ways.

Hakanurmi likes the illustration of Bates and Sangra (below), in which there is no clear difference between the concept but the share of e-learning differs in different options. Currently digital is included in all teaching. Learning Design is since autumn 2021 something all teachers need to consider. In the online mode, it was not possible to lecture only, and the learner's view was considered more. Flexible learning means learner centered thinking and learning design. More information is available at e.g. Learning Design Toolkit (Akseli Huhtanen, FITech) <https://fitech.io/en/about-fitech/for-teachers/>



Example from a teacher at the University of Turku was that **students liked the clear structure, deadlines and the variety of assignments**. Students do what the assessment methods expect them to do. Interesting activities (e-tivities), assignments, project, capstones, cases etc. are a backbone for every blended/hybrid online course in the future. One of the questions is whether we will have synchronous or asynchronous. According to a study, students rated

higher a course with the **synchronous component**. (Snyder, T. & Garner, B. 2020. Engaging Faculty to Connect with Online Learners in Real Time). The component may be e.g. real-time feedback. Tips for lecturing include options for course welcome online, or office hours in Zoom. New paradigm of teaching includes multiple options, for example blended and HyFlex.



According to Hakanurmi, there are currently more options to organize teaching than ever in the history. Third poll was based on participants' own experiences: What is your favourite model to teach in the future? It is up to the organisations' decisions too, which modes they will offer. Participants chose Face2face most often. Other options were Hybrid (self-study + collaborative study); "Pandemia-Hybrid" (synchronous combination of f2f and distance participation); Hyflex (combination of previous two). Mere online learning was not supported by the attendees. It is needs to be noticed, which kind of learners there are, e.g. full-time or continuing education.

Entrance exams have been a very difficult problem to solve during pandemic. An example of commercial exam-software is <https://proctorio.com/>

**Innovative Competence in Online Higher Education – idea and goals of the project.** *Olga Dębicka, University of Gdansk, InCompEdu project*

Dębicka hopes that the deliverables of the project InCompEdu will benefit the teachers as well as students with presenting tools and examples on innovation for online education. A need analysis was done for the project. Reshaping of the future of education takes place, and there is a need to reflect on the future courses. Experiences and good practices from the online courses are shared. In developing academic courses there is a need to combine digital skills with knowledge of educational psychology. The aim is more inclusive, engaging and effective education. We need a different pedagogy for distance learning, which is a challenge for online teaching.

The project partners are universities from Poland, Croatia, Finland, Italy, Romania and Slovenia. We aim to share the knowledge and experience gained during Covid-19 pandemic, to improve digital competences of academic teachers, including use of online platforms in higher education. New competences are developed also in creating innovative curricula in online education. Main target groups are academic teachers and university authorities responsible for study programmes. We will share information about IT-tools, for example tools for online exams which can be used by the teachers. Dębicka also pointed out that we need to inform the university authorities about the challenges faced by the teachers, and on the other hand the good practices, and which methodologies have been used.

Project's intellectual outputs are the following:

- IO 1. Identification of problems and good practices with transferring academic teaching to on-line mode, led by the UTU CMS Turku.
- IO 2. Building the digital competences in the academic community of tomorrow, led by the UP Primorsk.
- IO3. Reimagining on-line courses for the future of high education, led by the UG Gdańsk.

Regarding the IT-solutions, InCompEdu project will provide some recommendations on available solutions and how they can be used smartly. User needs will be focused on. Design thinking methodology will be used. Model lectures will be held in the Design thinking workshops in Slovenia, Italy and Romania. Scenarios will be tested by partners.

### **Challenges and best practices in online teaching. Preliminary results of InCompEdu survey.** *Riitta Pöntynen, University of Turku.*

Questionnaire on identified challenges and problems and best practices was part of the IO1, Identification of problems and good practices with transferring academic teaching to on-line mode. Interviews are ongoing. Based on the interviews and the results of questionnaire, a publication on Good examples - teacher stories will be compiled. The workshop is an important tool to have feedback and interact on the results.

Situation before the COVID-19 pandemic, and the experience of teachers in online teaching and teaching methods used was first mapped in the questionnaire. Regarding the sudden shift to online teaching, the main challenges and how they were solved was asked from the respondents. The respondents were also asked about the main challenges, teaching methods and best practices at the time of the survey, which was May 2021 – October 2021. Finally, future perspectives such as the planned share of online teaching and activities were surveyed.

Before the COVID-19 pandemic, the share of online teaching was relatively low in many of the countries surveyed. The share of online teaching, at least on a moderate level was highest in Finland (55%), followed by Romania (41%) and Croatia (37%). Students' access to teaching materials online was the most often reported online teaching type in all the countries surveyed. It was most often used online tool in all countries, on daily or weekly basis 47% of respondents chose this option. Responding figure for regular teaching was only 20%.

When the shift to online teaching took place in spring 2020, the most often mentioned challenges were engagement of students during lessons, increased workload due to organisation of online teaching and fatigue from prolonged activities on screen, followed by ergonomics in remote working. Teachers also mentioned lack of social interaction. There were different views on use of cameras, some of teachers had made that obligatory while some considered it sensible issue. Some respondents stated that online teaching is not at all suitable for academic teaching. In spring/summer 2021, the main challenges remained the same, however the percentage of those who considered those as significantly or moderately challenging decreased. In spite of that, for example engagement of students during lessons was still considered significantly or moderately challenging by as many as 59% of the respondents. ICT-related challenges were reported less often than challenges previously mentioned. Main challenges were reported on conducting examinations. Verifying student identity was also considered a challenge.

Even 261 respondents gave examples on overcoming the most critical challenges. The most often chosen solutions were finding information online and help from colleagues. Teachers had also advice and assistance from the university, their faculty or department or from ICT department. It is positive that minority of the respondents reported that they could not solve the most critical challenges at all.

Challenges related to teaching online certain skills and contents for the students covered quite evenly the proposed options. Teaching online general skills as well as learning and study skills were considered significantly or moderately challenging by 55 % of all the respondents. Content related with laboratory (33%) or field work (34%) were considered most often as significantly challenging. Several teaching subjects were mentioned by the respondents as challenging.

Most often used online teaching methods before and during pandemic was presentations. Most increase was noticed in the use of online discussions during the lesson, real-time. Use of online whiteboard increased, as well as asynchronous online discussions.

Best practices were reported by multitude of respondents. The themes may be classified for example as follows:

- Preparing for the lessons/lecture; e.g. guidelines and procedures, pre-recorded lectures
- Collaboration with colleagues; e.g. teaching, testing
- Platform/software-related solutions; various possibilities, combining tools and applications during a lecture
- Teaching methods, various examples
- Activation and communication with students
- Students' communication with each other
- Verification of knowledge / evaluation

On the average, respondents in all the partner countries would double the working time online or remotely. The share of those who would like to use online teaching as additional method to their traditional classes in the future (blended learning), either from home or from the university premises, or both, was the highest in Finland (80%), followed by Romania (70%) and Poland (66%). Aside the personal preferences, the plans of the university matter, or whether there are plans for online teaching. Some respondents would like to teach online, but they assume that online teaching from home would not be supported by the university.

## Working groups

The aim of the working groups was to discuss the methods which were used during pandemic in online teaching, which are there benefits and challenges and which experiences and recommendations the participants of the working group have. Discussion on teaching methods started with selection of interesting teaching methods with the help of Flinga Wall. Moderators had chosen examples on teaching methods based to results of the questionnaire and interviews. First, the participants gave their likes to interesting methods. Participants could add interesting methods or IT-tools. Discussion on the chosen methods continued with the help of Flinga Whiteboard. Three working groups were planned to take place, however due to lower number of participants than expected, we combined Group 1. and Group 3. into the same Breakout room.

### **1. Online teaching methods.** *Moderated by Riitta Pöntynen and Sari Nyroos, University of Turku.*

Discussion continued with the two of the options: gamification and small group discussion. Additional methods were not added by the participants.



Small group discussions
♡ 4
Gamification
♡ 4
Group work online
♡ 4
Flipped learning
♡ 3
Polls
♡ 3
NanoLearning - divided the lectures into small portions
♡ 2
More breaks during the lessons, shorter teaching periods than in on-site teaching
♡ 1
Teaching with a colleague

**Benefits of gamification** include that it is possible to reduce monotony and keep students' attention, as well as increase their involvement and motivation. Possible methods are for example Kahoot, Escape room and Wordwall. **A challenge** mentioned was that it takes time to learn the method and design that properly. Other challenge is difficulty to find or develop resources. In addition, pedagogical and technical support might be necessary.

**In smaller groups**, it is easier to discuss. There is also possibility to focus the discussion on specific interests. First year students can get to know each other easier. Involvement of students is also easier and results may be presented in the groups. Challenges consist of age dependency; older student may dominate the discussion. Some students will not discuss. A moderator is needed for the group. Possible solutions to active discussion in the groups are for example Breakout rooms, and use of note catching documents. It is recommended to give roles for the students, as well as extra points for active participation.

**Group 2. Digital tools, platforms and programmes used in teaching.** Moderated by Olga Dębicka and Adam Borodo, University of Gdansk.

Pools and games to activate students: Mentimeter, Kahoot, Padlet, Quizlet	7
Moodle for knowledge verification	5
Breakout rooms in Teams and Zoom	5
Whiteboards: Jamboard, Miro, Padlet, Flinga	5
MS Teams: files, chat, breakout rooms	5
Online exams (written or oral) : eg. Forms, Moodle	5
Short tests: Worldwall, Testportal, Kahoot,, etc.	4
Platforms to interact with students: Zoom, Teams, Skype, Google Workspace	3
Application supporting organization of activities: sharing documents, photos (Google Drive, One Drive, Padlet)	3
Developing games aimed at students cooperation and competition: Worldwall, Mentimeter, Jambord, Mural, etc.)	2
Enriching the presentation of knowledge: Prezi, Kanva, Sway, Emaze, Piktochart, Poplet	
Application for designing graphics, videos, infografics or charts: Gimp, Canva, EDpuzzle, FlipGrid, Piktochart, Coogole, Popplet, etc.	
Chat programs / Discord / WhatsApp / Facebook Messenger / etc.	
LMS	

In the second group, the discussion focused on the possibility of using IT tools and programmes to support remote or hybrid learning in higher education. Workshop participants agreed that the listed systems are important, and suggested adding a few new ones to the list. They emphasized the enormous potential of using IT programs, such as pools and games, to engage and activate students. The discussion also focused on **the potential benefits** of using IT tools, mentioning among them learning flexibility and adding interactivity to lessons. It has been pointed out that using IT tools will be more interesting for future students who will be accustomed to using technological solutions, while also giving them access to already available

materials (e.g. materials and courses from other Universities or in MOOCs) and increasing students employability through improvement their digital skills on the other hand.

In addition, the participants have recognized **the challenges** posed to teachers and students by the use of new technologies, mentioning among them securing intellectual property rights to the courses created and made available to students, increased workload for both students and teachers (in preparing coursework). Maintaining student attention is also an important issue, due to the possibility of other online distractions.

It was also emphasized that it is necessary to develop official strategies for the use of these tools and acquisition of commercial digital tools which have more features than the free versions.

### **Group 3. Interaction with and motivation of the students in online environment.**

*Moderated by Jelena Dorčić and Helga Maškarin Ribarić, University of Rijeka.*

The options discussed were Chat, polls and other interactive tools; Peer learning, Permanent contact with the students, personal online meetings and flipped learning.



### **Wrap-up and closing of the event**

*InCompEdu project is financed by Erasmus+ and realised during 1.4.2021 – 31.3.2023. Centre for Maritime Studies coordinates its IO1 “Identification of problems and good practices with transferring academic teaching to on-line mode”. The project is coordinated by the University of Gdańsk, Poland.*

# Challenges and best practices in remote and hybrid academic teaching

Time: Wednesday 16 February 2022, [9.00-15.00 CET](#) / [10.00-16.00 EET](#)

## PROGRAMME

*8.30 CET / 9.30 EET The workshop link is opened and you may test the connection.*

*The workshop is moderated by Timo Halttunen, Head of Unit, Areal Research and Development, Brahea Centre at the University of Turku.*

*9.00 CET / 10.00 EET Opening address. Piia Björn, Vice Rector (Education), University of Turku*

*9.15-10.45 CET / 10.15-11.45 EET Online teaching during pandemic*

*Views to the progress of higher education studies in Finland in the pandemic times. Kati Isoaho, Senior Evaluation Advisor, Finnish Education Evaluation Centre (FINEEC)*

*Emergency online teaching or pedagogical success stories? Satu Hakanurmi, Head of Development, Educational Support Services, University of Turku*

*Innovative Competence in Online Higher Education – idea and goals of the project. Olga Dębicka, University of Gdansk, InCompEdu project*

*Discussion, Q&A*

*10.45-11.45 CET / 11.45-12.45 EET Break*

11.45-15.00 CET / 12.45-16.00 EET Ways forward in online teaching

11.45-12.20 CET / 12.45-13.20 EET *Challenges and best practices in online teaching. Preliminary results of InCompEdu survey.* Riitta Pöntynen, University of Turku.

12.20-13.30 CET / 13.20-14.30 EET Working groups

Introduction to the working groups and their themes & working in groups.

1) Online teaching methods. Moderated by Riitta Pöntynen and Sari Nyroos, University of Turku.

2) Digital tools, platforms and programmes used in teaching. Moderated by Olga Dębicka and Adam Borodo, University of Gdansk.

3) Interaction with and motivation of the students in online environment. Moderated by Jelena Dorčić and Helga Maškarin Ribarić, University of Rijeka.

13.30-13.45 CET / 14.30-14.45 EET *Break*

13.45-14.45 CET / 14.45-15.45 EET Presentation of results of the working groups, discussion

14.45-15.00 CET / 15.45-16.00 EET Wrap-up and closing the event

*The event is organised by the Brahea Centre at the University of Turku, Centre for Maritime Studies.*

Additional information: Riitta Pöntynen, riitta.pontynen@utu.fi, +358 40 351 0476; Sari Nyroos, sari.nyroos@utu.fi, +358 40 779 9493

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<b>List of participants - 1st ME, 16th February, 2022, TURKU, InCompEdu Project</b>									
External participants									
<i>No</i>	<i>foreign</i>	<i>from Finland</i>	<i>Firstname</i>	<i>Surname</i>	<i>Company / organisation</i>	<i>country</i>	<i>postal address</i>	<i>postal code</i>	<i>town</i>
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55	1		Sanja	Radmilo Derado	Faculty of Economics, Business and Tourism Split, Croatia	HR	Cvite Fiskovica 5	21000	Split
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61	1		Mario	Superina	Port of Rijeka j.s.c.	HR	Riva 1	51000	Rijeka
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63			Hanna	Treder	University of Gdańsk	PL	Armii Krajowej 119/122	81-825	Sopot
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65			Sorina-Maria	Victoria	University 1 Decembrie 1918 Alba Iulia	RO	Gabriel Bethlen 5	510009	Alba Iulia
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Spotkanie Zoom

Kati Isoaho, F... Ana Krajnovic... Vedrana Zivk... >

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## Challenges and Best Practices in Remote and Hybrid Academic Teaching

Online workshop / Multiplier Event

Wednesday 16 February 2022

at 9.00-15.00 CET / 10.00-16.00 EET

Chaired by Timo Halttunen, Head of Unit, Areal Research and Development, Brahea Centre at the University of Turku.

 **UNIVERSITY OF TURKU**  
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