STUDENT'S GUIDE

Open University of Applied Sciences

Publisher: Lapland University of Applied Sciences

Distributor: Open University of Applied Sciences
Jokiväylä 11 C, 96300 Rovaniemi, Finland

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Printed: Lapland University Press

Rovaniemi 2022
11st edition
ISSN 1456-5582
ISBN 978-952-5923-40-7 (glue-bound)
ISBN 978-952-5923-41-4 (PDF)

CONTENTS

PART I OPEN UNIVERSITY OF APPLIED SCIENCES

1 OPEN UNIVERSITY EDUCATION 6

1.1 Open university of applied sciences and open university in Lapland 6

2 OPEN UNIVERSITY OF APPLIED SCIENCES EDUCATION 7

2.1 What is open university of applied sciences education? 7
2.2 Who are the studies for? 7
2.3 What do the studies require? 7
2.4 What do the studies cost? 8
2.5 How to register for the studies? 8
2.6 How long are the studies valid and how are they accredited? 8
2.7 Open university of applied sciences path studies and route studies 8
2.8 Applying to become a degree student at Lapland UAS 10
2.9 Transition from an open UAS student to Lapland UAS degree student 11

3 STUDYING AT THE OPEN UNIVERSITY OF APPLIED SCIENCES 12

3.1 Study planning 12
3.2 Open UAS study offering 12
3.3 Studying in for degree student groups 12
3.4 Units and learning environments 12
3.5 Timetables and units' info screens 13
3.6 Exams 13
3.7 Assessment of study attainments 13

4 STUDENT SERVICES AT THE OPEN UNIVERSITY OF APPLIED SCIENCES 15

4.1 Counselling and guidance services 15
4.2 Library services 15
4.3 IT services and login details 16
4.4 Student register 17
4.5 Student feedback 17
4.6 Financing for studies and student benefits 17
4.7 Insurance 17

PART II STUDYING AT A UNIVERSITY

5 UNIVERSITY STUDIES 19

5.1 A few words about learning 19
5.2 What do the studies require from you? 20
5.3 Self-direction of studies 21
5.4 Accessible studies 21
5.5 Study planning 22

6 FORMS AND METHODS OF STUDY 23

7 STUDY TECHNIQUES 26

7.1 Following lectures 26
7.2 Reading literature 27
7.3 Writing 28
7.4 Doing exams 30
7.5 Developing study skills 31

8 CONCEPTS RELATED TO STUDYING 33

9 CONTACT INFORMATION 35

DEAR STUDENT OF THE OPEN UNIVERSITY OF APPLIED SCIENCES,

You are about to start studies at the Open University of Lapland University of Applied Sciences. We are pleased to have you join our many students.

This guide is a handbook for your studies. The guide contains a lot of useful information, so you should keep it safe for future reference. The aim of this guide is to make study planning and studying easier for you. The guide covers the practices of the Open University of Applied Sciences (Open UAS) and studying in higher education. We hope that you find this guide useful and helpful in your studies. If you have questions about studying that this guide does not answer, please contact the staff of the Open UAS.

We are also happy to receive feedback about the guide so that we can further improve it to better serve our customers. You can send feedback by e-mail to avoinamk(at)lapinamk.fi

WE WISH YOU SUCCESS IN YOUR STUDIES!

Best wishes,
Open University of Applied Sciences -Team

PART I
OPEN UNIVERSITY OF APPLIED SCIENCES

1 OPEN UNIVERSITY EDUCATION

1.1 The Open University of Applied Sciences and Open University in Lapland

University education open to all is offered in Lapland by the Lapland University of Applied Sciences, the Summer University of Lapland and the University of Lapland. These organisations cooperate to promote the diversity and regional availability of study offerings.

Through an open university, you can study parts bachelor's and master's degrees of universities. Through an open university of applied sciences, you can complete studies for bachelor's or master's degrees of universities of applied sciences (see Figure 1). The Summer University of Lapland brings the studies of other universities to Lapland as open university studies.

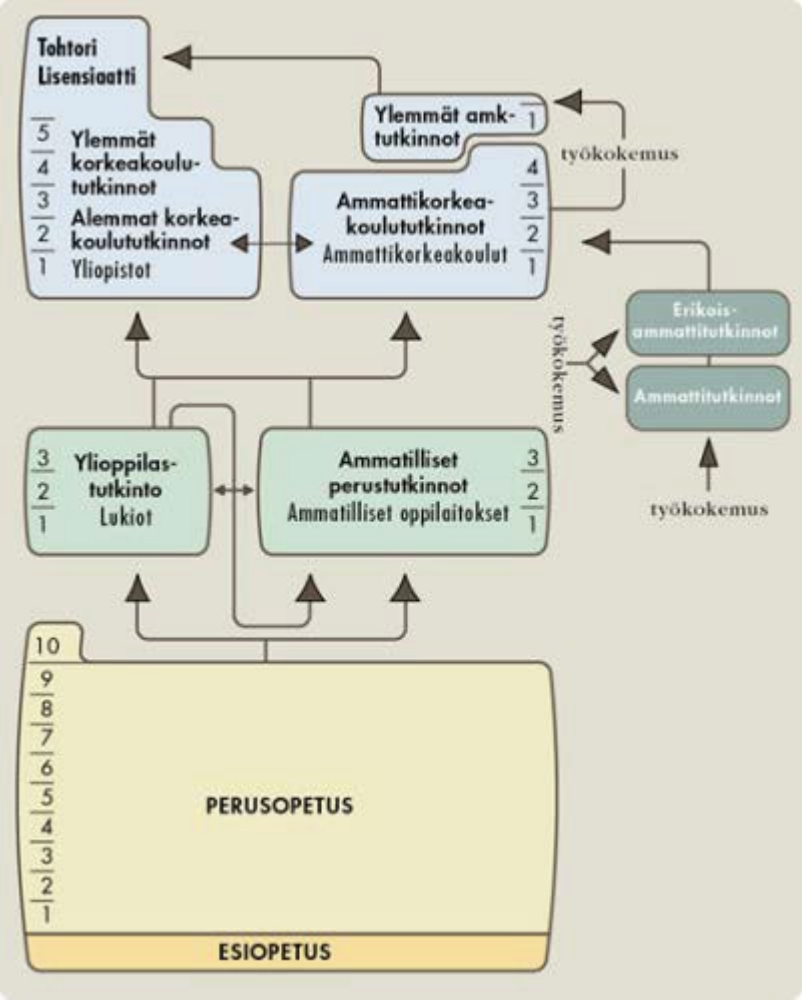

Figure 1. Training and degrees 2014

2 OPEN UNIVERSITY OF APPLIED SCIENCES EDUCATION

2.1 What is open university of applied sciences education?

Open university of applied sciences education is education according to the curriculum of the Lapland University of Applied Sciences, including studies belonging to bachelor's and master's degrees. At the Open University of Applied Sciences, you can study individual courses or larger study modules. You cannot complete a degree at the Open University of Applied Sciences, but the studies you complete at the Open UAS can be accredited in degree-awarding training at Lapland UAS according to the degree regulations.

You can complete studies:

- On separate courses organised by the Open UAS
- In groups with degree students as full-time, multiform and online studies

2.2 Who are the studies for?

The studies are for everyone interested. Anyone regardless of age or previous level of education can complete studies belonging in a bachelor's degree. To complete studies belonging in a master's degree, you must have a bachelor's degree in the field or other applicable education and training. The studies offer the opportunity to improve competence, familiarise and train yourself in studying at a university, start degree-oriented studies and improve yourself.

2.3 What do the studies require?

When enrolling for courses, you must consider that some courses may require prior courses to ensure the starting level of the whole group for the studies. Students must consider for themselves whether their grounding is sufficient for the preliminary information required for the studies. To complete studies belonging in a master's degree, you must have a bachelor's degree in the field or other applicable education and training that the UAS considers sufficient. In studies integrated into basic education, the precondition for studies is that there is room in the groups of degree students. ***Every student needs their own laptop computer.***

2.4 What do the studies cost?

Students of the Open University of Applied Sciences will be charged 15€ per credit and 300€ per 20 credits or larger study modules. The fee is payable upon enrolment. Enrolment for studies is binding; fees are not refunded. Exceptions are made for cancellations based on a medical certificate from doctor or if the student is accepted as a degree student for the same degree programme at Lapland University of Applied Sciences prior to the start of the path studies. ***Please note that your study place is not confirmed until you have paid the fee.***

2.5 How to register for the studies?

You can register for Open UAS path studies and route studies via the https://hakeutuminen-amk.peppi.lapit.csc.fi/web/hakijan-tyopoyta/opiskeluhaku -website. If the page is not working, you can refresh it by pressing F5.

Registration is binding. Students are accepted for studies in order of enrolment.

2.6 How long are the studies valid and how are they accredited?

The studies offered at the Open UAS follow the curriculum of the Lapland University of Applied Sciences. The validity period of the studies has not been specified. Studies completed at the Open UAS can be accredited according to the contents of each degree programme. The accreditation is done after approval as a degree student in the School and is the responsibility of the head of education of the degree programme. You can find the valid degree regulations at www.lapinamk.fi >> students >>forms and guidelines.

2.7 Open UAS path studies and route studies

The Open UAS offers the opportunity to study degree-oriented **path studies** for all Lapland UAS bachelor's and master's degree programmes (Figure 2). Path students study in the same group with degree students according to a timetable. Open UAS path studies are primarily first-year studies of a degree programme, and study places have been reserved for Open UAS path students in all groups for degree students. Studies at the Open UAS do not directly lead to a degree, but studies completed in the Open UAS of Lapland UAS can be accredited according to the degree regulations after applying and being accepted as a degree student. A person who has completed path studies at the Open UAS can apply to through the Application on the basis of Open UAS studies.

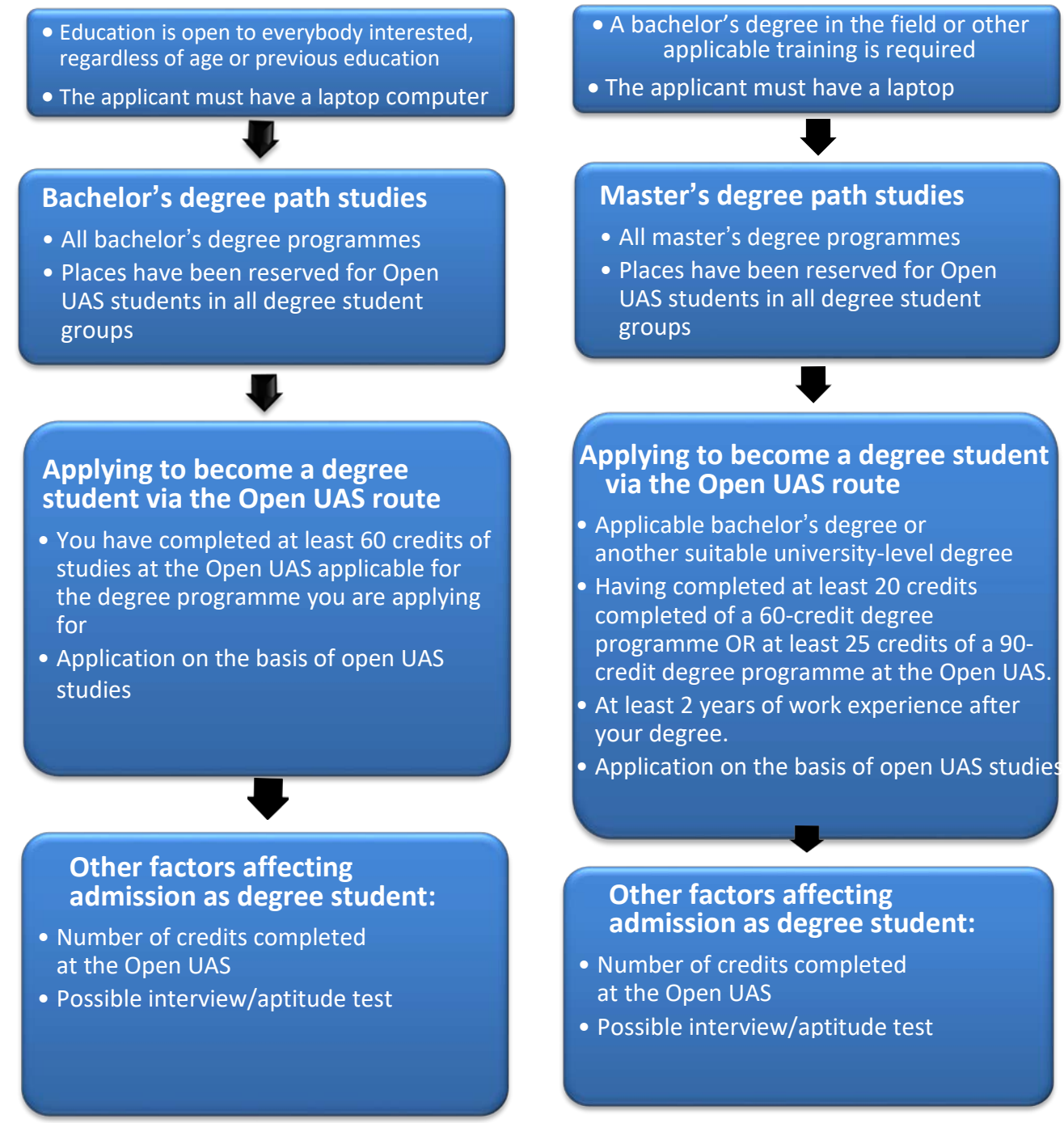

Figure 2. Open UAS path studies

Lapland UAS offers **route studies** for upper secondary students. Route students study in the same group with degree students according to a timetable. Open UAS route studies are primarily first-year studies of a degree programme, and a specific number study places that may vary between programmes have been reserved for route students. Route studies do not directly lead to a degree, but studies completed at the Open UAS of Lapland UAS can be accredited according to the degree regulations after applying and being admitted as a degree student.

A person who has completed route studies at the Open UAS can apply to become a degree student through the open university route application. Route studies are presented below in Figure 3. More information on route studies www.lapinamk.fi/vaylaopinnot.

Figure 3. Open UAS route studies

2.8 Application to become a Lapland UAS degree student

As an Open UAS student, you can apply to become a degree student through the **joint application procedure** of Universities of Applied SAciences or in the separate application procedure **through the application on the basis of open UAS studies.** The national **joint application procedure** for degree programmes in Finnish and other languages is in March and April in spring and in September and October in autumn.

Application for degree programmes in Finnish is at www.opintopolku.fi and in English at www.studyinfo.fi. The service provides guidance with filling in the form and information about application.

You can apply to Lapland University of Applied Sciences based on studies completed at the Open UAS through the **open university route application**. You can find more information on application, the criteria and application periods at https://www.lapinamk.fi/en/Applicants. Application for degree programmes in Finnish is at www.opintopolku.fi and in English at www.studyinfo.fi. The service provides guidance with filling in the form and information about application.

You can find the degree programmes open for application at the Lapland University of Applied Sciences and their application periods in the Lapland UAS guide for applicants at www.lapinamk.fi. For more information, please contact the applicant services at hakijapalvelut@lapinamk.fi.

2.9 Transition from an Open UAS student to a degree student at Lapland UAS

After being admitted and transitioning from an Open UAS student to a degree student at Lapland UAS, please remember to inform the Open UAS (avoinamk@lapinamk.fi). They will provide more information on how long your login details will be valid and the procedure for accreditation of studies you have completed at the Open UAS. You can also find more information at https://www.lapinamk.fi/en/Students/Guide-for-new-students

3 STUDYING AT THE OPEN UNIVERSITY OF APPLIED SCIENCES

3.1 Study planning

You should prepare a study plan at the beginning of your studies. The study plan contains goals and sub-goals and a plan for reaching them. The essential part of the plan is drawing up a study schedule. Preparing a realistic study plan is important to be able to divide your time between studies, work, family and leisure. However, remember to make the plan flexible, because life involves situations that take time and may change plans that seemed good at first. You can find instructions for preparing a study plan in Section 5.5.

3.2 Open UAS study offering

The Open UAS offers individual courses. Instruction mostly takes place in the evenings and at weekends. You can find the courses at https://hakeutuminen-amk.peppi.lapit.csc.fi/web/hakijan-tyopoyta/opiskeluhaku .

3.3 STUDYING IN DEGREE STUDENT GROUPS

Open UAS students can complete path studies in Lapland UAS degree student groups according to the timetable. Instruction is given through full-time, multiform and online studies. Multiform and online studies enable students to study alongside work and regardless of where they live. Multiform groups have a few contact teaching sessions per term, and online learning environments are used for instruction. All the courses of the degree programmes of Lapland University of Applied Sciences are offered as Open UAS studies. *The study offering of the Open UAS of Lapland UAS also includes practical training that promotes vocational skills and the thesis for path students aiming for a degree*. You can find the course descriptions of Lapland UAS degree programmes in Peppi https://opinto-opas-amk.peppi.lapit.csc.fi/en/en

3.4 Units and learning environments

Lapland University of Applied Sciences has units at the Rovaniemi, Kemi and Tornio campuses. You can find the contact information of the units on the Lapland UAS website at https://www.lapinamk.fi/en/Who-we-are/Contact-info and in the map at the end of this guide.

Lapland UAS offers a wide range of remote and online education that is independent of location. The *Zoom remote teaching system and the Moodle learning environment are used for studies.* To use Moodle, you need an Internet-enabled computer, and you can log in with your login details (see Section 4.3) at https://moodle.eoppimispalvelut.fi/. To use the Zoom remote teaching system, you need an Internet-enabled computer and a headset.

For more information on Moodle, visit e-learning services at https://eoppimispalvelut.fi/?lang=eng.

There are on-call support persons who give guidance with using the learning environments and help with technical issues remotely throughout your studies. Their contact information can be found at eoppimispalvelut@lapinamk.fi. Lessons provided through remote instruction are recorded and saved in the Moodle learning environment, where they can be viewed later.

3.5 Timetables

Timetables are available on the Lapland UAS website https://lukkarikone-amk.peppi.lapit.csc.fi/#/schedule. You will get your group ID with the admission letter. Those who study in a degree student group must follow the timetable themselves.

3.6 Exams

Students are expected to sit the course exam, if one is held. In education leading to a degree, a student who has received a fail grade is entitled to resit two exams in a manner specified in the course/term implementation plan. Each registration for the exam is considered a used attempt to pass the exam.

If the student fails to gain a passing grade over the course of three (3) attempts, they must restart the course/term and may be required to adhere to revised requirements. It is possible to improve a passing grade once (1) by the end of the term following the end of the course in question.

You can register to resit exams through the Exam service: https://sites.google.com/a/lapinamk.fi/exam/ohjeet-opiskelijalle/exam-for-students

Instructions for sitting exams: https://sites.google.com/a/lapinamk.fi/exam/ohjeet-opiskelijalle/exam-for-students

3.7 Assessment of study attainments

The study attainments of Open UAS students are registered in the Peppi student register. Students' learning and competence are assessed based on the assessment criteria specified in the curricula. Assessment criteria are specified

in course implementation plans. Courses are assessed on the basis of the assessment criteria given in the course description on the scale Excellent (5), Good (3–4), Satisfactory (1–2), Fail (0), or in exceptional cases on the scale Pass (H) – Fail (0) within one month of the exam or the completion of another performance.

4 STUDENT SERVICES AT THE OPEN UNIVERSITY OF APPLIED SCIENCES

The following student services are available to Open UAS students:

4.1 Counselling and guidance services

- Advice and guidance for the practical arrangements for studying at the Open UAS, enrolment and the student register is provided by the student affairs officers avoinamk@lapinamk.fi and from the Open UAS student guide.
- You can get guidance with study planning and study-related issues from avoinamk@lapinamk.fi and at www.lapinamk.fi/avoinamk. Guidance can be provided both face-to-face and online.
- If you have questions about study contents or degree programmes, you can contact the teachers, a teacher tutor or head of education.
- For more information on Moodle and the remote teaching system contact the e-learning services (eoppimispalvelut@lapinamk.fi).
- Lapland UAS student tutors give advice Open UAS students on campus practices and practical issues related to studies.

4.2 Library services

The library of the Lapland University of Applied Sciences is part of the Lapland University Library (https://lib.luc.fi/fi). The Lapland University Library has a joint library database (Juolukka), which contains the library material of Lapland UAS and the University of Lapland.

Library services are provided in libraries and learning centres and also online. There is a wide range of work and study facilities and equipment available for customers. The library provides expert services related to the materials along with information acquisition training. The library offers books and magazines in both printed and electronic form. Videos and CD-ROMs are also available, as well as access to key databases.

- You can get a library card at the library (be prepared to prove your identity).
- Lessons in information acquisition and use of information sources is organised as contact teaching and online teaching – ask the library.
- You can find library contact information, opening hours, services, rules of use and current news at https://lib.luc.fi/fi

There is also a copier for the use students at each campus.

4.3 IT services and login details

The IT services website is at http://itinfo.luc.fi**.** IT services contact information: servicedesk@luc.fi and tel. +358 40 778 5800. There are public computers available at the campuses of the Lapland University of Applied Sciences. There are student computer available at Lapland University Libraries and at most municipal libraries.

All Open UAS students are given an ***e-mail address, username and password***, which give access to the information network services. The email address is made up of the user's first name and last name. For example, The e-mail address of a student named Matti Meikäläinen is matti.meikalainen@edu.lapinamk.fi. If there are several people with the same name, numbers are used after the last name. The username is generated during registration, and its format is A + the student number.

You can activate the username remotely using either online banking credentials or the Mobile Certificate at https://identity.luc.fi. You can find the instructions at https://identity.luc.fi/pwreset/. You can find information about how to obtain the Mobile Certificate at http://www.mobiilivarmenne.fi/. If you do not have online banking credentials or the Mobile Certificate, you can obtain login details by calling the IT Service Desk on tel. +358 40 778 5800.

A username gives you access to all of the following services:

- E-mail: outlook.luc.fi (used for all study-related matters)
- Peppi: https://opinto-opas-amk.peppi.lapit.csc.fi/en/en
- Moodle: https://moodle.eoppimispalvelut.fi/login/index.php
- Library database remote access service: https://lib.luc.fi/en
- Wireless network and UAS workstations

Before using your login details, you must familiarise yourself with the terms of usage for the information systems. By using your username, you agree to the terms of usage for the information systems. You can find the terms of usage for the information systems and other information related to data security at *https://identity.luc.fi/pwreset/*

Your username has been given a default password, which you must change before using the username, during your first login at a* campus workstation.** The password is valid for 100 days, and after the first use, you can change it online in *e-mail settings*. ***If the password expires, all of the above services be locked, so please remember to change your password. The password expiration reminder will be sent to your e-mail. You must always log out of systems once done. If necessary, you can change your password at https://identity.luc.fi. *You can find the instructions at https://identity.luc.fi/pwreset/.* ***If you do have online banking credentials or the Mobile Certificate, contact IT services.***

The login details stop working ***one year after*** the start of studies if you paid the annual free, and ***at the end of the course*** if you paid the fee based on ECTS credits. ***You must archive the information and documents you need from the e-mail and cloud services before the end of your right to study.***

4.4 Student register

Your study attainments are recorded in the Peppi student register. The teacher will assess your performance within a month of the completion of the course (exam, essay, etc.), or for spring term studies no later than 20 June, for summer term studies no later than 15 September, and for autumn term studies no later than 20 December. You can use your login details to view your attainments in Peppi. If you need a transcript of records after the assessment, you can send a request to a student affairs officer of the Open UAS at avoinamk@lapinamk.fi. If you are a path student and need to complete several courses, please check that the assessments of all courses are marked in the register before ordering a transcript of records. ***The transcript of records is an official certificate of studies.***

4.5 Student feedback

We collect feedback on both studies and student services to improve our operations. At the end of your studies, we will send a feedback request to your e-mail with a link to an electronic feedback questionnaire. We send feedback requests to path students twice a year.

4.6 Financing for studies and student benefits

Open UAS studies are not degree-oriented, and therefore Open UAS studies do not entitle you to student financial aid or other student benefits, such as student discounts. However, at Lapland UAS, Open UAS students can eat at Lapland UAS campus restaurants for the adult student price by showing their student certificate, or get a sports pass (more information: https://blogi.eoppimispalvelut.fi/universitysports/

Generally, Open UAS students pay for their studies themselves. If the goal of the studies is development of professional skills, you should negotiate with your employer about the costs and the possibility of completing studies during working hours. Adult education allowance is one possibility of funding studies. For more information on the amount and criteria of the adult education allowance, visit www.työllisyysrahasto.fi.

Unemployed persons must find out how studies will affect unemployment benefits from TE Services in advance. For more information on studying while unemployed, visit the TE Services website https://www.te-palvelut.fi/te/fi/tyonhakijalle/ammatinvalinta_koulutus/index.html

4.7 Insurance

During both theoretical studies and practical training that promotes vocational skills, Open UAS students are covered by student insurance, just like Lapland UAS degree students.

PART II
STUDYING AT A UNIVERSITY

5 UNIVERSITY STUDIES

5.1 A few words about learning

Learning is active interaction with the environment, an individual's goal-oriented and informed activity. Learning is not a passive transfer of knowledge to memory. Instead, the aim of studying and learning is to form your own impression and constantly create new knowledge. Learning is a change in knowledge, skills and attitudes. People can learn anywhere and from anything. (Tynjälä 2002, 9, 38.) Adult students have extensive opportunities for self-improvement. By believing in their own abilities, they will be successful in their studies. (Partanen 2011, 192, 196.)

The joy of learning increases the preconditions for learning. Positive emotions promote learning and can help improve the quality of learning. Awareness and broad-mindedness increase due to the influence of positive emotions. Positive emotions also improve problem-solving skills and logical reasoning. (Rantala 2006, 35, 37.)

Before starting studies, it is good to stop and evaluate your own learning skills. Learning skills improve gradually throughout the course of study, but basic skills should be trained right from the start of studies. Learning and understanding new skills and activation of prior knowledge are influenced by the student's learning skills and style. Learning skills are the technical skills of a student, such as note-taking, reading and writing techniques. Learning styles can be defined by the sense through which information is received. The most common learning styles are auditory, visual, kinaesthetic and tactile.

Auditory learning style means learning based on listening, visual learning is based on learning by seeing, kinaesthetic learning is based on movement and action, and tactile learning means learning through touching/hands-on learning. You can find more information about different learning styles in, for example, "Osaajana opintiellä" by Otala (2001) and "Minä osaan" by Aulanko (2000) (in Finnish).

The learning style of an individual includes factors/attributes from several of the above learning styles, but some areas are more emphasised than others. It is also worth remembering that an effective learning style varies according to the content being studied and the goals. In general, the goal is to understand the topics dealt with on the course, but sometimes the aim may be to learn the material by heart (e.g. foreign words).

Everyone has their own style of receiving and processing information. There is no one right way to study. People use their senses in different ways to think, remember and process information. You should consider your own learning style. Awareness of your own ways of learning increases self-awareness and helps understand why one study method is more appropriate for you than another.

In addition to an effective learning style and learning skills, studying and learning require effort,

motivation, a study plan and a suitable study environment. Studying is a process in which the student determines his or her learning needs and goals, seeks information, selects and applies learning strategies and evaluates the results of the studies. It is important to commit to the learning process and take responsibility for learning.

5.2 What do the studies require from you?

Effort

Studying requires time, profound and full effort, perseverance and interest in the subject of study. While studying alongside work is often more demanding than full-time studies, careful individual study planning and the associated scheduling helps ensure that the workload is evenly distributed over the study period. A determined approach is helpful and also helps achieve the desired goal. Without effort, the studies will not progress. (Otala 1999, 65–55.)

Personal resources

Learning is influenced by personality, situation in life, social relations and health. These can be worked on and rebuilt if they contain features that cause problems. This requires determination and time. When your lifestyle is such that you can study intensively but also rest and relax, the studies start to run smoothly.

Motivation

Motivation determines the direction of human activity. However, motivation should not be expected to come like inspiration – people are also able to motivate themselves. When considering the goals set, the sources of motivation must also be considered. All individuals have their own motives, also for studies. What do you find rewarding? Do you find joy in learning new things? What are the factors that help you to learn? (Tynjälä 2002, 99–100.) A strong academic self-efficacy expresses the student's expectations and belief in achieving the goals they set for their studies and ability to complete their studies. The construction of self-efficacy is influenced by students' previous school experiences, their opinion themselves as learners and students, view of the adequacy of knowledge capacity, the use of significant others as social models, recognition and appreciation of their studies from loved ones, colleagues and fellow students (Partanen 2011, 197–203).

Study schedule

Studies require a study schedule. A good plan helps prepare for studies, achieve the goal and prevent stress. A good plan is drawn up with a great deal of thought. Planning in advance is important because it helps you to follow your own learning path. (Paane-Tiainen 2000, 54–55.)

Study environment

Study environment refers to a personal space where learning comes naturally. The study environment is not only a physical space, but also a mental state. Some people want to study in the presence of other people or for example while the radio plays, while others enjoy absolute silence when they study. For example, university libraries offer silent working spaces. (Lindblom-Ylänne, Lonka & Slotte 2001, 88.) For some, it is natural to learn at night, while for others the morning is the best time to learn (Otala 1999, 53). Everyone has their own way and rhythm of learning.

Study skills

Open university studies do not require any prior education or qualifications of the students. However, the studies require perseverance and independence. Native language skills are central to the studies, which involve reading, writing, listening and discussion. You should remember that reading and writing technique improves through practice. University studies also require the development of a scientific mindset, and it is normal to start reading literature in foreign languages at the beginning of studies. Read more about learning skills at http://www.opiskelutaidot.fi/

Reflection

Reflection is critical assessment of your own activities (Saarenheimo 2001, 4). Understanding theory and practice is a prerequisite for deep learning. Reflective processes strive for this conscious understanding. Reflection enables us to make our own learning image visible so that we can assess and correct it. (Saarenheimo 2001, 31.) Students use reflection, or critical examination of their own learning, for example when keeping a learning diary (Ansela, Haapaniemi & Pirttimäki 2005, 33).

5.3 Self-direction in studies

Studies at the Open UAS require skills in self-directed learning. Self-directed learning is a process in which students independently define learning outcomes, formulate goals and evaluate their own learning outcomes. It is important to learn how to apply and see the significance of theoretical knowledge in work and life. It is also essential to learn to use previous experiences, knowledge and skills to learn new things. Self-directed students know themselves as learners and can thus direct their studies themselves. Developing learning skills will also develop self-direction. (Koro 1994, 24.)

Self-direction can be practised. We can become more proactive, responsible and systematic. An adult is well placed to take on a self-directed learning style, as an adult has a life experience, knowledge and skills and is able to learn. Your first task toward self-direction is to draw up a study plan.

5.4 Accessible studying

Accessible studying requires the creation of a physical, mental and social learning environment where everyone can study on an equal basis with others, regardless of their characteristics. The learning environment takes into account the individual need for support of the student in regard to learning difficulties, disability or language and cultural background.

Accessibility in higher education means that learning is supported by appropriate services. The aim is to ensure that everyone can operate smoothly in the academic community. Guidance and counselling are given for preparing the student’s individual study path,

and the smoothness of studies is ensured as necessary by appropriate arrangements. If necessary, it is possible to request, for example, additional lighting, extra time for exams or teaching materials in the necessary form. (Finnish National Agency for Education 2010, 9.)

5.5 Study planning

The first task at the beginning of studies is to draw up an individual study plan. Study planning is particularly important for an adult studying alongside work and family. A good plan will help prepare for studies and achieve goals.

The plan is based on your study goals. Are you studying to develop your professional skills, do you want to become a degree student, or are you studying to improve your general knowledge? Setting goals is important for assessing progress and success of studies. You should make them realistic, taking into account your own life situation and time use. This way, you can achieve goals and experience successes. (Ansela et al. 2005, 66–67.)

Your planning should take into account your life situation and personal starting points. It is good to have a flexible study plan. You cannot study every evening, but a longer effort, for example at a weekend, may be effective. You should also be prepared to have to adjust the schedule. It would be good to focus as effectively as possible during the times when you study. (Ibid., 2005, 66.)

The study plan can be divided into periods of different duration. At its most comprehensive, the plan can cover an entire lifetime. A plan for one semester or year can contain a detailed schedule. Good planning starts with lecture dates and times, exam days and the submission dates for written assignments. (Ibid., 2005, 36–37.) University studies are stated as ECTS credits, where one credit corresponds to a work input of approximately 27 hours. The amount of work done by degree students during one academic year is approximately 1,600 hours, which corresponds to 60 credits.

You can assess the need for a weekly and daily learning plan yourself. A study plan can follow a specific regular rhythm. Even a single learning situation can be planned. This helps improve your own work and makes better use of it.

It is important to evaluate your own studying and learning. Do not get disheartened by setbacks – looking at the reasons for learning often also provides a solution. When problems occur, you can contact the Open UAS staff (see Chapter 9 Contact information) to solve problems together. You should review your study plan and amend it as necessary. The study plan will continue to be a useful tool. You should reward yourself once you have achieved your goals. (Ibid., 2005, 71.)

6 FORMS AND METHODS OF STUDY

University studies are organised both in the form of contact teaching and as multiform and online instruction using information networks. All forms of study include independent study, the amount varying according to the content of the study period and the form of study.

Contact teaching refers, for example, to lectures, group work, tutorials, exercises and seminars in which the teacher/instructor is present. Contact teaching can be arranged either at the educational institute or online. ***Independent study*** means independent acquisition or production of information by the student, such as reading, writing a learning journal, doing active assignments, practicing and reporting assignments or writing essays. ***Multiform studies*** means flexible studies based on a wide range of learning methods and teaching solutions. Multiform studies consist of short-term contact teaching periods, e-supported studies and independent studies.

Online learning is a popular form of studying that refers to learning, instruction, information acquisition, application and understanding through ICT. It allows students to study at the most convenient time, at the appropriate pace and in the most suitable place, so studying alongside work and outside campus areas is also possible. Courses can be fully or partially conducted online and are supported by guidance. Online studies can be completed flexibly from your home town via Internet connection. This way, courses are used to study the materials, search for information online, talk in a discussion forum and work on learning assignments. The studies do not require special IT skills – basic computer and Internet skills are sufficient. At the start of studies, students receive training on the use of the necessary tools. Support for the use of tools is available throughout studies from support persons for remote and e-learning (eOppimispalvelut). The active and self-directed role is emphasised in multiform studies and e-learning. Online interaction has many special characteristics to consider when compared to face-to-face interaction but, at its best, e-learning can expand and enrich the learning experience.

You can find eVINKIT tips, the on-call support person and the classroom for online lectures at http://eoppimispalvelut.fi/. The page also contains instructions for Zoom, Moodle, Blog and Wiki.

Below is a more detailed description of the learning methods used in higher education:

Lecture
The lecture is a basic form of instruction in higher education where you learn the basics of the course and the most up-to-date information on the subject. Participation is important because the information in the lectures may not always be found in the books, and sometimes the student has to prepare a lecture diary/essay on the subject or sit a lecture exam. In some cases, you can also sit an exam on the literature of the course in connection with the lecture exam. Providing lectures enables students to learn in a way that requires participation in discussions, taking notes, and helping to understand and refresh their own ideas. Lectures can sometimes also be in foreign languages.

Lecture diary
A lecture diary is based on notes made on lectures but is not a summary of lectures. It describes your own learning on lectures related to a given course and reflects thoughts, experiences, observations and emotions related to the lessons learned. Comments can be critical, complementary, approving, reflective or interpretive.

Practical exercises and laboratory assignments
Practical exercises and laboratory assignments are used to study the issues discussed on lectures in practice. Participation in practical exercises and laboratory assignments is a performance requirement for most studies. The group size is limited, so the teacher can focus on more personalised guidance and there are enough of the necessary tools for everyone.

Seminars
Seminars are for training in research and scientific discourse with the help of a teacher. Normally, seminars are used to prepare a paper or other written work on a subject matter, either individually or in pairs. When the work is completed, it is presented to the other participants in the seminar for discussion. In general, the seminars give each person in turn the task of acting as an opponent for someone else's paper/written work, i.e. of making constructive criticisms of the work. The purpose of the method is to teach students critical thinking, scientific research and academic debate. At the same time, they practice searching for and using source literature, writing scientific text and related practices. Seminars in higher education are often linked to the thesis process, but they can also take place in the early stages of the studies, in which case the papers are shorter.

Exams
In universities, exams are one form of instruction. The exam may be a written exam, a group exam or an online exam. The books in the exam can be found in the implementation/course description. *A written exam* is usually carried out at the campus. In a written exam, when students write their answer, they revise, recall, edit and weigh themes and information they have read, and put it in writing. *A group exam* produces an answer for an assignment through joint discussion. *An online exam* can be performed, for example, at home at a certain time or in a specific room at the campus (e.g., an 'exam aquarium'). The exam space of an online exam opens at the start time of the exam. The exam answer is typed out using word processing software and transferred to the environment used in the online exam. It is often possible to perform exams as transfer exams, i.e. in another locality. You can ask the Open UAS staff about transfer exams.

Essay
An essay is a short, general and reflective written assignment that combines the requirements of the title, references to source works and the student's own thoughts. An essay deals with the subject from a certain perspective based on source material and presents the student's own views and arguments in a personal style. In support of their own arguments and conclusions, information collected from different sources should be provided and sources clearly indicated in the text. The length of an essay varies depending on the size of the study unit being completed and the amount of source literature. For instructions on how to write an essay, see Section 7.3.

Summary
A summary means a brief synopsis or overview presenting the main points of what has been heard or read. A summary is a fairly direct outline or overview, not usually containing the student's own thoughts or assessments. The length of a summary varies depending on the text being summarised. As a rule, a summary should be about one third of the length of the original text.

Learning journal
A learning journal describes student's own learning and reflects on thoughts, experiences, observations and emotions related to the lessons learned. The aim of a learning journal is for students to master, structure and interpret their own learning processes. A learning journal is a tool for learning, developing self-esteem and supporting self-guidance.

Portfolio
Portfolio means the student's own 'stock portfolio', or a collection where the student compiles outputs from the studies/course for a specific purpose. A portfolio allows students to describe their development and achievements, develop their own personality and professional skills, and to think and learn. A portfolio also serves as a tool to look at past events and open windows for the future.

Group work
Studies also often involve group work, such as reading circles and problem-based learning. At its best, the group members support and help each other. Being part of a group also motivates, because it gives the opportunity to meet others interested in the same subject. For the group to work, it is essential that everyone brings their own learning and experience to the table. This way, responsibility is also divided. (Paane-Tiainen 2000, 29).

The active participation of each member of the group is important in order to make group work a deeper and more comprehensive learning event. Personal participation can affect the group's activities and the climate in which it operates. It is worth focusing carefully on the preparation and presentation of your own work and the comments made by others. (Lindblom-Ylänne et al. 2001, 112).

Problem-based learning (PBL)
Problem-based learning (PBL) is a method of learning in which the learner is active. Rather than working alone, problems are solved in small groups. Learning is based on work-related problems rather than on content. Usually, the problem is a case study that is as close as possible to a situation encountered in real-life work. The knowledge studied in this way can be applied in practice, and the students' general working-life skills also improve. A tutor teacher guides treatment of the problem in group sessions, or tutorials, but does not provide ready-made answers to the problem. (Poikela & Poikela 2005, 28, 36, 44.)

The role of teaching is to guide the processing of contents in such a way that the learner is able to combine the necessary knowledge of theory and practice in learning processes. The result of this combination is experience-based information that is more permanent than memory information removed from practice. The learning that starts during the studies continues later in working life. (Poikela & Poikela 2005, 31–32.) Problem-based learning is closely linked to the practice of tutorial work (see the section on group work).

7 STUDY TECHNIQUES

7.1 Following lectures

The aim of lectures is to explain the basics to the student. Lectures are often used to provide up-to-date information on the subject being studied. This information is often not available in printed form. Good scientific activity involves participating in the offered instruction, because the instruction is arranged for the student to learn. Learning through lectures requires active participation; at the same time, the student must take account of the arguments and new issues raised by the speaker, adapt them to a form that is convenient for the student, and participate in discussion. Taking notes at the same time is important. While the issues raised by the lecturer are being considered, they are linked to the things already learned. You may find it difficult to listen and write at the same time at first, but it is a skill quickly learned. (Lindblom-Ylänne et al. 2001, 18–19.)

It is important to make effective notes about lectures and to use them in studies. In order to be used as memory aids, notes should cover the key issues of the lectures clearly and in a structured way. Do not write lectures down literally, but rather pick up the main themes and core points of the lecture. Writing down the main things helps you form an overall picture. The headings and classifications presented by the lecturer can help structure the whole; they can serve as hints for the main issues and connections The lecturer can share a lecture outline, where students can add additional comments, as needed. It is worth writing down ideas that emerge from lectures. (Hakala 2008, 116–117; Lindblom-Ylänne et al. 2001, 18–19.)

The mind map method can be used to make lecture notes, sketch out an essay, or make notes while reading for an exam. A mind map is a concept map that can be created from, for example, a lecture or book, or when sketching out an exam answer. In the middle of the page, write (or draw) a title or subject. As the lecture progresses, draw lines around the title where you can write keywords and concepts of the topic. Write one concept per line. Behind every concept, write new, relevant issues related to it. This creates a pattern/map that contains the key elements of the lecture topic. (Lindblom-Ylänne et al. 2001, 24; Buzan 2000, 121–122.)

Lecture notes should be reviewed after the lecture, and any missing or unclear points completed. Discussions with other students are also useful for learning. The notes of the previous lecture should be reviewed before the next lecture. You can also prepare for lectures in advance by exploring the literature. This makes it easier to get into the subject area and to take in and understand the subject. However, advance preparations are not necessary to follow the lectures (Buzan 2000, 124).

7.2 Reading literature

Reading literature is a key way of working in higher education. The art of reading is not just about reading speed, instead referring to wider, quantitative and qualitative efficiency of reading. What matters is that you understand what you read. At first, the scope and difficulty of the text being read may create difficulties. Scientific text is logically reasoned, objective and often impersonal. (Lindblom-Ylänne et al. 2001, 51, 53.)

The reader's vocabulary and information structure influence reading. As studies progress, students become practised at learning large entities, because reading becomes quicker as they master the vocabulary of the field and the concepts become familiar and comprehensible. At the same time, students get practice in reading in a foreign language.

Concentration is important in reading. You can practice concentration and influence it, for example with the selection of the learning environment. Taking breaks in your reading, helps you can focus more. Making your own notes and, for example, underlining the main points, helps give more attention to the key elements of the text. Taking notes (e.g., a mind map) also helps you memorise things and reduces the time spent on revision. (Paane-Tiainen 2000, 64–65, 67.)

The best way for you to absorb text is found through experimentation and training. The following instructions are intended to overcome initial difficulties: First, glance through the text to get an overall picture. Pay special attention to the table of contents, headings and text structure. At the beginning or end of each chapter, an abstract or summary may be provided, summarising the main points of the chapter. Bold or italic text as well as tables and diagrams also help to create and understand an overview.

The purpose of careful reading is to understand and take in the text. It is worth trying to put things in the overall picture that you already have of the subject. For memory aids and for any written assignments, underlines and notes are useful. You can create your own interpretation of a text that will connect the new information to previous information and experiences. You should also be prepared to change earlier perceptions. You can look for patterns in the text and assess whether it contains contradictions or whether you agree with the author. You can weigh possibilities for applications and solutions to the problems presented in your mind. (Lindblom-Ylänne et al. 2001, 52.)

When reading for an exam, it is worth remembering that you should not read all of the material at once, because a person cannot take in too much information at once. Splitting the material into parts can reduce the workload. For example, you should read 50 pages a day within a week. It is also good to make a reading plan for yourself and to follow it. This leaves more time for other things than just studying. The old saying ‘Repetition is the mother of all learning’ holds true: revising key contents helps ensure learning. It is advisable to go over the material again, preferably the day before the exam. (Silven et al. 1991, 65–66.)

In principle, literature in foreign languages is read in the same way as literature in your first language. Reading literature in a foreign language may seem overwhelming for a new student. Often, the book contains new information, which can be difficult to understand even in your first language. When reading foreign-language books, you can use dictionaries, grammars, or Finnish books on the same topics. However, it is advisable to avoid excessive use of dictionaries, as it gets you caught up on details and leaves the big picture

blurry. When reading a foreign-language text, it is important to remember that you do not have to understand every word. What matters most for learning is that you understand the key issues and the big picture. Special attention should be paid to the introduction and conclusions of an article. (Silven et al. 1991, 60.)

When reading long sentences, you can think about 'who does what'. Reading is easier when you find the clause elements in the text: subject, object and predicate. SQ3R is a method that can be used with texts that feel difficult. The method was developed for reading texts in foreign languages.

1. Survey: Skim the text and find the main ideas.
2. Question: Prepare guiding questions that the text answers.
3. Read: As you read, look for answers to your questions.
4. Recall: Recall the main points of the text, for example by paragraph.
5. Review: Glance through the text one more time to bring to mind the key content of the text. By writing a summary, you learn how to find the most important things in the text. (Luostarinen & Väliverronen 1991, 242.)

If you and your fellow students have difficulties reading literature in foreign languages, it is worth setting up a study group to discuss the contents of books together (Otala 1999, 60).

7.3 Writing

Writing has at least two functions in studying: Firstly, writing is a way of learning, as it enables deeper thought and learning results than just reading and listening (Hyvärinen 2002, 65). Secondly, writing is also used to measure learning, and students are required to complete many written exercises. The exercises range from exam answers a few words long to extensive essays and written outputs.

Higher education degrees require the writing of a thesis. This is practised even in the early stages of our studies when doing smaller-scale works. Even if studying at an open university does not aim at a degree, writing is useful both for learning and for developing your language skills. The production of text is an important skill that is constantly developed. Therefore, there is no need to be discouraged by any initial difficulties. (Lindblom-Ylänne et al. 2001, 112.)

The criteria for scientific text (reference techniques, etc.) should be properly taught. Check your field's practices for using concepts and references. This makes the writing process easier and lowers the starting threshold for writing. It is good to maintain your writing skills by writing constantly as much as possible.

Scientific activity is based on the principle that the reliability of research is based on good scientific practice. The text of others must not be plagiarised or borrowed without permission. Plagiarism is the presentation of the text of another author as your own. Every source work referred to in an essay or other written text must also be listed in the list of references of the paper. There should also be at least one in-text reference for each book listed in the list of references. (Hakala 2008, 206.) When quoting the text of others, appropriate

references must be cited. When using direct quotes, make sure to copy the quote carefully, typographical errors included. (Hirsjärvi, Remes & Sajavaara 2009, 26.) However, direct quotes should be used sparingly.

Lapland University of Applied Sciences uses the Urkund plagiarism prevention system. Urkund is a teacher's tool for checking the authenticity of students' texts and for teaching scientific writing. It compares the student's text in electronic form with publications, databases and web pages on the Internet.

Essay

An essay is a reflective composition, an analytical review or a small-scale paper that highlights key issues in the subject of the study, analysing and interpreting them. An essay is based on arguments. An essay may show the author's own ideas, but it must be based on specific source material. In an essay, the author justifies their views based on literature and knowledge. The aim of an essay assignment is to show that the student has mastered the subject, both in terms of content and language. The student strives to support their arguments and conclusions with information obtained from different sources, the origin of which is clearly indicated in the text. (Viskari 2001, 23–24.)

When writing essays, it is important to consider for example the following factors:

- title and content match
- factual content of the presentation
- understanding and reflection on the subject
- level of analysis and justification
- creativity and originality of presentation method
- exploitation of underlying works
- consistency of essay structure
- grammatical correctness (Paane-Tiainen 2000, 72–23.)

Normally, an essay has three parts: an introduction, treatment and conclusion. Shorter essays should be written as a single whole, with no subdivisions required. For long essays, clear subdivisions can be used. Subdivisions help the reader and clarity of the work. The length of the essay can vary from a few pages to ten pages. Before writing, you should understand the overall picture of the essay and think about what is required for it and what source literature is needed. The beginning and the end are also important. At the beginning, a problem to which the rest answers is presented, and the middle part deals with the matter itself. (Viskari 2001, 25–26.)

The purpose of the introduction is to get the reader interested in the subject under discussion. It shows the reader "what is to come". The introduction must show the problem the essay is going to deal with and the point of view it examines it from. The introduction must also show the focus of the subject and a justification for why the author considers the subject important. In addition to the introduction, the final chapter is important. It plays a major role in the image that the reader is left with of the whole essay. The final chapter may include evaluation, conclusions or reflection. (Viskari 2001, 25–26.)

The layout of the essay is important. It gives the reader a first impression and attracts to read it. Therefore, it is worth trying to achieve a neat end result. The cover page and table of contents are essentially linked to the layout and readability. The cover page shows the essay title and the name of the author, their educational institution and the date. The table

of contents must clearly show the headings and sub-headings and the pages where they can be found. (See http://www.avoin.helsinki.fi/oppimateriaalit/kasvatustieteet/essee_ohjeet.htm)

When writing an essay, you should use as many different types of literature as possible (studies, articles, magazines, Finnish and foreign literature). All references should be cited in the text. References are used to guide the reader to check the validity of the information and interpretations presented. References allow readers to obtain more information from the original sources while familiarising themselves with the source. The list of references is placed at the end of the essay. It gives more detailed bibliographical information on the source literature. There are many ways to cite references. The methods vary from field to field and between different publication series, so you should check the guidelines for your own field. It is not necessary to confine yourself to literature in your own field. It is recommended to use the first-hand sources, but sometimes it is impossible. When using a second-hand source, it must be clearly indicated in the reference. If a source is quoted word-for-word, remember to use quotation marks. An example of source citation:
Last name, first name, year: Title, place of publication: Publisher.
Ronkainen, Suvi. 1999. Ajan ja paikan merkitsemät. Subjektiviteetti, tieto ja toimijuus. Helsinki: Gaudeamus.

7.4 Sitting exams

Preparation

You should start getting ready for the exam in good time; there is never too much time to revise. It may take a surprisingly long time to obtain books, and therefore it is worth starting the process weeks before the actual exam.

Answers

At the beginning of the exam, it is recommended to read through the question paper and exam questions carefully. Even if you initially feel unable to answer the questions, do not panic. Usually, after a little thinking and reflection, you start recalling many things. You should start by answering the question that feels easiest. Check that you are definitely answering the correct questions. When answering, pay attention to the type of question and whether you are asked to define, describe, compare and contrast or evaluate. It is a good idea to check the question again while answering to ensure you do not go off topic.

All students develop their own technique for essay answers, but one useful habit is to start by structuring the answer on an extra scrap of paper and writing down there all the thoughts sparked by the question. Only then should you start constructing the actual answer.

An exam answer should normally be like an essay answer. The answer should include at least an introduction/beginning, as well as paragraphs for treatment and summary. Field-specific guidance on how to answer exams is provided during studies. The language must be appropriate, good and fluent. Care should be taken with the spelling of foreign concepts, terms and foreign names. It is worth examining the topic from several points of view, and your thinking can

show in the answer. You can use examples, and at the end of the answer you can summarise the most important content or make a summarising statement on the subject. You should also plan your use of time in the exam so that you have time to answer each question.

Exam fraud is a violation of the ethical rules of studying. Exam fraud refers to the use of prohibited means of assistance in the exam. Copying from others is also fraud. Exam fraud always leads to a punishment for the student.

7.5 Development of study skills

Students can develop their study skills, for example at study skills nights organised by Snellman-Instituutti, which can be accessed from your computer via an Internet connection. Learn more at http://www.opiskelutaidot.fi/

8 CONCEPTS RELATED TO STUDYING

BACHELOR´S DEGREE => The scope of a bachelor's degree at a university of applied sciences is 210 to 240 credits. The study time is 3.5–4 years.

COURSE => The basic unit of studies. Includes a certain number of teaching and independent work.

COURSE DESCRIPTION => Contains key information about the course: Name, code, objective, content, method of performance, performance requirements and assessment criteria, study materials and provider of additional information.

CURRICULUM => A plan for the overall entity of the studies and their organisation to achieve the objectives.

ECTS CREDIT (CR)=> A unit for measuring the scope of studies that corresponds to the average amount of 27 hours of work by the student.

LEARNING ENVIRONMENT => Learning always takes place in an environment. The learning environment can be understood as a space/place or a group of people, where studying and learning takes place. The learning environment can either support or hinder the student's activities.

MASTER`S DEGREE => The scope of a master's degree at a university of applied sciences is 60 to 90 credits. The degree takes 1 to 3 years to complete. The training programmes is intended for persons who have completed a bachelor's degree or another appropriate university degree and have at least three years of work experience.

MOODLE LEARNING ENVIRONMENT => An online learning environment that supports learning, project activities and other communal activities. You can log into Moodle using your personal login details.

OPEN UAS ROUTE APPLICATION => Application to become a degree student at the Lapland University of Applied Sciences based on studies completed at the Open UAS.

PATH STUDIES AND ROUTE STUDIES => In general, 1st-year studies of degree-awarding education, and the aim is applying to become a degree student at Lapland UAS.
PROVINCIAL UNIVERSITY OF LAPLAND => The Provincial University of Lapland is a cooperation network with actors from Lapland University of Applied Sciences, the University of Lapland and the Summer University of Lapland as well as the sub-regions of Lapland. The cooperation network aims at balanced development of the region. The guiding principles of its activities are regional orientation and cooperation.

RECOGNITION OF PRIOR LEARNING (RPL) => Students are guided and supported to identify and evaluate the skills they have acquired previously or elsewhere, which they may request to be recognised with a written application after admission as a degree student. In addition, where appropriate, students must prove their skills through demonstrations, where students demonstrate their skills in relation to the learning objectives of the degree.

REFLECTION => Critical assessment of own activities.
STUDY MODULE=> Courses that belong in the same topic form a study module.

STUDY PLAN => At the beginning of the studies, the student prepares an appropriate and realistic study plan with a guidance counsellor, which includes the goals, sub-goals and schedule of the studies. The purpose of the plan is to help the student get motivated and focus on studying, and to monitor and evaluate the achievement of the goals.
TUTOR => An instructor (peer or professional) whose aim is to support and promote learning.

ZOOM => A remote reading system where teaching takes place in real time. The teacher/tutor/lecturer is directly connected to the students via the Internet at a specified time when the teaching takes place.

9 CONTACT INFORMATION

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TORNIO CAMPUS
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A map of the Lapland UAS campuses can be found at the address https://www.lapinamk.fi/en/Who-we-are/Contact-info

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