Name of the project
DORE – Double Degree in Renewables

Coordinating Institution
Karelia University of Applied Sciences

Objectives of the project (as indicated in the project proposal)

1. Development of Double Degree in Renewables within engineering education
2. Curriculum development and increased offering of courses taught in English
3. Development of staff competences and skills
4. Increased student mobility and fluent practices
5. Support for students’ internationalisation at home

Achieved results and outcomes

1. A draft of a one-fold chargeable programme from China to Finland was created and already mainly agreed. However, the process remained a bit open in the end of the project, yet the development work continues between the partners aiming at programme accreditation within a year or a year and a half.
2. Curriculum development proceeded significantly. Karelia has expanded its offering of courses taught in English in the Energy and Environmental Technology while developing the DD-programme and the Chinese partner created a new degree titled Renewable Energies in engineering.
3. Staff competences and skills were increased and the project involved a good number (Karelia app. 15; HLJIT app. 50) of teachers into the workshops and development of the co-operation.
4. Student mobility has increased remarkably from China to Finland and is about to begin from Finland to China, too. Fluent practises are supported with the on-line interviews which provide a good tool for testing students’ language skills. Moreover, the on-line interviews also offer a channel to kick-off the mobility pre-orientation introducing the student some of the staff members and a bit of Finnish and Karelia’s education and practices.
5. Increased offering of courses taught in English and numbers of incoming exchange students increases the possibilities for degree embedded internationalisation at home.
Activities carried out during the project

The activities included three teacher workshops (one in Finland, two in China), one preparatory workshop in China and working on-line in between the working events.

In the first two workshops, the partners went through very detailed curriculum analyses and comparison and also explored the physical and virtual learning environments supporting the teaching and learning. The participatory workshop was devoted to planning the activities and integrating the implementation of the two Asia programme projects; DORE and ProPeda, in the most meaningful way supporting achieving the development goals among all organisations. The results of this workshop were reported also in a digital format in Karelia’s YouTube channel.

The last workshop devoted to understand and apply the pedagogical framework of the partner universities by sharing the best practices. Also the possibilities to increase use of digital tools both within the development process and in teaching were explored to some extent. The teachers also acquired concrete tools via peer learning strengthening the opportunities to act as a teacher and mentor in international educational contexts.

Future developments

First, the double degree development process continues and Karelia aims at accreditation of the one-fold programme within a year or a year and a half. The programme would be a significant part of Karelia Global Education when successful.

Second, the staff development continues within ProPeda project involving one partner more, Heilongjiang University of Chinese Medicine. Staff development concentrates in developing staff competences in the fields of engineering, nursing and physiotherapy as these are the fields where the student mobility would be strongest embedded in. The idea is to engage the key teachers into the development process and enable them learning in Finnish-Chinese context with an international peer.

Other remarks

The impact of the China Programme has been remarkable and Karelia wouldn’t have been able to accomplish the things we did without the project funding. This kind of funding instrument provides as valuable tool supporting the development and internationalisation of higher education in Finland, however, the project time span could be expanded to reach three years instead of two to enable a bit more perserving process.