UNI-Tel
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Semi-structured Interviews

Topic area: theory and practice
1. University studies should teach students and graduates both theory and practice, conceptual understanding and practical action. What pedagogical practices do you use for **application of theory to practice**?
2. In your opinion, what are the challenges and opportunities in technology-enhanced learning for teaching theory and practice?

Self-regulation and motivation

3. In university education, user-orientation or student-orientation has gained popularity. Who is in charge of **learning process** in higher education? Please describe the roles of a teacher and student in your university/institution.
4. In your opinion, are students self-regulated learners?

Topic area: knowledge, skills and attitudes

5. University studies can enable students to learn both domain-specific knowledge and generic skills or transferable skills. What pedagogical practices do you use for learning and teaching of **soft skills**, e.g. team work, time management, communication, negotiation, conflict resolution?
6. University teaching should facilitate both individual and social learning. What pedagogical practices do you use for **collaborative learning**, such as sharing ideas, problem-solving or knowledge co-construction in groups?
7. In your opinion, what are the challenges and opportunities in technology-enhanced learning for **collaborative learning**?
8. Problem-based learning (and students solving working-life relevant problems) is a common practice in university teaching and learning. Describe the roles of teacher and students in **problem-based learning** in your university/teaching?
9. In your opinion, what are the challenges learning in an online learning environment? and opportunities in problem-based

Topic area: working-life orientation

10. University studies often include work practice periods or projects in industry settings. What pedagogical practices are used for **facilitating learning at the workplace**? How students are supported to make use of learning opportunities at the workplace?
11. Describe the current forms of **university-business collaboration** in use at the university? (This may include e.g. visiting speakers, visits to companies, internships, job-shadowing etc.) Are these obligatory or voluntary parts of teaching and learning?

12. What pedagogies are used to increase student understanding and exploration of the current needs of the industry? Describe the current methods for **active and participatory learnin**g at the moment.
13. In your opinion, what challenges your institution or environment places for use of new pedagogies, and use of technology-enhanced learning?
14. In your opinion, are students ready for technology-enhanced learning? Please reflect your experiences of their studying online.

Topic area: pedagogy for technology-enhanced learning and culture of teaching

15. How do you select pedagogies in use for technology-enhanced learning? Do you transfer pedagogies from classroom teaching to the internet-based learning environment or do you plan specific pedagogical practice to be used?
16. What kind of support would you need from a person dedicated to design of technology-enhanced learning, if you were in the position of delivering a course online?
17. What is the role of **collegial support and sharing** in your department: Do you get help from your peers? What kind of structures there are for cooperation? Are there some elements which are hindering peer-support and cooperation?

Topics for interviewing companies

18. What kind of collaboration your company has with the university sector (joint lectures, job placement, training, project work, etc.)?
19. Is there anything preventing your company from university collaboration?
20. What kind of collaboration with the university would help you the most?
21. Any suggestions for digital learning collaboration with universities?