

While 3D spaces offer exciting possibilities, they also have limitations. Nevertheless, this approach demonstrates the potential to bridge the physical gap and expand access to quality education in remote areas. Additionally, by reducing travel needs, 3D virtual spaces promote a more sustainable approach to teacher education.

This paper highlights the challenges and opportunities of hybrid learning in remote areas, advocating for moving beyond basic tools and exploring innovative solutions like 3D virtual spaces. This approach can create inclusive learning experiences, expand access to education, and promote a more sustainable model for teacher training.

2B3 “Co-teaching as an assessment resource”– Perceptions of Finnish University Teachers’ Assessment in Higher Education

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Abstract

In university teaching, assessment culture shapes the roles, power dynamics and interactions that occur during the implementation of competence assessment. The pedagogical expertise of the higher education teacher becomes apparent when conducting assessments. Assessment is at a turning point in higher education, and the university teacher's assessment skills now include an ability to involve students as active participants in the assessment process. The data was collected by autoethnographic lenses from new Finnish university teachers (N=3), and the study was used content analysis informed by constructivist grounded theory (Charmaz, 2014). The study examines university teachers' perceptions and practices of assessment and assessment culture in Finnish universities. This study aims to describe the experiential perceptions of how the assessment culture and its practices are perceived by new university teachers. The results show that co-teaching is seen as an asset that supports teacher development. Secondly, assessment built on a clear criteria- and goal-oriented basis increases transparency and consistency in competency assessment. Thirdly, formative assessment is seen to be crucial in competence assessment contributing to the quality and variety of assessment. At the same time, however, this challenges the teacher on how to make formative assessment visible in summative assessment. Thus, we argue that ongoing, open reflection by both the teacher and the university community is a crucial factor in furthering assessment implementation and creating an assessment culture.

2B4 Co-teaching in multicultural teacher education student teams: collaborative teaching practicum in Kuala Lumpur

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Abstract

Finland wants to address global educational challenges (Reinikka et al., 2018) but, less than 1 % of Finnish teacher education students study or practice practicum outside Europe (Conolly et al., 2021).