

## Quality Podcast 2021: Social interaction and effectiveness

**Saija Halminen:** Welcome to listen to the Laatuporinat podcast series of the University of Lapland, which aims to go through, for example, the university's quality management and auditing for the development of operations. In today's episode, we have a topic of social interaction and effectiveness.

In addition to the university's traditional tasks, such as education and research, the university's so-called third task, serving the surrounding society, is often mentioned. The SIE, in other words societal interaction and effectiveness, often materialized through education, research and artistic activities in the day-to-day work of the staff. Social effectiveness is reflected in the university's active participation in the development of society through its expertise and special knowledge. The starting points and objectives of managing societal interaction and effectiveness are based on the strategy of the Lapland University Consortium 2030, its choices such as global Arctic responsibility, sustainable tourism, future services and distance management and its enablers. The strategy enablers are for example national and international networks as well as the development of education. In today's episode we have experts from different fields of the university who respond to the claims made to them. How does the SIE activity manifest itself in their work?

As a guest in today's episode, we have Osmo Rätti, Soili Nysten-Haarala, Anna-Maija Partanen, Maria Hakkarainen and Markku Heikkilä. Would you like to introduce yourself?

**Osmo Rätti:** The name is Osmo Rätti and I am Vice-Rector for Research. In this quality work, I am particularly involved in the preparation of this section.

**Soili Nysten-Haarala:** Yes, I am Soili Nysten-Haarala and Dean of the Faculty of Law and Professor of Commercial Law.

**Anna-Maija Partanen:** I am Anna-Maija Partanen. I work as a University Lecturer in mathematics didactics at the Faculty of Education, and I also run the LUMA Centre Lapland.

**Maria Hakkarainen:** Thank you. So I am Maria Hakkarainen, University Lecturer in Tourism Research. I have been a University Lecturer, Researcher, Assistant, Project Researcher for about 10 years in this subject of tourism research and I have done teaching, research and development work on quite a broad front.

**Markku Heikkilä:** I am Markku Heikkilä and head of science communication at the Arctic Centre.

**Saija Halminen:** Thank you. Osmo's first claim comes to you. The university's third task is SIE, in other words social interaction and effectiveness, or is it.

**Osmo Rätti:** Good question. This is how you're always supposed to start. But I'd like to start dealing with this through the University Act to see if there is the answer. And the Universities Act defines the task of universities as promoting free research and the promotion of scientific and artistic education. And on top of that, universities would have to give the highest education. After all, nothing is said about the third task here, but the Universities Act states that when carrying out their tasks, universities must interact with the rest of society and promote the societal effectiveness of research results and artistic activities. In other words, this is not the third task, but this is a definition and

guidance on how to carry out those actual tasks. If we now think about this actual operation and what the university is doing, then of course this actual operation produces quite a lot for society. So if we think social effectiveness, so if research produces information for society's needs, then it is quite significant and effective for society. The education produces experts, researchers and art makers for the needs of working life. That, too, is quite an important activity for society.

Well, then why is this written into the University Act in the first place? The background to this is that the role of universities has been little emphasized here. In other words, through interaction a stronger role in the development of society is sought. Then what does the university have to give? Well, knowledge and expertise. If the university produces new information, then of course there is also quite a few skills and expertise. Today, of course, it is also emphasized how we can react to changes in the environment. The world is changing quite quickly and perhaps this coronavirus pandemic has shown how rapid these changes are in the worst-case scenario. That it's just a snap and we're in a completely different situation. And perhaps this impact of the coronavirus pandemic now also clearly interprets the fact that there is also little demand for universities and expertise and competence. And it has underlined the importance of the fact in society that there is that know-how.

Well, the interaction. That means, of course, some kind of dialogue. Not just one-way, that someone is producing something for someone, but that it should be some kind of dialogue about what to do. And this dialogue with stakeholders and with the surrounding society is pretty important for universities. We will receive feedback and better anticipate future changes or predictable changes. How, then, do universities manage this societal interaction? Well basic tasks have already been mentioned, of course, but then there are various tools like these, such as development projects, which are carried out together with companies. Then, of course, perhaps all the things that concern everyone from that individual research are, of course, communication, popularization, that is, how that information is transferred to that society. That's essential. A scientific publication is often not very open to an ordinary citizen or a person in administration, and needs to be edited a little. Science communication, science counselling, science diplomacy such words are now cultivated. That we go all the way to international circles, and using the results of science even diplomacy is made.

So perhaps briefly the answer to that question; it is not a third task, but it is a principle of operation that goes through all the activities that are done at the university and serves as a guide in how it is done.

**Saija Halminen:** Thank you Osmo. The Faculty of Law of the University of Lapland actively participates in law-making and social influence and interacts with legislation and European law. It cooperates regionally actively with the Rovaniemi Court of Appeal, for example in the teaching of a criminal and process law subject and in student internships. Soili, the second claim will come to you. Law often appears ambiguous in society.

**Soili Nysten-Haarala:** This is a good argument, and it is certainly true in the sense that law is an interpretative science quite far. But maybe it's not so much what we teach in law in education. So it's not rocket science at all, it's just the kind of logical thinking that is being tried to teach to students. And what's important about that is that you know how to argue your own opinion. And now, especially in this coronavirus situation, it has become more pronounced that even when the law is passed, there is a lawyer who said that it is quite wrongly extinguished, now this is not going

right. Or another, where the law may appear outside; many may have an idea of some tv series like this where a hero lawyer wins his or her case in court. But this is only that very small and somehow visible part of this legality that lawyers are actually involved in legislating. So it should be done in such a way that it is not the exclusive task of a lawyer, but in interaction with experts in other fields. Now that those laws have had to be changed quickly and developed quickly, it may become public with a different image from what it really is.

And then, if you think of the Faculty of Law as such a social influencer, then of course we are cooperating with the courts, with lawyers, with these traditional legal sectors. But then also, for example, with companies in all-looking research projects and such. And I would say that the world has changed so much that a lawyer in today's world should also be able to interact like that. And we should be able to acquire, or should be able to produce, a more general vision of a society where we can work together with experts in other fields. And we're not necessarily the fire department that's always going to say not like this. But it should also be possible — So law, although it is a matter of interpretative science — to be able to think in advance about how these matters should be handled in such a way that there are no unnecessary disputes or unnecessary ambiguities. And that's the job that may not be visible from the outside, but I think it's just as important.

**Saija Halminen:** Thank you. One visible form of social impact is the LUMA Centre of the University of Lapland, which is a local organization coordinated by the Faculty of Education for cooperation between schools, universities, higher education institutions and business life. The aim is to promote the learning, studying and teaching of science, mathematics, information technology and technology at all levels. Anna-Maija, your claim reads as this: as part of the promotion of science, universities are also responsible for participating in the science education of children and young people.

**Anna-Maija Partanen:** How can we maintain children's curiosity and willingness to ask questions even after they start school? How can we develop research skills for children and young people? Critical literacy includes understanding the status of different types of knowledge. How can we support its development in the thinking of children and young people? How can we promote the relevance of knowledge to children and young people and support influence and expression that rises on the basis of knowledge? And how can we develop the innovativeness of children and young people? These are examples of issues which, in my opinion, relate to the concept of science education.

I represent the LUMA Centre Lapland, which is part of the LUMA Centre Finland network, which is strongly supported by the Ministry of Education and Culture. The network consists of 13 regional centers operating in 11 universities. The ultimate goal of the network is to attract the interest of children and young people in science, mathematics, technology and computer science. Luma Centre Lapland has developed both non-formal and formal science education in Rovaniemi and elsewhere in Lapland, supported by the network. However, the trend in education in recent years has been the emphasis on multidisciplinary. Luma centers have also expanded into general science education centers in many universities. We have also started to stimulate the discussion on the extension of the LUMA Centre Lapland to the University for children and young people in Lapland, its working name is shall be "Arctic University" or "Juniversity"

The following example may open up science education in practice. The detective science camp is our annual long-term favorite. In the Arctic Circle, there has been a massive jewellery theft at the

Taikakoru store. The Police of Lapland has asked the detective science campers to help solve the crime. The starting point for the camp is the profiles of 10 suspects and a few clues found at the crime scene. Scientific experiments and reasoning usually determine which suspects have committed the crime at the end of the camp. I vividly remember the conversation we had with children last summer after the second study. The piece of paper found at the crime scene had a special text written in red marker. Red markers had been found at the home or work site of some of the suspects. Paper chromatography was made for the text on the paper, where the color distribution of the color of the marker was discovered. It was compared with the color scheme of the markers found at the suspects' house. Two of the markers gave a similar impression to the note's text. It was time for conclusions. A few children were immediately ready to declare guilty. At that point, we had to whistle the game off and discuss what we surely know; observations of the experiment and what conclusions can be drawn on the basis of that information and what conclusions cannot be drawn.

I was vividly reminded of my own research studies; the results of the analysis of the data, the conclusions that can be drawn from them. We were on the verge of exactly the same kind of problem. For example, in developing such thinking, science education carried out by universities has its own place in supporting the school's educational role. The aim of the university's science education for children and young people could be, firstly, to give children inspiring experiences in science and art, and also to provide stimulus for the development of thinking and research skills such as those I described at the beginning. At the same time, the university would appear to be an interesting and attractive institution in the eyes of children and young people. Personally, I approach this from the perspectives of a naturalist and mathematician. I find it an extremely inspiring task to brainstorm and develop this kind of science education.

Representatives of other sciences and arts; your interesting task is to brainstorm, develop and define what is best science or art education from your point of view. Only imagination is the limit. Together, then, we will also be able to implement cross-combinational approaches. The contribution of different parts of the university is needed in order for the university to carry out the tasks defined by law for children and young people in disseminating researched information and supporting continuous learning. And by developing virtual and hybrid solutions, we are able to offer science education throughout Lapland. In this way, we could promote equal opportunities for children and young people in Lapland, including those with Sámi backgrounds, to participate in interesting and inspiring science education activities. This should, of course, be done in the face of the specific characteristics of the region and culture, while increasing the pride of children and young people in their own identity and background. At the same time, we would implement our university's strategies, assume global Arctic responsibility and develop different models for managing distances.

**Saija Halminen:** Thank you. The Institute for Tourism Research and Education (MTI) is active and interactive with the business community. Representatives of MTI tourism research have been key actors in the operations of the Lapland Responsible Tourism Network (LVMV). LVMV is a network of actors supporting the exchange of information and development activities of companies, educational institutions and other organizations. Research is carried out extensively in environments supported by, for example, the LVMV network and projects, supported by business, municipal, association, regional and public authority networks. The next claim will come to Maria. Together, more than the sum of its parts in the field of tourism.

**Maria Hakkarainen:** Well yes. Indeed, as a claim this has been said to us, but I would think that it is more of a phrase that describes everyday reality rather than a claim on which I would take any position. It describes well the nature of the industry and tourism research as a cross-cutting sector of society and how it needs to be approached from the perspective and development point of view of its research. After all, the University of Lapland has also responded quite a lot to this with such a strong strategic approach and guidance on education policy. Since the MTI was established — the Institute for Tourism Research and Education — 2009, this cooperation has been developed quite strongly in its care and guidance, both from the point of view of education and research and from the point of view of cooperation between research and industry.

And overall, such an easy way to start to look at the cooperation is quite traditional. Let's go from micro to macro so that you can look at it from regional and local level to the national level and to international level. And at all these levels you can see that cooperation quite clearly and distinctly. The subject of tourism research cooperates with the Faculty of Social Sciences within the university, and has collaborated with different subjects for a long time. And nowadays, more and more established with the Faculty of Arts and the Social Science. They have been the most important collaborative faculties within the university. But on the development side, it does not remain, and even on the research side, it is not just the cooperation within the university, but it is cooperated with, for example, the Association of Lapland, the City of Rovaniemi and quite a few municipalities in Lapland. It can almost be said that in practically everyone, MTI cooperates with these various municipal actors and other tourism development actors, that there is in Lapland. And business cooperation is carried out through bilateral relations between companies, for example, the TourCIM programme has its own cooperation agreements with different companies. And the tourism subject has been a key founding member of the Lapland Responsible Tourism Network's cooperation group, which responded a couple of years ago to the need to start developing responsible tourism, sustainable tourism within the framework of Lapland's companies. And even now, the 100 responsible tourism acts that companies are promoting online at the moment, it is a big driving force in that network that they started to collect these acts together then. And through research supported the development of business into a more responsible one.

Research and development cooperation is carried out at national level with these tourism education organizations in Finland, both at the university level and at polytechnic level. And it is reflected in both research and development projects in cooperation, that there are bigger and smaller cooperation patterns, then addressing these research question and development challenges, guided and supported by various financial instruments. And in addition to these education organizations, cooperation will then take place between the Ministry of Economic Affairs and Employment, Visit Finland and, for example, LUKE Natural Resources Institute Finland, which has been such a very long-term and traditional partner in the field of tourism research. Over the past few years, close cooperation has been carried out with VTT. It shows the Finnish field of tourism research and the field of its development that we are starting to be a familiar player there for many actors nationally.

At international level, the subject of tourism research has been one such active player from the perspective of the Nordic school. So nordic tourism research has been promoted through NORTHORS and Nordic Tourism Symposium, and we have also been active there in that field. And in there the cooperation has been partly with it and alongside it, can you say, expanded or condensed into arctic cooperation. There has been no conscious Arctic five cooperation, but these Arctic

universities have all been involved in it and, for example, the Northern Tourism education programme is based on strong research and development cooperation, which is there. Then there will also be cooperation at international level that has a direct and concrete impact on business. Jose-Carlos Garcia-Rosell, for example, has long been involved in research into ethical and responsible practices in animal tourism and has now, among other things, been in the development of such a criterion for responsible animal tourism for international certifications. That there is a background to the fact that it shows such cooperation in business, which is very concrete in business, which then goes to the level of research and to cooperation in education, that all the fronts are represented there at international level. So I suppose it could be summed up in this way that we really are more together, that there is cooperation. That it's quite a cut-through idea and it'll move on, hopefully.

**Saija Halminen:** Thank you Maria. In social impact, the Arctic Centre is Finland's most important non-ministries Arctic actor, whose role is realized through a combination of multidisciplinary Arctic research, a science center and active science communication. The university's common profile area is internationally high-quality research into arctic and northern people, society and the environment, as well as these interactions. In addition to the Arctic Centre's and faculties' own activities, the university carries out arctic and northern change research in national and international research networks, such as UArctic and Arctic Five networks. And Markku, the last claim comes to you and it goes like this: arctic or north as the navel of the world.

**Markku Heikkilä:** This is a great claim, because this title itself contains a rather interesting claim that Arctic or north, one of them is the pole of the world. But it does not include the option that neither of them is the pole of the world, but that the pole of the world is somewhere around here anyway. Is it Arctic or north? I will return to that discussion on which word to use here at the end of my speech. But I'm starting from this word pole of the world, which is actually a pretty good way of thinking. And here we are in the Arctic Circle, since we are in Rovaniemi, so right here near or in the middle of the pole of the world. And if you think about University of Lapland, this location here is both a privilege and a competitive advantage. This location near the Arctic Circle makes us genuinely Arctic, perhaps larger than its size, and creates interesting things. When we now are recording this, we have just found out that the president of the Republic of Finland wants to discuss superpower politics with the students of the University of Lapland, and I am guessing that this Arctic will have quite a big impact on the desire to make this choice and meet the students of this very university on this theme. There's a lot of talk about this Arctic, it is annealed.

And, of course, one can wonder whether this is all real, whether it is such an exoticism seen from the outside or some kind of artificial thing glued on top, or whether all this talk is the real reality. And I personally am leaning towards the fact that at least a large part of it is true and reality, because it has been seen that the weight of the Arctic is growing greatly in many areas; politics, the economy, tourism, a bit everywhere and everyone wants their share of it. This Arctic flag is being waved quite diligently in many directions, in many places and in many things in Finland and other countries as well. And that's good. Personally, I am alienating the idea that the Arctic is somehow owned in only one place and border posts are placed and said that here we can be genuinely Arctic and on the other side they cannot be. That's not how it works. If you think about research, arctic research is being carried out all over Europe in places that are not geographically anywhere near this. Of course, then it is a question of, let's say, for example in German research institute the Arctic is something

like the target where to go, that is somewhere else. Then for those of us who are here, we are here in the middle of this place in this everyday life. And it will, as it does, bring a certain or substantial benefit to operations. But there are also appropriate happening within this Arctic, which is perhaps problematic in its own way. After all, there are one more of these Arctic capitals. I think we're just sitting there, but I know at least two or three others who tell us they're Arctic capitals.

And perhaps I think it is better to talk about the Arctic, as it is as a wider area where there are no clear boundaries. Perhaps also as a state of mind; I often mention that the Arctic is, after all, a state of mind. It affects the way in which people think, act and, at the same time, it is a genuinely important physical area, the development and events of which matter to everyone. And in it, such an actor like the University of Lapland can be a genuinely real influencer. Of course, part of this world's polarity is often that it is often referred to as such an area of the future. And that is something I would like to argue against a little, because I have heard these arctic future region speeches 15, 20 years ago, and at some point its future will have to become the present, at least if you look at the speeches that have been in the past. We are now living in the future of 15 years ago. The Arctic is an area of the present, is currently heavy and important. We cannot process everything for the future, that we will develop in the future. We are living in the middle of this right now. And, of course, the fact that we, as a university, are located in such a genuinely important area is a priority in itself, but that is not something we can get behind in everything. It does not remove the general importance of the quality and competence of operations, and the Arctic cannot serve as an explanation for everything. So all these normal high-quality criteria for good functioning must be met.

I will return to this premise of the title: Arctic or North. Which one will eventually be the pole of the world. I myself would go with the Arctic here. In fact, there has been some change from the fact that I remember thinking that the Arctic seemed a bit like this artificial concept, but now it has been selling through quite strongly. Similarly, the North may have changed a little, at least in my opinion, as a concept. If you look at the countries of this Arctic, for example, each country has its own north. That the North is, in a way, in my thinking it has become such an internal concept of countries, while everyday life is such an international and open matter. And perhaps something tells us about changing these concepts by the fact that the Regional State Administrative Agency of Northern Finland covers areas south of Lapland. In fact, it already seems in this thinking that Lapland in Finland has already been detached from this north and transferred to another reality, that is, this everyday reality that we now live here.

**Saija Halminen:** Thank you.