

RTC 14 June, 2011 at TUT  
**"Introduction"**  
 Adjunct Professor Tapio S. Katko, TUT



**1. CADWES-Research Team**  
**2. Course Requirements (incl. Personal Learning Diary)**  
**3. Practical Arrangements**

RESEARCH GROUP: CAPACITY DEVELOPMENT IN WATER AND ENVIRONMENTAL SERVICES (CADWES)  
 INSTITUTE OF ENVIRONMENTAL ENGINEERING AND BIOTECHNOLOGY (IEEB)  
 TAMPERE UNIVERSITY OF TECHNOLOGY (TUT), FINLAND



**CURRENT RESEARCH TOPICS IN WATER SERVICES**

- SUPRAMUNICIPAL COOPERATION
- BUSINESS DEVELOPMENT OF WATER UNDERTAKINGS
- PRIVATISATION AND PUBLIC-PRIVATE COOPERATION
- VISIONARY AND KNOWLEDGE MANAGEMENT
- LOCAL KNOWLEDGE IN WATER SECTOR
- THE ROLE OF MUNICIPALITIES IN WATER SERVICES PROVISION AND IMPROVEMENT
- RURAL SANITATION DEVELOPMENT AND MANAGEMENT
- WATER AND SANITATION IN POVERTY ALLEVIATION
- LONG TERM CONSEQUENCES OF STRATEGIC DECISION MAKING
- PRICING OF WATER SERVICES
- ASSETS MANAGEMENT OF WATER UNDERTAKINGS


**VALUES OF THE RESEARCH GROUP**

- GLOBAL RESPONSIBILITY
- PROBLEM ORIENTATION
- INNOVATIVENESS
- SOCIAL EFFECTIVENESS
- INTERACTION
- TRANS-DISCIPLINARITY
- OPENNESS AND ENCOURAGEMENT
- IMPORTANCE OF THE HISTORY AND THE FUTURES
- EQUITY AND EQUALITY

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**1. CADWES research team, TUT**  
 (Capacity Development in Water and Environmental Services)



**Mission**  
*To produce usable knowledge, based on trans-disciplinary research on the evolution and development of sustainable use of water services and water resources in a wider institutional context: organisations, management, legislation and policy including formal and informal institutions.*

**Values of the CADWES-team**  
 Global responsibility  
 Problem orientation  
 Innovativeness  
 Social effectiveness  
 Interaction  
 Trans-disciplinarity  
 Openness and encouragement  
 Importance of history and futures  
 Equity and equality

**www.cadwes.org**



**CADWES**  
 Capacity Development in Water and Environmental Services  
 Research Team at TUT, IEEB

## Research Training Courses

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NordForsk Network 2011 /2014. Viable Water Management and Governance for Futures (VIWAFU) \*submitted in April 2011.

TISWA Towards more interdisciplinary and diverse research approaches on sustainable water and infrastructures. 13-15 June, 2011, through RYM-TO (The Doctoral Programme of the Built Environment) and VALUE (Doctoral Program in Integrated Catchment and Water Resources Management)


5th IWHA Conference, "Pasts and Futures of Water", 13-17 June 2007

Water Governance in Long-Term Perspectives. NordForsk Nordic-Baltic Interdisciplinary Research Course. TUT, 13-19 June, 2007.

Viable Water Governance. NordForsk Nordic Baltic Research Training Course. TUT, 6-11 June, 2005.

Katko T., Seppälä O. & Kaivo-oja J. (eds.) 2001. Management of water, wastewater and solid waste services in comparative historical and futures perspective. A Nordic Research Workshop supported by NorFa. Tampere University of Technology. 10-12.6. 2001. TUT, IEEB. No. 13. 173 p.


## RIGOR VS. SOCIAL RELEVANCE: COULD THEY BE MORE BALANCED? PRACADEMIC RESEARCH?

  
 Dr. Angel Cabrera; President, Thunderbird University of International Management 20 May, 2009  
**•Forget about the university rankings; think about the social mission of your university (rankings and others can be used but they should not be the aims)**

A/459/10/RIGOR  
T.S.KATKO 2MARCH10

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## PERSONAL LEARNING DIARY AND REPORT




**WHAT IS IT?**  
**ALTERNATIVE TO WRITTEN EXAMINATION**  
**FOR LECTURERS A WAY TO FIND OUT WHETHER OTHER FOOTPRINTS THAN NOTES CAN BE SEEN**  
**PROBLEMATIZATION OF THE KEY CONTENTS OF THE LECTURE, CRITICAL REVIEW**  
**PERSONAL VIEWS REQUESTED, DISAGREEING WITH THE LECTURER IS POSSIBLE, GIVE REASONS WHY**  
**TOTAL SEE LATER: INCLUDING SUMMARY**

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## PERSONAL LEARNING DIARY AND REPORT




**WHAT IT IS NOT?**  
**DETAILED 30-PAGE RECORD OF ALL WHAT THE LECTURER HAS SAID**  
**LIST OF ISSUES WITH – MARKS ON HOW TO MAKE THE WORLD BETTER AND “MORALISE” THE LECTURER**  
**WRONGLY HEARD SENTENCES COPIED WORD BY WORD**  
**OTHER WISHFUL THOUGHTS OUTSIDE THE TOPIC**

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## GUIDELINES 1




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1. SHORT COMMENTS AND FINDINGS ON THE CONTENTS OF THE LECTURES
2. FINDINGS CAN BE CRITICAL OR SUPPLEMENTARY AND THEY CAN INCLUDE ALSO OTHER THOUGHTS
3. WHY DID YOU PICK UP JUST THOSE ISSUES?
  - REALISED THAT YOU LEARNT A NEW POINT
  - A NEW IDEA WAS BORN (WHAT KIND OF?) WHILE MAKING THE REVIEW
    - THE VIEWS OF THE TEACHER WERE BIASED
    - A NEW INSIGHT WAS BORN DURING THE LECTURE

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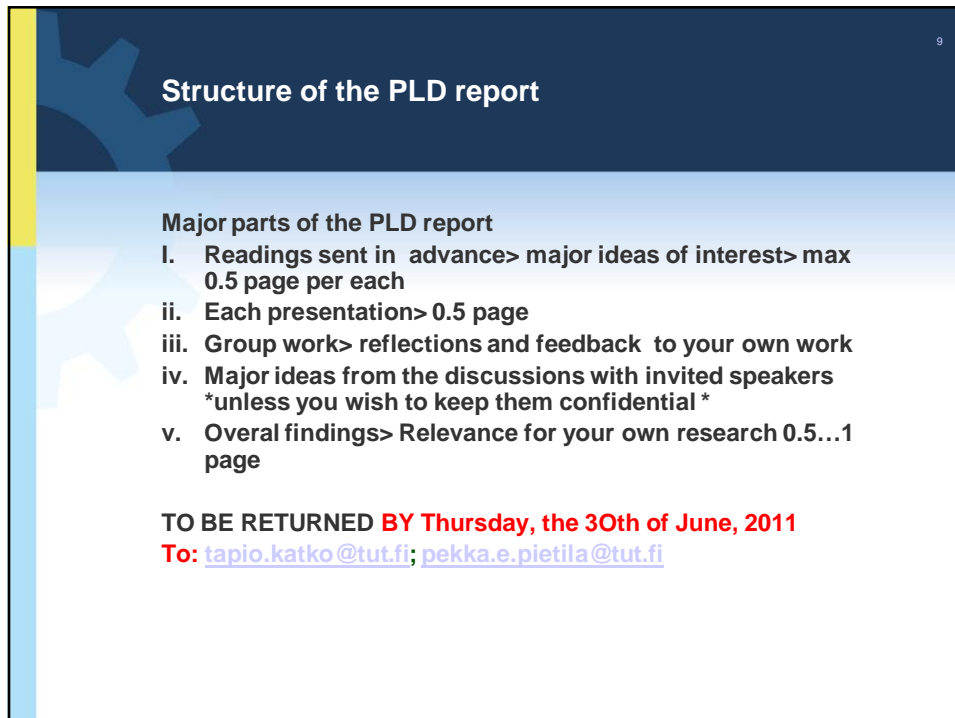
## GUIDELINES 2



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4. EACH LECTURE SHOULD CREATE AT LEAST ONE ISSUE TO BE REPORTED
5. THE PERSONAL LEARNING DIARY IS TO HAVE ONE PAGE SUMMARY WITH OVERALL EVALUATION OF THE COURSE AND THE KEY POINTS AS A WHOLE
6. ABSOLUTELY THE EASIEST WAY IS TO PREPARE THE REVIEW DURING THE COURSE – NOT AFTERWORDS.

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## Structure of the PLD report

Major parts of the PLD report

- i. Readings sent in advance> major ideas of interest> max 0.5 page per each
- ii. Each presentation> 0.5 page
- iii. Group work> reflections and feedback to your own work
- iv. Major ideas from the discussions with invited speakers  
\*unless you wish to keep them confidential \*
- v. Overall findings> Relevance for your own research 0.5...1 page

**TO BE RETURNED BY Thursday, the 30th of June, 2011**  
**To:** [tapio.katko@tut.fi](mailto:tapio.katko@tut.fi); [pekka.e.pietila@tut.fi](mailto:pekka.e.pietila@tut.fi)