



Supporting teachers and peer-tutors

FACILITATING LEARNING IN PRACTISE AS PART OF PEDAGOGICAL STUDIES

Facilitating Learning in Practice (9 ECTS) is a key part of pedagogical studies. It belongs to the broader Facilitating Learning study module worth 12 ECTS, in which other key elements are Plan for implementing Facilitating Learning Course (2 ECTS) and Self-assessment of the course (1 ECTS).

Students' who have been teaching for a number of years will have different starting points for Facilitating Learning in Practise than those who are just beginning a career in teaching. The key is that in addition to the targets set by the teacher education college students need to set their own personal objectives for Facilitating Learning in Practise in their study plans.

Learning Outcomes set by the Teacher Education College

Facilitating learning is a key competence in teachers' work. Modern ideas about learning and new learning environments have expanded the vision of teaching and the related concept of traditional teaching skills. The central phenomenon of teaching and its facilitation is **learning**. High-quality teaching, learning facilitation and their development are based on a sufficient theoretical knowledge of learning, of the creation of competence and of human beings as learners and builders of their own competence. Facilitating learning always constitutes a practical activity irrespective of whether it takes place in educational institutions, in workplaces or in virtual environments. Knowledge about the underlying principles of learning, and a theoretical understanding of the management of teaching practices, which are based on a recognized understanding of learning, are teachers' key competences.

In addition to knowing about the general principles of learning, a teacher must also understand the **diversity of people as learners**. As students' cultural backgrounds become increasingly diverse, teachers must have the capacity to act in accordance with the capabilities of the learners, respond to the individual learning needs of different learners and an ability to adapt practices in line with economic sustainability provided by the educational environment.

Previously, the key task of a teacher and good professional practice was deemed to be the uncompromising and unquestionable executive of the curriculum. Current curriculum thinking, on the other hand, requires a teacher to have the skills and willingness to continually develop the curriculum in accordance with the requirements of the educational environment in which they practice. Having an interpretative approach to the curriculum is thus part of teachers' competence. When planning teaching episodes along with their objectives and content, designing learning environments, choosing methods to facilitate learning, as well as during interactions teachers need creativity, flexibility and situational sensitivity.



Based on the preceding paragraph, the learning aims for **Facilitating Learning in Practise** course are:

Student has the willingness and skills to facilitate learning in a student-centred way and ethically sound manner focusing on the desired learning goals. He/she is able to use technology in a pedagogically sound manner. Student is able to assess realistically his/her own skills as a facilitator of learning and develop his pedagogical skills with others.

Study modes for Facilitating Learning in Practise

There are various study modes in this module.

Students have to:

- participate in seminars and online working,
- familiarize themselves with the literature on teacherhood, teaching, facilitating and assessing learning,
- plan, implement and assess a learning assignment,
- observe and give feedback on teaching to other teacher trainees as agreed,
- work on assignments and share the results within their own learning circle and in seminars.

Guidance and assessment of Facilitating Learning in Practise

Facilitating Learning in Practise Course is guided and assessed in accordance with the specified learning outcomes and personal study objectives. *A teacher educator from the Teacher Education College is responsible for the assessment decision.* It will be made according to the assessment criteria on the scale of pass / fail. The assessment decision is based on the student's skills and knowledge demonstrated in various tasks during teaching practice and guidance and assessment discussions with the supporting teacher, peer-tutor and teacher educator from the TEC. These will be assessed in accordance with the skills required to meet the assessment criteria.

Student teachers receive guidance and feedback from their **supporting teacher** or **colleague**. These supporting teachers have an important role, particular in the planning, implementation and assessing this assignment. Guidance and feedback is also provided by **peer-tutors** and **teacher educators**. For guidance to be successful, it is essential to have an accepting, safe and supportive atmosphere, to support students' self-assessment, as well as giving feedback in appreciation of student's own activity, experiences and self-directedness.

Assessment of teaching practice is open and continuous dialogue between the student, supporting teacher or colleague, peer-tutor and teacher educator from the TEC. The central aim of assessment is to support the student's professional development as a teacher. Sufficient time needs to be reserved for feedback and assessment discussions after each teaching session.



Those involved in the implementation of Facilitating Learning in Practise Course:

- Student/learning circle
- Peer-tutor = another student studying in the teacher education programme
- Teacher educator = your own tutor
- Colleague = teaching colleague from the same organisation (for those in teaching positions)
- Supporting teacher = a teacher within the organisation where you will conduct teaching practice (for those NOT in teaching positions)

Supporting teacher

The teaching practice of those students who do not currently hold a teaching position is guided by a supporting teacher from the educational establishment in which the practice is conducted. The supporting teacher is the closest cooperation partner for students during this period. They will be familiar with the practices of the organisation and the student will benefit from their subject knowledge and pedagogical experience. This guidance relationship is collegial where both participants will learn from each other. With the help of the supporting teacher, the student is given the possibility to plan, implement, and assess facilitating learning, while at the same time receiving feedback from an experienced colleague. The supporting teacher will guide students to conceptualise and structure their actions both before and after teaching sessions. They will encourage students to try and assess the functionality of their teaching activities.

Colleague

For those currently holding a teaching position, the teaching practice will be supported by a guiding colleague. This person will be a pedagogically competent and experienced colleague who works in the same organisation as the student. Their task is to give feedback to the student concerning planning and implementing their teaching practice.

Peer-tutor

The student peer-tutors are students who are studying at the same time in the TEC and work in the same educational establishment, or nearby, or they study in the same group, or in a regional circle. Students support each other's development by observing teaching, planning, and where possible, implementing teaching together, and by participating in feedback discussions. A peer-tutor will observe teaching and give written feedback a minimum of three times (look at the teaching practice assessment criteria).

TEC's Teacher Educator

The Teacher Educator observes and supports the student's learning process, helps them to deepen their pedagogical thinking and to find new perspectives for facilitating learning. They support both the supporting teacher and the student during teaching practice. They will observe teaching one to two times.



Learning Assignment: Facilitating Learning in Practise (12 ECTS)

Facilitating Learning in Practice –course consists of three learning assignments:

1. Plan for implementing the Facilitating Learning course (2 ECTS)

The student identifies his/hers own knowledge and skills in relation to the aims and the assessment criteria of this course. After this, his/hers task is to set their own goals to this course: what are the skills and the knowledge he/she needs to strengthen in order to achieve the aims of the course.

2. Facilitating Learning in Practise (9 ECTS)

The student prepares his/hers own plan of teaching, which he/she will implement as part of the studies. This implementation can also be achieved through teaching in cooperation with the learning circle peers. The student's plan should detail the starting point of the series of teaching, its aims and its development focus. Additionally, it should show the pedagogical principles.

The series of teaching and facilitating learning should correspond to that of 2-3 weeks or 3-5 ECTS. For example, it can be a course module or a separate course, which may include group teaching, individual counselling, work-based instruction, web-based counselling, etc.

3. Self-assessment of the course (1 ECTS)

Student's self-assessment focuses on planning and implementation of the Teaching and Facilitating Learning -course. The student should reflect on the materials he/she has produced in relation to the aims. In addition, the student should reflect on his/hers skills and knowledge in relation to the assessment criteria.

The student should arrange in advance the time and date for the sessions when their teacher educator and peer-tutor are both available to attend to observe and assess their teaching. They should send all of their plans in advance to their peer-tutor, supervising teacher, and their teacher educator.

If and when their teaching sessions are video recorded, they need to arrange with their teacher educator, learning circle and peers times for analysis and assessment. The practicalities of making the video and obtaining the necessary licence are student's responsibility.



Assessment criteria

Learning outcomes used to assess the skills and knowledge related to: learning, teaching, facilitating learning and evaluation, learners, their working environment, technology, development, employment and entrepreneurship, cooperation and networking, interaction, knowledge management, and reflection. An acceptable level of evaluation criteria is as follows:

Competence	Required level
Knowledge and understanding about working life and entrepreneurship and Contextual skills	<ul style="list-style-type: none"> The student is aware of the competence required in his/her own field, including entrepreneurial skills, and able to conceptualise it for the purpose of planning and implementing teaching-learning process The student is familiar with the curriculum and the criteria of qualifications in his/her own subject and can plan their own teaching in line with the objectives in those documents.
Knowledge and understanding about learning, Knowledge and understanding about learners and Teaching and facilitating learning and assessment skills	<ul style="list-style-type: none"> The student plans and facilitates learning processes based on the theoretical knowledge about learning and the features of professional growth In teaching and facilitating learning situations, the student takes into consideration learners' different circumstances, abilities and needs for learning. The student facilitates learning in such a way that it encourages activities that are focused on the learning aims, and are student-centred. The student evaluates learning according to the principles of constructive assessment and enables students' self-assessment.
New technology skills	<ul style="list-style-type: none"> The student is able to use online resources in a meaningful and appropriate way in his/her own pedagogical practices. The student participates actively in online collaboration creating possibilities for positive interaction.
Interaction skills	<ul style="list-style-type: none"> The student acts ethically and creates the conditions for a positive atmosphere and cooperation in facilitating learning situations.
Reflection skills	<ul style="list-style-type: none"> The student realistically assesses his/her practices as a facilitator of learning and as a collaboration partner and set new objectives for the development of his/her expertise.

Assessment scale: Pass/fail