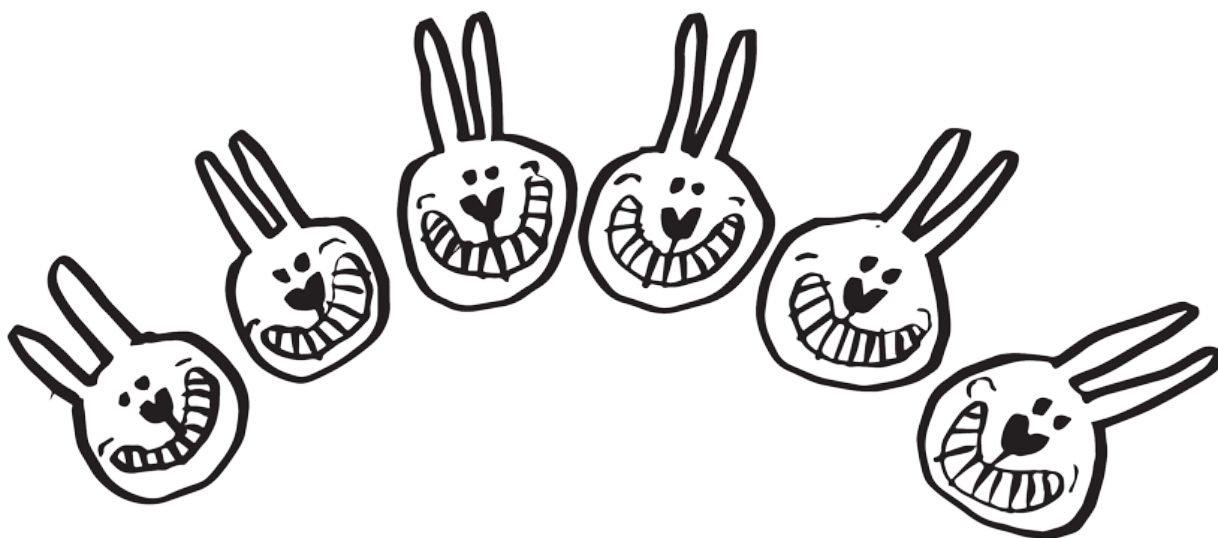


Teacher Education College

**INTERNATIONALLY ORIENTED
TEACHER EDUCATION
(60 ECTS)**

Study Guide 2016-2017



CONTENTS

1. GENERAL INFORMATION.....	2
2. CREATING TEACHER'S COMPETENCES	3
Facilitating Learning	4
Developing the Educational Environment	5
Cooperation and Interaction.....	6
Continuous Learning	7
3. STUDY MODES AND ASSESSMENT	8
4. VOCATIONAL TEACHER EDUCATION STUDIES	11
Continuous Learning	12
Compiling a Portfolio 6 cr (APJP2016).....	13
Optional Studies 10 cr (APVP2016).....	19
Developing the Educational Environment	21
Education and Society 8 cr (APTK2016)	22
Teacher's Working Environment 8 cr (APTO2016)	24
Inquiry Oriented Pedagogical Development Project 8 cr (APTP2016).....	29
Facilitating Learning	33
Lifelong Learning 8 cr (APOE2016).....	34
Facilitating Learning 12 cr (APOO2016)	36
5. APPLICATIONS FOR CERTIFICATES OF QUALIFICATION	37

1. GENERAL INFORMATION

Welcome to the Vocational Teacher Education programme

This is the study guide that will help you to become familiar with, and guide you throughout the main elements of the programme. Additionally, it will help you plan your studies and achieve the aims set for the vocational teacher education programme.

You should also take a look at General information for students where you will find the curriculum for this programme, basic information concerning practicalities within the Teacher Education College, guidelines for studying, information about financial and social study support, as well as information about those services which can support you during your studies.

This study guide includes the following sections:

- General Information
- Creating Teacher's Competences
- Study Modes and Assessment
- Vocational Teacher Education Studies

This is the study guide for vocational teacher education that introduces the main elements of the programme. The purpose of the guide is to help you to plan your studies and achieve the aims set for vocational teacher education.

In compliance with the statute governing Finnish polytechnics (546/2013), the aim of this training is to provide you with: 1) knowledge and skills to facilitate the learning of all students; 2) the ability to develop teaching practices taking into consideration the developmental aspects of different professions and working life in general. Each of the five vocational teacher education colleges in Finland has interpreted these aims differently, creating their own curriculum. This study guide introduces our interpretation.

Within the European Union the general framework for teachers' competences is being drafted to provide commonality across the community. Accordingly, teachers should have the capability to: 1) effectively use knowledge gained from various information sources and utilize technology; 2) co-operate with other parties – students, colleagues and other partners; 3) function at local, regional, national, European and global levels. The competence areas set for teacher education, which are the basis for our curriculum, support this European framework.

This guide describes the modules and study units that comprise vocational teacher education. All study units have learning aims, content, assessment materials and criteria.

2. CREATING TEACHER'S COMPETENCES

The Teacher Education programme described in this handbook is based upon the definitions of teachers' areas of competences.

The Teacher Education College of the JAMK University of Applied Sciences defines four competence areas:

- Facilitating Learning
- Developing the Educational Environment
- Cooperation and Interaction
- Continuous Learning



Figure 1: Competence Areas

Facilitating Learning and Developing the Educational Environment are the core competence areas required from vocational teachers. These areas are not separate from one another, rather, they are closely interconnected. The same holds true for the Continuous Learning and Cooperation and Interaction areas, which are interlinked to the Facilitating Learning and Developing the Educational Environment areas. Assessment and evaluation of learning and competences are based on these competence areas. Furthermore identification and assessment of prior learning are based on competence descriptions of the courses.

Facilitating Learning

Facilitating learning always constitutes a practical activity irrespective of whether it takes place in an educational institution, the student's workplace or in virtual environments. High-quality teaching facilitation of learning and their development are based on a sufficient theoretical knowledge of learning, the building of competence and of human beings as learners and builders of their own competence.

Knowledge of the fundamental principles of learning and a theoretical understanding of human activity, which is based on a valid conception of learning, thus constitutes one of the core competences of a teacher. Teachers must also understand the diversity of people as learners. As student's cultural backgrounds become increasingly diverse, teachers must have the capacity to act in accordance with the capabilities of the learners and to respond to the individual learning needs of different learners.

The planning of learning processes and learning environments always involves value choices that reflect the conceptions of teacher communities and individual teachers regarding the desired outcomes. By nature, teaching thus constitutes a deeply value-based and ethical activity.

New learning environments and their utilisation function to expand the traditional conception of teaching work. A central development target in the near future will be the development of pedagogical solutions enabled by new technologies for the guidance of the learning process. The different solutions must be economically sustainable. This means that the teacher must have the ability to adapt the guidance activities to the resources available.

This requires the following skill set from the teacher:

- **knowledge and understanding about learning**, which refers to the teacher's awareness of learning from the theoretical and philosophical perspective,
- **knowledge and understanding about learners** meaning the teacher's awareness of the diversity of learners
- **teaching and facilitating learning and assessment skills**, which means the teacher's ability and willingness to account for the individual characteristics of the students in the planning and implementation of teaching and in the guidance and assessment of learning and his or her capacity to engage in positive interaction with different learners and skills to develop and renew teaching and learning environments in cooperation with other parties,
- **new technology skills**, which means the skills and motivation of the teacher to utilise the opportunities provided by new technologies in the development of learning environments and the ability to develop its use in learning, teaching and facilitating learning in a pedagogically sound manner.

Developing the Educational Environment

In addition to facilitating learning, the work of a teacher involves developing different educational environments. First, a teacher is always a member of his or her immediate community. Developing the activities of an educational institution or unit requires that each teacher possess both individual and community-oriented capabilities for research, development and innovation activities. Being a teacher thus also involves a strong element of entrepreneurial thinking and a requirement of quality and financial awareness.

Both educational establishments' and individual teachers' work environments consists of various cooperative relationships with local and regional professional fields. At its broadest, the operating environment of a teacher consists of different national and international networks. Knowledge of the preconditions of sustainable development on both global and local levels and identifying the directions of change in society and working life constitute essential competence requirements for teaching work.

To meet the requirements of meaningful development of pedagogical solutions, teachers need to obtain a theoretical and practical command of the content to be taught. As cooperation with working life expands and workplaces become an increasingly significant location for vocational learning, new methodological solutions are also continuously developed.

The development of operating environments also requires skills related to the use of information and capabilities in the area of development. Issues related to the use of information are part of the ethical dimension of teaching work. In a similar way that issues are connected in planning learning processes and learning environments, which reflect teachers' perceptions of the desired goals, information management is based on teachers' values. They are manifest in the teacher's choice of research and development targets and in the teacher's dedication to the promotion of issues they find important. They also become apparent in the teacher's efforts to influence their communities and their working environments

The activities of teachers always take place in a specific socio-historical environment. Teachers have the opportunity to impact the nature of working life and society by engaging in public debate taking place in society. Teaching is thus ethical by nature: the activities of teachers have a central significance in the development of society and working life through the great variety of choices made by all teachers in their daily work.

To be able to work in a meaningful way in a changing, multifaceted environment and develop it, teachers must have:

- **contextual skills**, which means having the skills to recognise and apply one's own actions in relation to the changing values and principles of one's organisation and work community. Furthermore, perceiving the changes in the educational environment and being able to react to those changes and challenges accordingly taking into account sustainable development,
- **knowledge and understanding about working life and entrepreneurship**, which means having a wide awareness of the latest developments in and knowledge of one's own field which can be combined with learning goals, in addition to an understanding of the

significance of entrepreneurship and entrepreneurial thinking in the development of working life and the motivation and ability to develop cooperation between education and working life, and

- **developmental skills**, which means the ability of teachers to develop their own activities and the activities of their community in relation to changes in the educational environment and the motivation and ability to develop one's own professional field on local, national and international levels.

Cooperation and Interaction

Teaching work has always been social in nature and based on interaction between people. The social nature of the work has been defined in different ways in different times, but teaching/learning situations have always been based on human interaction. The capacity for positive, ethically sustainable interaction with learners is the corner stone of high-quality learning.

Cooperation and interaction are closely linked to facilitating learning and developing the educational environment. Cooperation is often related to aspects such as national or regional planning and implementation of teaching or different development projects carried out in cooperation with working life. Interactive competence is closely associated with the guidance of the learning process, for example.

Cooperation on the level of educational institutions covers the ability to form functional guidance and peer relationships, work groups, etc. From a broader perspective, it also contains the ability to act in networks made up of the representatives of different educational institutions and working life. For teachers of vocational institutions and polytechnics, such requirements are present in their daily activities through aspects such as on-the-job training and constantly expanding project activities. Cooperation reaches into international and global arenas, which has, for many teachers and institutes, become an everyday reality through international projects.

The competence of a teacher thus includes:

- **cooperation and networking skills**, which is understood to mean the ability and motivation of the teacher to act in regional, national and international cooperation networks and
- **interaction skills**, which means the ability of the teacher to act in different interactive relationships in a way that is meaningful and conducive to the goal of the activity in question.

Continuous Learning

The requirement of continuous learning is connected with other competence areas. The concept of reflection is what joins these areas of competences together. To act as a teacher is to share individual expertise jointly with a community. Defined in this manner, the professional competence of a teacher contains the element of a professional acting in a reflective manner: a teacher is a researcher and developer of his or her own work, who, in cooperation with others, is constantly building his or her own competence and the competence of the community.

The capacity for reflection or critical self-assessment is part of the competence of a teacher. Personal reflection and the ability to make independent choices and decisions are essential in the midst of constant pressures for change. Critical self-reflection is not only essential at the individual level, but also at the organisational level. In this way, communication becomes an essential tool, which enables a common understanding to be formed among the work community.

In order to be capable of personal renewal and to also be able to generate renewal in his or her environment, a teacher will need:

- **reflection skills**, which means the capacity of the teacher to realistically and critically evaluate their own work and their work community's principles and goals in relation to changes in the educational environment. They will also have the skills to set new goals to further develop themselves and their work community, and
- **knowledge management skills**, which means the skills of a teacher to seek and critically select information and, in cooperation with other actors, construct practical and theoretical knowledge that serves the development of both their own competence and the competence of the community, as well as the motivation and ability to use this knowledge to promote learning.

3. STUDY MODES AND ASSESSMENT

The learning environment of vocational teacher education is composed of, in addition to the Teacher Education College, mainly vocational higher and secondary education, surrounding working life, peer groups and the online environment. Seminars, learning circles and online working are the basic working methods of teacher education.

Seminars are for group tuition and are conducted by teacher educators. During the seminars work towards learning assignments is supported. Also experiences and outcomes of assignments are shared between students. The seminars are basically organised in Jyväskylä according to a published time schedule.

Learning circles are small groups of trainees that maintain contact between the seminars. A central task of learning circles is to work cooperatively on assignments. The group members will agree upon the meeting times and places for co-operation. Online collaboration tools e.g. Office 365, Skype and Optima learning environment can be used to support learning circle working.

Online learning and guidance is mainly carried out through the Teacher Education College's Optima learning environment as well as Adobe Connect web conferencing system and other interactive tools. This means that you have to have sufficient access to the necessary ICT equipment (running either at least Windows XP or Mac, broadband internet connection, a headset with USB, and a web camera).

A student can study either on a full- or part-time basis. A full-time student is eligible for financial aid. Full-time studying requires students to create their own personal learning plan (PLP) in such a way that studies will be completed within a year. The PLP needs to be accepted by the Financial Aid Committee of JAMK University of Applied Sciences.

Assessment of Learning and Competence

At the Vocational Teacher Education College facilitating learning and assessment is a constructive, open and continuous dialog between the trainees and the teacher educators.

Assessment of learning within competence areas is competence-related; assessment takes place in relation to the set aims of different courses. Assessment is criteria-related; assessment decisions (pass/failed) are made from the basis of criteria of required competence which is described in the context of each course. Passing a course requires that the criteria of

competence is fulfilled. Assessment is based on assignments, observations, discussions and other qualitative data, and thus, it is qualitative.

The aims set for each competence area also form the basis of facilitating the learning process. Tutoring during the learning process, different types of feedback and other assessments are based on both the defined aims of each competence area and learning aims set by trainee teachers themselves. Thereby, the aim of assessment is to be constructive. Trainee teachers' self-assessment has an important role at all stages of the studies. A self-assessment task is included in each assignment.

Credit Transfer and Recognition of Prior Learning

At the Teacher Education College you have the possibility to transfer credits from your prior learning. Transferring credits or recognition of prior learning of competences gained elsewhere and relevant work experience can be accepted as a part of your teacher education studies.

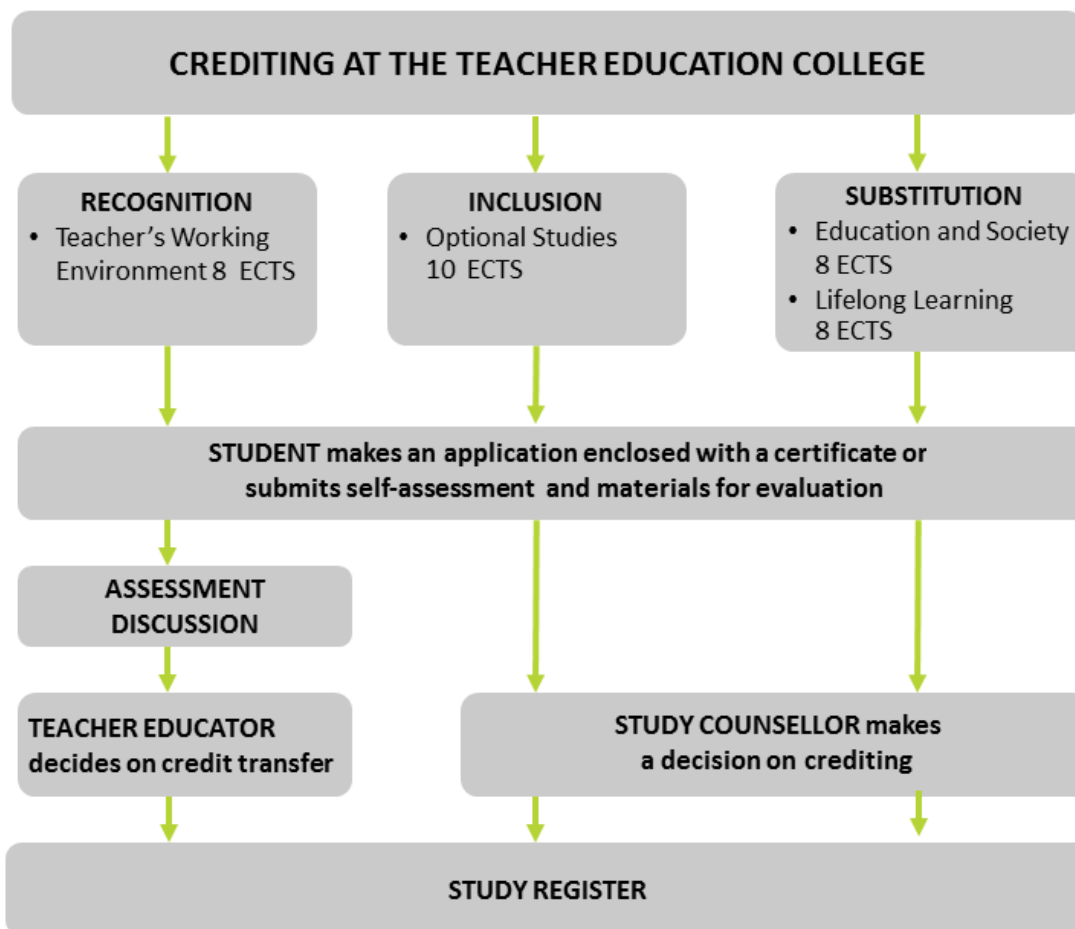


Figure 2. Credit Transfer at Teacher Education College

Substitution means that you can transfer the credits from equivalent studies in the same field. The following courses can be credited using substitution:

- Education and Society (8 ECTS)
- Lifelong Learning (8 ECTS)

The method for applying for substitution is included in the description of the relevant course.

Inclusion means that studies completed in other educational institutions can be recognised as part of teacher education studies. A suitable alternative to the optional study module offered as part of the teacher education programme can be included in your studies providing that the alternative meets the criteria for the module and supports your personal learning goals. The Teacher Education College will decide on the validity of all applications for inclusion.

Recognition of prior learning and competences is based on the competence goals set by the Teacher Education College's curriculum which you may have acquired anywhere, anytime and by diverse means. Recognition of prior learning requires you to evaluate, describe and produce evidence of gained competences in accordance with the instructions for application.

The following courses in the teacher education programme can be credited by recognition of competences:

- Teacher's Working Environment (8 ECTS)

The method for applying for recognition is included in the description of the relevant course. The forms for applying for inclusion, recognition or credit transfer and further instructions (will be published in August 2016).

4. VOCATIONAL TEACHER EDUCATION STUDIES

Vocational teacher education studies consist of 60 credits that are based on the statute comprising the elements below;

- The basics of educational sciences
- Studies in vocational pedagogy
- Teaching practise
- Other studies

This curriculum is competence based and consists of three study modules which are based on the previously mentioned competence areas. The three modules are:

- Continuous learning
- Developing the educational environment
- Facilitating learning

The Cooperation and Interaction competence area will be developed within these three study modules.

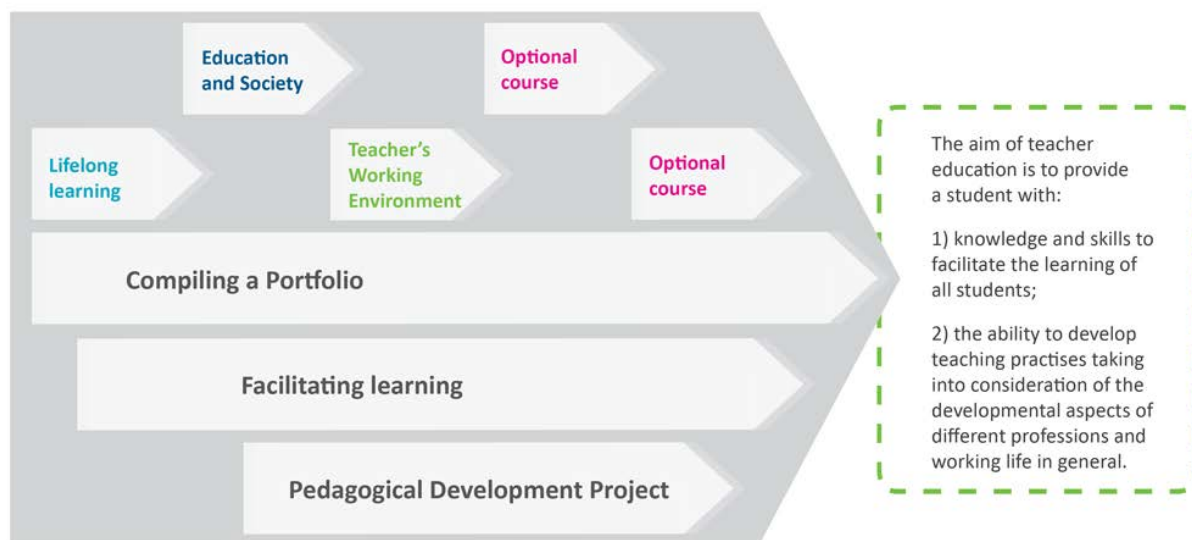


Figure 3. Vocational Teacher Education Studies

Continuous Learning

The Continuous Learning study module continues throughout the programme. This study module provides you with the theoretical and practical tools with which to improve your teaching skills, thereby developing your own professional identity, and to enable you to update them through life-long learning.

The continuous learning study module is composed of:

- Compiling a Portfolio (6 cr)
- Optional Studies (10 cr)

You begin compiling your portfolio by creating a personal learning plan (PLP) and, at the end of your studies, complete the process by conducting a self-assessment. Your optional studies will help you to build your knowledge and will therefore contribute to your portfolio. You can choose to study these optional modules in any vocational teacher training college, or indeed, with any other relevant educational institution that best meets your personal learning objectives.

Continuous learning skills as well as periods of study will contribute to developing the working environments as well as developing cooperation and interaction between areas of expertise.



Compiling a Portfolio 6 cr (APJP2016)

Your portfolio for Teacher Education Studies needs to be compiled throughout the study period. The portfolio building process includes:

- forming a Personal Learning Plan (PLP) covering the whole study programme
- writing a personal reflection diary
- compiling a final portfolio

Lecturers in charge:

Eila Burns

Sirpa Laitinen-Väänänen

Your portfolio will be the basis for the final assessment discussion with your tutor(s). Identifying your prior learning and development needs are an essential part of planning your PLPs.

Learning outcomes

Students are familiar with the aims, content and the implementation methods of the teacher education programme. In addition, students are able to set meaningful goals for their own learning in accordance with those for the development of vocational educational environments and training, and with the general goals of teacher education studies.

Students are able to conceptualize and justify your own actions as a teacher. They are also able to set new goals for their own professional development and be aware of the factors that contribute to their own professional identity.

Students are able to realistically assess their own learning and skills in relation to their own goals, and those of the teacher education. They are also able to set new goals for themselves and their working community that support further teacher development.

Content

- the aims, content, implementation methods, study processes and assessment of the teacher education programme
- planning of the personal study process: self-assessment of your own skills and learning process
- professional identity in relation to the developing teacher

Assessment materials

- working in learning circles and seminars, portfolio and final discussion

Assessment criteria

Based on your portfolio, these skills will be assessed: your reflection skills, your developmental skills, your co-operational and networking skills.

	Required skills
Reflection skills	<ul style="list-style-type: none">• You are able to realistically evaluate your own skills and competences in relation to those set by teacher education studies• You define meaningful professional developmental areas for further development
Developmental skills	<ul style="list-style-type: none">• You are able set meaningful goals to develop your pedagogical skills• You are able to realistically plan your work and are working towards achieving the set aims• You have produced a portfolio that provides evidence and evaluation of your learning process
Co-operational and networking skills	<ul style="list-style-type: none">• You are able to take advantage of collaborative networks to support your own pedagogical development• You actively participate in the evaluation of your own and peers' learning processes

Assessment Scale

Pass/Fail



Learning assignments

The process of compiling your portfolio is continuous, lasting throughout your study period. It begins with the completion of your PLP and ends with your final portfolio that includes summative self-assessment. The portfolio helps you to recognise your own skills and development as a teacher.

Select materials for your portfolio that show **what you have learned and how you have developed during the studies, and what your skills and competences are at the end of the programme**. Keep in mind the following criteria when selecting materials for your portfolio: the

general aims set for the teacher education programme and your personal learning aims. Justify your choices.

There are three learning assignments on this course:

1. Personal Learning Plan (PLP)
2. Reflection Diary
3. Compiling a Final Portfolio (includes summative self-assessment)

1. Personal Learning Plan (PLP)

Writing a Personal Learning Plan is the first phase in compiling your portfolio. Your PLP is the document to indicate how you plan to achieve the aims set for the teacher education programme. Creating and updating your PLP requires learning from your own observations and continuous active self-assessment (i.e. reflection) in relation to the aims set by the Teacher Education College. It provides a structure for your studies.

Your task is to compile a PLP, consisting of four parts:

1. orientation to your own studies,
2. commitment to studies and learning abilities,
3. contents of teacher education studies, and,
4. a concrete time plan for your studies.

The process of creating a PLP will be discussed during the first seminar. Your PLP need to be submitted in Optima (Workspace will open in August), and it should be updated as necessary according to your own learning progress.

1. Orientation to your own studies

Orientate yourself to your own studies by answering the following questions:

- What educational and professional milestones have been significant for your personal development as a teacher?
- What are your expectations of being a teacher?
- What are your motives for undertaking teacher education?
- What do you want to achieve?
- What are your strengths as a teacher? Which aspects of your teaching do you need to develop?

2. Commitment to studies and learning abilities

- What are you willing to invest in achieving the aims?
- How do the methods used, working in a virtual learning environment and self-directed learning, suit you?
- Do you have any difficulties in e.g. reading or writing or other challenges that may affect your learning?

- Characterize yourself as a learner.

3. Contents of teacher education studies

Get familiar with the competence areas described at the beginning of this Study Guide and consider the following in the first version of your PLP:

- What do these competence areas mean to you?
- Which ones do you already have? How can you further develop them?
- What do you still need to learn?

You should consider these questions again after the orientation seminar.

When the learning circles have been created, get acquainted with other students PLPs and compare your own goals with other members of the learning circle. You should determine, within your learning circle, the type of skills each of you must acquire and develop in order to meet your objectives and those set by Teacher Education College. Accordingly draw up a study plan within your learning circle for the teacher education process.

4. A concrete time plan for your studies

Make a tentative timetable for your studies once you have carefully looked at the content and extent of each course. It is important to think how you are going to share your time and resources between different commitments in your life and to what kind of study schedule you are able to commit to. Taught periods for full-time study from August 2016 is one year and for studying on a part-time basis, two years. The study right for full-time students is two years, and for part-time students three years. It is worthwhile setting intermediate aims and to regularly evaluating the progress of your studies. The plan and time schedules can be changed when necessary but the main aim is worth keeping in mind all the time.

Take into consideration how you are going to organise your teaching and working commitments while studying; participation in the seminars, learning circle work and on-line learning requires your active involvement.

In particular, if you are not currently working as a teacher, you should indicate where and when you are going to do your teaching practice periods.

2. Reflection Diary

A reflection diary enables you to specify and reflect on the aims of your PLP and the activities that are essential for the development of self-directed learning. You are recommended write your reflection diary throughout your whole study period.

You can write, for example, about your observations regarding your own aims, study process and its content. In the context of working on assignments a reflection diary helps you to understand your own thinking. Furthermore, it functions as a self-assessment tool. You are able to write informally about your own opinions on professional skills, knowledge in general,

human beings as learners, learning processes, your own teaching skills and the way you think learning changes during your studies. You can view your reflection diary as a means of developing your own professional identity.

In seminars we will focus on your reflection diaries and we will examine certain excerpts but only as agreed beforehand.

You can document your observations and experiences in many ways. The reflection diary may contain writing, blog entries, drawings, photographs, mind maps, paper clippings etc. The most important thing is that you find the way that suits you the best. You can start to work on your reflection diary today.

3. Final Portfolio

At the end of your studies you have final assessment discussion with your teacher educator. For this purpose you will compile a final portfolio using all the material you have gathered during your studies.

In your final portfolio you will

- present and analyze your learning achievements
- analyze your learning process
- assess your professional development as a teacher
- assess achieving your own goals.

Use your imagination and creativity to compile your portfolio. It is important that the portfolio reflects your personality.

Summative self-assessment is included in your final portfolio. When you are writing your self-assessment, evaluate your skills and competences in relation to the ones set for the teacher education programme: continuous learning, development of the educational environment, facilitating learning and co-operation and interaction.

Consider how well you have achieved these set competencies. What competence areas do you see as your strengths and which are your main areas for development? Also, consider if you have achieved the aims you set for yourself at the beginning of the studies in you PLP and indicate the areas that you are planning to develop in the future.

The completed portfolio will be an important document in demonstrating your competences in the final discussion with your teacher educator.

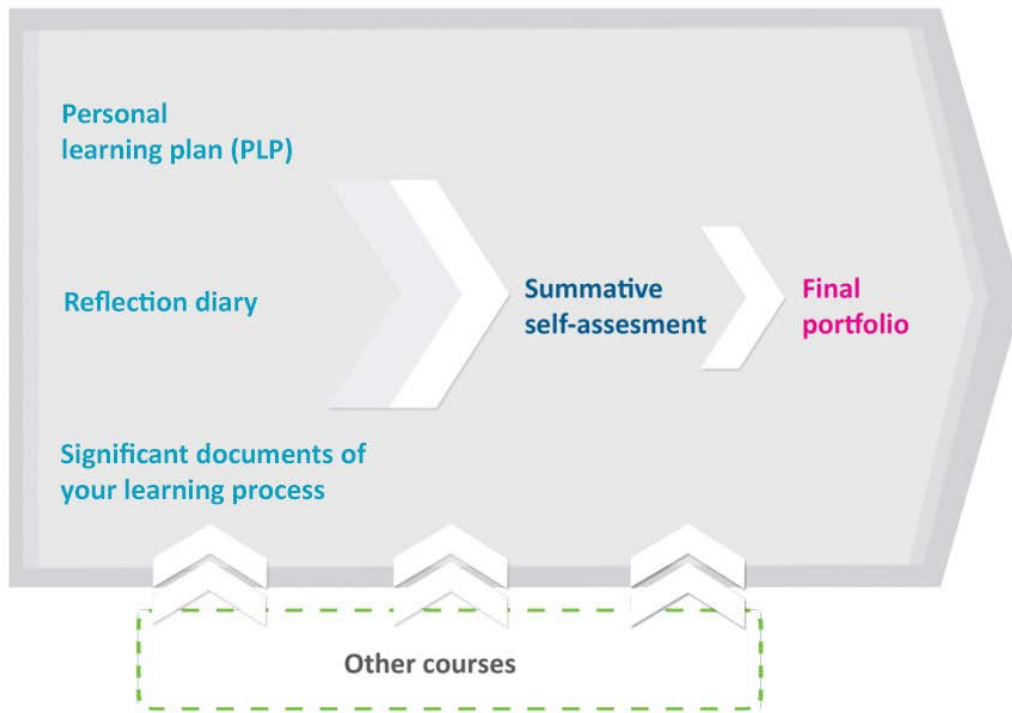


Figure 4. Portfolio

Additional literature

- Campbell, M. & Brummett, V. 2002. Professional Teaching Portfolios: For Pros and Pre-service Teachers Alike. *Music Educators Journal*; Nov2002, Vol. 89 Issue 2, p25.
- Hudson, L. 2004. Portfolios, Portfolios, Portfolios. *Techniques: Connecting Education & Careers*; May2004, Vol. 79. Issue 5, p19.
- Heath, M. 2005. Are You Ready to Go Digital? The Pros and Cons of Electronic Portfolio Development. *Library Media Connection*; Apr/May2005, Vol. 23 Issue 7, p 66.
- Korthagen, F.A.J. 2004. In search of the essence of a good teacher: towards a more holistic approach in teacher education. [Teaching and Teacher Education](#) 20, p. 77–97
- Tigelaar, D. E.H. 2006. Portfolio as a tool to stimulate teachers' reflections. [Medical Teacher](#), Vol. 28, No. 3, p. 277–282



Optional Studies 10 cr (APVP2016)

The purpose of optional studies is to broaden and deepen knowledge of an area which supports the general aims of your teacher education studies as well as your own interests and learning goals. You are required to undertake 10 credits worth of optional studies. These may consist of either a single 10 cr course or two 5 cr courses.

You should plan your optional studies as part of creating your PLP. You may choose from the [optional courses offered by JAMK](#) University of Applied Sciences and complete them in any year of your studies. You may also include in your optional studies some other courses which you will complete during your teacher education study programme or which you have completed in another educational institution **since 1 January 2014**. Any course you suggest should support the aims of the teacher education programme in terms of its goals and contents. If you want to get credit transfer, please send an application and a certificate of studies to the Students Counsellor of the Teacher Education College. Application form can be found online in August 2016.

During the academic year 2016-17 the Teacher Education College offers the following courses in English:

- Solution-focused coaching as a tool for teachers in the digital era, 5 cr
- International Summer School 5 cr

JAMK library has compiled a selection of online resources to help you in information retrieval, study, and research.

- Specialized Information Seeking, 5 cr

Additionally, the following courses are offered but are only delivered in Finnish. Again, each of them is worth 5 cr (links will take you to the Finnish pages):

- [Haasteellisen oppijan työssäoppimisen ohjaaminen 5 cr \(APVB2016\)](#)
- [International Summer School 5 cr \(APVE2016\)](#)
- [Menetelmiä monikulttuuriseen opetukseen ja ohjaukseen 5 cr \(APVF2016\)](#)
- [Mobiilimaailma osana opetusta 5 cr \(APVG2016\)](#)
- [Monipuoliset verkko-oppimistehtävät 5 cr \(APVU2016\)](#)
- [Ohjaus oppimisprosessissa 5 cr \(APVI2016\)](#)
- [Opettamisen taitoja liikkuvalla kuvalla 5 cr \(APVL2016\)](#)
- [Osallistavat opetusmenetelmät 5 cr \(APVM2016\)](#)
- [Solution-focused coaching as a tool for teachers in the digital era 5 cr \(APVQ2016\)](#)
- [Sosiaalinen media pedagogisissa ratkaisuissa 5 cr \(APVN2016\)](#)
- [Uraohjausvalmiudet opettajan työssä 5 cr \(APVW2016\)](#)
- [Uudet oppimisympäristöt 5 cr \(APVX2016\)](#)
- [Valmentava opettajuus ja oppimisen ohjaaminen työpaikalla 5 cr \(APVY2016\)](#)
- [Verkko osaksi opetusta 5 cr \(APVO2016\)](#)

You can choose any **one or two** of these optional courses to suit your own learning goals.

Registration for these optional courses is completed in the [ASIO](#) system. **The registration period begins on 3 October and ends on 14 October.** A minimum of 16 students must be registered for a course in order for it to be held. If a course is canceled due to the lack of participants, those students who have enrolled can join another course if places are still available. This possibility will be announced separately before the end of October.

You can check your registration in real-time in the ASIO-system and cancel it if necessary.

You may also choose from the optional courses offered by other faculties within JAMK University of Applied Sciences. These studies are carried out in modules that require regular attendance. Although these studies are planned for students from other departments of the University of Applied Sciences, they may be relevant to trainee teachers' personal learning goals. Optional studies can also consist of [language and communication studies](#).

You can also use courses at the [Finnish Online University of Applied Sciences](#).

Developing the Educational Environment

In Developing the Educational Environment you will examine two areas. Firstly, the connections between vocational education, the surrounding society and working life. Secondly, you will concentrate specifically on educational institutions as teachers' working environment. Additionally, you will get acquainted with research and development actions which are part of teachers' work.

Through this module competences related to both continuous learning, and interaction and cooperation are supported and assessed in addition to competences related to the development of educational environments.

Developing the Educational Environment module is composed of:

- Education and Society (8 cr)
- Teacher's Work Environment (8 cr)
- Inquiry Oriented Pedagogical Development Project (8 cr)



Education and Society 8 cr (APTK2016)

In Education and Society, which is part of Developing the Educational Environment studies, you will learn about the sociology of education, its basic concepts and approaches. You will also reflect on education and society.

Lecturer in charge:
Päivi Kauppila

You can complete this course by taking the web-based course or applying for the credits of previous Educational Sciences or Adult Education Sciences studies (Finnish Approbatur level). If you already have an Approbatur certificate, complete the application form (will be published in August) and attach a certificate of the studies for which the credits are to be awarded. The application and its attachments should be submitted to the Student Counsellor of the Teacher Education College.

Learning outcomes

Student is familiar with the basic discipline of the Sociology of Education such as the basic terminology and theoretical concepts and perspectives in order to understand the community and social phenomenon of education. He/she is able to follow educational sociological research and literature and be able to recognize the training and education service projects related to community, cultural and social phenomena and to understand what they mean for teachers' work and learning to guide

Student is also able to utilize educational sociological knowledge in his/her work as a teacher.

Content

- basic theoretical concepts and approaches of sociology of education
- relationships of education and society
- approaches, concepts and phenomena of educational sociology in operational environment of education
- importance of the sociology of education knowledge in teacher's work

Assessment criteria

The learning task will assess your contextual skills, knowledge management skills, and reflection skills by examining:

	Required skills
Contextual Skills	<ul style="list-style-type: none"> • you are able to perceive your own progress in relation to your starting point in the context of the sociology of education, and, • your understanding of how, as a teacher, you are socially and culturally linked to the community, and your ability to apply such knowledge.
Knowledge management Skills	<ul style="list-style-type: none"> • your ability to search for and select key sources of information on the relationship between society and education, • your ability to review your experiences and views of society and education, and the relationships between the data in the context of the sociology of education, and, • your ability to deal with the social and educational phenomena as a member of society in a structured and comprehensive way.
Reflection Skills	<ul style="list-style-type: none"> • your ability to realistically assess and reflect on your own learning and set new objectives to develop your expertise.

Assessment scale

- Pass/Fail



Teacher's Working Environment 8 cr (APTO2016)

This course introduces you to the national educational system, and institutional steering and planning systems within vocational education and vocational higher education as well as relevant legislation. You will become aware of internal, regional and international co-operation in educational institutions.

Lecturer in charge:
Ari Langén

The course is done through the online learning tasks in the Optima learning environment, or by showing competence assessment and recognition of prior learning.

You can complete this course by completing the online course, or by applying for the transfer of credits from previous studies. To be eligible for transfer of credits you need to obtain prior studies in educational administration and have work experience in the educational management field.

If you wish to apply for recognition of prior learning, you need to complete the application form and send it with supporting materials to your tutor for evaluation (the form will be published in August 2016).

Learning outcomes

Student is familiar with the Finnish education system, the steering and planning systems of vocational education and vocational higher education and the national and institutional framework of administration, regulations and the principles and obligations that apply to them. He/she is aware of the impacts of international agreements and procedures on the national steering system. He/she is also aware of international research, development, and innovation (RDI) work in educational institutions and methods of how to develop it further. He/she is aware of roles, rights and responsibilities of teachers and other staff members as members of their organisation and work community. Student understands the meaning of collaboration and networking and is able to act accordingly.

Content

- the Finnish education system and the national and institution-specific steering and planning systems of vocational and higher education, as well as their management and administration from an internal perspective
- legislation for educational institutions
- national and international RDI activities
- development of the quality of education and principles of assessment
- strategic aspects of internationalization

- educational establishments as organisations and work communities
- networking within, and between educational organisations

Assessment material

- learning assignments

Assessment criteria

In this course, the learning assignments will assess your contextual skills and reflection skills

	Required Skills
Contextual skills	<ul style="list-style-type: none"> • you are familiar with the Finnish educational system and the national and organisational specific guidance, planning and administration strategy • you are familiar with the laws related to vocational education and understand how it effects your work as a teacher and the practices of educational providers • you are aware of the principles of quality assurance and development procedures • you understand that regional and international development work is part of a teacher's role
Reflection skills	<ul style="list-style-type: none"> • you are able to realistically assess one's own learning and sets new development targets

Assessment scale

- Pass/Fail



Learning Assignments

There are four learning assignments on this course:

1. Familiarising yourself with steering systems and administration of education
2. Familiarising yourself with legislation of education
3. Challenges of the international dimension in education
4. Educational institution as a work community

1. Familiarising yourself with steering systems and administration of education (Learning circle)

Familiarise yourself with the Development Plan of Education and Research 2011-2016. Pay attention to the essential emphasises and consider what they mean in practice. Also, get acquainted with the website of the Ministry of Education (www.minedu.fi) in order to get an extensive view of Finnish education policy, education systems, funding and different planning and strategy documents. Furthermore, the websites of the National Board of Education (www.oph.fi) and Opintoluotsi (www.opintoluotsi.fi, only in Finnish) provide a clear description of the Finnish education system.

Discuss steering systems and administration of education in your learning circle group. Also, consider what every teacher must know about their own organisation's administration, basic tasks, vision, strategies, economy and rules and norms. Give reasons why teachers must be familiar with them.

As a group make a brief summary of the theme which you can use later in the interview. Also, formulate questions for interviewing your educational institutions' rector, vice-rector or head of programme. Find out how the matters you have read about and discussed are taken into account and are implemented in practice.

2. Familiarising yourself with legislation of education (Individual task):

Legislation forms the framework for the work of educational institutions. You can find education related legislation at the website of FINLEX data bank (www.finlex.fi). Also, the website of the Ministry of Education provides links to the statutes. Plenty of changes have taken place in all education statutes; therefore, note that you should always find the updated statutes because they include all the changes after the first date of enactment.

Get acquainted with the legislation and its implementation. Sources for information, for example, your own organization's web pages and www.oph.fi. Interview your educational institution's rector, vice-rector or head of programme in order to get a good picture of how legislation is implemented. Write an essay (3 – 6 pages) in which you discuss at least the following topics:

a) Explore which matters concerning a student are brought up in laws and decrees. Consider what they mean to your work as a teacher.

Get acquainted with the legislation of education that is relevant to you.

For example:

- Teachers in Universities of Applied Sciences -> Polytechnics Act (932/2014) and Polytechnics Decree (1129/2014),
- Vocational school teachers -> Vocational Education and Training Act (630/1998) and Vocational Education and Training Decree (811/1998),

- Vocational adult education teachers -> Vocational Adult Education and Training Act (631/1998) and Vocational Adult Education and Training Decree (812/1998)

b) Explore what the Acts contain concerning the evaluation of education (Vocational Education and Training Act, Vocational Adult Education Act, Polytechnics Act and Universities Act). Also, the websites of the Ministry of Education and Board of Education provide useful information about the implementation of external evaluation.

In your writing discuss what the Acts mean in practice – how internal and external evaluation and quality assurance are implemented in you educational institution.

c) Explore the Acts in order to find out what the qualification requirements of teachers are. In addition, find out what the Acts fully define the tasks of teachers to be. Discuss practical examples of tasks as well as qualifications.

3. Challenges of the international dimension in education (individual task):

In this task you will approach the international dimension in education from three perspectives. Get acquainted with international matters of your educational institution and the challenges they bring to teachers' work.

a) The organisation's point of view

- What is the organisation's international strategy like?
- What are the most important development areas of internationalization?
- What kind of international projects does the organisation implement?
- How does the international dimension manifest itself in every day practice?

b) Recognition and international comparability of degrees / qualifications

Get acquainted with the theme with the help of the website of the National Board of Education.

c) Your personal point of view regarding internationalization

- How you are involved or want to be involved in developing internationalization of your educational institution?

Write a brief essay (altogether 2-3 pages) about the topics.

4. Educational institution as a work community (Learning circle):

Find materials (articles, websites, books etc.) concerning the following themes:

- Organisation culture of schools
- Organisations and work communities in change
- Action and tasks of a work community
- Well-being at work

With the help of the materials consider the following issues:

- What are the tasks of your organisation?
- What is your work community action like?
- What is the role of a work community?
- What is organization culture?
- How would you describe your organization culture?
- What are the changes that have taken place in your educational institution?
- What are the impacts of the changes?
- How does cooperation work and what are the main difficulties in it?
- How do power relationships appear in practice?
- What are the basic elements of a good work community?
- What are the impacts of poor action, an ineffective and unwell work community?
- How can you make a change?
- What are the signs of work stress?
- How you can identify your stress level?
- What are your means of coping with your work?
- How can you develop your work taking into account well-being at work?

Discuss the themes and matters which are important to your educational institutions and its development point of view. Write a short report about the main issues that you find, citing the resources you use.

Literature

- Ministry of Education Strategy 2015
- Regional Development Strategy 2003-2008
- Education and Research 2007-2013.
- Ministry of Education.



Inquiry Oriented Pedagogical Development

Project 8 cr (AFTP2016)

In this course you will choose a pedagogical theme or practice that is interesting for you and your fellow students in the learning circle. Within your learning circle, find a joint pedagogical development topic and plan how it will be implemented in practice. You can, for example, scrutinize closer some of the themes you have found interesting during Facilitating Learning -course or something else you want to develop further. The project will begin with familiarizing yourself with current information and other source material.

Lecturers in charge:

Eila Burns

Sirpa Laitinen-Väänänen

After the implementation the results will be published in order to share the results of the project with the others. The ways of publication can vary, for example, articles, posters, videos, blogs. However, the publication needs to include relevant sources of information.

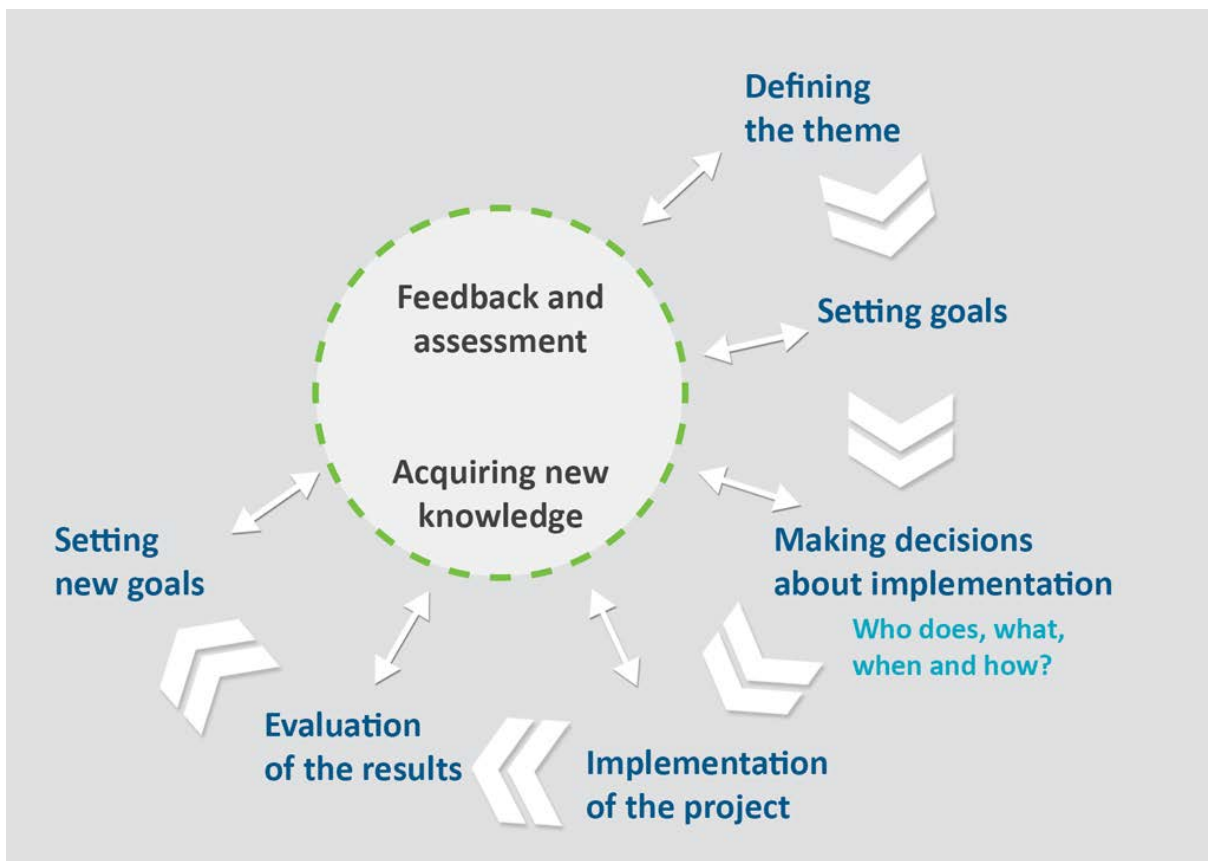


Figure 5. Inquiry Oriented Pedagogical Development Project

Learning outcomes

Students are able to develop their pedagogical practices together with others and are able to publish the results of their development work in an appropriate and theoretically sound manner. Students are also able to assess realistically their own skills and competences as developers.

Content

Implementation of a pedagogical development project

Assessment material

- Plan for an inquiry oriented development project
- Publication
- Assessment (peer- and self-assessment)

Assessment criteria

Based on the assessment material, these skills will be assessed: your developmental skills, your co-operational and networking skills, your knowledge management skills and your reflection skills.

	Required skills
Developmental skills and Cooperational and networking skills	<ul style="list-style-type: none">• You identify pedagogically significant and current development topics.• You participate in development activities in collaboration with others.
Knowldge management skills	<ul style="list-style-type: none">• You find appropriate and theoretically sound reference material for you development project.• You publish and disseminate the results of your development project in understandable and appropriate manner.
Reflective skills	<ul style="list-style-type: none">• You realistically assess the process and the results of your development project. You are able to assess yourself as a collaboration partner. You are also able to set new objectives for the development of your expertise.

Assessment scale

- Pass/Fail



Learning assignments

This course consists of three learning assignments. A learning circle chooses a mutual topic for an inquiry oriented pedagogical development project and makes *plans* for its implementation. As the second assignment you will *publish* the results of your project in an appropriate manner (publication). At the end of the course you need to *assess* the process of the project and its' results (assessment).

The documentation of the project needs to be submitted in Optima. Publication and dissemination of the results will be agreed with your teacher educator.

1. Plan for an inquiry oriented pedagogical development project

Within your learning circle you need to choose a topic for the inquiry based pedagogical development project and justify it. In the plan you should describe the stages of the project, make decisions about the implementation and publication, as well as, the work distribution in the group (see Figure 5).

2. Publication and dissemination

Publication and dissemination are part of your development project. This will be agreed with your learning circle and your teacher educator. The work could be published as a one document, or if necessary can be published in parts. The final product could be, for example, a training course, a workshop, a poster presentation, an online journal article, a column article or an article in a professional journal. Your inquiry based project will be presented to the others during the contact seminars.

3. Assessment of the inquiry based development project

The assessment of this course will consist of self- and peer assessment.

Peer- assessment

Peer-assessment by the learning circle needs to include all the phases (planning, implementing and publishing). In the analysis consider the following: to what extend did you meet the goals? How could you have improved your work process? How did you succeed in working together as a group?

Self-assessment

The self-assessment focuses on your role in planning and implementation of the Inquiry Based Pedagogical Development Project. You should reflect on the materials you have produced in relation to the aims you had set for yourself. What has been meaningful for you? What was your input in this development process? You should also reflect on your skills and knowledge in relation to the assessment criteria: in which way and on what grounds did your own process and your results reflect the criteria.

Facilitating Learning

In the Teaching and Facilitating Learning study module you will concentrate on your teaching skills and facilitating students through the learning process by planning and implementing a series of teaching. Issues such as professional development, learning, facilitating learning, assessment and diverse learners are the main focus points of this module.

This module combines other themes introduced in various other courses within this programme into teaching practice. For those of you who are already working as teachers, can implement the practice periods in your own educational establishment. For others, the practice periods can take place in different kinds of educational establishments.

Those of you who are studying full-time should aim to complete this module during autumn 2016 and spring 2017. However, if you are studying part-time, you will have the opportunity to complete your practice later, for example, in the autumn term 2017.

In addition to supporting and assessing facilitating learning skills, the courses within this module support and assess continuous learning competences, interaction and co-operation skills, as well as, competences to develop educational environments.

The Facilitating Learning study module is composed of:

- Lifelong Learning (8 cr)
- Facilitating Learning (12 cr)



Lifelong Learning 8 cr (APOE2016)

In this course you will learn about the key concepts in the science of educational development and the psychological approach to learning and human development.

Lecturer in charge:
Maarit Miettinen

You can either complete the online course, or apply for transfer of credits from previous educational sciences studies or adult education sciences studies (Finnish Approbatur-degree). If you already have an Approbatur-degree, you need to obtain recognition of prior learning.

If you wish to apply for recognition of prior learning, you need to complete the application form (will be published in August) and send it with supporting materials to the Student Counsellor of the Teacher Education College for evaluation.

Learning outcomes

Student is able to follow developmental and educational psychology research and literature, and he/she is familiar with the basic concepts and terminology used in this field. He/she is able to make use of the findings of developmental and educational psychology research to facilitate professional development and learning at his/her own work.

Content

In this course you will become familiar with role of guidance in the science of education and learn about the development of psychological concepts, theories and key applications in your work, as well as global contemporary issues in the field.

- education and guidance concepts and theories applicable in teachers at work
- meaning of developmental and educational psychology in learning and guidance
- lifelong human growth and development
- teaching and learning, current concepts and phenomena

Assessment material

You can choose how you wish to demonstrate your understanding of the learning aims for this course. For example, you could produce a multimedia presentation, a mind map, build a photo collage, draw a cartoon, make a video diary or record an interview, etc. You can do this task either alone, in a pair or a small group.

Assessment criteria

The learning assignment will assess your knowledge management skills, knowledge and understanding about learners and reflective skills

	Required skills
Knowledge management skills	<ul style="list-style-type: none">• your ability to independently search for and select information that is relevant to your own work,• your familiarity with education, and educational and developmental psychology, and demonstrate an understanding of how the basic concepts apply to education, training and learning, and,• the way in which you examine and analyse your own experiences in the light of basic concepts within the science of education and educational and developmental psychology and apply these ideas to your own work.
Knowledge and understanding about learners	<ul style="list-style-type: none">• how you are learning to identify and understand the underlying causes and know how to apply this knowledge to teaching and guidance in your own work.
Reflection skills	<ul style="list-style-type: none">• your ability to realistically and justifiably assess your own learning and set new objectives to develop your expertise.

Assessment scale

- Pass/Fail



Facilitating Learning 12 cr (APOO2016)

Throughout this course you will work both individually and cooperatively within a learning circle. At the beginning you need to familiarize yourself with the course objectives, content and evaluation criteria. On the basis of that you need to identify your own skills and competences, and define your own aims to further develop your skills as a learning facilitator.

Lecturers in charge:

Eila Burns

Sirpa Laitinen-Väänänen

This module includes practice periods that require you to **plan, implement, and assess** a series of teaching activities. You can complete this individually or in combination with members of your learning circle. If you are a beginner as a teacher, your aims could focus on the principles of planning and implementing learning processes as a facilitator of learning. If you are working as a teacher and facilitation of learning is familiar to you, you should set yourself broader aims e.g. how to facilitate learning in new and different contexts (get out of your “comfort zone”).

The implementation of the series of teaching can be planned and implemented either individually or within your peers in a learning circle. These practice periods will also be video recorded according to the instructions that will be given at the seminars. The members of the learning circle will be your peer tutors. Each trainee teacher needs to analyse others’ teaching and participate in feedback discussions. It is important that all have an opportunity to learn from each others’ experiences.

You will get feedback from your mentor, colleagues, peers, and your teacher educator.

Throughout the course, you should write your reflection diary and collect material for your portfolio.



Figure 6. Facilitating Learning

Learning outcomes

Students are able to facilitate learning in a student-centred way and ethically sound manner, as well as, utilise the possibilities of technology and various learning environments in a pedagogically meaningful way. Students are able to realistically and critically assess their own skills as a facilitator of learning in cooperation with others.

Contents

- goals, implementation plan and evaluation of learning sessions
- videos in facilitation learning activities
- pedagogical approaches
- practices supporting individual learning of all learners
- self and peer assessment of skills and knowledge

Assessment material

- documents justifying planning, implementing, and evaluating series of learning sessions
- participation in seminars, learning circle work and working online
- feedback from peers, students, mentors, teacher educator, and possibly representatives of working life
- reflective analysis based on the video recordings
- self-assessment of the course

Assessment criteria

Based on the assessment material, these skills will be assessed: knowledge and understanding about working life and entrepreneurship, contextual skills, knowledge and understanding about learning, knowledge and understanding about the learner, teaching and facilitating learning and assessment skills, interaction skills, new technology skills, reflection skills.

	Required skills
Knowledge and understanding about working life and entrepreneurship and contextual skills	<ul style="list-style-type: none">• You are aware of the competence required in your own field, including entrepreneurial skills, and able to conceptualise it for the purpose of planning and implementing teaching-learning process• You are familiar with the curriculum and the criteria of qualifications in your own subject and can plan your 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,

- You plan and facilitate learning processes based on the theoretical knowledge about learning and the features of professional growth
- In teaching and facilitating learning situations, you take into consideration learners' different circumstances, abilities and needs for learning.
- You facilitate learning in such a way that it encourages activities that are focused on the learning aims, and are student-centred.
- You evaluate learning according to the principles of constructive assessment and you enable students' self-assessment.
- You give feedback in a supportive way.

Interaction skills

- You act ethically and create the conditions for a positive atmosphere and cooperation in facilitating learning situations

New technology skills

- You are able to use online resources in a meaningful and appropriate way in your own pedagogical practices.
- You participate actively in online collaboration creating possibilities for positive interaction.

Reflection skills

- You realistically assess your practices as a facilitator of learning and as a collaboration partner and set new objectives for the development of your expertise.

Assessment scale

- Pass/fail

Learning assignments

The Facilitating Learning course includes the following assignments:

1. Frame plan for implementing the facilitating learning sessions (2 ECTS)
2. Facilitating Learning in Practice (9 ECTS)
3. Assessment of the course (1 ECTS)

1. Frame plan for implementing the facilitating learning sessions (2 ECTS)

Your first task is to recognise and write about your own knowledge and skills in relation to the aims and the assessment criteria of this course. Then you need to set your own goals for this course: what are the skills and the knowledge you need to strengthen in order to achieve these aims. And, how are you going to do it during the Facilitating Learning course?

Next you will need to prepare the frame plan for your teaching. Your plan should detail the time scale of the series of teaching, its aims and its development focus. Additionally, it should show your pedagogical principles. Creating your implementation plan (frame plan) for facilitating learning is tutored during seminar days.

2. Facilitating Learning in Practice (9 ECTS)

The series of facilitating learning sessions should correspond to that of 3-5 ECTS. For example, it can be a module or a separate course, which may include group teaching, individual counselling, work-based instruction, web-based counselling. These learning sessions need to be planned and they can be implemented individually or in cooperation with the peers in your learning circle.

Video record at least three teaching or guidance sessions, one of each:

1. A participant- or student-centred situation, in where you support, guide and enhance group activities in different ways
2. An expert- or a teacher-centred situation e.g. a presentation, giving instructions, a lecture etc. in where your role is to offer information.
3. A 'mentor' situation in where you support and guide learners on practical work tasks or a part of the task (e.g. using simulators, giving injections etc.)

The plans for these single learning sessions (video recorded), as well as, the frame plan and need to be accepted by the mentor and the teacher educator before implementation.

Those involved:

- Student/learning circle
- Peer-tutor = another student studying in the teacher education programme
- Teacher educator = your own tutor
- Colleague = teacher colleague from the same organisation (for those in teaching positions)
- Mentor = a teacher within the organisation where you will conduct teaching practice (for those NOT in teaching positions)
- Documents relating to planning, implementation and assessment of teaching.

3. Assessment of the course (1 cr)

Assessment consists of

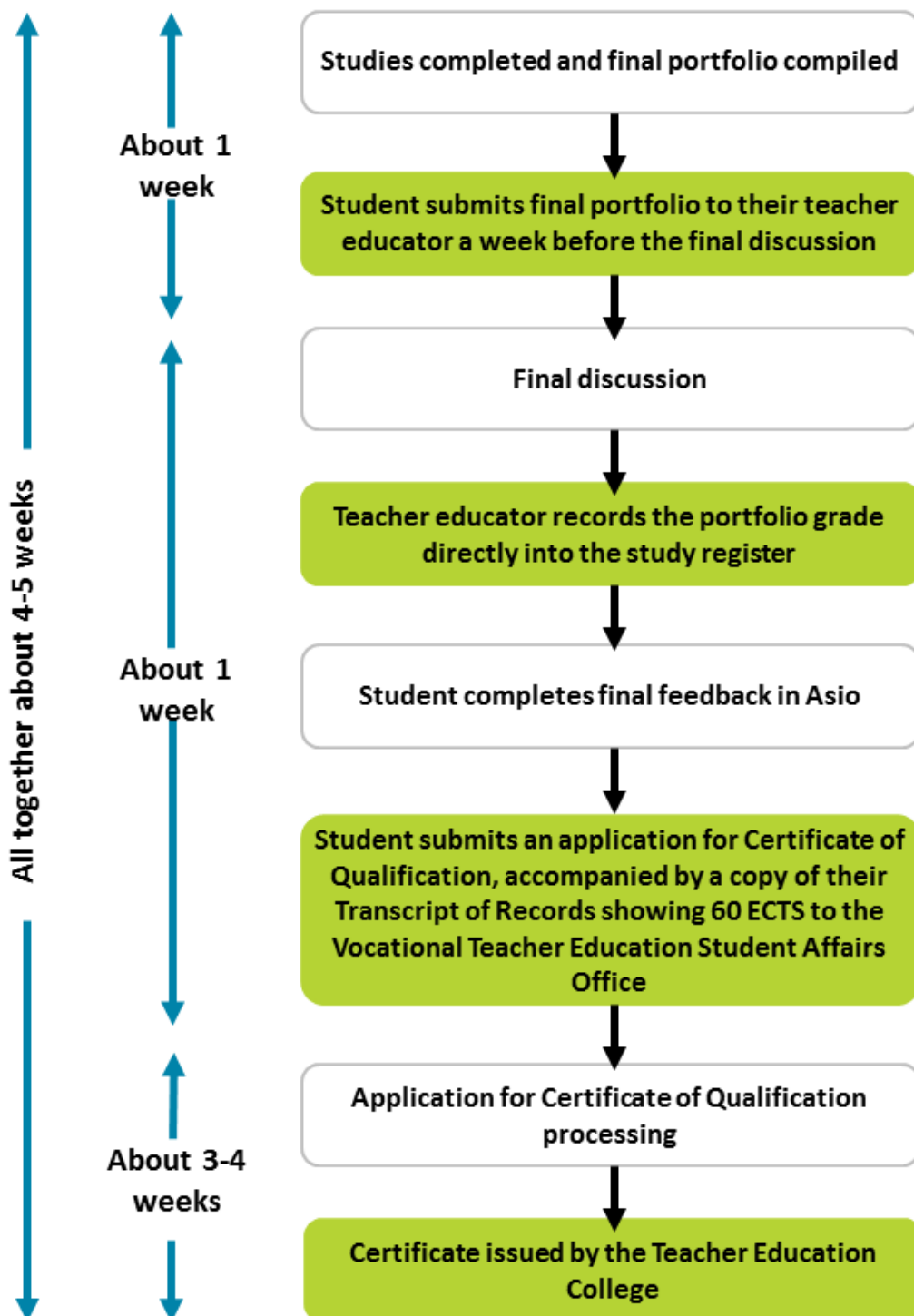
- analysis of your own recorded learning sessions. Analyse the videos by making observations and utilizing the viewpoints given in analysis assignment. Make notes to prepare yourself for collaborative discussion sessions
- feedback given to your peers
- self-assessment of the course where you should reflect on the materials you have produced in relation to the aims you had set for yourself. What has been meaningful? Also you should reflect on your skills and knowledge in relation to the assessment criteria: in which way and on what grounds did your process and your results reflect the criteria.



Literature and other references

- Atherton, J.S. 2009. [Learning and Teaching](#); About the site [On-line] UK.
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- Lefrancois, G. 1997. Psychology for teaching. Waldsworth . Belmont. CA.
- Rogers, J. 2004. Adults Learning. Open University Press.
- Schunk, D.H. 2000. Learning Theories. An educational perspective. Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.

5. APPLICATIONS FOR CERTIFICATES OF QUALIFICATION



Applications for Certificates of Qualification are processed on the 2nd and 4th Monday of each month. Applications must be submitted to the Vocational Teacher Education Student Affairs Office at least one week before processing date. Certificates will be issued within 3 weeks of the processing date.

**Autumn 2016 application
processing dates:**

- 8.8.2016
- 22.8.2016
- 12.9.2016
- 26.9.2016
- 10.10.2016
- 24.10.2016
- 14.11.2016
- 28.11.2016
- 12.12.2016

**Spring 2017 application
processing dates:**

- 9.1.2017
- 23.1.2017
- 13.2.2017
- 27.2.2017
- 13.3.2017
- 27.3.2017
- 10.4.2017
- 24.4.2017
- 8.5.2017
- 22.5.2017
- 12.6.2017