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## *Supporting teachers and peer-tutors*

### **FACILITATING LEARNING AS PART OF PEDAGOGICAL STUDIES**

Planning and implementation of the teaching (10 ECTS) is a key part of pedagogical studies. It belongs to the broader Facilitating Learning study module worth 14 ECTS. At the beginning of the course, the students will learn about the learning environments and set their personal goals (3 ECTS). The course ends with the self-assessment (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 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.

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Based on the preceding paragraph, the intended learning outcomes for **Facilitating Learning** course are:

*The student is aware of the phenomena related to learning and learning through interaction. The student knows the different learning environments of vocational learning and knows how to plan, implement and assess meaningful and theoretically and ethically sound learning situations and modules in relevant, appropriate environments. The student understands the significance of assessing learning process and learning outcomes and knows how to reflect upon their own activities as a facilitator of learning.*

### Study modes for Facilitating Learning

There are various study modes in this module.

Students have to:

- independently work on assignments and share the results within their own learning circle and in seminars,
- 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. The planned and implemented learning assignment should be at least 3 ECTS credits' whole.
- observe and give feedback on teaching to other teacher trainees 2-4 times.

### Guidance and assessment of Facilitating Learning

Facilitating Learning 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.

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Those involved in the implementation of Facilitating Learning Course:

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

### **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 2-4 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.

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## Learning Assignments: Facilitating Learning (14 ECTS)

The Facilitating Learning course includes a range of different learning assignments. At the beginning of the course, the students will learn about the learning environments for vocational learning, using methods agreed upon with the teacher from the Teacher Education College. Students who are only just becoming teachers or have just started working as teachers will get a preliminary look at the structures of vocational education, the objectives and contents of the operations, and a teacher's tasks. Teachers who already have a post as a teacher will expand their knowledge of the learning environments in their desired direction, for example regarding learning environments in working life. This task forms a basis for setting personal goals for the course, which are agreed upon together with the teacher.

The second task is the planning, implementation, and evaluation of the teaching and instruction situation. The overall teaching process planned and carried out must form a meaningful whole. It could be a course or module that includes group teaching, one-on-one guidance, guidance for on-the-job learning or online studies, among other things. A framework plan is created for the teaching process, which will be further defined using plans for individual situations of facilitating learning. The course is completed with the third task – a self-evaluation, where the students evaluate the process of the course and its results in relation to the goals they defined.

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.

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## ASSESSMENT OF FACILITATING LEARNING

The criteria listed in the form below can be used to evaluate competence in facilitating learning, learning environment competence, interaction competence, agency competence, and reflection competence through learning tasks and observations. The form also describes the qualitative level of acceptable competence for the various competence types. The evaluation decision is made on a pass/fail scale.

### Feedback form for a teaching session

Student:
Assessor:
Time and place:

#### CRITERION-REFERENCED ASSESSMENT:

Competence:	Approved competence:	Comments:
<b>Facilitating learning skills</b>  criteria: - relevance and justification of the content - contextual relevance, student-based approach	<ul style="list-style-type: none"> <li>You are aware of the theoretical and philosophical starting points for learning and analyse and justify your own theory-in-use of facilitating learning</li> <li>You plan meaningful learning processes in line with the objectives</li> <li>You take the diversity and personal goals of learners into account in the planning and implementation of teaching, facilitating learning and assessment</li> <li>You guide the learning of your students and assess their skills and learning in a way that support learning</li> </ul>	
<b>Learning environment skills</b>  criteria: - knowledge of learning environments - constructive attitude	<ul style="list-style-type: none"> <li>You are familiar with different vocational learning environments and can work in these in meaningful ways that promote learning</li> <li>You develop and renew safe learning environments that support teaching and learning in cooperation with other relevant</li> </ul>	

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	parties	
<p><b>Interaction skills</b></p> <p>criteria: - constructive attitude - ethics</p>	<ul style="list-style-type: none"> <li>You work constructively, inspiringly and ethically in different interactive situations with students and other stakeholders</li> </ul>	
<p><b>Agency skills</b></p> <p>criteria: - relevance and justification of the content - constructive attitude</p>	<ul style="list-style-type: none"> <li>You make decisions on the facilitation of learning and the development of learning environments, based on vocational pedagogy and other relevant information</li> <li>You have an investigative, curious and positive but critical approach to novelties and changes in curricula, the facilitating learning and the development of learning environments</li> </ul>	
<p><b>Reflection skills</b></p> <p>criteria: - ethics - relevance of content</p>	<ul style="list-style-type: none"> <li>You identify and assess the ethical basis of your own actions and thinking</li> <li>You assess your own facilitating learning skills in relevant ways and set new goals for the development of these skills</li> </ul>	

**Other observations on the planning and implementation of teaching and facilitating learning:**

**The strengths and development areas of the teacher student:**