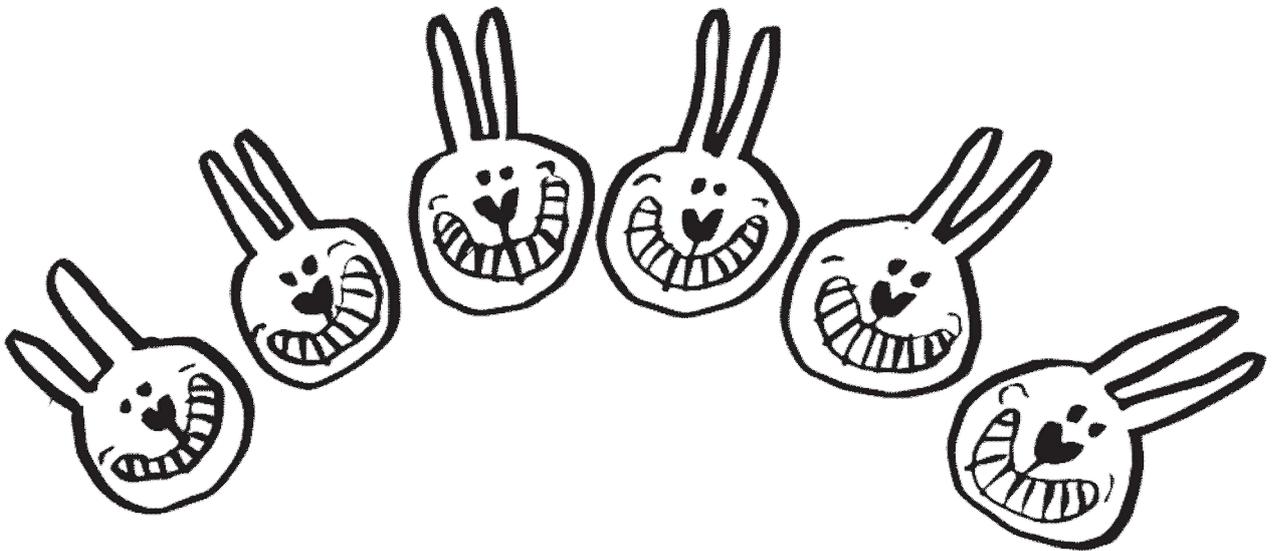Teacher Education College

INTERNATIONALLY ORIENTED TEACHER EDUCATION (60 ECTS)

Your Study Guide 2013 – 2014

JYVÄSKYLÄN
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Contents

1. GENERAL INFORMATION

Welcome to the Vocational Teacher Education programme,

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.

You should also take a look at General information for students on our website 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

In compliance with the statute governing vocational teacher education (357/2003), 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 practises taking into consideration of 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 utilise 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. Also included in this guide is the international group's study schedule 2013-2014 (Appendix 1).

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

The following figure illustrates these four interconnected competence areas.

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.

2.1 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.

2.2 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.

2.3 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.

2.4 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. The basic working methods of teacher education are seminars, learning circles and online working.

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

Learning circles are small groups which come together and maintain contact between the seminars. The group members will agree upon the learning circle's meeting time and place. A central task of learning circles is to work cooperatively on assignments. In addition to the Optima learning environment other online collaboration tools can 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. This means that you have to have sufficient access to the necessary information and communication technology equipment (running either at least Windows XP or Mac OS X, broadband internet connection, a headset). Get familiar with studying online on our website.

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 a student to create his/her own learning plan in such a way that studies will be completed within a year. To be eligible for financial aid related to full-time study, a student's PLP needs to be accepted by the Financial Aid Committee of JAMK University of Applied Sciences.

3.1 Assessment of Learning and Competence

At the Vocational Teacher Education College facilitating learning and assessment is by its nature, a constructive, open and continuous dialog between the trainee teachers and teacher trainers.

Assessment of learning within competence areas is competence-related; assessment takes place in relation to the set aims of different courses. Also, 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, observation, 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.

3.2 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.
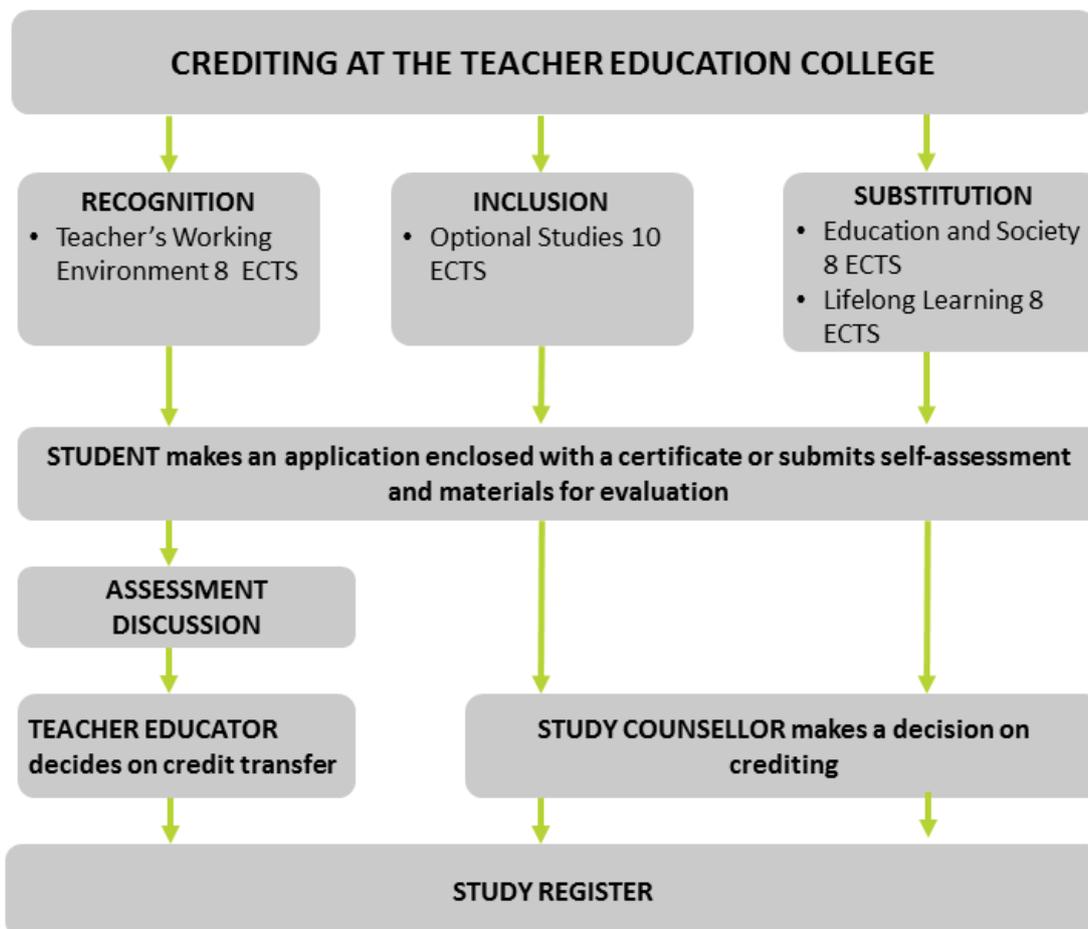

Figure 2: Credit Transfer at Teacher Education College

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
- Lifelong Learning

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

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 can be found at http://aokk.jamk.fi/lomakkeet/in_english/.

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 practice
- 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

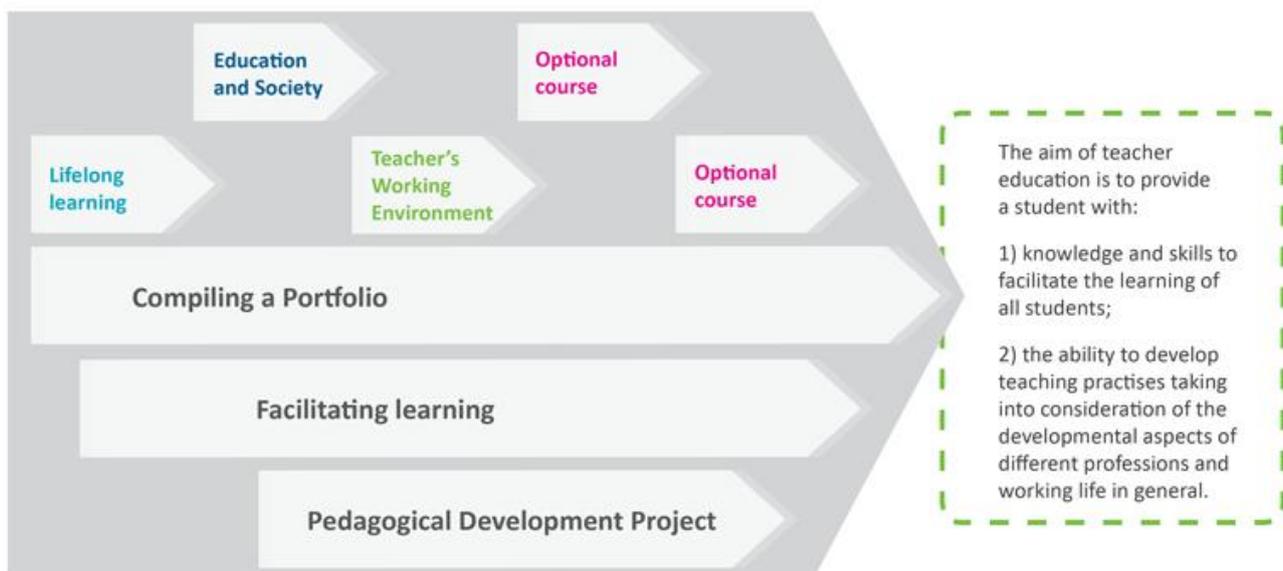The cooperation and interaction competence area will be developed within these three study modules.

Figure 3. Teacher Education Studies

4.1 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 ECTS)
- Optional Studies (10 ECTS)

You begin compiling your portfolio by creating a personal study 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)

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

- forming a Personal Learning Plan (PLP) covering the whole study programme
- writing a personal learning diary
- completing a summative self-assessment
- compiling a final portfolio which includes these elements

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

Student is familiar with the aims, content and the implementation methods of the teacher education programme. In addition, student is able to set meaningful goals for his/her own learning in accordance with those for the development of vocational educational environments and training, and with the general goals of teacher education studies.

Student is able to conceptualize and justify your own actions as a teacher. He/she is also able to set new goals for his/her own professional development and be aware of the factors that contribute to his/her own professional identity.

Student is be able to realistically assess his/her own learning and skills in relation to his/her own goals, and those of teacher education. He/she is also able to set new goals for himself/herself and his/her 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 cooperational and networking skills.

	Required skills
Reflection skills	• 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	• 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
Cooperational and networking skills	• You are able to take advantage of collaborative networks to support your own pedagogical development • You actively participates 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 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 four learning assignments on this course:

1. Personal Learning Plan
2. Learning Diary
3. Summative Self-assessment
4. Compiling a Final Portfolio

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 are planning 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 (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.

Parts 1 and 2 of your PLP need to be submitted in Optima (Workspace will open in August) and we will discuss them during the first seminar. Subsequently, your PLP will be constantly 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 do you have any other kind of challenges (e.g. situation in your life, your physical or mental condition) 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.

The assignment for each course includes planning part of the studies in order to create your PLP. If you have prior knowledge of the topic you are able to apply credits for prior learning.

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. The period for full-time study from August 2013 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 of 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 practise periods. If you are currently in a teaching position, should conduct the teaching practise as a part of your normal teaching duties.

2. Learning Diary

A learning 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 learning 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 learning 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 that you think learning changes during your studies. You can view your learning diary as a means of developing your own professional identity.

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

You can document your observations and experiences in many ways. The learning 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 learning diary today.

3. Summative Self-assessment

Summative self-assessment is the final phase in compiling your 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.

While writing your summative self-assessment, use your assignments, learning diary and other portfolio material. Your completed portfolio will be central in your final discussion with your tutor.

4. Compiling a final portfolio

At the end of your studies you have final assessment discussion with your tutor(s). 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 acchievements
- analyze your learning process
- assess your professional development as a teacher
- assess how you acchieved your own goals.

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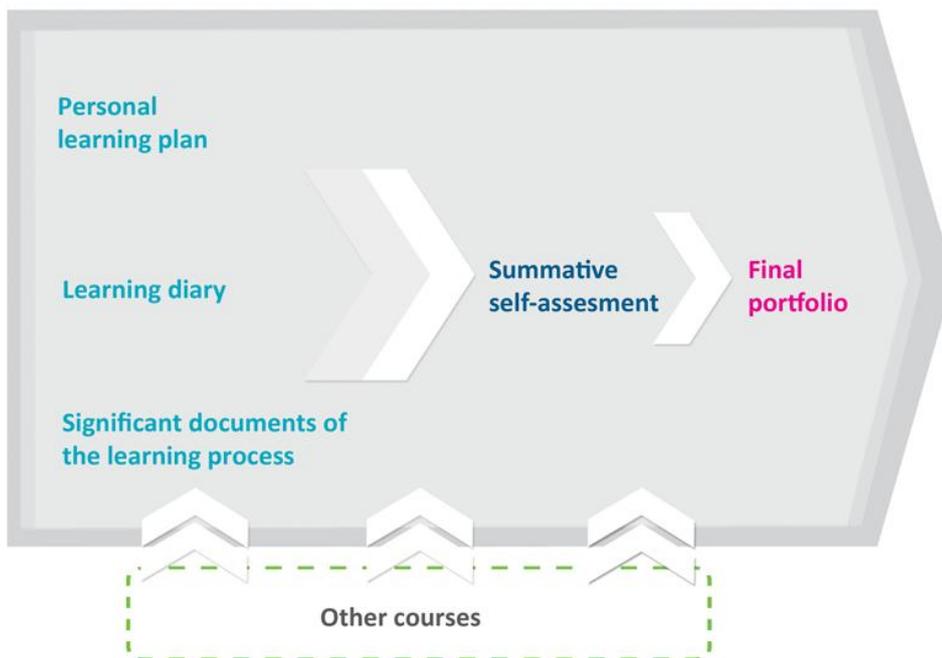

Figure 4. Final Portfolio

Additional literature

- Campbell, M. & Brummett, V. 2002. Professional Teaching Portfolios: For Pros and Preservice 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.
- Linton, H. 2000. Portfolio design. New York: W.W. Norton& Company.
- Wilcox, Bonita L. 1997. The teacher's portfolio: An essential tool for professional development. Reading Teacher, Vol. 51, Issue 2.

Optional Studies (10 cr)

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 you own interests and learning goals. You are required to undertake 10 credits worth of option 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 2012**. Any course that you suggest could be considered as optional studies 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 on our website in august 2013.

During the academic year 2013-14 the Teacher Education College offers the following courses in English:

- Multicultural Pedagogy (10 cr)
- International Summer School (5 cr)
- International Student Exchange (In Optima – AOKK Studies workspace) (5 cr)

Additionally, the following courses are offered but are only delivered in Finnish. Again, each of them is worth 5 ECTS:

- Haasteelliset oppijat
- Haasteellisten oppijoiden työssäoppimisen ohjaaminen
- Inspiroidu kestävästä kehityksestä
- Menetelmiä monikulttuuriseen opetukseen ja ohjaukseen
- Mobiilimaailma osana opetusta
- Ohjaus oppimisprosessissa
- Opettajan työelämäosaaminen
- Opettajan yrittäjyyskasvatusosaaminen
- Opettamisen taitoja liikkuvalla kuvalla
- Osallistavat opetusmenetelmät
- Sosiaalinen media pedagogisissa ratkaisuissa
- Verkko osaksi opetusta

Descriptions of each course can be found online at
http://oppimateriaalit.jamk.fi/tec2013/studies/continuous-learning/optional/

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 7 October and ends on 18 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: http://amk.fi/en/

4.2 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)
- Pedagogical Development Project (8 cr)

Education and Society (8 cr)

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.

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. Application form can be found on our website in august 2013.

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 material

- participation in online tasks
- completion of assignments

Assessment criteria

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

	Required skills
Contextual Skills	• 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	• 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	• your ability to realistically assess and reflect on your own learning and set new objectives to develop your expertise.

Assessment scale

Pass/Fail

Learning Assignments

Learning assignments for this online course are found in Optima.

Teacher's Working Environment (8 cr)

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.

Schedule: **Throughout the study period**
Tutor: *Jari Aho*

Blended Learning

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. Application form can be found on our website in august 2013.

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	- 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 practises 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	- 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 (ww.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. 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:

1) 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 (351/2003) and Polytechnics Decree (352/2003), Vocational school teachers -> Vocational Education and Training Act (630/1998) and

Vocational Education and Training Decree (811/1998), Basic school teachers -> Basic Education Act (628/1998) and Basic Education Decree (852/1998).

2) Explore what the Acts contain concerning the evaluation of education (Basic Education Act, General Upper Secondary Schools Act, 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.

3) 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.

Pedagogical Development Project (8 cr)

In this course you will choose a pedagogical theme or practise that is interesting for you and your fellow students in your learning circle. Within your learning circle, find a joint pedagogical development topic and plan how it will be implemented in practise. You can i.e. sctrutinize closer some theme which you have found interesting during Facilitating Learning -course or the thing you want to develop further can also be something in your own school or workplace. After you have made your choise you will plan a development project according questions you will find in this course's learning assignment.

The development project will begin with familiarizing yourself with current information and other source material. After that you should plan how the development project will be implemented in practise and how the results will be published.

Figure 5. Pedagogical Development Project

Learning outcomes

Student is able to develop his pedagogical practise with others and is able to publish the results of your development work in an appropriate and theoretically sound manner. Student is able to assess realistically his/her own skills as a facilitator of learning

Content

Implementation of a pedagogical development project

Assessment material

- The documents concerning the planning and implementing the pedagogical developpment project
- Publication of the results of the project
- Self-assessment

Assessment criteria

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

	Required skills
Developmental skills and Cooperational and networking skills	- You identify pedagogically significant and current development topics. - You participate in development activities in collaboration with others.
Knowldge management skills	- You find appropriate and theoretically sound reference material for you develpment project. - You publish and disseminate the results of your development project in understandable and appropriate manner.
Reflective skills	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

Pedagogical Development Project consists of four learning assignments. A learning circle chooses mutual object for development work and plans how the project will be carried out in practise (assignement 1. Peadagogical Development Project plan). The project will be carried out and stages and the results will be published (assignment 2. Implementation of your development project). As the third assignment you will publish the results of your project in an appropriate manner (assignment 3. Publication and dissemination of your results). At the end of the course the students involved in the project assess the process of the development project and it's results (assignment 4. Self-assessment of the Development Project).

You will elaborate your project plan and documentate it's progress in Optima. Publication and dissemination of the results will be agreed by your learning circle and your teacher educator.

1. Pedagogical Development Project plan

In your learning circle, you will familiarise yourself by searching for and analyzing current information and other source material. Your learning circle should document the stages of development throughout the project and produce material for publication.

2. Implementation of your development project

In your learning circle, you will familiarise yourself by searching for and analyzing current information and other source material. Your learning circle should document the stages of development throughout the project and produce material for publication.

3. Publication and dissemination of your results

Publication and dissemination of your results are part of your development project. It will be achieved as agreed by your learning circle and your teacher educator. The results could be produced jointly by your learning circle, or it can be separated and published in different places. The end product could be, for example, a training event, a workshop, a poster presentation, online journal article, column article or article in a professional journal.

4. Self-assessment of the Development Project

The assessment of the Pedagogical Development Project -course consists of two self-assessment tasks; your learning circle's and your own.

Your learning circle's self-assessment

A joint learning circle self-assessment should be completed after planning, implementing and publishing your development project. Your learning circle should analyse the material it has produced in accordance with the aims you set for your project, i.e.: to what extend did you meet the goals?, how could you have improved your work process?, what were the roles of the members of the development work?

Your own self-assessment

You own self-assessment focuses on your role in planning and implementation of the 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 you input in this develpoment process? 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.

4.3 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 practise. For those of you who are already working as teachers, your teaching practise will take place in your own educational establishment. For others, who are not working as teachers at the moment, your teaching practise 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 2013 and spring 2014. If you are studying part-time, you have the opportunity to complete your teaching practise in the autumn term of 2014 also.

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

The Facilitating Learning study module is composed of:

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

Lifelong Learning (8 cr)

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.

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 and send it with supporting materials to the Student Counsellor of the Teacher Education College for evaluation. Application form can be found on our website in august 2013.

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	• 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	• 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	• your ability to realistically and justifiably assess your own learning and set new objectives to develop your expertise.

Assessment scale

Pass/Fail

💡 Learning Assignments

Learning assignments for this online course are found in Optima.

Facilitating Learning (12 cr)

Throughout this course you will work both individually and cooperatively within a learning circle. To begin with you will familiarize yourself with the course objectives, content and evaluation criteria within your learning circle. On the basis of that you will, in cooperation with your peers, identify and assess your own teaching skills, defining your own developmental aims.

Schedule: **Throughout the study period**
Tutor: *Jari Aho*

Blended Learning

The study module includes Facilitating Learning in Practise. You will plan, implement, and assess a meaningful series of teaching activities. You can complete this individually or in combination with members of your learning circle. Although the members of the learning circle may have a different emphasis in their teaching sessions that are based on their personal study plan, the learning circle's common developmental pedagogical focus must be shown throughout the series of teaching. The implementation of the series of teaching can be planned either individually or within your learning circle. Either way, it will be assessed.

In addition to planning and implementing the series of teaching, you will observe your peers' teaching and participate in feedback discussions. You will get feedback from a supporting teacher, colleagues, peers, and your teacher educators of the Teacher Education College.

Throughout the course, you need to compile evidence in support of your self-assessment evaluation.
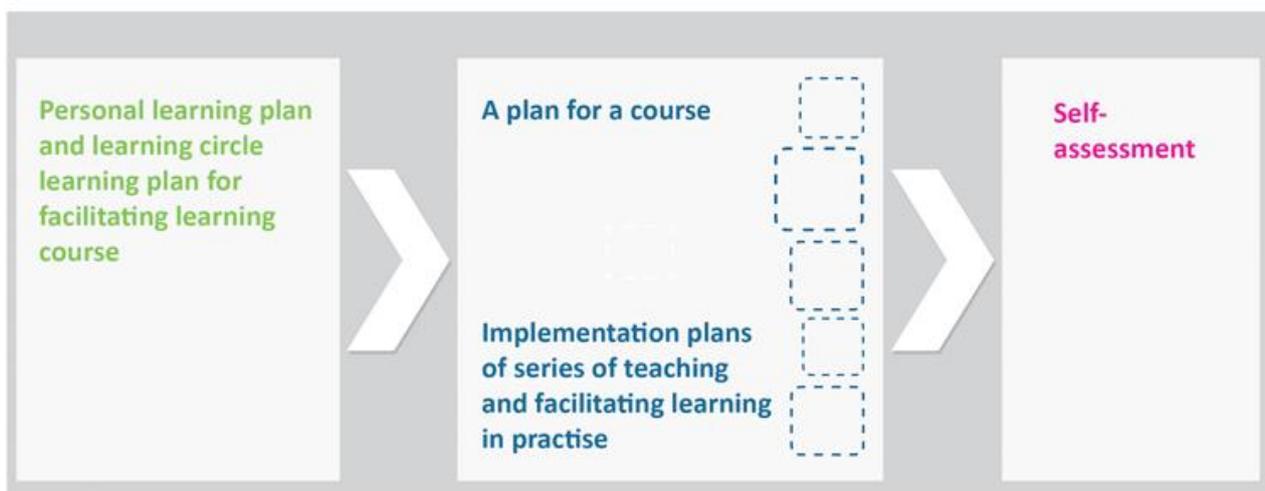

Figure 5. Facilitating Learning

Learning outcomes

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

Contents

- Planning, implementing and evaluating a series of teaching
- Expertise with one's own professional field and its variation
- Pedagogical approaches
- Practices supporting individual-learning offered by educational organisations, such as an IEP, personalization, accessibility
- Self-assessment of skills and knowledge

Assessment material

- Your personal study plan and your learning circle's implementation plan for the Facilitating Learning course
- Your documents related to planning, implementing, and evaluating your series of teaching
- Reflective summaries from, for example, peers, students, supervising teachers, colleagues and the feedback received from representatives of working life
- Feedback you give to other teacher trainees
- Self-assessment in accordance with the aims of the course
- Your learning circle´s joint self-assessment in accordance with the aims 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	- 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	- You plan and facilitate learning prosesses based on the theoretical

understanding about learning,	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.
Knowledge and understanding about learners and Teaching and facilitating learning and assessment skills,	• 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.
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 three assignments:

1. Plan for implementing the Facilitating Learning course (2 ECTS)
2. Facilitating Learning in Practise (9 ECTS)
3. Self-assessment of the course (1 ECTS)

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

Your task is to identify your own knowledge and skills in relation to the aims and the assessment criteria of this course. After this your task is to set your own goals to this course: what are the

skills and the knowledge you need to strengthen in order to achieve the aims of the course. Compare the results of this task with other members of your learning circle. On that basis, you should be able to identify the type of teaching and facilitating learning skills and knowledge each member of the learning circle has. Then you should determine, within your learning circle, the type of skills each of you must acquire and develop in order to meet the objectives of the evaluation criteria. According to this comparison draw up a study plan within your learning circle for the Facilitating Learning course.

In your Optima learning environment there are forms for both the personal plan and the learning circle's plan in which you can elaborate these plans.

During the course, each member of your learning circle should compile material which will form a part of your own, and your learning circle's self-assessment.

2. Teaching and Facilitating Learning in Practise (9 ECTS)

You will prepare your own plan for your teaching, which you will implement as part of your studies. This implementation can also be achieved through teaching in cooperation with your learning circle peers. Your plan should detail the starting point of the series of teaching, its aims and its development focus. Additionally, it should show your pedagogical principles.

Your 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.

Creating your implementation plan for your series of teaching and facilitating learning is tutored during seminar days. Your final plan should be submitted to your teacher educator and a peer-tutor using the Optima learning environment and to the supervising teacher at least one week before the agreed time of the planned series of teaching. You will be required to fulfil the role of peer-tutor to one of your fellow teacher-trainees.

Those involved:

- 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)

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

The assessment of the Facilitating Learning course consists of two self-assessment tasks; your learning circle's and your own.

Your learning circle's self-assessment

A joint learning circle self-assessment should be completed after planning, implementing and publishing your development project. Your learning circle should analyse the material it has produced in accordance with the criteria set for the course: in which way and on what grounds did the process and the results reflect the criteria.

Your own self-assessment

You own self-assessment focuses on your planning and implementation of the Teaching and Facilitating Learning course. 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.

Documents relating to planning, implementation and assessment of teaching can be found on our website http://aokk.jamk.fi/lomakkeet/forms_and_instructions.html

Literature and other references

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  http://www.learningandteaching.info/learning/about.htm
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- Kansanen, P. et al. 2000. Teachers' pedagogical Thinking. Theoretical Landscapes, Practical Challenges. Peter Lang: New York
- 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.

- ADHD association: http://www.adhd-liitto.fi/english.html
- Creative Learning: http://www.creativelearning.com/

APPENDIX 1. INTERNATIONAL GROUP STUDY SCHEDULE 2013-2014

The schedule of seminars is preliminary and will be discussed with the group during the first seminar in August.

Wed-Fri 28.-30.8.2013

Mon-Tue 16.-17.9.2013

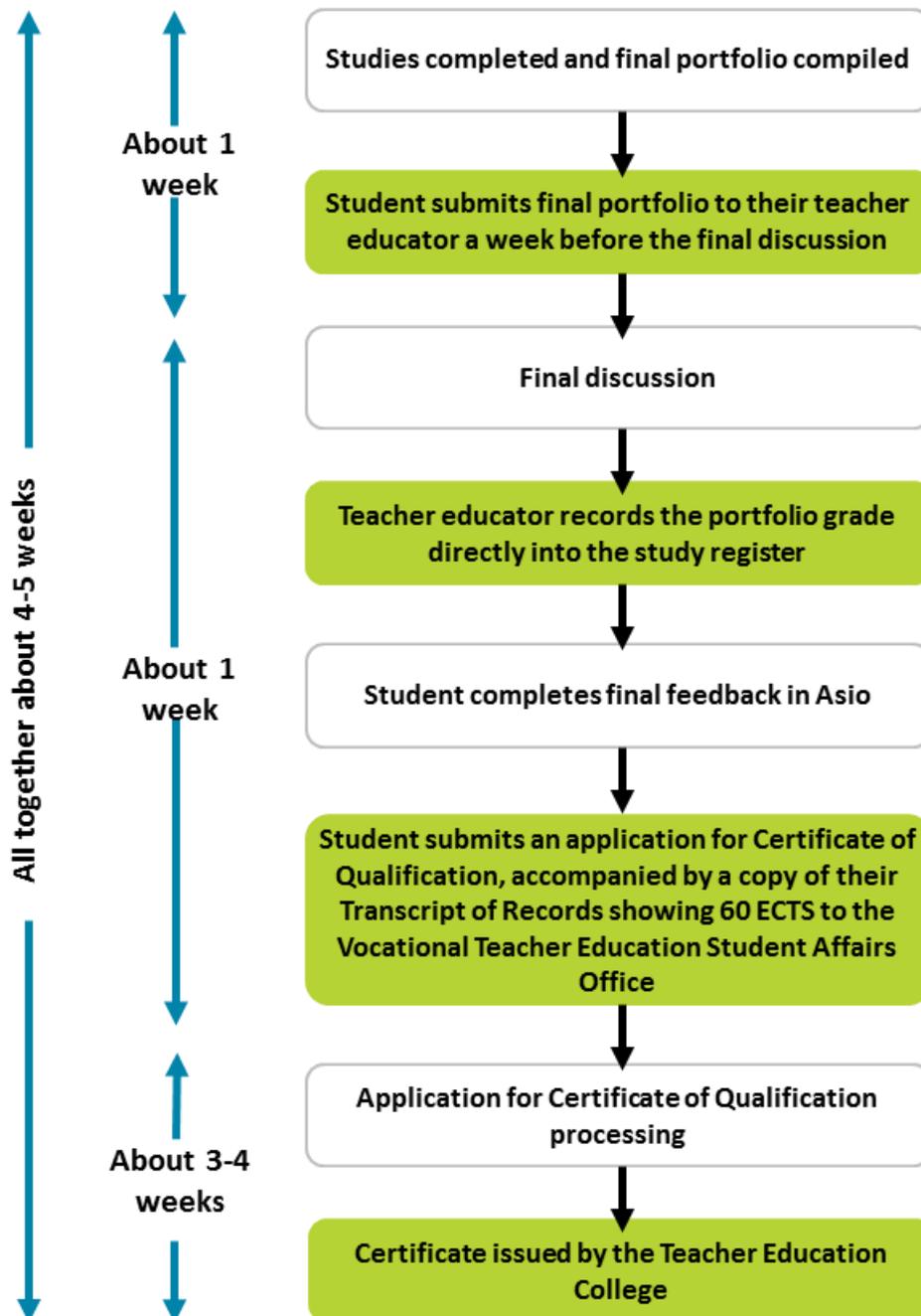Wed-Thu 23.-24.10.2013

Thu-Fri 12.-13.12.2013

Tue-Wed 21.-22.1.2014

Thu-Fri 20.-21.2.2014

Tue-Wed 25.-26.3.2014

Wed-Thu 7.-8.5.2014

APPENDIX 2. 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 2013 application processing dates are:

- 12.8.
- 26.8.
- 9.9.
- 23.9.
- 14.10.
- 28.10.
- 11.11.
- 25.11.
- 9.12.
- 17.12.

Spring 2014 application processing dates are:

- 13.1.
- 27.1.
- 10.2.
- 24.2.
- 10.3.
- 24.3.
- 14.4.
- 28.4.
- 12.5.
- 26.5.
- 12.6.

Enthousiasm and innovation for teaching!