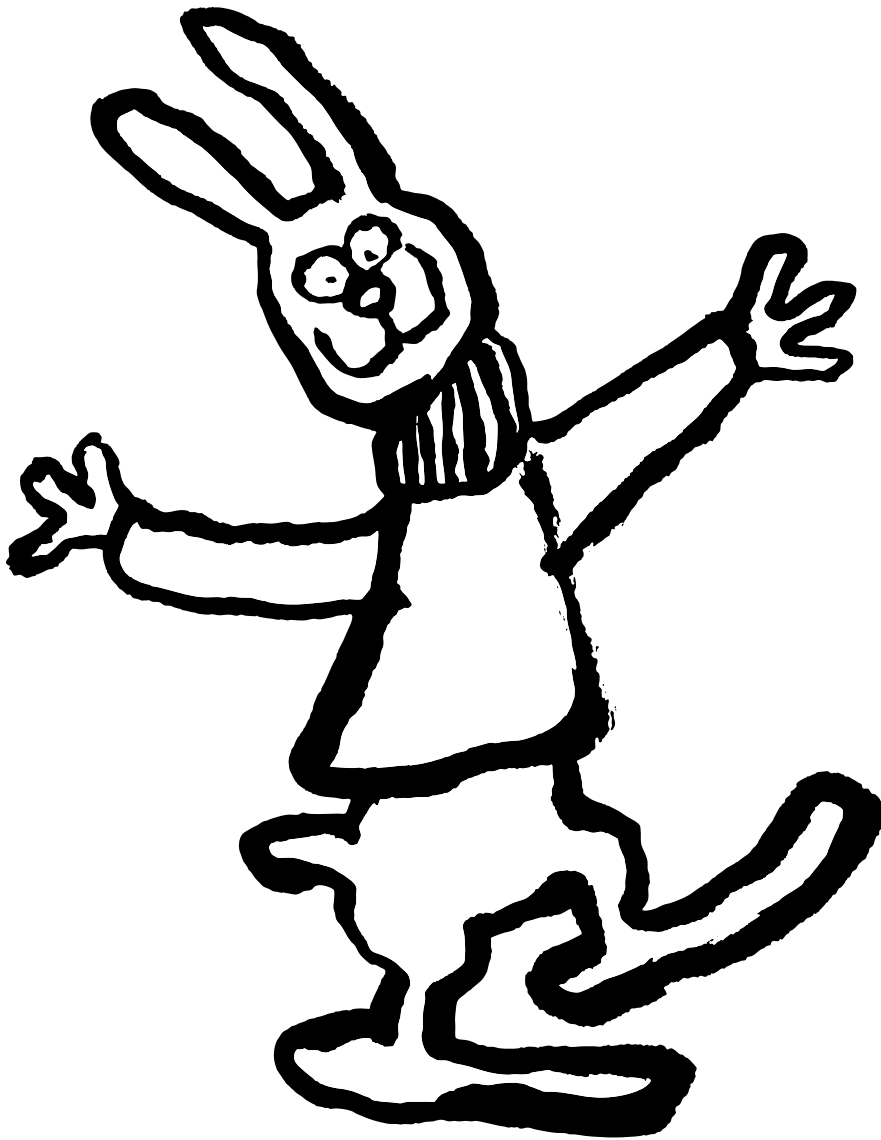


Teacher Education College

**INTERNATIONALLY ORIENTED
TEACHER EDUCATION (60 ECTS credits)**
Your Study Guide 2008-2009



JYVÄSKYLÄ UNIVERSITY OF APPLIED SCIENCES

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1 GENERAL INFORMATION

This is the study guide for teacher training education introducing 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 (357/2003) governing vocational teacher education the aim of the training is to provide: 1) the knowledge and skills to facilitate the learning of all students; 2) a willingness to develop teaching practises taking into consideration the development aspects of different professions and working life in general. Each of the five teacher educational colleges 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) operate 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. The following chapter will describe these competence areas.

Your study guide is part of the Handbook 2008-2009 which is available online at aokk.jamk.fi. The Handbook contains useful information about, for example, enrolment, study time, study grants and social benefits, and other services to support you and your studies.

This guide describes the modules and study units that comprise teacher education. All study units have learning aims, content, assessment details and criteria. Also included in this guide is the international group's study schedule 2008-2009.

2 CREATING TEACHERS' COMPETENCES AS A GOAL OF THE STUDIES

Your studies in the Teacher Education College of the Jyväskylä University of Applied Sciences are competence based. These aims are realised in the curriculum of the Teacher Education College by defining four competence areas that represent the core competences of teachers' work:

- Facilitating learning
- Development of the educational environment
- Cooperation and interaction
- Continuous learning

The following figure illustrates these four interconnected competence areas.

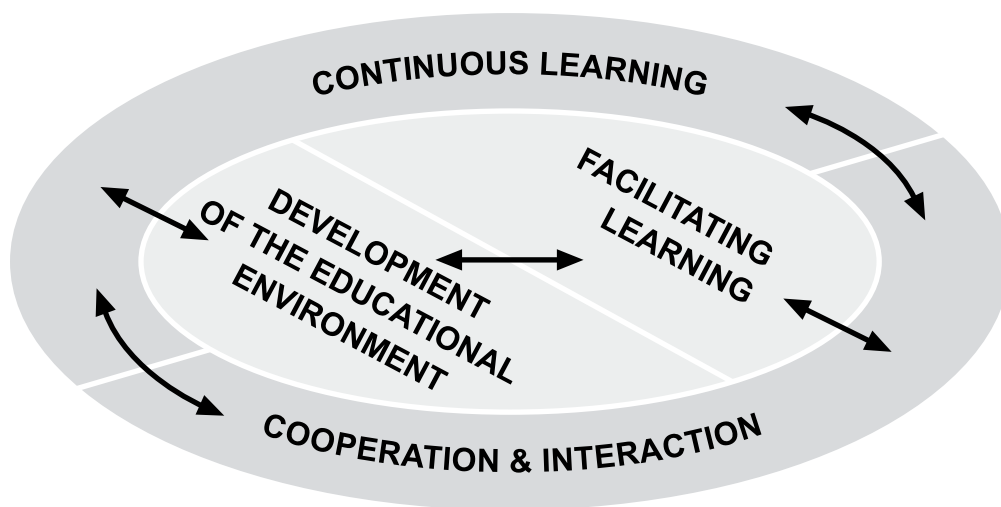


FIGURE 1. Teachers' competence areas

The Facilitating Learning and the Development of the Educational Environment modules form the core competence areas for vocational teacher education. These areas are not separate from one another but rather are closely interconnected. The same holds true for Continuous Learning and the Cooperation and Interaction areas, which are interlinked to the Facilitating Learning and the Development of the Educational Environment areas.

2.1 Facilitating learning competence area

Facilitating of learning has traditionally always been, and still is, one of the main competences in teachers' work. Over time, though, ever-increasing academic research on learning, as well as new learning environments, have changed and expanded the traditional understanding of teachers' work and role. Teacher are expected to have competence in finding new ways in which learning can be facilitated.

Learning is the central phenomenon in any kind of teaching and tutoring. Teachers always have their own understanding of human nature and the concept of knowledge which affects their understanding of learning. This understanding can be a conscious, partially conscious or even completely unconscious process that is realised in the facilitating learning process. Good quality teaching and facilitation of

learning, and their development are based on sufficient theoretical knowledge about learning; how knowledge is constructed, how humans learn and develop their own skills and competences. By its very nature, facilitating learning is a practical activity, taking place either at educational institutes, workplaces or in virtual environments. The practical decisions that teachers make when facilitating learning should, therefore, be based on theoretical knowledge of learning and teaching.

As well as possessing a wide knowledge about the learning processes, teachers are also expected to understand the diversity of learners. Students' culturally diverse backgrounds require teachers to modify learning activities accordingly to meet the individual learning needs of different learners. This requires a continuous analysis of learners' needs and flexibility from the curriculum.

Previously the main task of all teachers was to impeccably implement 'the ready made' curriculum, nowadays though, teachers are expected to have both the ability and desire to continuously develop and adapt the curriculum according to the needs of different learners. An interpretive approach to curriculum planning is therefore a part of teachers' competences. When planning different teaching situations and learning environments, concepts such as; situational sensitivity, creativity and flexibility are needed to be able to formulate learning goals and make decisions on the content and methods to be used.

The Facilitating Learning core competence area includes the following interrelated skills, which are assessed and supported by the studies.

- **Skill to apply learning theories in practise:** this means that you are aware of different learning theories and philosophical approaches and you are able to analyse and identify their connections to your own practises.
- **Learner centred approach skill:** this means that you have skills and commitment to take into account the diversity of learners in planning, implementing and assessing learning processes.
- **Teaching and facilitating learning skills:** this means that you have skills to plan your teaching, the content areas and the methods of working taking into consideration altered learning environments and students' different learning abilities. It also means that you have skills to facilitate and assess learning processes, as well as develop and renew your teaching practises and learning environments.

2.2 Development of educational environment competence area

In addition to facilitating learning, teachers should endeavour to develop the educational environment they work in. Teachers should therefore possess the appropriate skills in order to develop their educational institution accordingly. For instance, they must have skills to develop curricula, to take part in the institution's quality assurance work and to plan and implement various projects, all requiring skills for development and collaboration. Therefore, entrepreneurial skills are required with a firm understanding of institutional quality and economic realities.

Both educational establishments' and individual teachers' work environments consists of various cooperative relationships with local and regional professional fields. Research and development work together with these various professions is an essential part of the vocational education requiring extensive networking and co operational skills. In the broadest sense, teachers' work environment is composed of various national and international networks and therefore, understanding the developments in global trends as well as changes in society and the professional field are important parts of teachers' competences.

Developments of global market economy as well as the climate change are focal factors, which adapt and change conditions of people's social and economical action. Knowledge of sustainable development, both on the global and local level, as well as perceiving change trends of the society and working life are essential requirements of know-how in teacher's work.

Teachers need to obtain a theoretical and practical command of the content to be taught. The required level of the subject knowledge differs depending on where learning activities take place and what the required learning goals are. While the involvement of different professional fields becomes an increasingly important part of vocational education, new methodological solutions need to be continuously developed. One such method is project work where teaching and research and development can be combined.

By its very nature teachers' work is ethical, consisting of various value choices that teachers have to make when facilitating learning. Those choices are influenced by the socio-historic environment where teaching takes place and they are reflected by the future expectations and aims of teachers. By participating in societal discussion teachers can affect the future development of both the professional and societal life.

Development of the Educational Environment core competence area includes the following interrelated skills, which are assessed and supported by the studies.

- **Contextual skills:** this means that you have skills to recognise and apply your own actions in relation to the changing values and principles of your organisation and work community. Furthermore, you perceive the changes in the educational environment around you and are able to react to those changes/challenges accordingly taking into account sustainable development.
- **The skill to update professional knowledge of your own field:** this means that you have a wide awareness of the latest development and knowledge in your own field which you can combine with learning goals.
- **Developmental skills:** this means that you have skills to develop both your own and your educational institute's practises in relation to the changes in the educational environment. Furthermore, you have skills and willingness to develop your own professional field on a local, national and international level.

2.3 Cooperation and interaction competence area

The Cooperation and Interaction competence area is closely related to both the Facilitating Learning and Development of the Educational Environment competence areas. Cooperation and interaction is often connected, for instance, to the national or regional educational planning and realisation work or to different development project work.

Cooperation at the institutional level requires the ability to network and form different relationships at various levels. It also involves the ability to work within organisations that have cross- institutional cooperative relationships with other institutes and working life. Teachers in vocational education institutes encounter this daily through learning at work practises and various projects. In its broadest sense cooperation reaches into international and global arenas, which for many teachers and institutes has become an everyday reality through international projects.

Teaching has always been sociable work and it has been based on the interaction between people, i.e. teachers and learners. Even though, the nature of sociability has been defined in different ways at different times, the ability to interact positively with learners is still the cornerstone of facilitating learning.

Alongside traditional interactive models, teachers are nowadays expected to display a willingness to develop new interactive solutions to facilitate learning. Developments in information technology infrastructure enable the development and exploitation of different online pedagogical solutions to support learning processes. The development of these new working models requires not only Information Communication Technology (ICT) skills, but also a conscious view of the change in society and the nature of human learning processes. The national information strategy requires teachers to have basic skills in ICT and the skills to implement them in learning situations.

The Cooperation and Interaction competence area includes the following interrelated skills, which are assessed and supported by the studies.

- **Cooperation and networking skills:** this means that you have skills and willingness to work in different collaborative networks as well as the ability to create new meaningful collaborative relationships.
- **Interaction skills:** this means that you have skills to interact positively and in meaningful ways in different interactive relationships.
- **ICT skills:** this means that you have skills and willingness to apply ICT in your own work and have the ability to develop web-based learning and use it in a pedagogically significant way.

2.4 Continuous learning competence area

Demand of continuous learning is a part of every competence area. The concept of reflection is what joins these areas of competences together. Teacher's expertise shows as a reflective practitioner: teachers as researchers who continuously develop their own work, as well as, their own theory of practice. The ability for critical self-assessment and reflection represents a central part of teachers' professional skills.

The ability to think and work independently and collaborate with others are essential qualities for teachers to produce fresh ideas and to further develop the working environment/educational institute. Under the pressure of continuous change, the ability for personal reflection and the ability to make independent decisions are also vital for teachers.

Continuous professional development, both at an individual and at the work community level, demands that teachers have an ability to self-assess and regulate their own actions. 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. Development of the educational environment also requires skills related to the use of knowledge. The issues related to the use of knowledge are connected to teachers' work ethics. In the same way that the planning of learning processes and learning environments are connected to the issues that mirror teachers' ideas of future goals, the use of information and knowledge is also related to value choices. These are apparent when teachers chooses an area to research and develop and are committed to promoting the issues that they see as important.

The Continuous Learning competence area includes the following interrelated skills, which are assessed and supported by the studies.

- **Information management skills:** this means that you have skills to find and critically evaluate theoretical knowledge that is relevant to you and your work community. You have skills to combine and integrate the new knowledge with your practical experiences to further support the learning processes.
- **Reflection skills:** this means that you have skills to realistically and critically evaluate your own work and your work community's principles and goals in relation to changes in the educational environment. You also have skills to set new goals to further develop yourself and your work community.

2.5 Assessment of learning and competence

At the Vocational Teacher Education College facilitating learning and assessment is in nature developing and open, continuous dialog between the teacher students and teacher educators.

Assessment of learning and competence is competence-referenced: thus, assessment takes place in relation to the set aims of different courses. Also, assessment is criteria-referenced: 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.

Aims of competence also form the basis of facilitating learning. Tutoring during the learning process, different feedbacks and other assessments are based on both the defined aims of competence and learning aims set by teacher students themselves. Hereby, the aim of assessment is to be developing. Teacher students' self-assessment has an important role at all stages of the studies. Self-assessment task is included in each assignment.

At the Vocational Teacher Education College students have a possibility of credit transfer regarding their prior learning. Students can substitute separately defined courses by previous study attainments. They can include in the optional studies previous courses that support the aims of the teacher education. Students can also bring studies completed elsewhere or competence gained elsewhere, which meet the aims of competence of a specific course, for recognition and assessment. Credit transfer has been explained in the context of each course description.

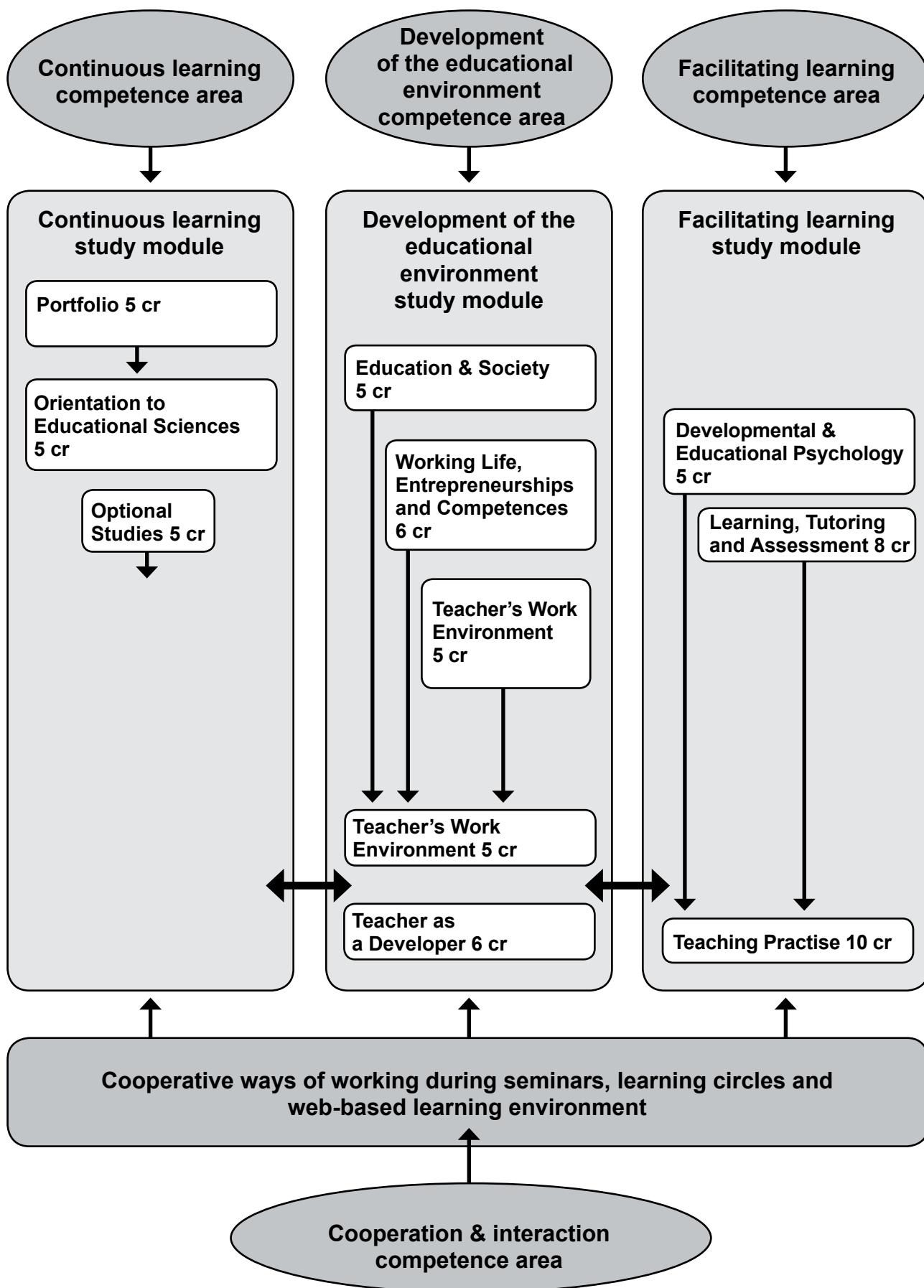


FIGURE 2. Competence Areas & Study Modules of Teacher Education

3 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
- Development of the educational environment
- Facilitating learning

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

The Basics of Educational Science studies, demanded by the statute, are incorporated into all three main study modules. These are Orientation to Educational Sciences, Education and Society and Developmental and Educational Psychology. Studies in vocational pedagogy include the Development of the Educational Environment module and the Facilitating Learning module. Teaching practise is part of the Facilitating Learning module; all other studies belong under the Continuous Learning study module. The structure and content of teacher education study modules have been designed keeping in mind the ideas of teachers' main competences.

3.1 Continuous learning study module

The aim of this study module is to provide you with the theoretical and practical tools with which to improve your teaching skills, and to enable you to update them through life-long learning. The basic concepts of educational sciences will be introduced and you will compile a portfolio of you work in this module.

The continuous learning study module is composed of:

- Portfolio 5 cr
- Orientation to Educational Sciences 5 cr

The aims, content and realisation of this study module are:

3.1.1 Compiling a Portfolio 5 cr (APJM2003)

Your portfolio for Teacher Education Studies needs to be compiled during the whole study period. The portfolio includes:

- forming a Personal Learning Plan (PLP)
- making plans for completing each study unit
- writing a personal learning log (diary)
- completing a summative self-assessment.
- compiling a portfolio from the basis of above mentioned materials

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

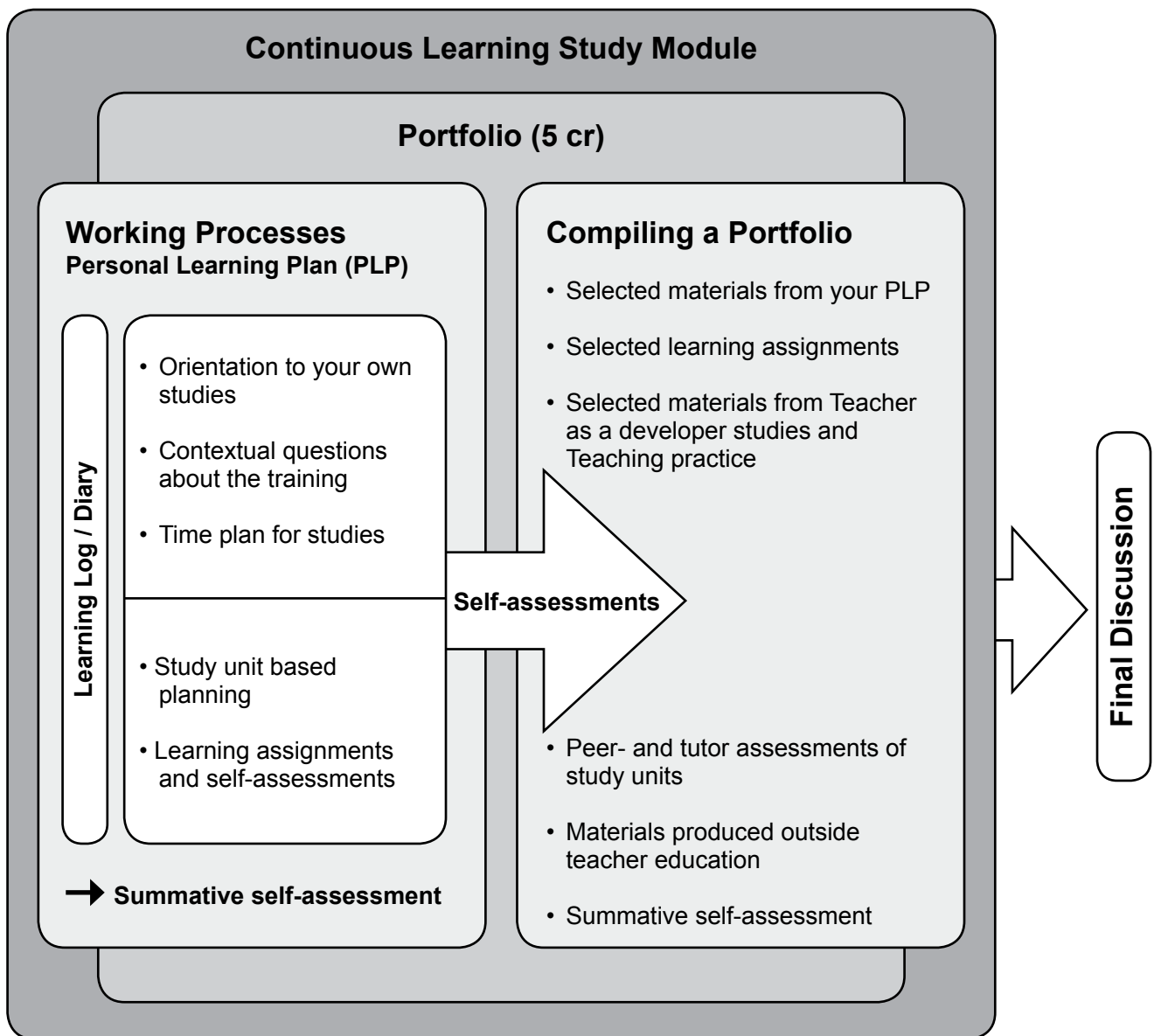


FIGURE 3. The elements of compiling a portfolio

Learning aims

You are familiar with the aims, content and the methods of Vocational Teacher Education College and the realisation of the studies. In addition, you are able to set meaningful goals for your own learning in accordance with the goals of the Development of the Educational Environment module and with the general goals of vocational teacher education studies. You are able to facilitate and realistically assess your own learning process in relation to the aims set by yourself and to the general aims of teacher education. You are able to set new aims for your professional development.

Content

- the aims, content, methods and study processes of teacher education
- planning of the personal study process
- self-assessment of your own learning process and skills
- exit feedback

Assessment details

- personal Learning Plan (PLP)
- plans for completing each study unit and self-assessments
- tutoring discussions
- portfolio and summative self-assessment
- final discussion

Assessment criteria

The following areas will be assessed:

- developmental skills
- reflection skills
- co-operational and networking skills
- interaction skills.

Compiling a Portfolio 5 cr (APJM2003)	Required skills student
Developmental skills	<ul style="list-style-type: none">▶ is able set meaningful goals to develop one's pedagogical skills▶ is able to realistically plan one's work and is working towards achieving the set aims▶ produces a portfolio that provides evidence and evaluation of one's learning process
Co-operational and networking skills	<ul style="list-style-type: none">▶ is able to co-operate with various people when creating one's PLP▶ actively participates in the evaluation of one's own and peers' learning processes
Interaction skills	<ul style="list-style-type: none">▶ is able create positive interaction with peers and tutors
Reflection skills	<ul style="list-style-type: none">▶ is able to realistically evaluate one's own skills and competences in relation to those set by teacher education studies▶ defines meaningful professional developmental areas for further development

TABLE 1. Assessment Criteria of the Study Unit APJM2003

Assessment Scale

- pass: learning assignments fulfil the above mentioned assessment criteria
- fail: learning assignments do not fulfil the above mentioned assessment criteria



Compiling a Portfolio

The process of compiling a portfolio is a continuous exercise lasting throughout your study period. It begins from completion of your Personal Learning Plan and ends with the 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 training and what your skills and competences are after the training. Keep in mind the following criteria when selecting materials for portfolio: the aims set for teacher education in general and your personal aims for teacher training. Justify your choice.

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

Your pedagogical portfolio should consist of:

- Selective documents produced during teacher training
For example: PLP, Learning log (diary), assignments, part of the development project, report on your teaching practise etc.
- Pedagogical thinking
What are the key theories that form the foundation of educational practise in your discipline?
- Practical experience in facilitating students' learning
Give examples of how you facilitate students' learning processes.
How do you analyse students /colleagues feedback?
- Any other special interest areas
- Summative self-assessment
Strengths and development areas

1. Personal Learning Plan

Writing a Personal Learning Plan is the first phase in compiling a portfolio. Your PLP is the document to indicate how you are planning to achieve the aims set for teacher education. The creation and maintenance of the PLP requires active reflection of your own learning in relation to the aims set by The Teacher Education College. The PLP provides a structure for your studies.

One of the aims of your PLP is to help you to outline the professional developmental paths that you have gone through so far, such as what kind of educational and professional milestones you have experienced and how you have ended up at teacher training. The objective of creating this outline is to help you to analyse the skills you have learned previously and to find new development areas that are essential for teacher training. It is a vital skill for teachers to be able to recognise their own various stages of professional development to be able to better support students in their progression.

The second main aim is to connect teacher education and the assignments related to it to your own teaching or working environment. This way the training influences society and your environment directly.

The PLP is dynamic, it becomes more specific and adapts to your needs as the studies progress.

The PLP includes:

- orientation to your own studies
- contextual questions about the training
- a concrete time plan for your studies.

PLPs will be discussed and the preliminary plan will be produced during the first seminar days after which your PLP needs to be updated regularly or as and when needed.

The PLP is composed of the following:

A) Your study orientation

- Orientation to your own studies
- What educational and professional milestones have been significant for your personal development as a teacher?
- What are your motives for undertaking teacher education?
- What do you want to learn? What are your expectations?
- What do you want to achieve?
- What are your strengths as a teachers? What are the areas to be developed?
- What are you willing to invest in achieving the aims?
- Do the methods used, working in a virtual learning environment and the self-directed learning suit you? What effort do you have to put in?

B) Contents of teacher education

Get familiar with the competence areas described at the beginning of the Study Guide on pages 4-8. and ponder in the first version of your PLP the following:

- 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?

C) 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 study unit. 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 have a possibility to commit yourself. The period for full-time study is one year and for studying on a part-time basis, two years.

It is worthwhile to set intermediate aims and to regularly evaluate the progress of your studies. The plan and time schedule 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.

Those not currently working as teachers should indicate where and when they are going to do their teaching practise periods. All the others should conduct the teaching practise as a part of their normal teaching duties.

The seminar days are indicated at the end of this study guide.

2. Plans for each study unit

The assignment of each study unit includes a planning part of the studies in order to make your Personal Learning Plan regarding the particular study unit. Indicate how you are going to complete each unit and if you have prior knowledge of the topic you able to apply credits for prior learning.

3. Learning Log / Diary

A learning log 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. It is recommended to write the learning log / diary throughout your whole study period. Its aim is to collect evidence of your thinking of the professional development as a teacher and to guide you towards individual, reflective thinking methods. The learning log is an essential tool when you are working on your summative self-assessment and portfolio.

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 log helps you to understand your own thinking. Furthermore, a learning log functions as a self-assessment tool. You are able to write informal way into the learning log about your own opinions of professional skills, knowledge in general, human beings as learners, learning processes, your own teaching skills and the ways your thinking about learning changes during the training.

You can document your observations and experiences in many ways. The Learning Log / Diary may contain mind maps, concept maps, drawings, photographs, 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 log/diary already today!

4. 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: continuous learning competence area, development of the educational environment competence area, facilitating learning competence area and co operation and interaction competence area.

Consider how well you have achieved set competencies, what competence areas you see as your strengths and which are the main development areas. 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.

5. Compiling Portfolio for Final Discussion

In the end of your studies a final discussion takes place, in which the portfolio has an important role. Include the following documents with explanations and discussions into your portfolio:

- materials accrued during the whole teacher education regarding to the Personal Learning Plan. Extracts from your learning log can be attached to the materials.
- meaningful insights and learning occasions regarding to assignments, development tasks, and teaching practice.
- self-assessments of the study units as well as feedbacks from your peer students and the teacher educators
- other important materials for your that have been developed outside of teacher education, which tells about your competence as a teacher.
- summative self-assessment: make good use of your learning log.



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.

3.1.2 Orientation to Educational Sciences 5 cr (APJK1003)

Orientation to Educational Sciences forms part of the Basics of Educational Science studies. You can complete this study unit by taking the web-based course or applying for the credits of previous Educational Science Studies or Adult Education Studies (Finnish Approbatur-degree). If you already have an Approbatur-certificate, fill in an application form and attach a certificate of the studies for which the credits are to be awarded. The application and its attachments are submitted to the Student Counsellor of the Teacher Education College.

The Orientation to Educational Sciences course is a web-based course in Optima, starting from August 2008. The course will be introduced in the orientation week. In addition, you can find all of the detailed information in Optima in the "Orientation to Educational Sciences" workspace. Enjoy working online!

Goals

You are familiar with the grounds of science and basic concepts of educational science. You understand the meaning of vocational pedagogical knowledge in a teacher's work as well as teacher's role as a societal actor and developer.

Content

- the concept of educational sciences and pedagogy
- life-long learning

The areas assessed are

- contextual skills
- reflection skills

Orientation to Educational Sciences 5 cr (APJK1003)	Required skills student	Intermediate student	Advanced student
Contextual skills	▶ is familiar with basic concepts and terminology of educational sciences and vocational pedagogy, and is able to use them in educational context	▶ is able to contemplate one's own experiences using the terminology of educational sciences and vocational pedagogy, discusses the educational issues in a structured way	▶ discusses the issues of education creatively and in a structured way, raising problematic questions and new viewpoints
Reflection skills	▶ realistically evaluates one's own learning process and sets new development		

TABLE 2. The assessment criteria of the study unit APJK1003

Assessment scale

- pass/fail

3.1.3 Optional Studies 5 cr

The purpose of optional studies is to go deeper into a matter or an area which supports the general aims of the teacher education as well as you own interests and goals. Information about the optional courses provided by the Teacher Education College in the year 2008-2009 will be available in the end of August.

You can find the descriptions of the courses in ASIO. Registration for optional studies takes place during the autumn semester through the ASIO system. Registration begins on 22 September 2008 and continues until four weeks before the course begins. A minimum of 16 students must be registered for a course in order for it to be held. You can check your registration in ASIO-system and remove it by yourself if necessary.

Students may also choose from the optional courses offered by Jyväskylä University of Applied Sciences for which there is a separate list. These studies are carried out in modules that require weekly attendance. While these studies are planned by other departments of the University of Applied Sciences, they may be relevant to student-teachers' personal learning goals.

A description of language and communication courses offered by the University of Applied Sciences can be found in the University of Applied Sciences Handbook. The Handbook is available from the University of Applied Sciences Language Centre.

You may include in the optional studies some other studies (at least 5 cr) which you will complete during the teacher education or which you have completed in another educational institution during the past five years. Studies that you may suggest to be considered as optional studies should support the aims of teacher education 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.

3.2 Development of the educational environment study module

This study module comprises of two levels; a broad level and a more focused one. At the broad level you analyse the connections between vocational education, surrounding society and working life. On the focused level you concentrate more specifically on the educational institutions as teachers' working environment. This study module also includes the development project. Depending on the phase of your own circumstances and the goals you set for yourself, the development project can either be related to the development of your institution's pedagogical principles or of your own pedagogical knowledge and skills. The recommendation is that those students who have been teaching for some years should set their development goals to improve their own educational institution.

The Development of the Educational Environment study module is composed of:

- Education and Society 5 cr
- Working life, Entrepreneurship and Competences 6 cr
- Teacher's Work Environment 5 cr
- Teacher as a developer 6 cr

3.2.1 Education and Society 5 cr (APTK1003)

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

Education and Society web-based course commences in August/September 2008. You can find all the detailed information in Optima under the "Education and Society" workspace. Enjoy working online!

Goals

You are 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.

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

Assessment details

- participation in web-based course
- completion of assignments

Assessment criteria

Following skills are primarily assessed through on-line working and completing the assignments

- contextual skills
- information management skills
- interaction skills
- web-skills
- reflection skills

Education and Society 5 cr (APTK1003)	Required Skills student	Intermediate student	Advanced student
Contextual and information management skills	<ul style="list-style-type: none"> ▶ is able to contemplate the educational issues using terminology of educational sociology ▶ uses reference materials that shows connections between society and education 	<ul style="list-style-type: none"> ▶ is able to view one's own experiences of the connection between society and education in the light the educational sociology ▶ discusses societal and educational issues in the assignments in a logical way 	<ul style="list-style-type: none"> ▶ discusses the societal and educational issues creatively and in a structured way, raising problematic questions and offering new view points to the discussion ▶ uses creatively various relevant reference materials of educational sociology, is able to integrate theoretical and practical knowledge
Interaction and web-skills	<ul style="list-style-type: none"> ▶ actively participates in web-based discussions and creates conditions for positive interaction 		
Reflection skills	<ul style="list-style-type: none"> ▶ realistically evaluates one's own learning process and sets new development targets 		

TABLE 3. Assessment criteria of the study unit APTK1003

Assessment / grade scale

- pass/fail

3.2.2 Working Life, Entrepreneurship and Competences 6 cr (APTA2003)

This course forms a part of the vocational pedagogy studies. You can complete this study module by participating in seminar, learning circle work and completing the assignment. The studies comprises of two parts.

- In the part 1 you get acquainted with materials concerning both change trends of the world of work in general and its history, current issues and scenarios of your own professional field, and from the basis of that you produce a learning assignment.
- In the part 2 you produce digital and multimedia materials regarding to the contents of this particular course.

You can complete the part 1 either by working on the assignment or applying recognition of prior learning by showing your previously produced materials (etc. an article, an assignment, a thesis, materials you have produced at your work) which evidence you already obtain the skills this course aims at. Credit transfer does not relate to the part 2.

Goals

You are aware of developments in your professional field in general and in your own specialist field and of those societal factors that will guide development now and in the future. Furthermore, you are aware of meaning of entrepreneurship in the ensemble of occupations, working life and society. You are also able to analyse your own professional competences to further plan and facilitate teaching and learning. You are able to utilise various digital material sources, as well as to produce digital materials.

Content

- trends and changes in working life
- changing professional skills and competencies

Assessment details

- participation in seminars
- participation in learning circle work
- completion of assignment

Assessment criteria

Following skills are primarily assessed through on-line working and completion of the assignment

- contextual skills
- expertise on your own specialist field
- web- skills

The seminars and learning circle working and the assignment are based to assess

- information management skills
- reflection skills.

Working life, entrepreneurship and competences 6 cr (APTA2003)	Required Skills student	Intermediate student	Advanced student
Contextual awareness and expertise on your own specialist field	<ul style="list-style-type: none"> ▶ is able to describe the development of one's own professional field and competencies of it ▶ is aware of the meaning of promoting entrepreneurship in one's own professional field ▶ is able to describe in an understandable and structured way the competences required in one's own professional field 	<ul style="list-style-type: none"> ▶ is able to argue and justify the development of professional competencies of one's own professional field ▶ is able to argue and justify the possibilities to promote entrepreneurship in one's own professional field ▶ has a good command of the basic concepts related to professional competences and is able to describe in an understandable and structured way the competences required in one's own professional field that are based on various sources 	<ul style="list-style-type: none"> ▶ is able to critically describe and analyse both the development of national and international competencies in one's own professional field ▶ is able to critically and constructively analyse the possibilities to promote entrepreneurship field-specifically and internationally ▶ discusses professional competences multifaceted way and analytically brings up the competences and learning needs in one's own field which are based on variety of sources and one's own experiences
Reflection skills	<ul style="list-style-type: none"> ▶ is able to realistically assess one's own learning and sets new develop targets 		
Interaction skills	<ul style="list-style-type: none"> ▶ takes an active part in seminars and learning circles and has a role in creating positive interaction 		
Information management skills	<ul style="list-style-type: none"> ▶ is able to find and exploit current materials, which are linked to the changes in working life, to their own professional field and to the entrepreneurship issues 	<ul style="list-style-type: none"> ▶ is able to use different recent materials, which are linked to the changes in working life, to their own professional field and to the entrepreneurship issues applying and analysing them in a coherent way 	<ul style="list-style-type: none"> ▶ is able to use a variety of current materials, which are linked to the changes in working life, to their own professional field and to the entrepreneurship issues applying and analysing them in versatile ways ▶ raises problematic questions and offers new viewpoints to the discussion

TABLE 4. Assessment criteria of the study unit APTA2003

Assessment / grade scale

- pass/fail



SELF ASSESSMENT

a) Give your own comments on the following:

- The most beneficial aspects I learned while conducting this assignment.
- Aspects that I would like to further investigate in the future.
- The most beneficial aspects that supported my own learning process.
- Any barriers to learning which I encountered whilst conducting the work.

b) Assessment linked to the criteria

- Which of the assessment criteria above would best describe the assignment you produced?

Additional literature and your learning assignment will be provided in Generation at the beginning of your studies.



LITERATURE

- ▷ Engeström, Y. 2001. Expansive Learning at Work: toward an activity theoretical reconceptualization. *Journal of Education and Work*, Vol. 14, No. 1, pp. 133-156.
- ▷ Hakkarainen K. & Paavola, S. & Lipponen L. 2004. From communities of practise to innovative knowledge communities. *Lifelong Learning in Europe 2/2004*. p.75-83.
- ▷ Starkey K. & Tempest S. & McKinlay, A. 2004. Communities of practise and social learning systems. In *How Organizations Learn. Managing the Search for Knowledge*. 2. Edition. Thomson: Great Britain.

3.2.3 Teacher's Work Environment 5 cr (APTA3003)

This course forms part of the vocational pedagogy studies consisting of individual and learning circle work. You can complete this course by participating in the seminar and learning circle work and completing the assignment, or applying for the credits of previous studies. To be eligible for the credits you need to obtain prior studies in educational administration and have work experience in educational management field. If you want to apply for credit transfers discuss the procedures with the course tutor.

Goals

You know the Finnish education system. You are familiar with the national and institutional guidance and planning systems, administration, regulations and the principles and obligations of vocational education and vocational higher education. You are aware of the impacts of international agreements and procedures on the national guidance system. You are aware of international work in educational institutions and methods of how to further develop it.

Content

- the Finnish education system and the national and institution-specific guidance and administration systems of vocational and higher education
- legislation for educational institutions
- development of the quality of education and principles of assessment
- national and international development of educational organisations

Assessment details

- participation in seminar
- participation in learning circle work
- completion of assignment

Assessment criteria

- contextual skills
- cooperation and networking skills
- development skills
- reflection skills

Teacher's Work Environment 5 cr (APTA3003)	Required Skills student	Intermediate student	Advanced student
<p>Contextual skills: Learning circle and seminar working as well as completed assignments show that the student</p>	<ul style="list-style-type: none"> ▶ is familiar with the Finnish educational system and the national and organisational specific guidance, planning and administration strategy ▶ is familiar with the laws related to vocational education and understands how it effects to teachers' work and to practises of educational provider ▶ is aware of the principles the quality assurance and development procedures ▶ understands that regional and international development work is part a teachers' activities 	<ul style="list-style-type: none"> ▶ knows well the Finnish educational system and the national and organisational specific guidance, planning and administration strategy and is aware of the effects of international planning and development strategies ▶ knows well the laws related to vocational education and understands how it effects to teachers' work and to practises of educational provider ▶ understands the meaning of the quality assurance and development work when developing the work procedures in an organisation ▶ understands that regional and international development work is part a teachers' activities and is aware one's own organisation's developmental and internationalisation aims 	<ul style="list-style-type: none"> ▶ is able to evaluate and apply the effects of the Finnish educational system and the national and organisational specific guidance, planning and administration strategy into educational planning and implementation and is aware of the effects of international planning and development strategies ▶ is able to apply in one's own working practises both the laws related to vocational education and international developmental strategies ▶ actively applies in one's own work the principles of the quality assurance and development work ▶ understands that regional and international development work is part a teachers' activities and takes part in one's own organisation's developmental and internationalisation activities
<p>Reflection skills</p>	<ul style="list-style-type: none"> ▶ is able to realistically assess one's own learning and sets new develop targets 		

TABLE 5. The assessment criteria of the study unit APTA3003

Assessment/grade scale

- pass/fail

Additional literature, any other supporting materials and the assignment will be provided in Optima at the beginning of your studies.



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

3.2.4 Teacher as a Developer 6 cr (APTA4003)

Teacher as a developer –course forms part of the vocational pedagogy studies. You can complete the course either by working on an assignment or applying recognition of prior learning.

In this course you get familiar with research and development as a part of a teacher's work. In this context research and development action means development work that takes place at educational institutions or other organisations, such as: regional development work, international activities, internal development of an organisation, human resource development, pedagogical development or development of one's own professional field.

You can get acquainted with the area either by taking part in ongoing development work or by some other way. Your task is to disseminate outcomes and experiences gained from the development work: you may, for instance, write an article, in which you describe and analyse the outcomes of the development work.

You can apply for recognition of prior learning by presenting materials related to research and development work, such as an article written by you or other materials used for dissemination of outcomes of development work. Materials should show evidence of your skills that the course aims at. Bring the material to your teacher educator/s. Explain the assessment of materials:

- a) What is the material? What was it produced for?
- b) How does the material meet the competence aims of the course?

Goals

You understand research and development work as a part of a teacher's work. You are familiar with goals set for development of vocational education and vocational institutions. Furthermore, you are aware of development needs and challenges of your own professional field. You have skills to participate in project work or other development activities. You are able to gather and utilise different information sources as well as write a clear, logical text and/ or in other way to disseminate outcomes of the project. In addition, you are able to evaluate outcomes of the development work and your own competences.

Content

- research and development work in an educational institution
- regional development

Assessment details

- participation in seminar
- participation in Learning Circle
- a text and other reported and documented materials of dissemination of outcomes of development work
- tutoring and assessment discussions

Assessment criteria

- development skills
- interaction and networking skills
- information management skills
- reflection skills

Teacher as a Developer 6 cr (APTA4003)	Required Skills student	Intermediate student	Advanced student
Development skills	▶ is able to find a meaningful area of development work to get acquainted with and to further develop one's own teaching	▶ is able to define justified development targets for both their own pedagogical and educational institution's development	▶ is able to enhance in cooperation with others significant development aims that are based on the strategies of the organisation and work community
Interaction and networking skills	▶ takes part in a meaningful development work to further develop one's teaching	▶ works in cooperation with colleagues and other stakeholders from the basis of the set development aims	▶ is able to develop the action of one's own field, region and organisation in various cooperation networks from the basis of the goals of education policy
Information management skills	▶ is able to find and exploit current materials linked to the development work ▶ documents systematically the stages of the development work, describes clearly the outcomes of the work and disseminates them for the use of one's own study group	▶ is able to select the most essential sources from the point of view of the development work ▶ analytically writes or publishes in another way the most important outcomes of the development work and disseminates them for the use of one's own study group or work community	▶ is able to use extensive information resources and critically and creatively analyses the content of the data; student has a critical and analytical approach to exploitation of resources analyses one's own process during the project ▶ writes an article about the outcomes of the development work to be published to wide audience or disseminates the information in another similar way in order to develop one's own field
Reflection skills	▶ is able to realistically assess one's own learning and the outcomes of the development work setting new development targets		

TABLE 6. The assessment criteria of the study unit APTA4003

Assessment / grade scale

- pass/fail



LEARNING ASSIGNMENT

The assignment has three stages:

1. Constructing a general picture of development work

Get familiar with development activities of your own educational institution or other organisation. Find out what kind of projects or other development work is taken place there. Get acquainted with underlying materials, which regulate and determine development work. For example, different written strategies, research and development plans and programmes as well as reports written about them. In addition, you may interview persons in charge of the development work of an educational institution or other organisation.

After that, choose such a development field from your learning and working point of view, with which you want to familiarise yourself in-depth. Write a plan, in which you describe briefly the development targets and explain your choices. Describe also the ways you are going to disseminate ideas of the development work (look the phase 3). Return the plan into Optima learning platform. The plan will be discussed together with the group.

2. Getting familiar with and participating in the development work

Carefully familiarise yourself with the background and resource materials of the development target that you have chosen. Find out what are the matters they deal with: how development work is, for example, connected with regional and national development policies of education and working life.

In addition, take part in a project or other type of development work according to your possibilities. You may participate in on-going project of your chosen field or start a new project. If you are already involved in a project, you can continue with it. You may increase your competences also in another way: interview actors involved in projects and observe and monitor progression of a project. Gather materials that have developed from your observations and experiences for documentation.

3. Dissemination of ideas and experiences

From the basis of materials that you have gathered write a text supported by references (etc. an article) along with good ideas and practices gained in development work will spread. The text can be published on Optima learning platform, or in a professional journal of your field, on the web-pages of the Teacher Education College or through another publication channel.

Instead of written output an alternative way to complete the assignment is to organise a seminar or other event which aims at to disseminate outcomes of development work.

You may work on the assignment individually or in small groups.

Self-assessment:

After completing the assignment assess your competence in relation to the assessment criteria. Enclose the self-assessment into your portfolio.



LITERATURE

- ▷ Crasswell, G. 2005. Writing for academic success: a postgraduate guide. London: SAGE.
 - ▷ Hakala, J.T. 2000. Creative thesis writing: a guide to development and research work. Helsinki: Gaud-eamus.
 - ▷ Liukko, S. 2004. Project reporting instructions. Jyväskylä: Jyväskylän ammattikorkeakoulu.
 - ▷ McKerran, J. 1998 (or newer). Curriculum Action Research: A handbook of methods and resources for the reflective practitioner. London: Kogan.
 - ▷ Oliver, P. 2004. Writing your thesis. London: SAGE.
-
- ▷ Regional strategies of Higher Education
 - ▷ Pedagogical strategies of educational institutions
 - ▷ International strategies of educational institutions

3.3 Facilitating learning study module

In the Facilitating Learning study module you concentrate on the planning and implementing teaching and learning processes. Issues such as professional development, learning, facilitating learning, assessment and diverse learners are the main focus of this module. This module also includes teaching practise. For those students who are already working as teachers, teaching practise takes place in their own educational institution. For other students who are not working as teachers at the moment teaching practise can take place in different kinds of educational institutions. This module can also contain optional studies, Developmental and Educational Psychology course is part of the Basic Educational Science studies. All the other courses, except teaching practise, are part of your vocational pedagogy studies.

The Facilitating Learning study module is composed of:

- Developmental & educational psychology 5 cr
- Learning, tutoring and assessment 8 cr
- Teaching practise 10 cr

The aims, content and realisation of this study module are:

3.3.1 Developmental & Educational Psychology 5 cr (APOK1003)

The Developmental and Educational Psychology study module forms part of the Basics of Educational Science studies. You can complete this study module by taking the web-based course or applying for the credits of previous Educational Sciences studies or Adult Education studies (Finnish approbatur-degree). If you already have an Approbatur-degree, fill in an application form and attach a copy of the certificate of the studies for which the credits are to be awarded. The application and its attachments are submitted to the Student Counsellor of the Teacher Education College.

The Developmental and Educational Psychology course is a web-based course in Optima, starting from October 2008. You can find the detailed information in Optima in the “Developmental and Educational Psychology” workspace. Enjoy working online!

Goals

You have the ability to follow developmental and educational psychology research and literature and are familiar with the basic concepts and terminology used in this field. You are also able to make use of developmental and educational psychology research findings for the facilitation of professional growth and learning at your work.

Content

- life-span human development
- professional growth and identity

Assessment details

- participation in web-based course
- completing the web-based course assignments

Assessment criteria

Following skills are primarily assessed through on-line working and the assignment

- skills related to learners
- reflection skills

Also, through on-line working are assessed

- interaction skills
- web skills

Developmental and Educational Psychology 5cr (APOK1003)	Required skills student
Skills related to students	<ul style="list-style-type: none">▶ understands the meaning of stages of human development and different stages of life as determining factors for conditions and possibilities of learning▶ is aware of the development of students' professional growth and identity as determining factors of planning and implementing teaching and tutoring
Reflection skills	<ul style="list-style-type: none">▶ is able to see one's own development as a teacher in a light of developmental and educational psychology setting reasonable goals to develop one's teaching skills
Interaction and web-skills	<ul style="list-style-type: none">▶ actively participates in web-based discussions creating positive atmosphere for communication and interaction

TABLE 7. Assessment criteria of the study unit APOK1003

Assessment scale

- pass/fail

3.3.2 Learning, tutoring and assessment 8 cr (APOA2003)

This course forms part of your vocational pedagogy studies. You can complete this course by participating in the seminar, learning circle and completing the assignment or applying for the credits of previous studies, if you feel that you already have the knowledge and skills required for this course. If you want to apply for credit transfers discuss the procedures with the course tutor.

Goals

You become familiar with various learning theories. You are aware of special requirements of learning and tutoring processes based upon individuality of learners. You are able to evaluate the basis of your own teaching as well as consciously and thoroughly construct your own theory of practise. You are aware of the basic concepts involved in planning teaching and learning.

Content

- concepts of knowledge and human being
- approaches to learning
- diverse learners and supporting personal learning process

Assessment details

- participation in seminar
- participation in Learning circle
- completion of assignments

Assessment criteria

Following skills are primarily assessed through working in the seminar, learning circle and on the assignment

- knowledge of learning theories
- knowledge related to learners
- knowledge management skills
- interaction skills
- reflection skills

Learning, tutoring and assessment 8 cr (APOA2003)	Required Skills student	Intermediate student	Advanced student
Reflection skills	▶ is able to realistically assess one's own learning and sets new development goals		
Knowledge of learning theories	▶ is able to use the appropriate educational terminology to describe one's own understanding of learning ▶ recognises the importance of learning theories as a background for a curriculum	▶ is able to critically describe the nature of learning and provides their own opinions on the subject ▶ understands the meaning of learning theories as an issues that influences in guidance and planning of teaching	▶ is able to discuss concepts of knowledge and learning in multi-faceted, creative and structured way, and to critically analyse phenomena that s/he discusses and to bring up his/her own justified view of the nature of learning
Skills related to students	▶ is familiar with basic concepts related to diverse learners and is able to use them clearly and logically ▶ is able to recognise one's own understanding of a human being as a learner as a basis for teaching	▶ acknowledges the diversity of learners when planning and implementing teaching and tutoring ▶ understands the meaning of diversity when planning and implementing learning	▶ discusses facilitation and condition of learning of diverse learners when planning and implementing teaching and learning ▶ is able to critically and developing describe and analyse planning teaching and tutoring learning processes from different learning conditions of a human being point of view
Interaction skills	▶ takes an active part in seminar and learning circles and has a role in creating positive interaction		

TABLE 8. Assessment of the study unit APOA2003

Assessment scale

- pass/fail



LEARNING ASSIGNMENT

This course includes four assignments; two of them are individual and two learning circle tasks. A teacher has to be aware of those concepts of learning that underlie his/her action. In this assignment you familiarise yourself with concepts of learning, facilitating personal learning processes and what they mean in practice in teaching.

1. Individual task (2 cr): “A Summon up trip” to your earlier experiences as a learner

What are your own experiences of yourself as a learner

- your own acquisition of information and learning style
- experience of yourself as a member of a group
- showing the concepts of human being, knowledge and learning

How has supporting personal learning processes come out in a teacher’s action?

Tasks 2 and 3 are learning circle tasks. Before starting to work on the assignments 2 and 3 discuss and agree with your learning circle group

- what is the most meaningful way to work on the assignments 2 and 3?
- what sources do you select for reading and working on the assignments?
- how do you present and document the assignments so that they benefit all members of your group (for example essays, drama, video)?

Apply and focus the assignments so that working on them serves your teaching practice.

2. Learning circle task: Make an introductory trip to the world of research

Through literature and research get acquainted with:

- different acquisition of information and learning styles
- group dynamics and group processes
- concepts of human being, knowledge and learning
- individuality of a young and an adult learner in facilitating learning

Discuss how learning is understood in different concepts and approaches of learning and what comes out of them to teaching practices.

3. Learning circle task: Introductory trip to hands-on teaching, tutoring and assessment action

- Visit with your learning circle group an educational institution, in which learners’ individuality and different needs of tutoring have especially well taken into account in teacher work. Get acquainted with how learners’ individuality and facilitating learning processes show in the curriculum of educational institution and a student’s tutoring/ learning plan.
- Discuss how learners’ individuality affects planning of teaching, facilitating learning and assessment. In addition, evaluate your skills and learning needs in taking into account students’ individuality in your own work.

4. Individual task

Discuss and write about what kind pedagogical principles you want to commit yourself to in your work. You will attach an outline of this discussion as a part the frame plan of teaching practice.

After completing the assignments:

A) evaluate following matters in your learning circle

- most meaningful things that you have learnt through the assignments
- matters that you would like to deepen in future
- matters that supported working on the assignments and your own learning
- matters that were key obstacles in working on the assignments; what caused them, how can they be reduced or cleared.

B) make competence-referenced self-assessment

Consider competence-referenced assessment criteria: Did your working and learning outcomes fulfil Pass-level criteria? Explain your views.

Return the assignments to your teacher educator/s:

Assignment 1 in September 2008

Assignment 2 in October 2008

Assignment 3 in January 2009

Learning resources

Choose, for example, from the following resources materials to work on the assignments. In addition, use sources which discuss pedagogy in your field, current pedagogical journals, movies and other literature related to the subject.



LITERATURE

- ▷ Armitage, A et al. 2003. Teaching and training in post-compulsory education 2nd eds. Buckingham: Open University Pres
- ▷ 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.
- ▷ Schunk, D.H. 2000. Learning Theories. An educational perspective. Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.



LITERATURE AND OTHER REFERENCES / DIVERSE LEARNERS

- ▷ www.creativelearningcenter.com
- ▷ <http://www.adhd-center.com>
- ▷ www.edu.fi/erityisopetus
- ▷ <http://db.edu.fi/erityisopetus/perussaadokset.html>
- ▷ <http://db.edu.fi/erityisopetus/eaarviointi.html>

3.3.3 Teaching Practise 10 cr (APOHW103)

Teaching practise consists of two parts. In the first part, you familiarise yourselves with curriculum work and its implementation in educational institutions. In the second part, you plan and implement teaching of 3-5 study credits. Teaching practise can be completed either in one or in two periods depending on your preference and circumstances. Teaching experience will be supported and expanded by the theories of learning and other relevant literature on teaching and learning. These issues will be also discussed and shared in the learning circle and seminar.

Your teaching practise is tutored and feedback given by your supporting teacher, teacher colleagues and by a peer/narrative friend, and your teacher educators of the Teacher Education College. A student who does not have a teaching job needs to find a school in which to conduct teaching practice. A supporting teacher will be appointed at the school when teaching practice is agreed upon. Students who work as teachers gather feedback about their action from their colleagues. In any case, a peer tutors is a student who studies in the vocational teacher education, works in the same educational institution or in neighbouring area, studies in the same group or in the same regional learning circle. Peers are observing your teaching at least three times it is recommended that written feedback from them is also provided. The teacher educators will observe your teaching 1-2 times during your teaching practise period.

Goals

You have the desire and skills to plan and develop the contents and methods of working life-based learning processes and learning environments, and are able to critically assess them in relation to the goals set for learning. You are familiar with the curriculum of your own field and you have the necessary skill and the aspiration to facilitate learning in a student-centred way focusing on the desired learning goals. You are able to create positive relationships with students and other parties and realistically assess your own readiness as a facilitator of learning.

Content

- the grounds and contents of planning learning and teaching
- planning and implementing teaching-learning processes
- assessment of your own competencies

Assessment details

- the documents related to planning, implementing and assessing teaching and facilitation of learning
- tutoring and assessment discussions
- supporting teacher, teacher educator, teacher colleagues and peer feedbacks

Assessment criteria

Through working in the seminar, learning circle and completing the assignment are assessed

- knowledge of learning theories
- skills in teaching and tutoring
- contextual skills
- reflection skills
- co-operation and networking skills
- interaction skills
- skills related to learners
- skills to update professional knowledge
- information management skills

Teaching practise 10 cr (APOHW103)	Required Skills student	Intermediate student	Advanced student
Knowledge of learning theories	▶ is familiar with various learning theories and by applying theories of his/her choice is capable of constructing study entities that have meaningful aims, content and teaching methods	▶ designs meaningful learning situations and processes that promote learning and which are based on internalised and argued understanding of learning	▶ consciously analyses and develops the concept behind his/her guidance and teaching activities related to, for instance, the nature of learning and human being, and is able to use this knowledge to create meaningful learning environments
Skills in teaching and tutoring	▶ facilitates learning in a way that enables students to achieve the set learning targets. Teaching follows the set plan and assessment of learning is descriptive in nature.	▶ facilitates learning in a way that enables student orientated working. The nature of evaluation of learning is constructive enabling students' self-assessment. Is able to benefit of the changing situations	▶ facilitates learning flexibly and creatively, applying aspects related to learning situations and environments relevant for reaching learning goals. Creates possibilities for students' self-directed learning and cooperation. Evaluation of learning is constructive and is based on student's self-assessment
Contextual skills	▶ is familiar with the national- and school-based curriculum and plans teaching according to those aims	▶ plans and implements the curriculum in an innovative way	▶ takes an active role in developing the curriculum of their own field in co-operation with other parties
Reflection skills	▶ is able to realistically evaluate their own development as a facilitator of learning and sets new professional developmental targets		

To be continued »

Cooperation and networking skills	▶ mainly develops one's own pedagogical skills	▶ develops the organisational pedagogical methods in co-operation with colleagues	▶ is able to create national and international networks taking an active role in them to further develop one's own educational institution being an innovative pedagogical co-operator and developer
Interaction skills	▶ is able to interact ethically responsible and from the learning goals point of view positive and meaningful way with the students and other stakeholder	▶ is able to interact ethically responsible and positive way and to use the students active participation and co-operation in facilitating learning	▶ is able to interact ethically responsible way with the students and other stakeholders and to create positive atmosphere in different interaction situations ▶ facilitating learning is based on cooperation and positive interaction
Skills related to students	▶ acknowledges diverse backgrounds in learners' needs when planning, implementing and evaluating learning	▶ in planning and implementation of teaching and learning situations, realizes and considers learners' diverse starting points, learning capabilities and needs that are based on curriculum aims	▶ has a holistic view of the learners' characteristics and is capable of developing teaching activities accordingly in cooperation with the learners and other parties
Skills to update professional knowledge	▶ has a good command of the subject knowledge and is able to structure the teaching of that knowledge to promote the learning of the basic principles	▶ has a good command of the subject knowledge and is able to structure the teaching of that knowledge to promote logical and coherent learning situations	▶ is an expert in his/her field and is able to analyse the core phenomenon of the subject content to construct an orientation basis together with students
Skills to update professional knowledge	▶ has a good command of the subject knowledge and is able to structure the teaching of that knowledge to promote the learning of the basic principles	▶ has a good command of the subject knowledge and is able to structure the teaching of that knowledge to promote logical and coherent learning situations	▶ is an expert in his/her field and is able to analyse the core phenomenon of the subject content to construct an orientation basis together with students

TABLE 10. Assessment criteria of the study unit APOHW103

Assessment scale

- pass/fail



LEARNING ASSIGNMENT

Teaching Practise 1 (4 cr)

Your task is to get familiar with the curricula of your own institution and of your specific field of education and the latest literature of teaching and development as a teacher. Then write an essay on the topic.

Instructions to students who work as teachers:

Compare your own experiences of teacher work and its development with an image you get based on teachership literature. Write an essay on your observations of about 3-5 pages. Also, explain curriculum development and report it using a method agreed with your teacher educator/s.

Instructions to students who are not working as a teacher:

Make yourself familiar with teacher's work in the educational institution that you have chosen in the beginning of the studies. Interview and observe what kind of tasks teacher's work is composed of. Compare your observations with an image you get based on teachership literature. Write an essay on your observations of about 3-5 pages.

In addition, get acquainted with how training programmes are planned in educational institutions and how eligible competence is defined in curricula. Use, as your help, both national and institutional curricula or corresponding documents, interview persons in charge of the matter, and take part in meetings of the educational institution if your possible. Follow teaching sessions at least three times and make observations on how goals of curriculum are aimed for in practice. Report your earlier findings of curriculum development using a method agreed with your teacher educator/s.



LEARNING ASSIGNMENT

Teaching practise 2 (6 cr)

Your task is to you plan and implement teaching of 3-5 study credits that can be completed either in one or in two periods depending on your preference and circumstances. Use the assignments on Working Life, entrepreneurship and competence, Learning, tutoring, assessment and Teaching Practise 1 for help.

The systemic plan for your teaching practise (called framework plan) will be delivered to your teacher educator, supporting teacher and peer at least one week before the implementation.

A) Framework Plan for teaching practise

Firstly, discuss the following issues for setting your personal aims and describe background information for teaching practice:

- Your targets for the development of your teaching : Describe your goals that you set for planning and implementing this study unit: What matters do exercise you in teaching practice? What are your strengths as a facilitator of learning? What new do you want to learn? What kind of support do you need to achieve your aims?
- Background information: Write down the topic and extent of study unit; name of educational institution; group; date/s and times; address/classroom; teacher educator; supporting teacher; peer/narrative friends.

Plan your teaching sessions by answering to following questions:

1. Desired level of professional (vocational) skills

- Define from the basis of national and/or institutional curricula or national qualifications and your own analysis (utilise your Working life, entrepreneurship and competence –assignment) what kind of knowledge, professional (vocational) skills and competences are aimed for by the study unit?
- Define from the basis of above-mentioned documents what are the goals of the study/thematic module?
- Define how is the course connected with a larger study module and the curricula?

2. Content

- Describe the contents by which intended aims will be reached (look curriculum).
- Draw up an overall picture of the central contents of teaching and the relations between them by etc. a concept map or an orientation basis.
- Describe how do you analyse the contents of individual teaching sessions?
- Plan the division of time between separate content areas

3. Your Pedagogical Principles and Structuring Learning Process

- Describe your concept of learning and its consequences for teaching in practise. Take advantage of the Learning, Tutoring and Assessment assignment.
- Describe how do you phase the progress of a student's learning process (etc. models of integral learning process, experiential learning, problem based learning)

4. Characteristic of Students

- Describe the general characteristics of the student group, age, educational background, stage of professional development, stage of learning process
- Describe how do you take into account diverse learners: individual differences, motivation, and readiness to learn?
- Describe what procedures and teaching arrangements will you use to support students' learning?

5. Facilitating and Assessing Learning

- Describe what kind of teaching and tutoring methods and arrangements will you use?
- Describe how do you assess your students' learning and evaluate the achievement of the aims set for the module?

6. Self-Evaluation

Describe during the teaching practice

- What did you consider at different stages of teaching practice?
- What kind of action results your goals?
- Is it needed to reset your goals?

Append teaching materials and assignments that you have used as well as your self-evaluation to the plan as action goes along. You may videotape some teaching practice sessions according to your possibilities. You find forms for planning, implementing and evaluating teaching practice on Optima learning platform.

B) Lesson plans

Besides the Framework plan make a precise teaching session plan by using a planning form.

Set and agree times when your tutor, supporting teacher and peers are able to observe your teaching. Observations should last 2 to 8 hours depending on the topic. Both Frame plan and Lesson plans need to be sent to the teacher educator, supporting teacher and peers.

Agree discussion times of videotaped session with your learning circle group.

C) Evaluation Report of Teaching Practise (in the end of whole teaching practice)

- Complete the items 1-5 of your teaching practice plan from the basis of received feedback and your own observations.
- Evaluate strengths and development needs of your planning and implementing skills of teaching using received feedback, self-assessment and assessment criteria of teaching.
- Discuss how you will develop your teaching in future – what are matters which didn't now come up?
- Assess yourself as a feedback giver and as a peer tutor.
- Append a reflective summary of a supporting teacher's, teacher colleagues', peer tutors' and your students' feedbacks to your evaluation report.

Assessment of a supporting teacher

You will get oral and written feedback from a supporting teacher who works in your teaching practice institution. Discuss feedback that have been given and bring up your strengths and development needs from the basis of the feedback into the evaluation report of teaching practice. (look assessment form of teaching practice)

Assessment of a peer tutor

Discuss feedback that have been given and bring up your strengths and development needs from the basis of feedback into the evaluation report of teaching practice. (look assessment form of teaching practice)

Assessment of a colleague

Discuss feedback that have been given and bring up your strengths and development needs from the basis of feedback into the evaluation report of teaching practice. (look a colleague's feedback form)

D) Peer Assessment of Teaching Practice

Observe your peer's teaching at least three (3) times. Take part in feedback discussions and also give written feedback (look Assessment form of teaching practice). You may use the same assessment tool in assessing videotaped sessions.



▷ Cohen, L., Manion, L. and Morrison, K. 1996. Guide to teaching practise. London: Routledge.

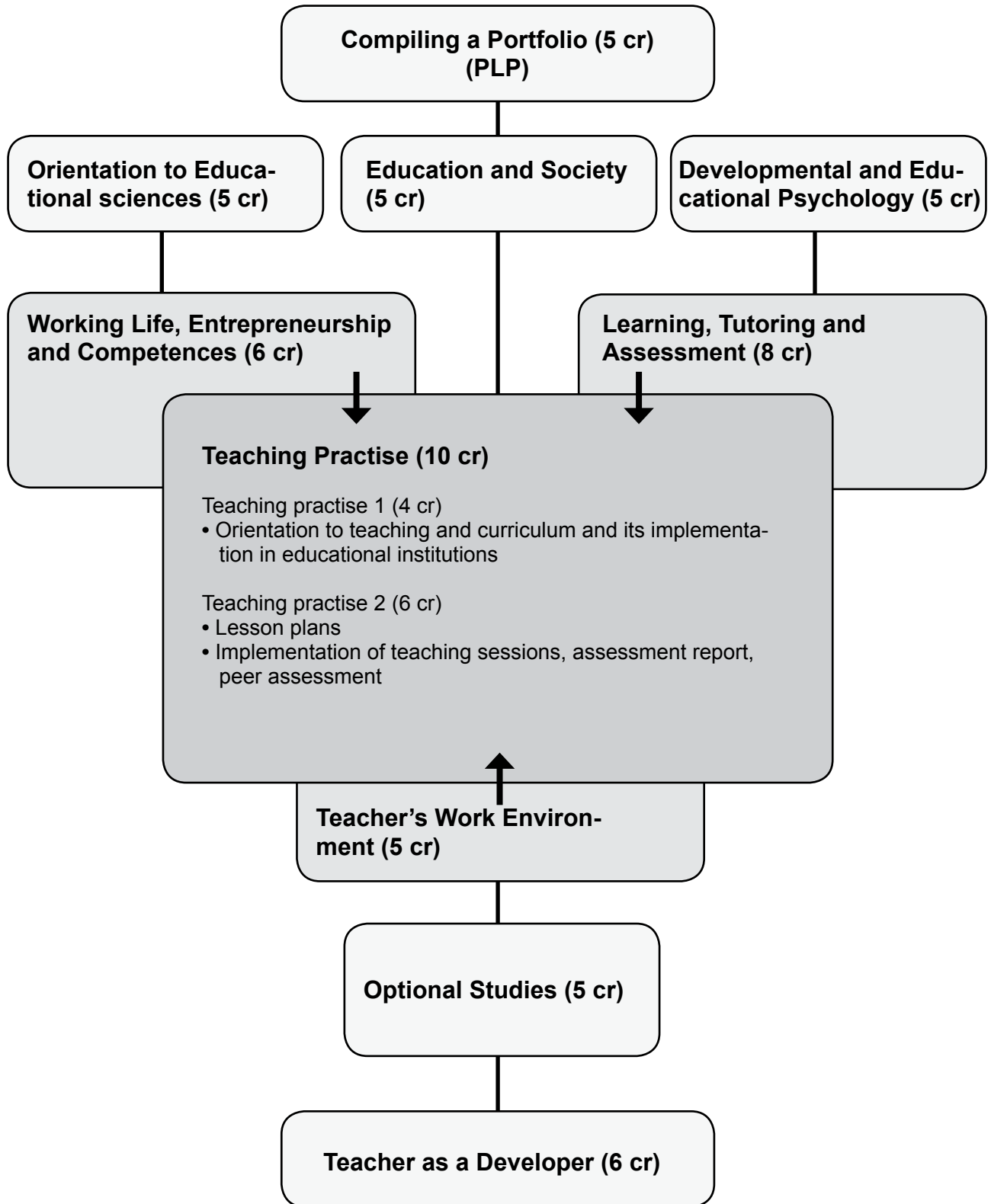


FIGURE 4. Teaching practise and the study units linked to it

4 STUDY MODES AND SCHEDULE

Learning environment of the teacher education is composed of besides the Teacher Education College mainly vocational higher and secondary education and surrounding working life, peer groups and web-environment. The basic working methods of teacher education are seminars, learning circles and web-working.

Seminars are theme-based and last between 2-4 days. In the seminars working on assignments included in the courses are supported. Also experiences and outcomes of assignments are shared between students. The seminars are organised in Jyväskylä according to the time schedule below.

Learning circles are small groups which come together and keep contact between the seminars accordingly ways of action and timetables agreed with group members. A central task of learning circles is cooperatively to work on assignments related to different modules. Optima learning platform is used in learning circle working. Learning circles may also use other web-tools on the grounds of their mutual agreement.

Web-based facilitation / on-line learning is mainly carried out through the Teacher Education College's Optima web environment. This requires the student to have access to the necessary information and communication technology equipment.

Teaching Practise is carried out in each student's own organisation. Those students who are not working already as teachers can complete their teaching practise at any educational organisation. Such students may find teaching practise places from nearby institutions independently, or alternatively teaching practise can be arranged through the Teacher Education College at institutions within the vicinity of Jyväskylä.

International Group Study Schedule 2008-2009

The goals of teacher education are the same in all study programmes and are composed of 60 ECTS. Students in the full-time programme have a maximum of 2 years to complete their studies while those in the part-time programme have 3 years.

Autumn 2008

Week	Dates	Seminars in Jyväskylä	Regional learning circles
Week 34	18-21.8.	Orientation to teacher education	
Week 37			Learning circle
Week 39	22-23.9.	Concept of learning	
Week 41			Learning circle
Week 43	20-21.10.	Orientation to Teaching practice	
Week 45			Learning circle
Week 47	17-18.11.	Development of teaching-learning	Learning circle
Week 50	8-9.12.	Diverse learners	

Spring 2009

Week	Dates	Seminars in Jyväskylä	Regional learning circles
Week 2			Learning circle
Week 4	19-20.1.	Changes in working life	
Week 9			Learning circle
Week 11	9-10.3	Teacher's work environment	
Week 13			Learning circle
Week 15	6-7.4.	Web-based teaching and learning	
Week 20	11-12.5	R&D work of schools	