



International Professional
Teacher Education programme
Study Guide 2019 – 2020



Welcome to the HAMK Professional Teacher Education!

Professional teacher education studies are founded on dialogue and cooperation between experienced specialists and professionals. You have chosen a form of study which will bring you into the dialogue and which aims at deep learning.

Year after year, the student feedback we receive speaks of effective progress in studies, effective guidance and positive experiences of studying in small groups. It also reflects well on those studying with us to become teachers – that they are ready to make the most of this study environment.

The concept of individualising studies is one which first became familiar in adult education. Now this concept covers all vocational education and is one which will be learned through the experience of teacher education studies. When adults reflect on their own capacities and situation as a learning resource, when they connect their learning tasks with their future or current professional work as a teacher, the things learned acquire a deep significance and the learning sticks. Individualised studies require the use of skills and systems which are currently being developed in many educational organisations.

HAMK Professional Teacher Education is a nationally and internationally recognised developer of vocational education, higher education and teacher education. We implement and coordinate dozens of projects which bring benefits to both currently working teachers and those currently studying to become teachers. The OPEKE project, which will run until the end of 2019, has been piloting the study of teaching through carrying out the work of a teacher, and the lessons learned from this pilot have been integrated with the curriculum for 2019–2020 and its implementation approach.

We are researching and developing a national Digital Open Badge System for teachers together with other professional teacher education units, and learning guided by digital open badges is part of all our own implementation work. We are working as part of the national Teacher Education Forum and we have taken into consideration the policies of the teacher education development programme in our own operations. In teacher education studies, students learn to connect research and development activities with teaching and to produce new, creative pedagogical expertise. The teacher is no longer the old-style transferer of information, but rather a reformer of education and the workplace.

Teacher education studies provide both a general pedagogical qualification as well as competencies with a wide scope of application. In line with your existing degree, you can continue your work career in a great variety of tasks and organisations (for example, in vocational education, higher education, liberal adult education and general education).

Professional teacher education helps you get started with your teaching career and provides the necessary skills and abilities for actually doing the work in practice. A teacher's career is often long, and new competencies are needed along the way. For this reason, HAMK Professional Teacher Education trains vocational special needs teachers and student counsellors as well as developing and offering specialisation studies and other continuing education.

All the best for your studies and your plans for your future career!

Seija Mahlamäki-Kultanen

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CONTENTS

1. Competence-based teacher education – Goals and Learning Outcomes	1
1.1 Competence-based curriculum and developing as a teacher	1
1.2 Guidance in studies and support for learning	7
1.3 Assessment of studies	8
1.4 Individualising studies in teacher education	8
1.5 Cooperation with educational institutions and supervising teachers	9
2 Structure of studies	9
3 Rules for multiform studies	11
4 Implementation plan (9.5.2019 – 5.6.2020)	13

1. Competence-based teacher education – Goals and Learning Outcomes

Vocational teachers mostly work in vocational education or universities of applied science. They have a high level of competence in their own professional field based on their own work experience and education.

A vocational teacher's expertise combines competence in pedagogy and their own professional field with theoretical and practical teaching competence in different kinds of operating environments. A teacher student builds their competence as a vocational teacher on the foundation of their competence in their professional field. A vocational teacher has mastery of the knowledge and skill requirements of their professional field and thus is able to teach and supervise young people and adults studying for the same profession. Professional teacher education promotes the basic pedagogical skills of a vocational teacher that are currently required in a teacher's work.

The competence of a vocational teacher is focused on planning, guidance, teaching and assessment. For this reason, a teacher must have sufficient theoretical knowledge of learning and competence development. In addition, modern working life emphasises cooperation and networking, development skills, and the support and maintenance of the well-being of oneself and one's community.

Teaching and guidance skills are important in a teacher's work. These skills place emphasis on the use of teaching technology, consideration of student diversity, and individualisation of teaching, all of which present challenges for the teacher's work.

Cooperation and interaction skills are another core area in the work of a teacher. Interaction with students and network partners requires social competence and dialogue skills. Changes in society and the workplace require that a teacher be able to reform and renew the practice of teaching with the help of research development and innovation activities.

A teacher's learning outcomes are influenced by changes in the labour market, the structures of vocational education and society as a whole, and these are emphasised in the dynamic nature of a teacher's work. Work characterised by continual change in the variety of working environments places an emphasis on the teacher's ability to assess and adjust their own activities. Self-assessment skills are an essential part of developing one's professional identity. A teacher is making value decisions all the time, which means that the consideration of questions of professional ethics is one of the professional skills needed. Change requires the development of expertise, the ability to learn, and also the ability to reform and renew the way things are done as part of a community.

1.1 Competence-based curriculum and developing as a teacher

The competence-based teacher education curriculum is formed of five modules: 1) Basic Studies in Education Sciences, 2) Teaching, Guidance and Assessment Competence, 3) Competence of Building a Learning Community, 4) Practical Teacher Training and 5) Developing Personal Expertise in Pedagogy. The modules' learning outcomes describe the competences required in teaching work and are placed in the NQF system's (National Qualifications Framework) reference levels six and seven. For the competence-based modules and their themes, see figure 1.

At the beginning of their studies, the students assess their competence in relation to the modules' competence objectives, reflecting specifically on the assessment criteria of the

different modules' themes. Based on the assessment of their competences, the students prepare a personal development plan (PDP). They will also keep a learning diary during their studies. The personal development plans are discussed with the tutor teacher at the beginning of studies.

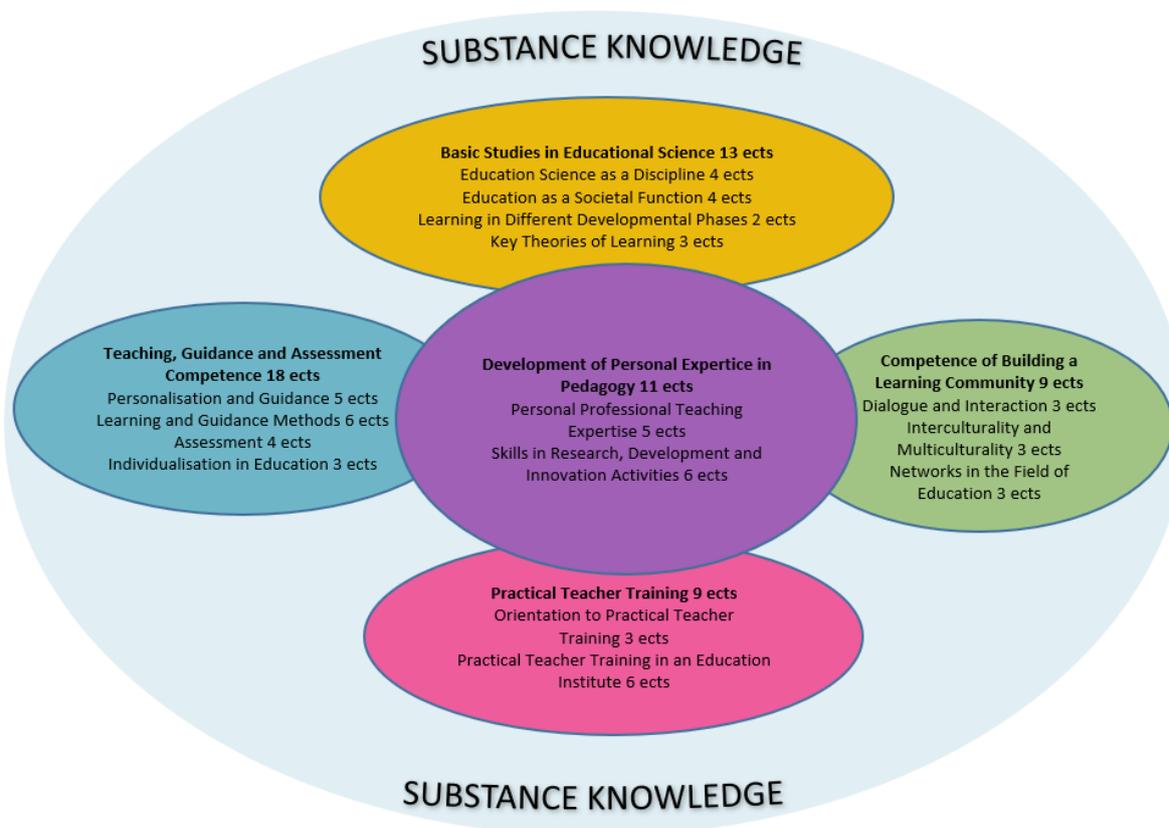


Figure 1. Curriculum modules and themes

The following tables describe the themes, assessment criteria and printed literature of the modules. Other study materials, such as e-materials, are listed in the Moodle workspaces of each module.

1. Module: Basic Studies in Education Sciences 13 ects

Competence objectives and learning outcomes:

The teacher student is aware of the value base and nature of educational science as a discipline. They understand the theoretical basis and concepts of learning. They are able to organise their learning according to the different phases of human development. They are able to examine the work of a teacher within its historical and social framework. They also recognise different perspectives on the future development of the educational system.

Themes	Assessment criteria
Educational Science as a Discipline 4 ects	<ul style="list-style-type: none"> - The teacher student understands the nature of pedagogy and its core terminology - They know the central research areas within pedagogy and recognise the difference between everyday thinking and

	<p>scientific knowledge.</p> <ul style="list-style-type: none"> - They understand the varying cultural understandings of human nature and the significance of these for the teacher's work.
Education as a Societal Function 4 ects	<ul style="list-style-type: none"> - The teacher student is familiar with the Finnish education system and its development history. - They understand the societal tasks of education. - They are familiar with the decision-making process for educational policy and the opportunities that vocational teachers have to impact such policy and thus impact society. - They recognise different perspectives on the future of education.
Learning in Different Developmental Phases 2 ects	<ul style="list-style-type: none"> - The teacher student is aware of the different phases of human development. - They are able to organise their learning according to these different phases.
Key Theories of Learning 3 ects	<ul style="list-style-type: none"> - The teacher student is able to apply the central learning-related concepts and learning theories in their work as a vocational teacher. - They understand the development of professional competence as a lifelong, continual learning process.

Literature:

Bartlet, S. & Burton, D. 2012. Introduction to Education Studies. Third Edition. London: Sage.

Jarvis, P. 2003. The Theory and Practice of Learning. 2nd Edition. London: Kogan Page.

2. Module: Competence in Teaching, Guidance and Assessment 18 ects

Competence objectives and learning outcomes:

The teacher student is able to plan teaching and guidance in a workplace-centred manner in various learning environments. They understand the theoretical and legislative basis of individualised studies and guidance as well as practical applications for these. They are able to use these in their work as a teacher. They recognise and take into account the individual needs of students. They are able to make diverse use of learning environments and digitalisation. They are able to take principles of data protection and copyright into consideration. They are able in their teaching work to creatively utilise pedagogical models and teaching and guidance methods. They are able to give feedback on the development of student confidence and assess students' level of competence. In addition, they are able to comply with the principles of recognition and accreditation of prior learning specific to their vocational field.

Themes	Assessment criteria
Personalisation and Guidance 5 ects	<ul style="list-style-type: none"> - The teacher student is aware of curricula-related practices, the degree basics and/or curricula if present for their field of teaching, and other guidelines that affect their teaching. - They are proficient in the practices of individualised studies and career guidance. - They recognise students' gifting and entrepreneurship skills and support the development of these. They are familiar with competitive professional activities. - They take into account the students' needs and strengthen the development of their identity and self-image. - They utilise applicable guidance methods in a variety of situations.
Guidance Methods and Learning Solutions 6 ects	<ul style="list-style-type: none"> - The teacher student is familiar with the competence requirements for sustainable development, employment in their own field, and entrepreneurship, and is able to organise these elements as part of their teaching planning and implementation. - They choose pedagogical models appropriate for their teaching. - They utilise appropriate learning environments in their teaching. - They utilise teaching methods creatively and diversely, taking into account the opportunities offered by technology. - They comply with data protection and copyright-related norms and principles.
Assessment 4 ects	<ul style="list-style-type: none"> - The teacher student is proficient in the diverse use of assessment methods and feedback practices. - They are familiar with the practical teacher training institution's principles and practices for identifying and recognising levels of educational competence. - They are familiar with systems for developing students' self-assessment skills.
Specific Support in Education 3 ects	<ul style="list-style-type: none"> - The teacher student recognises different students' individual starting points, learning potential and needs for specific support. - They take into consideration in their guidance and teaching the students' needs for specific individual support. - They are familiar with different methodological solutions for specific support. - They are familiar with the practices for assessing specific support.

3. Module: Competence of Building a Learning Community 9 ects

Competence objectives and learning outcomes:

The teacher student is able to use their dialogue skills to promote the learning, sense of community and well-being of both their students and the entire learning community. They are able to consider the impacts of cultural diversity on the work of a teacher. They understand the professional role of a teacher as a developer of the workplace and as a contributor to regional development. They are able to utilise the different cooperation networks of vocational education and training.

Themes	Assessment criteria
Dialogue and Interaction 3 ects	<ul style="list-style-type: none"> - The teacher student is familiar with communication and interaction theories relating to the individual, communal and network level. - They choose the methods of written and verbal communication and interaction that are best suited for the promotion of learning. - They use dialogue in both online and contact teaching in a way that enriches the learning experience. - They understand the patterns of group dynamics. - They act in a way that promotes community and well-being.
Interculturality and Multiculturality 3 ects	<ul style="list-style-type: none"> - The teacher student understands the importance of linguistic and cultural awareness in their teaching work. - They are familiar with the characteristics of different cultures and cultural theories related to teaching work. - They understand and take into consideration the impact of cultural diversity on the work of a teacher. - They are able to support immigrant-background students in their integration into Finnish society.
Networks in the Field of Education 3 ects	<ul style="list-style-type: none"> - The teacher student understands the professional role of a teacher as a developer of the workplace and as a contributor to regional development. - They recognise the opportunities for cooperation offered by different education sector interfaces. - They know of various national and international vocational education cooperation networks with employers and other partners and their possible uses.

Literature:

Interculturality and Multiculturality

Deardorff, D. 2009. The Sage Handbook of Intercultural Competence. Thousand Oaks, Calif: Sage Publications.

Hofstede, G. 2010. Cultures and Organizations: Software of the Mind, 3rd ed. (earlier editions will also suffice). Helsinki: WSOY.

4. Module: Practical Teacher Training 9 ects

Competence objectives and learning outcomes:

The teacher student is familiar with the premises and developmental trajectories for teaching work and knows how to act in vocational education environments. They know how to plan and carry out vocational teaching, assess competence, and give feedback for competence development.

Themes	Assessment criteria
Orientation for Practical Teacher Training 3 ects	<ul style="list-style-type: none"> - The teacher student is familiar with the norms, regulations and guidelines that steer vocational education and the work of a teacher. - They are familiar with the funding sources for vocational education and understand the importance of these for the teacher's work. - The student is familiar with the work practices of a vocational teacher.
Practical Teacher Training in an Educational Institution 6 ects	<ul style="list-style-type: none"> - The teacher student draws up a plan for carrying out their practical teacher training in the field of vocational teaching. - They carry out their plan a purposeful manner and apply it in practice in ways appropriate to the situations encountered. - They assess their own development needs and set goals for their growth as a teacher. - They provide feedback on students' competence development and assess competence levels.

5. Module: Development of Personal Expertise in Pedagogy 11 ects

Competence objectives and learning outcomes:

The teacher student is able to assess their personal characteristics and performance as a vocational teacher. They have the ability to assess and develop their vocational teaching competence in the direction of their own development goals in cooperation with others. They are able to reflect on their development, develop skills for leading themselves and take care of their occupational well-being. They are able to develop their pedagogical expertise through research, development and innovation activities in vocational education. They know how to develop their pedagogical expertise in line with the principle of continual learning.

Themes	Assessment criteria
Personal Professional Teaching Expertise 5 ects	<ul style="list-style-type: none"> - The teacher student realistically assesses their competence and teaching capacity. - They are aware of their own values, attitudes, preconceived ideas and personal characteristics.

	<ul style="list-style-type: none"> - They set personal development objectives for their professional growth as a teacher. - They commit to learning-enhancing study group work, involving taking various roles and taking responsibility for the work. - They reflect on the achievement of objectives during their teacher education studies in a learning journal.
Skills in Research, Development and Innovation Activities 6 ects	<ul style="list-style-type: none"> - The teacher student develops their pedagogical competence. - They take a critical approach to gathering and producing pedagogical information. - They participate either in research, development and innovation activities for vocational education in their own field or in activities aimed at developing cooperation in the workplace and with educational interfaces. - They document their RDI activities in written form and present the results using effective communication.

1.2 Guidance in studies and support for learning

Guidance in studies and support for learning are based on holistic guidance provided to students. Teacher students themselves are key actors in their own professional growth. The responsibility for the progress of each teacher student in teacher education is assigned to a **tutor teacher** at the School of Professional Teacher Education. The teacher in question guides and assesses the student's development as a teacher in accordance with the objectives of the competence-based curriculum's modules. The modules also feature **specialist teachers** who instruct the students in different thematic areas. **Supervising teachers** act as experts in the content of teaching and pedagogy during practical teacher training in education institutes.

Peer groups that support learning are formed within the student group of each tutor teacher. The aim of the peer groups is to encourage and support students in the progress of their studies during teacher education. Separate agreements are made in each peer group as concerns the specific methods used to support learning.

In professional teacher education, **student counsellor** is responsible for credit recognition and provide guidance in the planning of personal study paths. She also provides career counselling where needed. **Student affairs secretary** provides practical advice in study-related matters and issues official certificates related to studies. You can also print a digitally signed document from Pakki-service. More details from our website.

For technical support and advice, contact **ServiceDesk** at <https://servicedesk.hamk.fi> or by telephone at +358 (0)3 646 3000 (on weekdays at 8.00 – 16.00 Finnish time). More

detailed information on the guidance services are available on the HAMK website and on the first contact days at the start of studies.

1.3 Assessment of studies

Study performance assessment is based on the modules' competence objectives and the thematic assessment criteria derived from them. The assessment criteria are used as the foundation of various assignments. Learning assignments include independent assignments, group assignments, plans, reports, group discussions, group tests, development assignments, various reflection and assessment assignments or activating assignments.

The assessment generates information for the teacher student on his or her achievement of the competence-based objectives of the modules of teacher education. The studies are assessed on the scale of **pass / additional work required**.

Based on recognition of prior competence and personal situation, competence can be demonstrated on a **theme-by-theme basis**. A demonstration of competence may cover an entire module's worth of studies. More specific guidelines concerning the practices of recognition and accreditation of prior learning or learning acquired elsewhere during studies (RPL) are provided on the website of the School of Professional Teacher Education, and possible accreditations are handled by the student counsellor and teachers. The student counsellor is responsible for credit transfers, and the teachers in charge of each theme are responsible for the demonstrations of competence.

1.4 Individualising studies in teacher education

At the beginning of their teacher education studies, the student takes a competence test. Students have a performance appraisal with their coordinating teacher, and on the basis of this their personal development plan is formed. This plan brings together the student's own learning goals, the modules' learning outcomes and the assessment criteria for the themes.

The personal development plan takes into account the student's prior learning. Prior learning can be recognised either through credit transfer or skills demonstrations. A credit transfer can be applied for based on earlier equivalent studies and a skills demonstration can be applied for based on work experience. Competence can also be recognised in the modules on a theme-by-theme basis. The student counsellor is responsible for credit transfers, and the teachers are responsible for skills demonstrations. Guidelines on prior learning practices can be found on the webpages of the teacher education unit and are also provided in the early stages of the studies.

The personal development plan can also involve agreements on work-based learning of teaching work. At the beginning of the work-based learning process, the coordinating teacher and the teacher student assess whether the modules' learning outcomes can be obtained through carrying out teaching work. A student who primarily carries out teaching work in vocational education or universities of applied sciences can acquire and demonstrate during their teacher education studies the competence required for the themes' assessment criteria through their own teaching work.

If the teacher student has a need to speed up or delay their graduation, they can also draw up a personal study plan (PSP). The PSP is worked out together with the student counsellor.

1.5 Cooperation with educational institutions and supervising teachers

Practical teacher training, as a part of teacher education, has major significance for a student's development as a teacher, as the integration of theory and practice takes place through real-life assignments in accordance with the principles of integrative pedagogy. Themes addressed in the modules are applied in practical teacher training.

At the beginning of studies, the teacher student agrees on the practical teacher training period with an institution of vocational education and concludes a written agreement with the organisation. A supervising teacher, who must be pedagogically qualified as a teacher, is appointed for all teacher students undergoing practical teacher training. The task of the supervising teachers is to support, guide and assess the competence of the students and their development as professional teachers. The role of the supervising teacher as an expert in the field of education, in authentic learning environments and in the application of the theory of vocational pedagogy is central in promoting the learning of the student. The tasks of the supervising teacher are described in more detail in the practical teacher training agreement.

Instructions for the different stages and contents of practical teacher training are provided at the very beginning of studies. Placements for practical teacher training are available for example in the partnering institutions of the School of Professional Teacher Education. Contact information of these institutions can be found from our website:
www.hamk.fi/aokk/en → Studying → Practical teacher training

It is also possible to conduct your practical teacher training period abroad. We provide you with possibilities to teach e.g. in our strategic international partnering universities VIA University College in Denmark or Feevale University in Brazil.

2 Structure of studies

Under the government decree on polytechnics (1129/2014), studies in professional teacher education must include basic studies in educational sciences, studies in vocational pedagogy, practical teacher training and other studies. In the curriculum for teacher education at the HAMK School of Professional Teacher Education studies under the decree in question have been dimensioned as follows:

- Basic Studies in Education Sciences 13 ects
- Personal Professional Teaching Expertise 1: Teaching, Guidance and Assessment Competence 18 ects
- Personal Professional Teaching Expertise 2: Competence of Building a Learning Community 9 ects

- Practical Teacher Training 9 ects
- Development of Personal Expertise in Pedagogy 11 ects.

The scope of the studies (60 ects) translates into 1,600 hours of work by the student, out of which, in the case of multiform studies, 200 hours take place in the form of contact teaching.

The professional teacher education programme is divided into the following studies:

Code	Studies	Scope (ects)	Student's work (h)
OPAP19B-1000	Basic Studies in Education Sciences	13	347
OP00CN08	Education Sciences as a Discipline	4	107
OP00CN14	Education as a Societal Function	4	107
OP00CN10	Learning in Different Developmental Phases	2	53
OP00CN12	Key Theories of Learning	3	80
OPAP19B-1002	Personal Professional Teaching Expertise 1 (Pedagogical Studies 1) Teaching, Guidance and Assessment Competence	18	480
OP00CN16	Personalisation and Guidance	5	133
OP00CN20	Guidance Methods and Learning Solutions	6	160
OP00CN22	Assessment	4	107
OP00CN18	Specific Support in Education	3	80
OPAP19B-1003	Personal Professional Teaching Expertise 2 (Pedagogical Studies 1) Competence of Building a Learning Community	9	240
OP00CN26	Dialogue and Interaction	3	80
OP00CN28	Interculturality and Multiculturality	3	80
OP00CN30	Networks in the Field of Education	3	80
OPAP19B-1004	Practical Teacher Training	9	240
OP00CN32	Orientation for Practical Teacher Training	3	80
OP00CN34	Practical Teacher Training in an Educational Institution	6	160
OPAP19B-1005	Development of Personal Expertise in Pedagogy	11	293
OP00CN36	Personal Professional Teaching Expertise	5	133
OP00CN38	Skills in Research, Development and Innovation Activities	6	160
	TOTAL	60	1600

3 Rules for multiform studies

In order to cope with the programme, the teacher students need to focus on their studies on a weekly basis. Multiform studies include contact days and distance learning. Distance learning includes independent studying, taking part in peer group activities, practicing teacher's work and developing one's own pedagogical expertise.

The basic technology requirement is a computer with broadband Internet access. The computer must have basic office software (word processor, presentation planner, e-mail and a web browser). Additionally, the user must have administrator access or the right to install other software required for the studies.

Achieving the learning outcomes of teacher education requires commitment to studying. There are common rules for studies that both students and teachers must follow. Non-compliance with these rules may cause delay or interruption of studies.

- **The student must read @student.hamk.fi e-mail every week and respond to personal messages from teachers within one week** if a response is required.
- The student must also follow other interaction channels as agreed e.g. Yammer.
- The student must follow the agreements made together with study group and peer group.
- The student shall enrol in the modules and their themes as agreed and in accordance with the set schedule.
- The student must log in to the module-specific Moodle site within one week of the start of a theme and begin studies.
- The student shall take active part in distance learning activities and contact day work in accordance with the implementation plan.
- Absences from contact days are allowed only for compelling reasons. The tutor teacher or the teacher responsible for the theme must be informed of absences in advance. If a student is unable to attend group's contact day session, he/she may cover the absence with a replacement assignment that is subject to separate agreement. All replacement assignments must be handed in before the end of the module.
- The teachers commit to guiding the students as they work on learning assignment following the module implementation.
- Both students and teachers commit to complying with privacy, security and copyright rules, regulations and guidelines.
- The student is solely responsible for their own production of text and is knowledgeable of the copyrights and the phenomena of Plagiarism (denied and punishable).

3.1 Web materials fee

Studies in the School of Professional Teacher Education programmes are not subject to tuition fees. Instead, we charge students a web materials fee to cover internet usage, printing and IT during the studies, as well as the study material. In particular, the fee is used to develop and maintain the online environment and its functions. The fee for Professional Teacher Education students is EUR 110.

The payment will be paid to the account of Häme University of Applied Sciences by 31 October 2019.

Häme University of Applied Sciences Ltd

IBAN: FI58 1732 3000 0090 57

Amount: 110 €

Invoice reference: Professional Teacher Education web materials fee / students' name

The fee can also be paid to Visamäki library.

If your institution / other employer pays your fee, please send the billing information to the Student Affairs Office: aokk-opintotoimisto@hamk.fi.

The reference should mention the name of the student in order to avoid any objection after the due date. Unpaid invoices will be transferred to the collection agency after one remark.

4 Implementation plan (9.5.2019 – 5.6.2020)

Studies	May											
	June	July	August	September	October	November	December	January	February	March	April	May
Basic Studies in Education Sciences 13 eds	[Yellow bar spanning May]											
Education Sciences as a Discipline 4 eds 13.5.-4.6.2019	[Yellow bar spanning May]											
Education as a Societal Function 4 eds 4.6.-6.8.2019	[Yellow bar spanning May]											
Learning in Different Developmental Phases 2 eds 4.6.-6.8.2019	[Yellow bar spanning May]											
Key Theories of Learning 3 eds 6.8.-22.8.2019	[Yellow bar spanning May]											
Personal Professional Teaching Expertise 1 Teaching, Guidance and Assessment competence 18 eds	[Blue bar spanning May]											
Personalisation and Guidance 5 eds 23.8.-6.9.2019	[Blue bar spanning May]											
Guidance Methods and Learning Solutions 6 eds 6.9.-25.9.2019	[Blue bar spanning May]											
Assessment 4 eds 26.9.-10.10.2019	[Blue bar spanning May]											
Specific Support in Education 3 eds 11.10.-31.10.2019	[Blue bar spanning May]											
Personal Professional Teaching Expertise 2 Competence of Building a Learning Community 9 eds	[Green bar spanning May]											
Dialogue and Interaction 3 eds 10.1.-13.2.2020	[Green bar spanning May]											
Interculturality and Multiculturality 3 eds 14.2.-12.3.2020	[Green bar spanning May]											
Networks in the Field of Education 3 eds 13.3.-31.3.2020	[Green bar spanning May]											
Practical Teacher Training 9 eds	[Pink bar spanning May]											
Orientation for Practical Teacher Training 3 eds 23.8.-14.11.2019	[Pink bar spanning May]											
Practical Teacher Training in an Educational Institution 6 eds 5.12.2019-18.5.2020	[Pink bar spanning May]											
Development of Personal Expertise in Pedagogy 11 eds	[Purple bar spanning May]											
Personal Professional Teaching Expertise 5 eds 10.5.2019-18.5.2020	[Purple bar spanning May]											
Skills in Research, Development and Innovation Activities 6 eds 15.11.2019-18.5.2020	[Purple bar spanning May]											

CONTACT DAYS 1 & 2, Week 19

Thursday – Friday 9. – 10.5.2019

9.5.2019	Theme
9.00 – 16.00	Orientation to the studies <ul style="list-style-type: none"> • Competence based curriculum and its implementation
10.5.2019	
9.00 – 15.00	Orientation to the studies <ul style="list-style-type: none"> • Learning environments and common practices in IPTE programme Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Self-assessment and reflection as a tool for developing expertise. • Personalisation and various tools in conducting teacher studies
15.15 – 16.00	Education Sciences as a Discipline <ul style="list-style-type: none"> • Orientation info

DISTANCE LEARNING PERIOD 1

Assignments
Education Sciences as a Discipline <ul style="list-style-type: none"> • Learning Assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Self-assessment of competencies and individual study plan Reflection of learning experiences throughout studies (2019-2020), learning diary • Individual Essay, deadline 19.8.2019

CONTACT DAY 3, Week 23

Tuesday 4.6.2019

4.6.2019	Theme
9.00 – 14.00	Education Sciences as a Discipline <ul style="list-style-type: none"> • Education as a science • Education research
14.15 – 16.00	Education as a Societal Function Learning in Different Developmental Phases

DISTANCE LEARNING PERIOD 2

Assignments
Education as a Societal Function Learning in Different Developmental Phases <ul style="list-style-type: none"> • Individual assignments and preparations for written examinations in August 6.8.2019
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Personal Development Plan

CONTACT DAY 4, Week 32

Tuesday 6.8.2019

6.8.2019	Theme
9.00 – 11.30	Education as a Societal Function <ul style="list-style-type: none"> • Written examination
12.30 – 15.00	Learning in Different Developmental Phases <ul style="list-style-type: none"> • Written examination
15.15 – 16.00	Key Theories of Learning <ul style="list-style-type: none"> • Goals and Implementation of the Theme

DISTANCE LEARNING PERIOD 3

Assignments
Key Theories of Learning <ul style="list-style-type: none"> • Learning Assignments: Key concepts of learning

CONTACT DAYS 5 & 6, Week 34

Thursday – Friday 22. – 23.8.2019

22.8.2019	Theme
9.00 – 16.00	Key Theories of Learning <ul style="list-style-type: none"> • Key concepts of learning
23.8.2019	
9.00 – 14.00	Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Feedback from Individual Essays • Common reflections about self-assessment and its practical implications Orientation to Practical Teacher Training and Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> • Goals and Implementation of Teacher Training Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Orientation info RDI
14.15 – 16.00	Introduction to Pedagogical Studies 1 ; Personalisation and Guidance <ul style="list-style-type: none"> • Orientation Info; pre-assignments • Organising peer groups and designing common learning process

DISTANCE LEARNING PERIOD 4

Assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Personal development discussion with tutor teacher Personalisation and Guidance <ul style="list-style-type: none"> • Pre-assignments

CONTACT DAY 7, Week 36

Friday 6.9.2019

6.9.2019	Theme
9.00 – 15.00	Personalisation and Guidance <ul style="list-style-type: none"> • Presentations and discussions, learning assignments
15.15 – 16.00	Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Orientation Info, pre-assignments

DISTANCE LEARNING PERIOD 5

Assignments
Basic Studies in Education Sciences <ul style="list-style-type: none"> • Module feedback questionnaire
Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Learning Assignments
Orientation to Practical Teacher Training <ul style="list-style-type: none"> • Practical teacher training agreement
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Personal development discussion with tutor teacher

CONTACT DAY 8, Week 39

Wednesday 25.9.2019

25.9.2019	Theme
9.00 – 15.00	Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Presentations and discussions, learning assignments
15.15 – 16.00	Assessment <ul style="list-style-type: none"> • Orientation Info

DISTANCE LEARNING PERIOD 6

Assignments
Assessment <ul style="list-style-type: none"> • Learning Assignments
Orientation to Practical Teacher Training <ul style="list-style-type: none"> • Familiarisation with the work practices and operational environment of a professional teacher (presentation 14.11.2019)

CONTACT DAY 9, Week 41

Thursday 10.10.2019

10.10.2019	Theme
9.00 – 15.00	Assessment <ul style="list-style-type: none"> • Presentations and discussions, learning assignments

15.15 – 16.00	Specific Support in Education <ul style="list-style-type: none"> • Orientation Info
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DISTANCE LEARNING PERIOD 7

Assignments	
Specific Support in Education <ul style="list-style-type: none"> • Learning Assignments 	

CONTACT DAY 10, Week 44
Thursday 31.10.2019

31.10.2019	Theme
9.00 – 15.00	Specific Support in Education <ul style="list-style-type: none"> • Presentations and discussions, learning assignments
15.15 – 16.00	Orientation to Practical Teacher Training <ul style="list-style-type: none"> • Info for preparing presentations of the orientation assignments of PTT (presentation next contact day)

DISTANCE LEARNING PERIOD 8

Assignments	
Orientation to Practical Teacher Training <ul style="list-style-type: none"> • Preparing presentations of the orientation assignments 	

CONTACT DAY 11, Week 46
Thursday 14.11.2019

14.11.2019	Theme
9.00 – 15.00	Orientation to Practical Teacher Training <ul style="list-style-type: none"> • Presentations and discussions, learning assignments
15.15 – 16.00	Orientation to Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Info for preparing presentations of the orientation assignments of RDI (presentation next contact day)

DISTANCE LEARNING PERIOD 9

Assignments	
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Selection of RDI Topics, presentation of RDI plans 	

CONTACT DAY 12, Week 49

Wednesday 4.12.2019

4.12.2019	Theme
9.00 – 16.00	Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • RDI topics presentations and support

DISTANCE LEARNING PERIOD 10

Assignments
Teaching, Guidance and Assessment Competence module <ul style="list-style-type: none"> • Module feedback questionnaire
Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> • PTT Plan (finalising according to feedback)
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • RDI Plan (finalising according to feedback)

ONLINE MEETING DAY 13, Week 2

Thursday 9.1.2020

9.1.2020	Theme
9.00 – 16.00	Competence of Building a Learning Community module <ul style="list-style-type: none"> • Orientation Info for whole module, construction and schedule • Practical exercises related to the themes

DISTANCE LEARNING PERIOD 11

Assignments
Dialogue and Interaction <ul style="list-style-type: none"> • Learning Assignment
Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> • Practical teacher training can be started when the tutor teacher and the supervising teacher have accepted the PTT plan • Implementation of the PTT plan
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Implementation of the RDI work

ONLINE MEETING DAY 14, Week 7

Thursday 13.2.2020

13.2.2020	Theme
9.00 – 16.00	Dialogue and Interaction <ul style="list-style-type: none"> • Presentations and discussions, learning assignments

DISTANCE LEARNING PERIOD 12

Assignments
Interculturality and Multiculturality <ul style="list-style-type: none"> • Learning Assignments

ONLINE MEETING DAY 15, Week 11

Thursday 12.3.2020

12.3.2020	Theme
9.00 – 16.00	Interculturality and Multiculturality <ul style="list-style-type: none"> • Presentations and discussions, learning assignments

DISTANCE LEARNING PERIOD 13

Assignments
Networks in the Field of Education <ul style="list-style-type: none"> • Learning Assignment

CONTACT DAY 16, Week 14

Tuesday 31.3.2020

31.3.2020	Theme
9.00 – 16.00	Networks in the Field of Education <ul style="list-style-type: none"> • Presentations and discussions, learning assignments

DISTANCE LEARNING PERIOD 14

Assignments
Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> • Preparations for Competence demonstrations
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Presentations for the RDI work
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Preparing demonstrations of professional growth
Preannouncement of graduation by 15.5.2020

CONTACT DAY 17, Week 16

Tuesday 14.4.2020

14.4.2020	Theme
9.00 – 16.00	<p>Practical Teacher Training in an Educational Institution</p> <ul style="list-style-type: none"> • Competence demonstrations <p>Skills in Research, Development and Innovation Activities</p> <ul style="list-style-type: none"> • Presentations of the RDI work <p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Demonstrations of professional growth

CONTACT DAY 18, Week 21

Monday 18.5.2020

18.5.2020	Theme
9.00 – 16.00	<p>Practical Teacher Training in an Educational Institution</p> <ul style="list-style-type: none"> • Competence demonstrations <p>Skills in Research, Development and Innovation Activities</p> <ul style="list-style-type: none"> • Presentations of the RDI work <p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Demonstrations of professional growth
Graduation feedback questionnaire	

GRADUATION DAY, Week 23

Friday 5.6.2020

5.6.2020	Theme
13.00 – 15.00	Graduation Ceremony