



International Professional Teacher Education programme

Study Guide 2020 – 2021



Welcome to professional teacher education

Häme University of Applied Sciences' School of Professional Teacher Education celebrated its 60th anniversary in 2019. HAMK's professional teacher education programme was established at a time of great need in society, and this need is perhaps even greater today.

The impact vocational teachers make through their work is multifaceted and emphasises multiprofessional cooperation. This is why our professional teacher education programme is structured in such a way as to emphasise cooperation and group work. Professional teachers meet many kinds of people in their work, from young people taking the first steps in a new career to established professionals looking to supplement their learning or even change professions entirely. Teachers also take part in workplace development and support collective wellbeing through multiprofessional collaboration.

The professional teacher education programme at HAMK is designed in such a way that you gain as much experience as possible of the best pedagogical models. We want to practice what we teach, and we always request feedback to help us adapt and improve our working methods.

In this guide to studies, we describe the progression through the programme in such a way that you can plan your everyday activities alongside your studies. You will get the most out of your studies through careful planning. Make sure you take time to explore the option to identify and acknowledge your previous expertise.

Throughout your studies, you will be supported by the feedback you get from your educators and the assistance of your peers.

Training as a teacher qualifies you to explore a wide range of professional opportunities. As such, it is a good idea to familiarise yourself with the further education and training provided by universities of applied sciences and other vocational training providers during your studies. The pedagogical qualification is general in nature.

Qualified teachers are professional instructors and supervisors. Continuous learning and continued professional development are necessary steps in any career. This is why we provide our teacher students with options for further study as part of their training programmes.

Best wishes for your studies and future career!

Seija Mahlamäki-Kultanen
Dean

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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 level 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.

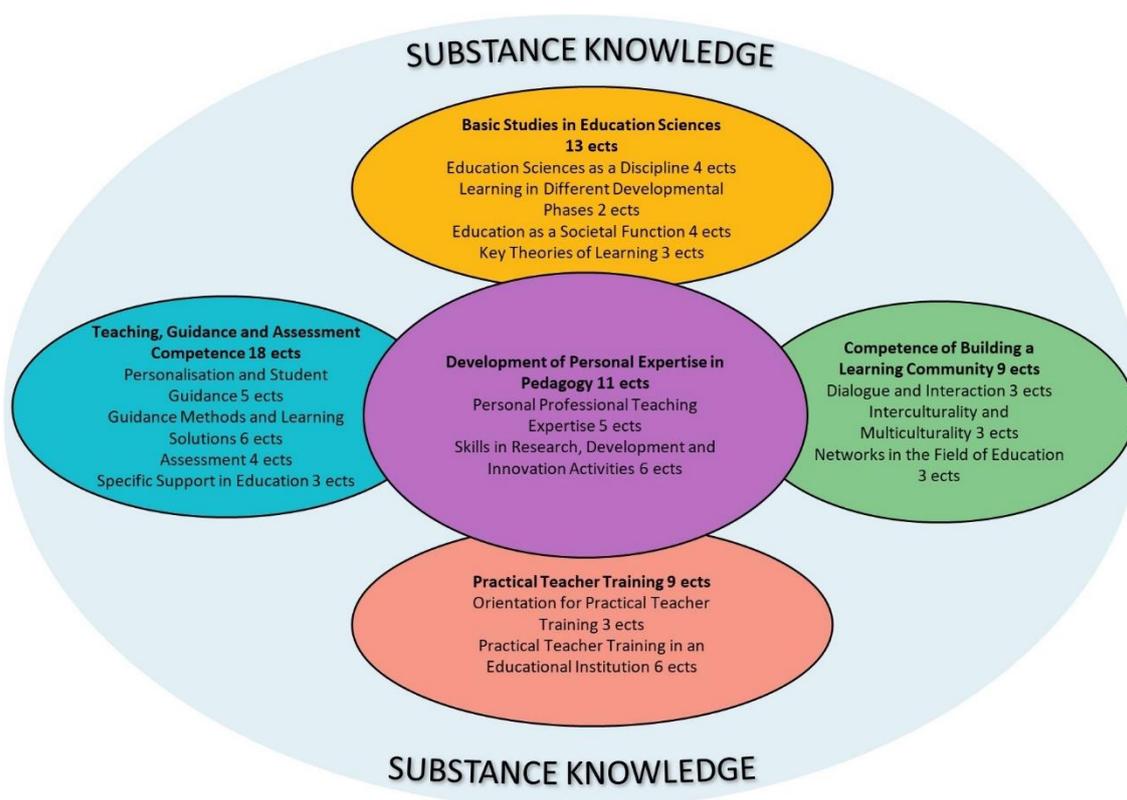


Figure 1. Curriculum modules and themes

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 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. They understand the theoretical basis and concepts of learning.

Themes	Assessment criteria
Education Sciences 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 scientific knowledge. - They understand the varying cultural understandings of human nature and the significance of these for the teacher's work.
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.
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.
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: Teaching, Guidance and Assessment Competence 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 are able to make diverse use of learning environments and digitalisation. They are able to take principles of copyright and data protection 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. They recognise and take into account the individual needs of students.

Themes	Assessment criteria
Personalisation and Student 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 personalisation of studies and are able to conduct various methods and practices of guidance. - They take into account the students' individual needs and strengthen the development of their personal identity and self-image. - They recognise various learners e.g. gifted students and promote their talent for instance via Skills competition activities.
Guidance Methods and Learning Solutions 6 ects	<ul style="list-style-type: none"> - The teacher student is familiar with the competence requirements for one's respective field of working life, entrepreneurship and sustainable development, and they are able to embed these elements as part of their teaching plan and implementation. - They choose pedagogical models appropriate for their teaching. - They utilise teaching methods creatively and diversely, taking into account the opportunities offered by technology. - They utilise appropriate learning environments in their teaching. - They are aware and can comply with copyright-related norms and data protection principles.

Themes	Assessment criteria
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.

Literature:

Will be informed later.

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.

Themes	Assessment criteria
	<ul style="list-style-type: none"> - 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. - They set personal development objectives for their professional growth as a teacher.

Themes	Assessment criteria
	<ul style="list-style-type: none"> - 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 students assess their current teaching competence. Students have a performance appraisal with their tutor lecturer, 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 tutor lecturer 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.

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, 130 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)
OPAP20B-1001	Basic Studies in Education Sciences	13	347
OP00CR89	Education Sciences as a Discipline	4	107
OP00CR93	Learning in Different Developmental Phases	2	53
OP00CR91	Education as a Societal Function	4	107
OP00CR95	Key Theories of Learning	3	80
OPAP20B-1003	Personal Professional Teaching Expertise 1 (Pedagogical Studies 1) Teaching, Guidance and Assessment Competence	18	480
OP00CR97	Personalisation and Student Guidance	5	133
OP00CR99	Guidance Methods and Learning Solutions	6	160
OP00CS01	Assessment	4	107
OP00CS03	Specific Support in Education	3	80
OPAP20B-1004	Personal Professional Teaching Expertise 2 (Pedagogical Studies 1) Competence of Building a Learning Community	9	240
OP00CS05	Dialogue and Interaction	3	80
OP00CS07	Interculturality and Multiculturality	3	80
OP00CS09	Networks in the Field of Education	3	80
OPAP20B-1005	Practical Teacher Training	9	240
OP00CS11	Orientation for Practical Teacher Training	3	80
OP00CS13	Practical Teacher Training in an Educational Institution	6	160
OPAP20B-1006	Development of Personal Expertise in Pedagogy	11	293
OP00CS15	Personal Professional Teaching Expertise	5	133
OP00CS17	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 participates in the modules and their themes according to the schedule.
- **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 follow the agreements made together with study group and peer group.
- 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.
- During studies the student commits him-/herself to study and try out various online environments and tools that support teaching and learning.
- 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).
- While studying abstinence is required (HAMK abstinence programme).

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 2020**.

Information for payment:

Recipient: Häme University of Applied Sciences Ltd

BANK: Nordea Bank Finland Plc

SWIFT (BIC) code: NDEAFIHH

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 the library of Hämeenlinna University Centre.

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.

3.2 Graduation

Graduation is accompanied by a certificate application policy. You should apply for the certificate no later than **three weeks** prior to the intended graduation day. The electronic certificate application can be found on International Professional Teacher Education website www.hamk.fi/aokk/en -> Studying -> Graduation. If you are unable to participate the Graduation Ceremony the certificate will be sent to you after graduating day.

After graduation you will receive an official certificate in English, unsigned Finnish translation of the certificate, transcript of records in English and Certificate Supplement which is an attachment of the official certificate.

Nb! If you want your certificate to be sent abroad, the certificate will be sent by using EMS courier service. The fee is 35 euros. Certificates are delivered only after we have received the receipt of the payment. Receipt can be sent by post (see address below) or by email: aokk-opintotoimisto@hamk.fi.

Information for payment:**Recipient: Häme University of Applied Sciences****BANK: Nordea Bank Finland Plc****SWIFT (BIC) code: NDEAFIHH****IBAN: FI58 1732 3000 0090 57****Amount: 35 €****Invoice reference: Certificate (EMS)**

4 Implementation plan

	August	September	October	November	December	January	February	March	April	May	June and July	August	September	October	November	
Studies 13.8.2020 - 3.12.2021																
Basic Studies in Education Sciences 13 erts																
Education Sciences as a Discipline 4 erts 14.8.-9.9.2020																
Education as a Societal Function 4 erts 3.9.-23.9.2020																
Learning in Different Developmental Phases 2 erts 23.9.-8.10.2020																
Key Theories of Learning 3 erts 8.10.-22.10.2020																
Personal Professional Teaching Expertise 1 Teaching, Guidance and Assessment Competence 18 erts																
Personalisation and Student Guidance 5 erts 23.10.-9.12.2020																
Guidance Methods and Learning Solutions 6 erts 10.11.2020-14.1.2021																
Assessment 4 erts 15.1.-9.2.2021																
Specific Support in Education 3 erts 9.2.-10.3.2021																
Personal Professional Teaching Expertise 2 Competence of Building a Learning Community 9 erts																
Dialogue and Interaction 3 erts 10.3.-8.4.2021																
Interculturality and Multiculturality 3 erts 15.8.2020-24.8.2021																
Networks in the Field of Education 3 erts 15.8.2020-24.8.2021																
Practical Teacher Training 9 erts																
Orientation for Practical Teacher Training 3 erts 4.5.-3.6.2021																
Practical Teacher Training in an Educational Institution 6 erts 3.6.-10.11.2021																
Development of Personal Expertise in Pedagogy 11 erts																
Personal Professional Teaching Expertise 5 erts 13.8.2020-10.11.2021																
Skills in Research, Development and Innovation Activities 6 erts 8.4.-21.9.2021																

CONTACT DAYS 1 & 2, Week 33

Thursday – Friday 13. – 14.8.2020

13.8.2020	Theme
9.00 – 16.00	Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Orientation to the studies • Competence-based curriculum and its implementation • Learning environments and common practices in IPTE programme • Self-assessment and reflection as a tool for developing expertise • Personalisation and various tools in conducting teacher studies
14.8.2020	
9.00 – 16.00	Education Sciences as a Discipline <ul style="list-style-type: none"> • Education as a science

DISTANCE LEARNING PERIOD 1

Assignments
Education Sciences as a Discipline <ul style="list-style-type: none"> • Individual assignments, group assignments
Interculturality and Multiculturality and Networks in the Field of Education <ul style="list-style-type: none"> • On-line courses open, individual self-guided entities
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Self-assessment of competencies and individual study plan • Reflection of learning experiences throughout studies • Learning diary

CONTACT DAY 3, Week 36

Thursday 3.9.2020

3.9.2020	Theme
9.00 – 14.00	Education Sciences as a Discipline <ul style="list-style-type: none"> • Nature of pedagogy and core terminology • Education research
14.15 – 16.00	Education as a Societal Function <ul style="list-style-type: none"> • Orientation info

DISTANCE LEARNING PERIOD 2

Assignments
<p>Education as a Societal Function</p> <ul style="list-style-type: none"> • Learning assignments
<p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Personal development plan • Individual essays • Learning diary

CONTACT DAY 4, Week 39

Wednesday 23.9.2020

23.9.2020	Theme
9.00 – 14.00	<p>Education as a Societal Function</p> <ul style="list-style-type: none"> • Finnish education system, history-present • Educational policy • Societal task of education
14.15 – 16.00	<p>Learning in Different Developmental Phases</p> <ul style="list-style-type: none"> • Orientation info

DISTANCE LEARNING PERIOD 3

Assignments
<p>Learning in Different Developmental Phases</p> <ul style="list-style-type: none"> • Learning assignments

CONTACT DAY 5, Week 41

Thursday 8.10.2020

8.10.2020	Theme
9.00 – 14.00	<p>Learning in Different Developmental Phases</p> <ul style="list-style-type: none"> • Different phases of human development and learning
14.15 – 16.00	<p>Key Theories of Learning</p> <ul style="list-style-type: none"> • Orientation info

DISTANCE LEARNING PERIOD 4

Assignments
<p>Key Theories of Learning</p> <ul style="list-style-type: none"> • Individual assignments, group assignments • Preparations for group examination
<p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Personal development plan • Individual essays • Learning diary

CONTACT DAYS 6 & 7, Week 43

Thursday – Friday 22. – 23.10.2020

22.10.2020	Theme
9.00 – 16.00	<p>Key Theories of Learning</p> <ul style="list-style-type: none"> • Key concepts of learning • Life-long learning
23.10.2020	
9.00 – 14.00	<p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Feedback from individual essays • Common reflections about self-assessment and its practical implications
14.15 – 16.00	<p>Personalisation and Student Guidance</p> <ul style="list-style-type: none"> • Orientation info: Pre-assignments • Organising peer groups and designing common learning process

DISTANCE LEARNING PERIOD 5

Assignments
<p>Basic Studies in Education Sciences</p> <ul style="list-style-type: none"> • Module feedback questionnaire
<p>Personalisation and Student Guidance</p> <ul style="list-style-type: none"> • Learning assignments
<p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Personal development discussion with tutor teacher • Learning diary

CONTACT DAY 8, Week 46

Tuesday 10.11.2020

10.11.2020	Theme
9.00 – 14.00	Personalisation and Student Guidance <ul style="list-style-type: none"> • Presentations and discussions
14.15 – 16.00	Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Orientation info: Pre-assignments

DISTANCE LEARNING PERIOD 6

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

CONTACT DAY 9, Week 50

Wednesday 9.12.2020

9.12.2020	Theme
9.00 – 11.00	Personalisation and Student Guidance <ul style="list-style-type: none"> • Demonstrations of learning assignments
11.00 – 16.00	Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Presentations and discussions of various guidance methods and solutions • Learning assignments

DISTANCE LEARNING PERIOD 7

Assignments
Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Learning assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Learning diary

CONTACT DAYS 10 & 11, Week 2

Thursday – Friday 14. – 15.1.2021

14.1.2021	Theme
9.00 – 16.00	Guidance Methods and Learning Solutions <ul style="list-style-type: none"> • Presentations and discussions of various guidance methods and solutions
15.1.2021	
9.00 – 16.00	Assessment

DISTANCE LEARNING PERIOD 8

Assignments
Assessment <ul style="list-style-type: none"> • Learning assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Learning diary

CONTACT DAY 12, Week 6

Tuesday 9.2.2021

9.2.2021	Theme
9.00 – 14.00	Assessment <ul style="list-style-type: none"> • Presentations and discussions of assessment methods and feedback practices
14.15 – 16.00	Specific Support in Education <ul style="list-style-type: none"> • Orientation info

DISTANCE LEARNING PERIOD 9

Assignments
Specific Support in Education <ul style="list-style-type: none"> • Learning assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Learning diary

CONTACT DAY 13, Week 10

Wednesday 10.3.2021

10.3.2021	Theme
9.00 – 14.00	Specific Support in Education <ul style="list-style-type: none"> • Specific support: Guidance, teaching and assessing
14.15 – 16.00	Dialogue and Interaction <ul style="list-style-type: none"> • Orientation info

DISTANCE LEARNING PERIOD 10

Assignments
Teaching, Guidance and Assessment Competence <ul style="list-style-type: none"> • Module feedback questionnaire
Dialogue and Interaction <ul style="list-style-type: none"> • Learning assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Learning diary

CONTACT DAY 14, Week 14

Thursday 8.4.2021

8.4.2021	Theme
9.00 – 14.00	Dialogue and Interaction <ul style="list-style-type: none"> • Communication and interaction theories in promoting learning and group dynamics
14.15 – 16.00	Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Orientation info for RDI

DISTANCE LEARNING PERIOD 11

Assignments
Interculturality and Multiculturality and Networks in the Field of Education <ul style="list-style-type: none"> • On-line courses, individual self-guided entities, themes end on 24.8.2021.
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Learning diary
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • Selection of RDI topics • Presentation of RDI plans

CONTACT DAY 15, Week 18

Tuesday 4.5.2021

4.5.2021	Theme
9.00 – 14.00	Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • RDI topic presentations and support
14.15 – 16.00	Orientation for Practical Teacher Training <ul style="list-style-type: none"> • Goals and implementation of practical teacher training

DISTANCE LEARNING PERIOD 12

Assignments
Orientation for Practical Teacher Training <ul style="list-style-type: none"> • Preparations for practical teacher training agreement • Familiarisation with the work practices and operational environment of a professional teacher • Orientation assignments
Personal Professional Teaching Expertise <ul style="list-style-type: none"> • Learning diary
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> • RDI Plan (finalising according to feedback)

CONTACT DAY 16, Week 22

Thursday 3.6.2021

3.6.2021	Theme
9.00 – 14.00	Orientation for Practical Teacher Training <ul style="list-style-type: none"> • Presentations of the orientation assignments of PTT
14.15 – 16.00	Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> • Orientation info • PTT plans

DISTANCE LEARNING PERIOD 13

Assignments
Competence of Building a Learning Community <ul style="list-style-type: none"> Module feedback questionnaire
Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> Preparing presentations of PTT plans
Personal Professional Teaching Expertise <ul style="list-style-type: none"> Learning diary
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> Implementation of the RDI work

CONTACT DAY 17, Week 34

Wednesday 25.8.2021

25.8.2021	Theme
9.00 – 16.00	Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> Presentations and discussions of PTT plans Implementation of PTT

DISTANCE LEARNING PERIOD 14

Assignments
Practical Teacher Training in an Educational Institution <ul style="list-style-type: none"> Implementation of the PTT plan Practical teacher training can be started when the tutor lecturer and the supervising teacher have accepted the PTT Plan
Personal Professional Teaching Expertise <ul style="list-style-type: none"> Learning diary
Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> Preparing the presentations for the RDI work

CONTACT DAY 18, Week 38

Tuesday 21.9.2021

21.9.2021	Theme
9.00 – 16.00	Skills in Research, Development and Innovation Activities <ul style="list-style-type: none"> Presentations of the RDI work

DISTANCE LEARNING PERIOD 15

Assignments
<p>Practical Teacher Training in an Educational Institution</p> <ul style="list-style-type: none"> • Implementation of the PTT plan • Preparations for competence demonstrations
<p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Learning diary • Preparing demonstrations of professional growth

CONTACT DAY 19, Week 42

Monday 18.10.2021

18.10.2021	Theme
9.00 – 16.00	<p>Practical Teacher Training in an Educational Institution and Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Competence demonstrations • Demonstrations of professional growth

DISTANCE LEARNING PERIOD 16

Assignments
<p>Practical Teacher Training in an Educational Institution</p> <ul style="list-style-type: none"> • Implementation of the PTT plan • Preparations for competence demonstrations
<p>Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Preparing demonstrations of professional growth

CONTACT DAY 20, Week 45

Wednesday 10.11.2021

10.11.2021	Theme
9.00 – 16.00	<p>Practical Teacher Training in an Educational Institution and Personal Professional Teaching Expertise</p> <ul style="list-style-type: none"> • Competence demonstrations • Demonstrations of professional growth
	<p>Graduation feedback questionnaire Preannouncement of graduation by 12.11.2021</p>

GRADUATION DAY, in Hämeenlinna,

Week 48

Friday 3.12.2021

3.12.2021	Theme
2 hours	Graduation ceremony

Start time of the graduation ceremony will be informed closer to the date.