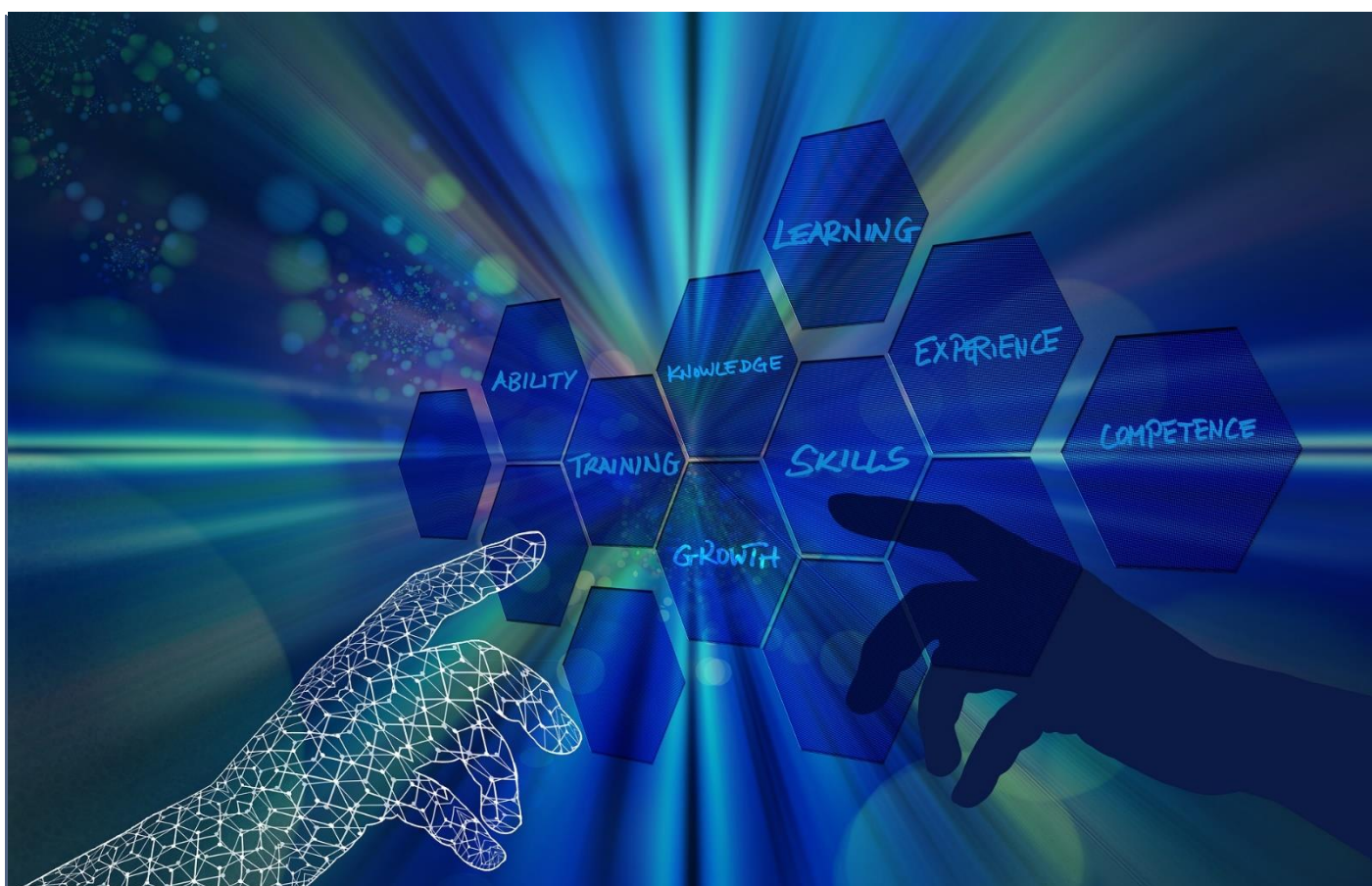


INTERNATIONAL PROFESSIONAL TEACHER EDUCATION STUDY GUIDE 2023-2024



Welcome to HAMK School of Professional Teacher Education

Congratulations once again on your student place! Professional teacher education, special needs teacher education and student counsellor education at HAMK have been organised on the basis of over 60 years of experience and continuous student feedback. Year after year, quality feedback, on average, has been more than 4 on a scale of 1–5. It speaks well of the students' experience with the guidance and support they received. The staff of the Professional Teacher Education Unit actively participates in the development of teaching, research and national influence in the Teacher Education Forum of the Ministry of Education and Culture for example, in order to meet the students' expectations and to be renewed accordingly. Each of our students is met as an adult on an equal basis as a professional.

Important forms of guidance include this study guide, clear structures and online environments, guidance in teams and in-person guidance, and the student counsellor's work. Every year, students say that the most rewarding part of their studies are discussion in multidisciplinary peer learning groups with those who look at things differently. Some already have experience of teaching and guidance, while others have interesting experiences of learning in the workplace. Sharing experiences and examining them in the light of learning theories opens up thinking and renews perceptions.

Education includes practical training and connections to the future work of a teacher, special needs teacher and student counsellor. The learning outcomes of the curriculum have been confirmed in our development group representing the labour market. Many people are pleasantly surprised when they compare their own early school experiences with today's many learning environments, teaching and guidance methods, and the social significance of teaching professions. A teacher's work is versatile teamwork and has many connections to the surrounding labour market and society.

Sustainable development is taken into account in the studies in many ways, and it is currently a special development target of HAMK. Sustainable development is examined extensively starting from the recognition and strengthening of student

teachers' agency. Our goal is that your own experience of participation in your studies will also carry over to your future work.

The eligibility criteria for the education sector are different in each country. Our implementation includes Finnish regulations in the field of education, administrative practices in vocational education and training as well in higher education and their application. Language and cultural awareness and internationality are part of the daily work of teachers in several educational institutions, and this topic is discussed as part of the degree programme.

Image studies in vocational degree programme show that those already studying appreciate their own studies and have gained good experiences of teaching. In teaching professions, it is important to renew and take care of one's own well-being, for example by updating one's skills when the requirements change. Vocational skills competitions, peer networks and the teacher's own continuous learning are important. Tools for building a teacher's career include new qualifications (AmO, AmE, OPO), specialisation studies and the Open University of Applied Sciences. You will find more information about these during your studies.

Although there are plenty of opportunities, our teacher trainers and guidance staff will help you choose a clear path towards completing the studies you have started, depending on your personal situation. All the best for your studies and your plans for your future career!

Seija Mahlamäki-Kultanen

Dean, School of Professional Teacher Education

Contents

Welcome to HAMK School of Professional Teacher Education.....	0
1 Competence-based curriculum and development as a teacher	4
2 Structure of the curriculum, learning outcomes and assessment criteria	6
2.1 Basic Studies in Educational Sciences (BES), 13 ECTS credits	8
2.2 Studies in Professional Pedagogy (PP), 18 ECTS credits	9
2.3 Advanced Studies in Professional Pedagogy (APP), 9 ECTS credits	10
2.4 Practical Teacher Training (PTT), 9 ECTS credits	12
2.5 Development of Pedagogical Expertise (PED), 11 ECTS credits	13
3 Studying in teacher studies	15
3.1 Prerequisites for success in studies.....	15
3.2 Guidance in studies and support for learning.....	15
3.3 Individualising studies in teacher education.....	17
3.4 Cooperation with educational institutions and supervising teachers.....	17
3.5 Common rules of study.....	18
3.6 Assessment and graduation of the studies	19
4 Implementation plan.....	21

1 Competence-based curriculum and development as a teacher

The goal of Professional Teacher Education studies is that those who have completed the teacher education will have the skills to guide the learning of different students and develop their teaching field, taking into account the development of working life and professions (Government decree on applied sciences 1129/2014 § 6).

The teacher education curriculum is competency-based. Cooperative learning is one of the cornerstones of our learning approach, whereby all peer learning groups study both alone and together with others. In the groups, various methods of implementation and pedagogy are utilised. These can include community and collaborative learning, experiential learning and learning by doing, flipped learning and integrative pedagogy.

Vocational teachers mostly work in vocational education and training (VET) schools 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 student teacher 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 is thus able to teach and supervise young people and adults studying for the same profession. Professional Teacher Education promotes the basic pedagogical and guidance 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 emphasizes 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 emphasises the individualisation of teaching, consideration of student diversity, and the use of teaching technology, 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 will be able to reform and renew the practice of teaching with the help of research, development, and innovation.

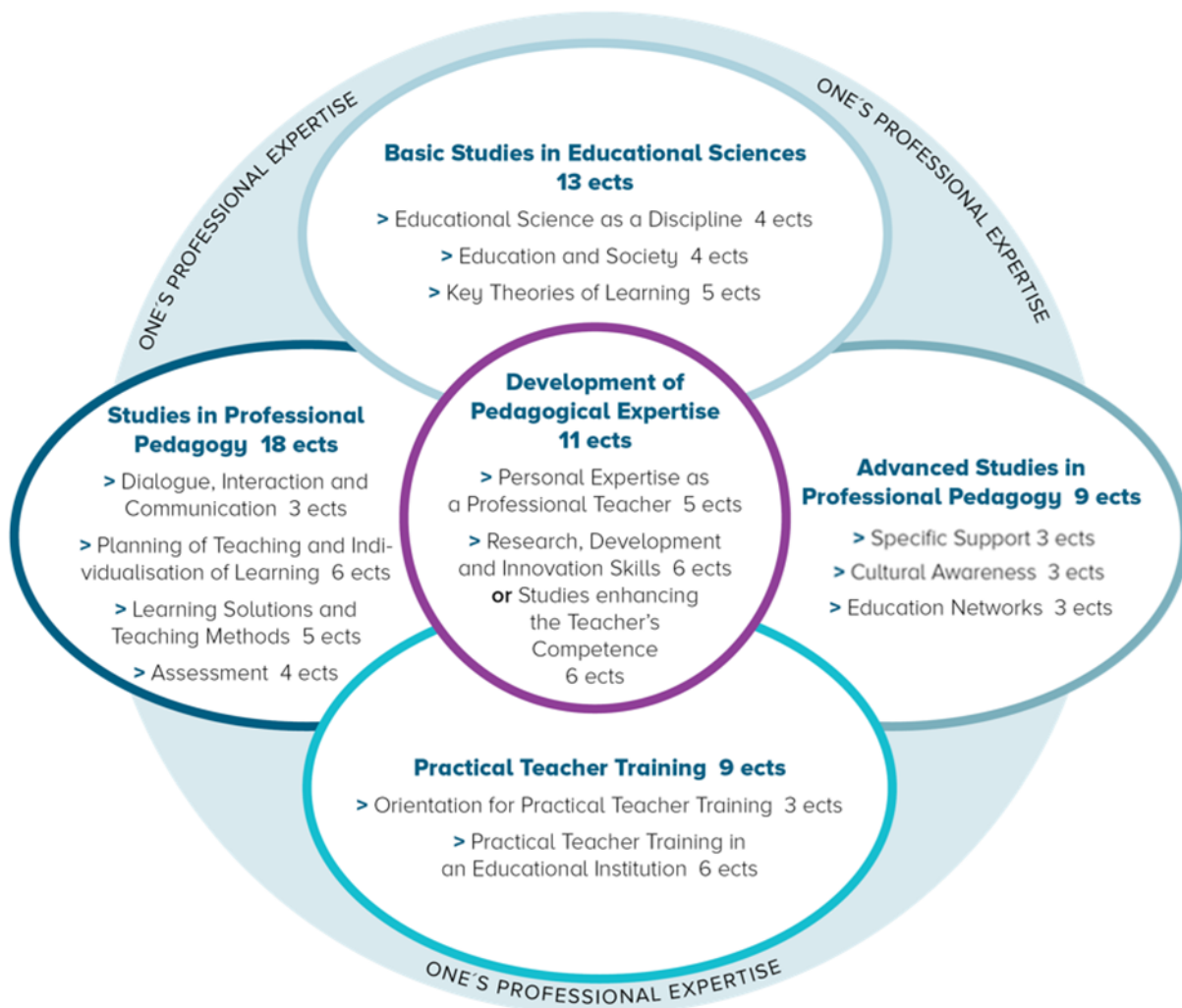
Sustainable development competence is the most important competence in the future. With ecologically, socially, and economically sustainable operations, we can make a decisive impact on the fight against climate change. Operating in accordance with sustainable development is the key to a sustainable future, which enables the innovation and implementation of new services, technologies, and operating models without exceeding the carrying capacity of nature. Through the financial sustainability of operations and services, the responsible utilisation of renewable natural resources and the well-being of people, we ensure good living opportunities for current and future generations. In teacher studies, sustainable development is a cross-cutting competence that is discussed in connection with different study courses.

A teacher's learning outcomes are influenced by changes in the labour market, the structures of vocational education and society as a whole, and all these elements 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 makes 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, as well as the ability to reform and renew the way things are done as part of a community.

2 Structure of the curriculum, learning outcomes and assessment criteria

The competence-based Professional Teacher Education curriculum is formed of five modules: Basic Studies in Educational Sciences, Studies in Professional Pedagogy, Advanced Studies in Professional Pedagogy, Practical Teacher Training (teaching practice) and Development of Pedagogical Expertise. The modules' learning outcomes describe the competences required in teaching work and are placed in the NQF system's (Finnish National Qualifications Framework) reference level seven. For the competence-based modules and their courses, see figure 1.

Figure 1. Curriculum modules and courses



Under the Government decree on applied sciences (1129/2014), studies in Professional Teacher Education must include basic studies in educational sciences, studies in vocational pedagogy, teaching practice 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:

Studies	Scope (credit)
Basic Studies in Educational Sciences (BES)	13
Educational Science as a Discipline	4
Key Theories of Learning	5
Education and Society	4
Studies in Professional Pedagogy (PP)	18
Dialogue, Interaction and Communication	3
Planning of Teaching and Individualisation of Learning	6
Learning Solutions and Teaching Methods	5
Assessment	4
Advanced Studies in Professional Pedagogy (APP)	9
Specific Support	3
Cultural Awareness	3
Education Networks	3
Practical Teacher Training (PTT)	9
Orientation for Practical Teacher Training	3
Practical Teacher Training in an Educational Institution	6
Development of Pedagogical Expertise (PED)	11
Personal Expertise as a Professional Teacher	5
Research, Development and Innovation Skills or Studies enhancing the Teacher's Competence	6

The scope of the studies (60 credits) translates into 1,600 hours of work by the student. For example, there are about 120 hours of studies in online meetings, so most of the studies are learning in the peer learning groups or individually.

2.1 Basic Studies in Educational Sciences (BES), 13 ECTS credits

Learning outcomes:

The student teacher is aware of the value base and nature of educational science as a discipline. 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. They are able to organise their learning according to the different phases of human development.

Course	Assessment criteria
Educational Science as a Discipline 4 ECTS credits	<ul style="list-style-type: none"> • The student teacher 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 are familiar with the varying cultural understandings of human nature and the significance of these for the teacher's work.
Key Theories of Learning 5 ECTS credits	<ul style="list-style-type: none"> • The student teacher understands the key concepts and theories related to learning. • They know the different stages of human development and their effect on learning. • They understand the development of professional competence as a lifelong, continual learning process.
Education and Society 4 ECTS credits	<ul style="list-style-type: none"> • The student teacher 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 professional teachers have in terms of impacting such policy. • They recognise different perspectives on the future of education.

2.2 Studies in Professional Pedagogy (PP), 18 ECTS credits

Learning outcomes:

The student teacher 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 plan teaching and guidance in a work-centred manner in various learning environments. They understand the theoretical and legislative basis of individualised studies and guidance as well as their practical applications. 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 the principles of copyright and data protection into consideration. In their teaching work, they are able to creatively utilise pedagogical models and methods of teaching and guidance. They are able to assess and give feedback on the development of students' competence.

Course	Assessment criteria
Dialogue, Interaction and Communication 3 ECTS credits	<ul style="list-style-type: none"> • The student teacher is familiar with communication and interaction concepts and theories relating to the individual, communal and network level. • They choose the methods of written and verbal communication and interaction best suited for the promotion of learning. • They know how to apply 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.
Planning of Teaching and Individualisation of Learning 6 ECTS credits	<ul style="list-style-type: none"> • The student teacher is familiar with the competence requirements of work, entrepreneurship, and sustainable development activities in their own field of teaching. • They are aware of curricula-related practices, the degree principles and/or curricula of their field of teaching,

Course	Assessment criteria
	<p>foresight material and other guidelines that affect their teaching.</p> <ul style="list-style-type: none"> • They use these in the planning and implementation of teaching. • They are proficient in the practices and methods of individualising studies and guidance. • They consider the needs of their students and support the development of their identity and self-image also from the perspective of career guidance.
<p>Learning Solutions and Teaching Methods 5 ECTS credits</p>	<ul style="list-style-type: none"> • The student teacher chooses pedagogical models appropriate for their teaching. • They know how to apply teaching methods creatively and diversely, taking into account the opportunities offered by technology. • They utilise appropriate learning environments in their teaching. • They comply with the norms and principles of copyright and data protection.
<p>Assessment 4 ECTS credits</p>	<ul style="list-style-type: none"> • The student teacher is proficient in the diverse uses of assessment methods and feedback. • 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 and peer-assessment skills.

2.3 Advanced Studies in Professional Pedagogy (APP), 9 ECTS credits

Learning outcomes:

The student teacher is able to consider the impacts of cultural diversity on the work of a teacher. They recognise and take into account the individual needs of students. 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 professional education.

Course	Assessment criteria
<p>Specific Support 3 ECTS credits</p>	<ul style="list-style-type: none"> • The student teacher recognises different students' individual starting points, learning potential and needs for specific support. • They take into consideration their students' individual needs for specific support in their guidance, teaching and assessment. • They are familiar with different methodological solutions for specific support.
<p>Cultural Awareness 3 ECTS credits</p>	<ul style="list-style-type: none"> • The student teacher understands the importance of linguistic, cultural and gender 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 aware of ways in which to support students with an immigrant-background in their integration into Finnish society.
<p>Education Networks 3 ECTS credits</p>	<ul style="list-style-type: none"> • The student teacher 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 the interfaces of different sectors and levels of education. • They are familiar with various national and international networks of employers and other stakeholders in professional education, and know how to potentially use these networks, for example, in the anticipation of educational needs.

2.4 Practical Teacher Training (PTT), 9 ECTS credits

Learning outcomes:

The student teacher is familiar with the premises and developmental trajectories of professional teaching work and knows how to act in the environments of professional education. They know how to plan and implement professional education. They also know how to assess their students' competence levels and provide feedback on their development.

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

2.5 Development of Pedagogical Expertise (PED), 11 ECTS credits

Learning outcomes:

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

Course	Assessment criteria
Personal Expertise as a Professional Teacher 5 ECTS credits	<ul style="list-style-type: none"> • The student teacher is aware of their own values, attitudes, preconceived ideas and personal characteristics. • They realistically assess their competence and capacity as a teacher. • They set personal development objectives for their professional growth as a teacher. • They commit to study group work that enhances their learning and involves acting in various roles and taking responsibility for the work. • They reflect on the achievement of objectives in a learning diary during their teacher education studies.
Only one of the following courses is selected:	
Research, Development and Innovation Skills 6 ECTS credits	<ul style="list-style-type: none"> • The student teacher develops their pedagogical expertise related to professional education in a research-oriented manner. • They take a critical approach to gathering and producing professional pedagogical information. • They participate in RDI activities in professional education or in activities developing cooperation

Course	Assessment criteria
	<p>between education and the world of work in their own field.</p> <ul style="list-style-type: none">• They document their RDI activities in written form and present the results using effective communication.
Studies enhancing the Teacher's Competence 6 ECTS credits	<ul style="list-style-type: none">• The student teacher has other pedagogical studies at the level of higher education that deepen and broaden their competence as a teacher.

3 Studying in teacher studies

3.1 Prerequisites for success in studies

In the competency-based curriculum of teacher education, the student is an actively plans, implements, and evaluates his/her own competence. The studies are scheduled and form a logical process, which supports learning. Teacher studies are based on cooperative learning, and teaching takes place in online meetings. Completing the studies also includes distance learning, which consists of independent study and participation in a peer-group working.

Completing the studies requires a commitment to studying so that achieving the goals is possible and it requires a weekly investment in studying. Commitment means sticking to the schedules of the study processes of different study periods, informing teachers and peer students of possible changes, and investing in promoting your own and others' learning. A student teacher must reserve all the days and times in their calendar.

Attending online meetings throughout the school year is an essential part of studying and necessary to be able to complete the teacher studies. During the meetings, the student's cooperation and interaction skills are evaluated, among other things.

In order to study online, the student must have a computer equipped with a camera, earphones and microphone combination, preferably a fixed Internet connection and Admin rights to the computer or the employer's IT support. The online meetings are held in a secure Zoom environment. A camera connection is important for online learning. Moodle is used as a learning environment.

3.2 Guidance in studies and support for learning

Guidance in studies and support for learning are based on holistic guidance provided to students. Student teachers themselves are key actors in their own professional growth. The responsibility for the progress of each student teacher 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 learning groups is to encourage and support students in the progress of their studies during teacher education. Separate agreements are made in each peer learning group as concerns the specific methods used to support learning.

During the Professional Teacher Education, a **guidance counsellor** is responsible for credit recognition and provides guidance in the planning of personal study paths. She also provides career counselling where needed. **Student affairs secretary** and **education coordinators** help you with practical matters of your studies. Issues regarding graduation and other practical matters can be discussed with the student affairs secretary. The education coordinator helps you with matters related to practical teacher training and information about student exchange. You can find them at the Student Affairs Office.

To support students' well-being, HAMK offers the services of a special needs teacher, study psychologist, student welfare officer, and coordinator of sports services. More information: <https://www.hamk.fi/student-wellbeing/?lang=en>

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 am – 4.00 pm Finnish time). More detailed information: <https://www.hamk.fi/it-services/?lang=en>

Yammer channel "Opettajankoulutusten opiskelijat" provides news from Student Services, external education information, the information provided by the projects, and the schedule for the certificate application process.

3.3 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 teacher, and on the basis of this, their **personal development plan** (PDP) is formed. This plan brings together the student's own learning goals, the modules' learning outcomes and the assessment criteria for the courses.

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 course-by-course basis.

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 teacher and the student teacher 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 courses' assessment criteria through their own teaching work.

If the student teacher 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 guidance counsellor.

3.4 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. Courses addressed in the modules are applied in practical teacher training.

At the beginning of studies, the student teacher 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 student teachers 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.

It is also possible to conduct a practical teacher training period abroad. The requirements for the practical teacher training institutions, qualifications for the supervising teacher and the content of the practical teacher training period are described above. However, students are required to plan their teaching practice well in advance together with the tutor teacher and supervising teacher. The documentation of teacher practice consists of both written and audio-visual materials based on the meeting between student, supervising teacher, and tutor teacher prior to the start of teacher practice. Prior to the start of practical teacher training period the plan must be approved by the tutor teacher.

3.5 Common rules of study

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 courses 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 learning group.

- The student must log in to the module-specific Moodle site within one week of the start of a module and begin studies. Otherwise, they may be removed from the Moodle workspace.
- The student shall take active part in distance learning activities and online session work in accordance with the implementation plan.
- During studies, the student should study and try out various online environments and tools that support teaching and learning.
- Absences from online sessions are allowed only for compelling reasons. The tutor teacher or the teacher responsible for the course must be informed of absences in advance. If a student is unable to attend a group's online session, they may cover the absence with a replacement assignment that is subject to a 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 assignments 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 copyrights and plagiarism (which is forbidden and punishable). The student teacher uses source and reference markings appropriately.
- In lessons abstinence is required (HAMK abstinence programme).

3.6 Assessment and graduation of the studies

Study performance assessment is based on the modules' learning outcomes and the assessment criteria of the courses 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 student teacher on their achievement of the competence-based objectives of the teacher education modules. The studies are assessed on the scale of **approved–fail**.

Based on recognition of prior competence and personal situation, **competence can be demonstrated on a course-by-course 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 are also provided in the early stages of the studies. The guidance counsellor is responsible for credit transfers, and the teachers in charge of each course are responsible for the demonstrations of competence. An application must be submitted no less than two weeks before the start of the course in question.

The student can graduate according to their group's programme or on another graduation date announced on our website. Completion is accompanied by a certificate application policy. The student starts the application process in the VALO graduation service about four weeks before the desired graduation date. VALO is registered in Pakki. Instructions can be found on the teacher education website www.hamk.fi/aokk - Professional Teacher Education - Study - Graduation.

Graduates will receive a certificate and transcript of records in English and a translation of the certificate in Finnish. In addition, all graduates receive a Certificate Supplement. The Certificate Supplement describes the study programme and recognition of the academic qualification, for international purposes.

The certificate is official, and it's only issued electronically. Graduates must download a digital certificate themselves from the Student Desktop Pakki (Documents - Degree Certificates). The digital certificate can be downloaded for 28 days from graduation day. The digital certificate does not require any separate authentication. It can be sent to authorities or employers as an attachment, and paper copies of the digital certificate can be printed.

Figure 3. Timing of courses for the spring semester of 2024

Studies	4.5.2023–7.6.2024	Jan	Feb	Mar	Apr	May	June
Basic Studies in Educational Sciences 13 ECTS credits							
Educational Science as a Discipline 4 ECTS credits 4.5.–30.5.2023							
Education and Society 4 ECTS credits 30.5.–8.8.2023							
Key Theories of Learning 5 ECTS credits 8.8.–30.8.2023							
Studies in Professional Pedagogy 18 ECTS credits							
Dialogue, Interaction and Communication 3 ECTS credits 30.8.–19.9.2023							
Planning of Teaching and Individualisation of Learning 6 ECTS credits 19.9.–10.10.2023							
Learning Solutions and Teaching Methods 5 ECTS credits 10.10.–9.11.2023							
Assessment 4 ECTS credits 9.11.–14.12.2023							
Advanced Studies in Professional Pedagogy 9 ECTS credits							
Specific Support 3 ECTS credits 15.12.2023–3.4.2024							
Cultural Awareness 3 ECTS credits 3.4.–24.4.2024							
Education Networks 3 ECTS credits 24.4.–15.5.2024							
Practical Teacher Training 9 ECTS credits							
Orientation for Practical Teacher Training 3 ECTS credits 14.12.2023–11.1.2024							
Practical Teacher Training in an Educational Institution 6 ECTS credits 11.1.–15.5.2024							
Development of Pedagogical Expertise 11 ECTS credits							
Personal Expertise as a Professional Teacher 5 ECTS credits 4.5.2023–15.5.2024							
Research, Development and Innovation Skills 6 ECTS credits 14.2.2024–15.5.2024							

Online meetings start at 9.00 am. and end at 4.00 pm. (EET).

Week	Online meeting	Course and working
Week 18	Thursday–Friday 4–5 May 2023	<p>Personal Expertise as a Professional Teacher</p> <ul style="list-style-type: none"> • Orientation info, lecture, assignments <p>Educational Science as a Discipline</p> <ul style="list-style-type: none"> • Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> • Personal Expertise as a Professional Teacher: Individual assignments, deadline October 2023 • Learning diary work begins • Educational Science as a Discipline: Individual and group assignments
Week 22	Tuesday 30 May 2023	<p>Educational Science as a Discipline</p> <ul style="list-style-type: none"> • Lecture, assignment demonstrations, discussions and conclusions <p>Education and Society</p> <ul style="list-style-type: none"> • Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> • Education and Society: Individual and group assignments
Week 32	Tuesday 8 August 2023	<p>Education and Society</p> <ul style="list-style-type: none"> • Lecture, assignment demonstrations, discussions and conclusions <p>Key Theories of Learning</p> <ul style="list-style-type: none"> • Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> • Key Theories of Learning: Individual and group assignments
Week 35	Tuesday–Wednesday 29–30 August 2023	<p>Key Theories of Learning</p> <ul style="list-style-type: none"> • Lecture, assignment demonstrations, discussions and conclusions

Week	Online meeting	Course and working
		<p>Personal Expertise as a Professional Teacher</p> <ul style="list-style-type: none"> Professional education: Norms, regulations and guidelines Individual and group work based on the assignments (given August 2023) Personal development plan and individual guidance <p>Dialogue, Interaction and Communication</p> <ul style="list-style-type: none"> Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> Basic Studies in Educational Sciences: module feedback Dialogue, Interaction and Communication: Individual and group assignments
Week 38	Tuesday 19 September 2023	<p>Dialogue, Interaction and Communication</p> <ul style="list-style-type: none"> Lecture, assignment demonstrations, discussions and conclusions <p>Planning of Teaching and Individualisation of Learning</p> <ul style="list-style-type: none"> Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> Planning of Teaching and Individualisation of Learning: Individual and group assignments
Week 41	Tuesday 10 October 2023	<p>Planning of Teaching and Individualisation of Learning</p> <ul style="list-style-type: none"> Lecture, assignment demonstrations, discussions and conclusions <p>Learning Solutions and Teaching Methods</p> <ul style="list-style-type: none"> Orientation info, lecture, assignments

Week	Online meeting	Course and working
Distance learning period		<ul style="list-style-type: none"> • Learning Solutions and Teaching Methods: Individual and group assignments
Week 45	Thursday 9 November 2023	Learning Solutions and Teaching Methods <ul style="list-style-type: none"> • Lecture, assignment demonstrations, discussions and conclusions Assessment <ul style="list-style-type: none"> • Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> • Assessment: Individual and group assignments
Week 47	Thursday 23 November 2023	Assessment <ul style="list-style-type: none"> • Lecture, assignment demonstrations, discussions and conclusions
Distance learning period		<ul style="list-style-type: none"> • Assessment: Individual and group assignments
Week 50	Thursday 14 December 2023	Assessment <ul style="list-style-type: none"> • Lecture, assignment demonstrations, discussions and conclusions Orientation for Practical Teacher Training <ul style="list-style-type: none"> • Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> • Studies in Professional Pedagogy: module feedback • Specific Support: Individual and group assignments
Week 2	Thursday 11 January 2024	Orientation for Practical Teacher Training: <ul style="list-style-type: none"> • Individual and group assignments Practical Teacher Training in an Educational Institution

Week	Online meeting	Course and working
		<ul style="list-style-type: none"> Lecture, assignment demonstrations, discussions and conclusions
Week 7	Wednesday 14 February 2024	<p>Practical Teacher Training in an Educational Institution</p> <ul style="list-style-type: none"> Lecture, assignment demonstrations, discussions and conclusions <p>Research, Development and Innovation Skills</p> <ul style="list-style-type: none"> Orientation info, lecture, assignments
Distance learning period		<ul style="list-style-type: none"> Research, Development and Innovation Skills Practical Teacher Training in an Educational Institution: Individual and group assignments
Week 10	Tuesday 5 March 2024	<p>Research, Development and Innovation Skills</p> <ul style="list-style-type: none"> Lecture, assignment demonstrations, discussions and conclusions <p>Specific Support</p> <ul style="list-style-type: none"> Orientation info, lecture, assignments
Week 14	Wednesday 3 April 2024	<p>Specific Support</p> <ul style="list-style-type: none"> Lecture, assignment demonstrations, discussions and conclusions <p>Cultural awareness</p> <ul style="list-style-type: none"> Introduction
Week 17	Wednesday 24 April 2024	<p>Cultural awareness</p> <p>Education Networks</p> <ul style="list-style-type: none"> Introduction

Week	Online meeting	Course and working
Distance learning period		<ul style="list-style-type: none"> • Education Networks • Research, Development and Innovation Skills • Practical Teacher Training in an Educational Institution: Individual and group assignments
Week 20	Tuesday–Wednesday 14–15 May 2024	<p>Education Networks</p> <p>Practical Teacher Training module</p> <ul style="list-style-type: none"> • Competence demonstrations • Demonstrations of professional growth <p>Development of Pedagogical Expertise module</p> <ul style="list-style-type: none"> • Competence demonstrations • Demonstrations of professional growth
Distance learning period		<ul style="list-style-type: none"> • The graduand feedback survey and the completed certificate application (concerning the graduation day 7 June) must be submitted by 17 May 2024
Week 23	Friday 7 June 2024	<p>Graduation Ceremony</p> <ul style="list-style-type: none"> • Graduation Ceremony online for all teacher education groups • Further information closer to the time