

Assessment criteria for study courses, prerequisites for proof of competence and methods of demonstration

Modules 1 and 3: Basic Studies in Educational Science 12 credits

Course Human Being as a Learner 4 credits (Module 1)

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Know the nature of education science and understand the difference between scientific knowledge and everyday knowledge. • Understand the significance of conceptions of humanity and values in your relationship with students. 	<p>You have been an active participant, for example, in a research and/or development project where at least a partial goal has been the phenomenon of learning or human growth. You have also approached learning through conceptualisation and theorisation to support your activities.</p>	<p>You demonstrate your competence with a portfolio in which you collect samples of your competence that correspond to the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> • A reflective essay in which you reflect on where and how you have achieved the competence described in the assessment criteria • A description of your learning process that has led to the competence • Concrete examples and/or documents that demonstrate your competence <p>Make a plan for concrete actions to help demonstrate your competence in a demonstration event.</p> <p>Arrange a demonstration event with your teacher. This can be a physical or virtual meeting in a suitable demonstration environment.</p>

Course: Learning as a Phenomenon 4 credits (Module 1)

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Understand various concepts and theories of learning. • Understand how learning is organised based on different learning theories. • Understand the characteristics of learning in young adulthood and adulthood. 	<p>You have actively participated in, for example, a research and/or development project where at least a partial goal has been the phenomenon of learning or human growth. You have also approached learning through conceptualisation and theorisation to support your activities.</p>	<p>You demonstrate your competence with a portfolio in which you collect samples of your competence that correspond to the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> • A reflective essay in which you reflect on where and how you have achieved the competence described in the assessment criteria • A description of your learning process that has led to the competence • Concrete examples and/or documents that demonstrate your competence <p>Make a plan for concrete actions to help demonstrate your competence in a demonstration event.</p> <p>Arrange a demonstration event with your teacher. This can be a physical or virtual meeting in a suitable demonstration environment.</p>

Course: Education as a Societal Function 4 credits (Module 3)

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Know the Finnish education system and its developmental history. • Understand the societal tasks of education. • Assess the influence of opportunities of a vocational teacher within the educational policy decision-making process. 	<p>You have been an active participant, for example, in a project that examined the Finnish education system and its development.</p> <p>You have been actively involved in educational policy decision-making.</p>	<p>You demonstrate your competence with a portfolio in which you collect samples of your competence that correspond to the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> • A reflective essay in which you reflect on where and how you have achieved the competence described in the assessment criteria • A description of your learning process that has led to the competence • Concrete examples and/or documents that demonstrate your competence <p>Make a plan for concrete actions to help demonstrate your competence in a demonstration event.</p> <p>Arrange a demonstration event with your teacher. This can be a physical or virtual meeting in a suitable demonstration environment.</p>

Module 1: The teacher as an expert in learning 28 credits (Excluding basic studies in educational science)

Course: Learning Community and Relational Competence 5 credits

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • understand the diversity of the learning community and the factors influencing it. • understand students' differences and recognise their strengths. • know ways in which it is possible to promote the well-being, equity, and equality of the learning community in teaching. 	<p>You have been teaching diverse groups at the educational institution, promoting diversity and supporting the well-being of the learning community.</p>	<p>You demonstrate your competence with a portfolio that contains key materials related to the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> • Examples of dealing with diversity in the teacher's work (for example, culture, gender, and age), and promoting equality and equity in your activities (e.g. following the organisation's equality plan) • Examples of the methods you use to support and guide diverse groups of students. • Examples of supporting group spirit and learning community spirit in connection with teaching. • A written or video recording in which you assess your competence and think about its development. <p>The portfolio can include, e.g. recordings of teaching situations, plans for teaching and guidance situations, etc.</p> <p>You share your expertise with the rest of the student group by, for example, creating a lecture or presentation video to share with others.</p>

Module 1: The teacher as an expert in learning 28 credits (Excluding basic studies in educational science)**Course: Planning the Learning Process 5 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Plan teaching in a student-centred manner based on qualification requirements or curriculum. • Apply different pedagogical models and teaching methods in the planning of teaching. • Analyse the possibilities of using technology to support teaching in different learning environments. • Understand the importance of data protection and copyright in your work as a teacher. 	<p>You have planning and teaching experience in a vocational school or a university of applied sciences, teaching tasks in different learning environments.</p>	<p>You demonstrate your competence with a portfolio that contains key materials reflecting the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> • Examples of how your teaching planning is guided by legislation and qualification criteria/curricula/implementation plans • Examples of how you choose learning environments in an educational institution, at the workplace or virtual environments when planning your teaching • Examples of integrating and utilising technology in different learning environments • Examples of the pedagogical models and teaching methods you use • Examples of how you take into account data protection and copyright in your planning. You can include the Kopiosto Copyright Competence Mark, the Everyday Data Protection Certificate, or similar documentation. <p>You share your expertise with the rest of the student group by, for example, creating a lecture or presentation video to share with others.</p>

Module 1: The teacher as an expert in learning 28 credits (Excluding basic studies in educational science)

Course: Competence-Based Education and Assessment 5 credits

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Understand the effects of regulations and standards and the basis of curricula and degrees in implementing competence-based education and assessment. • Understand the starting points of competence-based assessment. • Apply different feedback and evaluation methods and justify their use. • Analyse the importance of supportive and developmental evaluation and feedback for developing your skills. 	<p>You have experience as a teacher in vocational education or at a University of Applied Sciences.</p> <p>You have experience giving feedback and assessing competence as a teacher in vocational education or a university of applied sciences.</p>	<p>You demonstrate your skills with a portfolio that contains key materials reflecting the assessment criteria of the course, such as</p> <ul style="list-style-type: none"> • A description of your knowledge of the legislation on assessment, as well as your knowledge of the qualification criteria, curricula, and other guidelines, and their impact on assessment • Examples of methods of identifying and recognising competence that you have used • documents or video recordings of assessment situations, and giving feedback. • Reflection on how the feedback you provide promotes the development of students' competence and professional growth. <p>You share your expertise with the rest of the student group by, for example, creating a lecture or presentation video to share with others.</p>

Module 1: The teacher as an expert in learning 28 credits (Excluding basic studies in educational science)

Course: Personalisation and Support of Learning 5 credits

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Understand the importance of study and career guidance in developing your professional and competence identity. • Analyse personalisation and its significance in vocational and professional education. • Analyse needs for individual teaching arrangements, learning support and special support. • Know methods of special support. 	<p>You have experience in the personalisation or individualisation of vocational education and/or the preparation of a personal study plan and teaching tasks at a University of Applied Sciences, as well as the operation of special support.</p> <p>You have experience in the guidance and career guidance work of vocational education students or universities of applied sciences.</p>	<p>You demonstrate your skills with a portfolio that contains key materials reflecting the evaluation criteria of the course, such as</p> <ul style="list-style-type: none"> • Proof of participation in students' personalisation or individualisation process, for example, confirmed by the immediate supervisor's signature. • A written reflection on your guidance and career guidance practices and methods. • A written description of your special support methods and individual teaching arrangements. <p>You share your expertise with the rest of the student group by, for example, creating a lecture or presentation video to share with others.</p>

Module 2: The teacher as a pedagogical actor, 20 credits**Course: Work of Professional Teacher and Practical Teacher Training 10 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> • Comply with the legislation, regulations and guidelines governing vocational and professional higher education and teachers' work. • Know the funding sources and quality management of vocational and professional higher education and understand their importance in your work as a teacher. • Manage professional teaching and guidance work practices and understand their development directions. • Understand the importance of cooperation between multidisciplinary experts in supporting student learning. • Implement the teaching plan you have drawn up as required by the situation and evaluate its functionality. • Engage with students professionally and with empathy. • Give feedback and evaluate the students' competence and development according to the evaluation criteria. • Evaluate your work as a teacher and develop your activities. 	<p>You have solid work experience in full-time and versatile teaching and guidance activities in vocational training, a university of applied sciences, a university or an educational institution for liberal arts.</p> <p>You are familiar with a vocational/professional teacher's standards, guidelines, funding sources and work practices.</p>	<p>You demonstrate your competence with a teaching session (or a recording of it) and a portfolio that includes key materials reflecting the assessment criteria of the course. These may include:</p> <ul style="list-style-type: none"> • A pedagogical plan of the teaching unit or course. • Reflection on the influence of regulations and guidelines on vocational education and teachers' work. • A CV or work certificates of teaching experience. • A supervisor's statement on the applicant's competence in teaching, guidance, and assessment relative to the criteria for teaching practice assessment. • A self-assessment of one's competence (including participation in interdisciplinary expert collaboration) and a personal development plan.

Module 3: The teacher as a Societal Reformer 12 credits (Excluding basic studies in educational science)

Course: Teacher's Foresight Competence 5 credits

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> Analyse the future of society and vocational and professional education and training, focusing especially on the significance of internationality, sustainable development, technology, entrepreneurship, and innovation as factors influencing education. Use foresight methods to support the planning of education. Use foresight data to construct competence profiles in your professional and educational field. Evaluate the educational needs of your own professional and educational field based on foresight data. 	<p>You have experience in educational foresight work, such as collaboration between educational institutions and employers (for example, professional advisory boards, workplace committees, and qualification committees) to develop education, qualification criteria, or curricula.</p> <p>Alternatively, you may have participated in national/regional or internal institutional foresight activities to develop education.</p>	<p>You demonstrate your competence with a portfolio with key materials aligned with the course's assessment criteria, a self-assessment of your skills, and a development plan.</p> <p>You share your expertise with the rest of the student group by, for example, creating a lecture or presentation video to share with others.</p>

Module 3: The teacher as a Societal Reformer 12 credits (Excluding basic studies in educational science)**Course: Professional Education and the World of Work 3 credits**

Assessment criteria	Typical tasks or environments that have increased competence	Methods of Demonstrating Competence
<p>As a student teacher, you will:</p> <ul style="list-style-type: none"> analyse the significance of collaboration between the educational organisation and the world of work and other networks in the teacher's profession. Analyse how teachers can promote entrepreneurship in their vocational/professional and educational fields. Analyse the effectiveness of vocational and professional education and training. Evaluate your networks from the professional and educational field perspective. 	<p>You have experience in national or international work-life and network collaboration in vocational or higher professional education (for example, various projects, international coordinators, and teachers who actively engage in network collaboration).</p> <p>You have experience promoting entrepreneurship through education, such as in entrepreneurship education or guiding students towards entrepreneurial activities.</p> <p>You have experience in educational institution quality management and evaluating the effectiveness of education, for example, through student feedback, stakeholder feedback, and/or statistics from the National Agency for Education.</p>	<p>You demonstrate your competence with a portfolio with key materials reflecting the course evaluation criteria, a self-assessment of your skills, and a development plan.</p> <p>You share your expertise with the rest of the student group by, for example, creating a lecture or presentation video to share with others.</p>