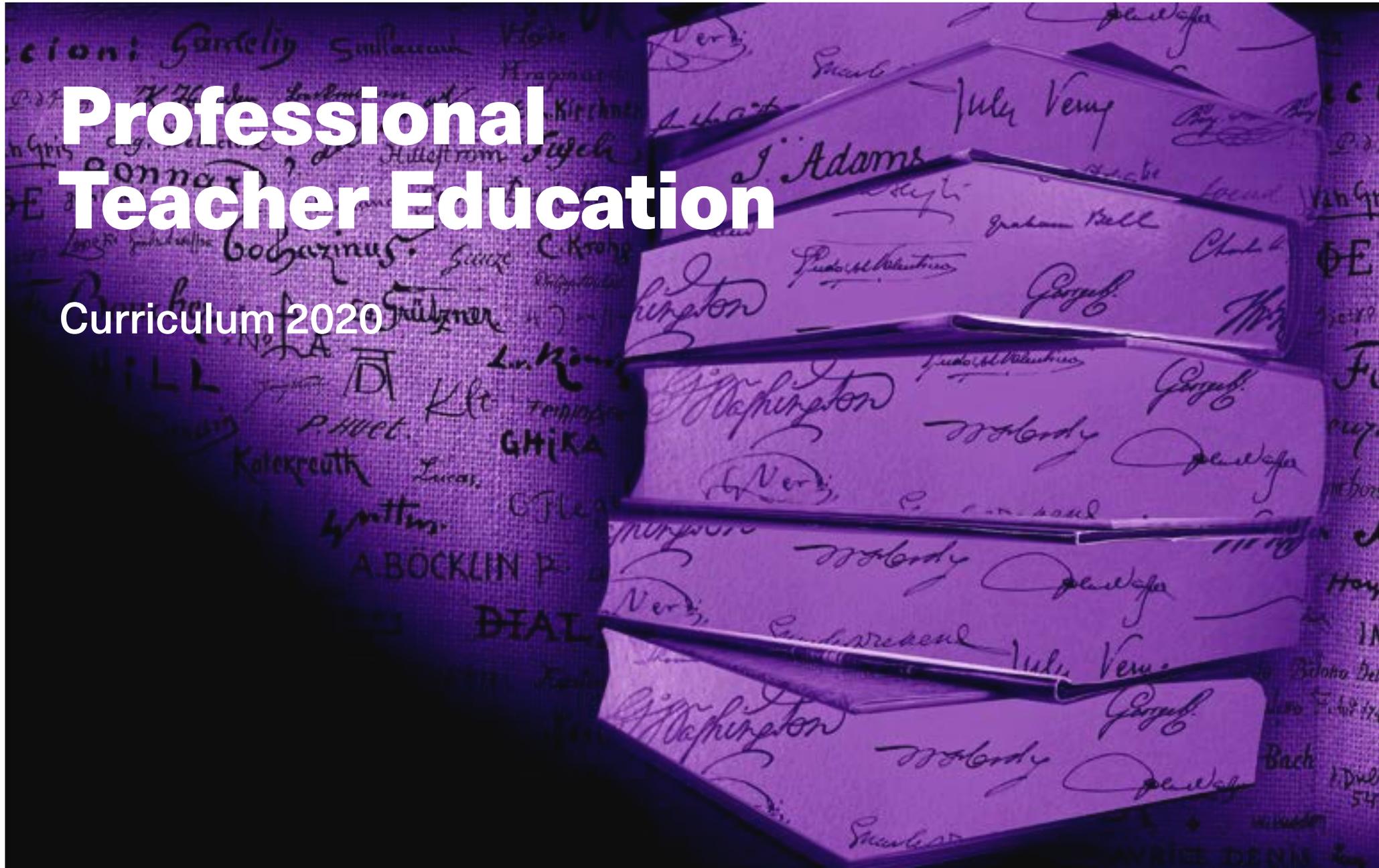


Professional Teacher Education

Curriculum 2020



Preface

Dear teacher student,

Warmly welcome to professional teacher education studies at Tampere University of Applied Sciences! You are about to begin an interesting professional development journey to teacherhood. Your journey is attended by other teacher students, our teachers, other staff, your supervising teacher, work community as well as other study-related parties.

Growth into teacherhood is a continuous process. As a teacher you are never ready but you can grow continuously. Professional teacher education helps you find your personal teacher identity and grow as a teacher. You have to get involved. Developing as a teacher is developing as a human being. Consciously, we teach what we know; unconsciously, we teach who we are (Hamachek, 1999).

Tampere University of Applied Sciences' School of Professional Teacher Education supports teachers and becoming teachers in having inspiring learning experiences through participatory pedagogy and curricula. Participatory pedagogy is based on a reflective, inves-

tigative, developing and entrepreneurial approach. Participatory pedagogy enables use of diverse activating, investigative, problem-based and phenomenon-based pedagogical models and methods. You can integrate your experiences, knowledge and theoretical studies to form new competence, which can be further refined when working in small groups. You learn to evaluate and reflect on your work and factors which guide your choices, work and learning.

Teachers' work has transformed from traditional classroom teaching to supervision of the learning process. The change can be seen in the learning environment concept and changed roles of teachers and students. As a teacher, you will more and more work in multiprofessional networks sharing your expertise. In your studies you will use communal tools and digital learning environments and understand the meaning of teachers' work in the societal change. All environments are learning environments for you if they are used for pursuing set learning objectives.

I hope that your teacher education studies are an interesting journey towards professional teacherhood and pedagogical expertise. I also hope that as a future teacher you will understand the meaning of the participatory method and want to actively share and develop your expertise and promote communality in your organisation and other professional networks.

*Kaisa-Leena Ahlroth
Head of Teacher Education*

Contents

Curriculum 2020 | Professional Teacher Education

Preface

Contents

Introduction

	4
1	6
1.1	6
1.2	8
1.3	9
1.4	10
1.5	10
2	11
2.1	11
2.2	15
2.3	21
2.4	25
2.5	29
2.6	32
3	36
3.1	36
3.2	39
3.3	39
3.4	40

Introduction

Professional teacher education

Level of qualification: postgraduate pedagogical studies leading to teacher's pedagogical qualification.

Professional teacher education is for teachers and future teachers of universities of applied sciences and vocational institutions. It offers the pedagogical qualifications required for vocational education as well as for general education (Decree on Teachers' Qualifications 14.12.1998/986).

The core process of teacher education is working on identity. Professional teacher education is based on recent research in educational science and applies the principles of participatory pedagogy and authentic learning as well as methods of exploratory learning. Participatory pedagogy supports identity building through the whole process.

The core competence areas are:

- evaluation competence
- teaching and facilitation competence
- wellbeing competence
- partnership competence
- cultural competence.



After the studies, students will be qualified to work as teachers in vocational institutions and universities of applied sciences. They can also teach in other institutions depending on their other education and work experience. The studies will give useful skills in various education-related fields such as education export, HR or coaching.

The professional teacher education programme taught in English is for professionals who wish to teach in English and/or who are not proficient in the Finnish language. The extent of the studies is 60 credits. It is possible to study alongside work and complete the studies in 1.5 years (on average). Students work individually, in small groups and on-

line. A part of the independent studies consists of teaching, facilitation and small-scale field surveys in authentic environments of various educational institutions. The Advisory Board of TAMK with members representing different fields in the region guides the curriculum development work.

The curriculum was also guided by higher education development projects launched by the Ministry of Education and Culture, most recently OPEKE and Parasta osaamista, to support the reform of professional teacher education and vocational education respectively. The School of Professional Teacher Education has close relations to vocational institutions, not only through our teacher students but also because the network of supervising teachers represents various vocational institutions.

Professional teacher education engages students in learning

The changes in society and working life combined with the quick increase in the amount of information have driven the educational system into a new situation. Vocational institutions and universities of applied sciences must prepare their students for encountering new situations, developing new ways of working and challenging practices as well as working within the limits of their abilities. Routine application of skills and problem minimisation are not enough in teachers' work anymore. Instead, teachers must also enhance and

renew their skills and knowledge. Collaboration in various working environments, development of operations and creation of new ideas are skills that place challenges for professional teacher education.

Our aim at Tampere University of Applied Sciences' School of Professional Teacher Education (TAOK) is to involve both our teacher students and their work communities in finding and having inspiring learning experiences. We involve them in working alongside our staff and building our curriculum. After all, the most important goal of both the curriculum and teaching is to support the growth of teacher students' identities as teachers through the content, methods and our entire working culture.

The first chapter of this curriculum introduces professional teacher education. This chapter offers answers to the question: *“What goals and contents does professional teacher education include?”*

The second chapter focuses on the study modules and themes.

The third chapter introduces the theoretical background and principles of teacher education. Here you can find answers to the question: *“Why is participatory pedagogy best suited as the pedagogical and philosophical cornerstone of professional teacher education?”*

1 Structure of teacher education

1.1 Core competences of professional teachers

The Government Decree on Universities of Applied Sciences (1129/2014) prescribes the extent of professional teacher education to be 60 credits. Professional teacher education consists of basic studies in educational science, pedagogical studies, teaching practice and other studies. At TAOK the pedagogical studies, teaching practice, basic studies in educational science and free-choice studies are all closely connected to one another.

Professional teacher education supports students' growth to educational facilitators and educators as well as members of their work community and society. The cornerstone of teacher education is a conception of human beings, knowledge and learning which emphasises teacher students' participation, collaborative knowledge building and assessment as well as development of new ways of working. This type of reflective, exploratory, developing and entrepreneurial way of working is called **participatory pedagogy**.



At the core of participatory pedagogy is the support for teacher students' identity building. The growth into skilled teachers is foremost about building identity. Identity stands for the various meanings persons can attach to themselves or the meanings others attach to them.

Important factors in the formation of an identity:

- people have more than one identity
- identities are constantly being formed in collaboration with other people
- identities are formed and reformed through stories.

The teacher identity is based on teachers' life experiences and depicts their image of themselves as professionals. It contains the beliefs, interests, values, aims, future goals and ideas of where they feel they belong to as teachers. Teacher students' identity building is an interactive process between the students and the communities in which they work.

During teacher education, teacher students expand and improve their abilities in assessment, facilitation, partnership, cultural awareness and wellbeing. These five core competences represent the multidimensional nature of teachers' work as well as the idea of how teachers' work is changing towards facilitation and communality. All competences include thinking about and justifying teachers' ethical principles and values, working in an ethically responsible manner in various environments and taking responsibility for supporting students' identity building and growth into professionals in their field of education.

Assessment and evaluation competence includes assessing students' and student groups' learning and skills in various learning environments and at different stages of the learning process. Teachers must also be able to assess themselves as members of various communities, student groups and interest groups. An important part of the teacher's work is also assessing and improving working life orientation of the studies and the curriculum and processes of their educational institution. Professional teachers must also be able to search, process and critically assess information in various learning environments.

Cultural competence means utilising and recognising the importance of students' life situations, various working life and professional field factors as well as internationality. In order to meet the demands of student-centred work, teachers must use student groups' diversity in learning. Recognising, assessing and developing teachers' organisations and various learning environments also qualify as cultural com-

petences. It is important for teachers to recognise their educational institutions' role in the Finnish and international educational context.

Facilitation competence includes design, implementation, supervision and assessment of various processes which support students' and student groups' learning. Facilitation emphasises interaction which supports students' and student groups' learning, working and problem solving skills. Teachers also need to be able to assess and develop environments which support learning and are appropriate for facilitation. Teachers also need to know the laws, regulations and guidelines governing teachers' work and understand how teachers can influence society.

Partnership competence means working as responsible members in different communities, networks and interest groups. This means working in learning partnerships with students and student groups and teams and groups in educational institutions and developing working life collaboration. The networked way of working also requires teachers to share their expertise in cross-institutional collaboration.

Wellbeing competence focuses on safety of learning and working environments. Taking care of themselves, self-direction and self-development as well as taking care of others and supporting their wellbeing help in realisation of individual and communal wellbeing. The basis for wellbeing competence is student-centred design as well as recognition of factors which improve or reduce wellbeing in various working environments.



1.2 Aims and contents of professional teacher education

Professional teacher education (60 credits) comprises six modules, which are further divided into courses. It also includes free-choice studies. Each module comprises both theory and practice (apart from the module A). Teaching practice focuses on different aspects of the teacher's work: learning environments and networking (module B) and teaching and facilitation (modules C & D). Online facilitation practice is embedded in the module E. A field survey and development project are practical applications in the module F.

MODULE A: Basic Studies in Education

Teacher students know the key concepts of education science and relevant research and can analyse phenomena they encounter in their field and their work as teachers. They can evaluate education and education systems in society and position themselves as participants in educational development.

MODULE B: Teaching and Learning in the 21st Century

Teacher students can evaluate various learning and operating environments through theoretical concepts. They can analyse how an operating culture impacts on teaching and learning, reflect on their conceptions of knowledge and learning and have a holistic understanding of students.

MODULE C: Inspiring Teaching and Learning

Teacher students can apply their knowledge of learning theories, studentcentred approach and competence-based assessment to their teaching. They can plan their teaching according to the principles of constructively aligned design and reflect on their work and development of their teacher identity.

MODULE D: Contemporary Pedagogical Models

Teacher students can compare and contrast various pedagogical models and evaluate their suitability to their field of education. They can evaluate how changes in the working life impact on teaching and learning and the teacher's role.

MODULE E: Teaching Online and Building of Collaborative Learning Communities

Teacher students can create collaborative online learning environments and facilitate online and blended learning. They can apply and evaluate available online tools from the pedagogical viewpoint.

MODULE F: Diversity, Legislation and Development Project

Teacher students develop new pedagogical solutions within their work environments. They can analyse and develop educational practices from the viewpoint of diversity of students and know the main legislation on education.

1.3 Seminars and learning journal

The core process of teacher education is working on identity. This process starts with drafting of a personal study plan (PSP). Participatory pedagogy supports identity building through the whole process, and teacher students will assess their learning and abilities especially in the seminars held at the end of each module. Teacher students also plan how to use what they have learnt as their studies continue. Collaboratively they find and produce viewpoints on how to approach work in various learning and working environments.

In order to make their identity building and abilities more visible, teacher students also compile a learning journal in order to develop both their teacher identities as well as communal pedagogical practices. The aim is to enhance and expand teacher students' competences as teachers as well as to develop their work and new pedagogical practices.

1.4 Teaching practice (15 cr)

The professional teacher's work is educating, networking, developing, collaborating and participating in and influencing society. Being a teacher today includes much more than merely traditional classroom education. Teachers' work is constantly changing and becoming more wide-ranging and diverse and therefore it is important for teacher students to familiarise themselves with the different forms and sectors of teachers' work.

Teaching practice consists of

- creating and maintaining a teaching practice plan
- observing various learning situations, students, learning environments, work communities and networks
- acting as a teacher and facilitator
- receiving feedback from the supervising teacher
- working in small groups
- seminar work

Teaching practice focuses on different aspects of the teacher's work: learning environments and networking (module B) and teaching and facilitation (modules C & D).

1.5 Free-choice studies

The free-choice studies of professional teacher education are studies which support teacher students' identity building and offer different perspectives on pedagogy. Some free-choice studies are offered at TAOK. However, teacher students can also find free-choice studies in other higher education.

Accreditation: Free-choice studies may be substituted, included or accepted through recognition of prior learning (RPL).



2 Study modules

2.1 MODULE A: Basic Studies in Education (10 cr)

The aim of Basic Studies in Education is to improve teacher students' understanding of phenomena they encounter in their work as teachers. This module consists of two courses: Education Science and Basics of Education (5 cr) and Education Science and Working Life (5 cr).

Objectives:

As a framework for all learning objectives are the five core competences in teachers' work: assessment and evaluation competence, cultural competence, facilitation competence, partnership competence and wellbeing competence.

Teacher students will be able to

- describe, analyse, evaluate and justify teachers' work through educational concepts and theories
- apply theories of human development and learning in education and in explaining how professional identity and personality are formed

- work as an individual, member of their work community and member of society
- utilise research and development in their teaching

Education Science and Basics of Education (5 cr)

Objectives: Teacher students

- know key concepts and phenomena of education science and research and use them to explain learning
- are familiar with different conceptions of learning and can use them as development tools and apply them in their field and in developing their teacher beliefs
- evaluate the philosophy behind ethical and value questions in teachers' work and are able to see their work as a part of the historical and philosophical continuum
- explain the significance of personal growth and life cycle in teaching and education

- analyse the societal responsibilities of education systems and their role as teachers in exerting influence in society.

Core questions:

- ✓ *What are the basic concepts and phenomena in education science and research?*
- ✓ *What kind of learning conceptions exist and how can they be applied in teachers' work?*
- ✓ *What is education and learning in different operating environments?*
- ✓ *How has teachers' work changed and what historical turns and movements have existed?*
- ✓ *What perspectives do educational and developmental psychology offer on teachers' work?*
- ✓ *What perspectives does sociology of education offer on teachers and their work?*
- ✓ *What is life course thinking?*
What is the Finnish education system like and what are its responsibilities in society?
- ✓ *How has the conception of teaching and learning changed alongside changes in society?*

Pass: Teacher students

- combine theoretical data with their experiences and observations
- reflect on their observations, actions and experiences and evaluate their significance for their competences and know-ledge

- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings
- analyse and evaluate their learning results and choices

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately, discussion is shallow
- present disconnected facts and/or paraphrase literature
- do not participate in group processes actively

Education Science and Working Life (5 cr)

Objectives: Teacher students

- know Finnish adult and vocational education environments and their pedagogical underpinnings (eg competence-based curriculum, personalised learning, ubiquitous learning)
- recognise growth and developmental phases of youth and adulthood in persons' life cycle and their significance in education, schooling and career paths
- participate in discussion on vocational competences (job specific) and generic working life competences from the perspective of their field
- identify developmental phases of professional identity and build their professional identity according to their present/

- future work description
- utilise research and development activities in their teaching

Core questions:

- ✓ *What is adult and vocational education and learning in different operating environments?*
- ✓ *How do teachers take students' professional competence into account in their teaching and facilitation?*
- ✓ *What factors should be considered in teaching and learning of different age groups?*
- ✓ *What methods do teachers of certain disciplines have to participate in working life discussions?*
- ✓ *What are different identities and how do they develop? How is development of professional identity taken into account in career guidance?*
- ✓ *How can we support lifelong learning? How do work and on-the-job learning support professional identity?*
- ✓ *How does education policy affect working life?*
- ✓ *What viewpoints does educational research offer on teachers' work?*

Pass: Teacher students

- combine theoretical data with their experiences and observations
- reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge

- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings
- analyse and evaluate their learning results and choices

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately, discussion is shallow
- present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively

MODULE A	Descriptive knowledge Teacher students	Applied knowledge Teacher students	Integrated knowledge Teacher students
	<ul style="list-style-type: none"> • present theoretical and experience-based knowledge as separate entities • reflect on their observations and recognise what competences and knowledge they still need • combine theoretical data with their experiences and observations 	<ul style="list-style-type: none"> • reflect on their observations, actions and experiences and assess their significance for their competences and knowledge • find new ways of looking at things through integrating theoretical, practical and self-regulated knowledge 	<ul style="list-style-type: none"> • reflect not only on their actions and experiences but also on different operating practices, entities and strategies as well as develop and change them in a target-oriented way

Assessment table for the module A.



2.2 MODULE B: Teaching and Learning in the 21st Century (10 cr)

The module B, Teaching and Learning in the 21st Century, examines the basics of high-quality learning and teaching. The module is comprised of two courses: Learning Environments and Operating Cultures (5 cr) and Learning Environment and Networking Practice (5 cr).

Objectives: Teacher students

- conceptualise and evaluate their observations of various learning and operating environments from the perspective of teaching and facilitation of learning
- build and participate actively in new professional networks that support their teaching
- follow teachers' code of ethics
- can justify their practical theory for teaching
- use different communication methods and tools and evaluate them from the pedagogical perspective

Core questions:

- ✓ *How can different work environments be assessed and transformed into learning environments?*

- ✓ *What is an authentic, constructivist learning environment which supports different types of learning?*
- ✓ *What factors contribute to wellbeing in learning and working environments? How can accessibility be advanced in learning environments?*
- ✓ *What multidisciplinary and multiprofessional networks help teachers in their work?*
- ✓ *What kind of collaboration can be created between educational institutions and the parties who carry out education and facilitation outside educational institutions (including working life collaboration)?*

Learning Environments and Operating Cultures (5 cr)

A learning environment can be understood as a place, space, community or operating practice where we learn to operate, understand new things, evaluate various situations and solve problems.

The organisation's operating culture consists of patterns guiding its operation and behaviour, official regulations and unofficial rules, values and principles. The organisation's official and realised operating cultures are not always the same. By investigating the operating culture we can influence learning, facilitation and operational development of the whole community.

Objectives: Teacher students

- conceptualise and evaluate their observations of various learning and operating environments from the perspective of

- teaching and facilitation of learning
- evaluate the curriculum in different learning environments and follow teachers' code of ethics
- can justify their practical theory for teaching
- use different communication methods and tools and evaluate them from the pedagogical perspective

Core questions:

- ✓ *How can different working environments be assessed and transformed into learning environments?*
- ✓ *What is an authentic, constructivist learning environment which supports different types of learning?*
- ✓ *What factors contribute to wellbeing in learning and working environments?*

Pass: Teacher students

- combine theoretical data with their experiences and observations
- reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings
- analyse and evaluate their learning results and choices
- use different communication methods and tools and evaluate them from the pedagogical perspective



FIGURE 1. Viewpoints on learning environments

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately
- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- know only the most common communication methods

Learning Environment and Networking Practice (5 cr)

Learning is not confined to educational institutions. It is ubiquitous, ie it takes place everywhere and all the time, in various physical and online environments, networks between people and even between people and devices.

It is important for teachers to recognise different learning environments and to design and use them appropriately in their teaching. In the learning environment practice, teacher students observe different learning environments, their pedagogical constraints and affordances, learning situations, pedagogical approaches and learning atmosphere. They also observe how educational institutions enable learning through their operating cultures.



In networking practice, teacher students familiarise themselves with the professional networks of experienced teachers and build their multidisciplinary and multiprofessional networks and collaboration with working life and educational institutions.

Objectives: Teacher students

- evaluate various operating and learning environments in vocational education and their affordances for learning
- analyse different operating cultures in educational institutions and their impact on teachers' work
- build and participate actively in new professional networks that support their teaching
- evaluate their and others' actions in multiprofessional networks of their educational institutions and in their field of education
- know the transitional stages of their field of education
- possess group and teamwork skills and recognise both their strengths and development areas as group members
- can act as supervisors of workplace learning or practical training
- understand the importance of working life as a learning partner

Core questions:

- √ *How can my field of education create learning environments which promote learning?*
- √ *How can teachers have an impact on different learning and*

working environments as well as construction of the operating culture in educational institutions?

- √ *How can accessibility be advanced in learning environments?*
- √ *What multidisciplinary and multiprofessional networks help teachers in their work?*
- √ *What kind of collaboration can be created between educational institutions and the parties who carry out education and facilitation outside educational institutions (including working life collaboration)?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating how operating and learning environments and practices contribute to learning
- reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge online and face to face
- analyse and evaluate their learning results and choices
- can describe how they can utilise their professional networks for the benefit of students' learning

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge

and observations separately

- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- cannot plan their learning and need constant support from teachers
- lack professional networks or fail to make the connection between their professional networks and teaching



Assessment table for the module B.

MODULE B	Descriptive knowledge Teacher student	Applied knowledge Teacher student	Integrated knowledge Teacher student
	<ul style="list-style-type: none"> present theoretical and experience-based knowledge as separate entities reflect on their observations and recognise what competences and knowledge they still need 	<ul style="list-style-type: none"> combine theoretical data with their experiences and observations reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge 	<ul style="list-style-type: none"> find new ways of looking at things through integrating theoretical, practical and self-regulated knowledge reflect not only on their actions and experiences but also different operating practices, entities and strategies as well as develop and change them in target-oriented way
Evaluation competence	<ul style="list-style-type: none"> describe and evaluate various environments which support learning and growth as well as operating cultures of educational institutions work in different educational institutions following their established practices 	<ul style="list-style-type: none"> evaluate the significance of operating environments and practices for teachers' and students' actions from the pedagogical viewpoint 	<ul style="list-style-type: none"> question operating environments and practices in organisations and suggest alternative ways of action
Partnership competence	<ul style="list-style-type: none"> describe the importance of communal and collaborative approach in teachers' work participate in operations of their educational institution depending on their profession 	<ul style="list-style-type: none"> work diversely in different groups of the educational institution and evaluate their work and choices 	<ul style="list-style-type: none"> develop and change interaction and work procedures of the educational institution to a more collaborative and interactive direction
Facilitation competence	<ul style="list-style-type: none"> can identify various support processes for learning and growth used in educational institutions evaluate the support processes for learning and growth in different working, learning and growth environments 	<ul style="list-style-type: none"> take an active part in implementing processes which support learning and growth 	<ul style="list-style-type: none"> develop the educational institution's support processes in a way which support interaction and students' initiative
Cultural competence	<ul style="list-style-type: none"> can describe how different operating cultures, differences and diversity are visible and what their significance is for operating, growth and learning environments evaluate importance of diversity of operating cultures in communities' actions 	<ul style="list-style-type: none"> take an active part in changing operating, learning and growth environments into a more flexible and culturally open direction 	<ul style="list-style-type: none"> work fluently in different cultural contexts and use different ways of interaction (also virtual) promote cultural diversity and bring new cultural influences to the community
Wellbeing competence	<ul style="list-style-type: none"> recognise factors which affect the wellbeing, security and accessibility of different working environments act as members of the educational organisation in a manner which promotes wellbeing, security and accessibility 	<ul style="list-style-type: none"> offer justified development suggestions and intervene with practices which decrease wellbeing, security and accessibility 	<ul style="list-style-type: none"> communally develop and change different operating environments into ones which promote wellbeing, security and accessibility

2.3 MODULE C: Inspiring Teaching and Learning (10 cr)

The module comprises inspiring teaching and learning as well as teachers' personal development. The module consists of two courses: Planning of Teaching, Learning and Assessment (5 cr) and Teaching and Facilitation Practice I (5 cr)

Objectives: Teacher students

- apply constructively aligned design in planning teaching and facilitation
- compare and contrast different pedagogical approaches and methods and evaluate their suitability to their teaching
- can justify their pedagogical choices
- understand assessment as part of learning processes and can apply various assessment methods

Planning of Teaching, Learning and Assessment (5 cr)

Objectives: Teacher students

- evaluate different ways of organising teaching and learning
- understand the principles of competence-based curricula
- apply constructively aligned design in planning teaching and facilitation
- compare and contrast different pedagogical approaches and methods and evaluate their suitability to their teaching
- can justify their pedagogical choices with reference to current literature
- understand assessment as part of learning processes and can apply various assessment methods

Core questions:

- ✓ *What is constructively aligned teaching?*
- ✓ *What are the most common teaching and learning methods in the discipline and how can they be developed?*
- ✓ *How do pedagogical choices affect the objectives, contents and assessment of learning?*
- ✓ *How does the diversity of students affect the objectives, contents and assessment of learning?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating various teaching, facilitation

- tion and assessment methods
- reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings
- analyse and evaluate their learning results and choices
- use different communication methods and tools and evaluate them from the pedagogical perspective.

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately
- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- know only the most common communication methods
- cannot plan their learning and need constant support from teachers.

Teaching and Facilitation Practice I (5 cr)

This is the first part of the teaching and facilitation practice. During the teaching and facilitation practice, teacher students maintain and develop their strengths and recognise the areas in which they need to develop as teachers and facilitators. The practice utilises the theoretical viewpoints for teaching and facilitation covered during teacher education. Teachers' work consists of teaching and facilitation as well as meeting diverse types of learners. The teaching and facilitation practice consists of planning, implementing, facilitating, assessing and evaluating teaching.

Objectives: Teacher students

- set learning objectives, design and implement a course as defined in the curriculum and evaluate how the objectives were met
- design, implement, facilitate and evaluate processes which support learning of individual students and student groups
- give constructive feedback to other teacher students about design and implementation of teaching
- construct and develop various learning environments and learning paths in collaboration with students
- follow teachers' ethical principles in all their teaching, facilitation and interaction with students and colleagues
- evaluate their interaction skills and reflect on matters which help them to recognise their strengths and areas for development as teachers and facilitators

Core questions:

- ✓ *How does the curriculum shape design and implementation of teaching?*
- ✓ *What is constructively aligned education planning?*
- ✓ *How do students' experiences and individuality of learning direct the design process?*
- ✓ *How do teachers implement participatory pedagogy?*
- ✓ *What are reflective, exploratory, developing and entrepreneurial teaching and facilitation?*
- ✓ *How do teachers recognise teaching methods which suit different learning situations and their personality and how are they able to implement and develop the methods?*
- ✓ *What types of teaching and evaluation methods can promote students' self-direction, initiative and responsibility for their professional growth?*
- ✓ *How do teachers apply various forms of assessment?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating how operating and learning environments and practices contribute to learning
- reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge online and face to face

- analyse and evaluate their learning results and choices
- use different communication, teaching and facilitation methods and tools and evaluate them from the pedagogical perspective.

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately
- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- know only the most common communication methods
- use only traditional teaching methods
- violate teachers' code of ethic.

Assessment table for the module C.

MODULE C	Descriptive knowledge Teacher students	Applied knowledge Teacher students	Integrated knowledge Teacher students
	<ul style="list-style-type: none"> present theoretical and experience-based knowledge as separate entities reflect on their observations and recognise what competences and knowledge they still need 	<ul style="list-style-type: none"> combine theoretical data with their experiences and observations reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge 	<ul style="list-style-type: none"> find new ways of looking at things through integrating theoretical, practical and self-regulated knowledge reflect not only on their actions and experiences but also different operational practices, entities and strategies as well as develop and change them in a target-oriented way
Evaluation competence	<ul style="list-style-type: none"> describe the principles and practices of designing, implementing, facilitating and assessing what supports learning connect the teaching and facilitation choices they have made with the curriculum and degree objectives 	<ul style="list-style-type: none"> evaluate the role of choices made in curricula and teaching methods in supporting students' learning and professional growth 	<ul style="list-style-type: none"> question their and educational organisations' pedagogical choices and justifications suggest alternative methods of teaching and facilitation
Partnership competence	<ul style="list-style-type: none"> give justifications for individual, student-centred design and action in learning and facilitation use teaching methods which support interaction between students 	<ul style="list-style-type: none"> consider individual learning processes in supporting students' professional growth and identity building 	<ul style="list-style-type: none"> develop and change learning environments and pedagogical practices of the educational institution in collaboration with students
Facilitation competence	<ul style="list-style-type: none"> describe the importance of individuality in design of teaching, learning and studies act in a responsible and goal-oriented manner in design, implementation, facilitation and assessment of processes which support learning 	<ul style="list-style-type: none"> fluently use various teaching and assessment methods in their teaching and facilitation 	<ul style="list-style-type: none"> develop and renew the practices of teaching and facilitation into a more flexible and individual direction
Cultural competence	<ul style="list-style-type: none"> can describe how differences and diversity are visible in their work as teachers and facilitators evaluate importance of students' diversity in teaching and facilitation 	<ul style="list-style-type: none"> work in a way which takes into account how students' life histories and life situations connect to their interests and choices 	<ul style="list-style-type: none"> develop and promote solutions which relate to flexible study paths and individual learning methods (also virtual)
Wellbeing competence	<ul style="list-style-type: none"> describe various factors of pedagogical security in their teaching and facilitation take into account factors which affect security both at individual and group levels 	<ul style="list-style-type: none"> implement the principles of pedagogical safety in their teaching and facilitation 	<ul style="list-style-type: none"> promote introduction of methods which support individual and communal wellbeing

Introduction to Contemporary Pedagogical Models (5 cr)

Objectives: Teacher students

- compare and contrast various pedagogical models and evaluate their suitability to their field of education
- evaluate how changes in working life impact teaching and learning and teachers' role
- know how to plan and guide self-directed learning and professional growth
- demonstrate understanding of lifelong learning
- can design and implement participatory learning activities in various learning environments and contexts.

Core questions:

- ✓ *What are the benefits and challenges of various pedagogical models?*
- ✓ *How to ensure diverse competences in the changing working life?*
- ✓ *What is reflective, investigative and entrepreneurial approach in education?*
- ✓ *What are emerging trends in education and how will they affect learning and teaching?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating various pedagogical models and their suitability to their field of education
- reflect on their observations, actions and experiences and

2.4 MODULE D: Contemporary Pedagogical Models (10 cr)

The module examines contemporary teaching and learning models. It consists of two courses: Introduction to Contemporary Pedagogical Models (5 cr) and Teaching and Facilitation Practice II (5 cr).

Objectives: Teacher students

- compare and contrast various pedagogical models and evaluate their suitability to their field of education
- evaluate how changes in working life impact teaching and learning and teachers' role. The focus is on examination, experimentation and renewal of contemporary pedagogical models.

evaluate their significance to their competences and knowledge

- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings
- analyse and evaluate their learning results and choices
- use different communication methods and tools and evaluate them from the pedagogical perspective
- demonstrate self-directed learning and ability for lifelong learning.

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately
- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- know only the most common communication methods
- cannot plan their learning and need constant support from teachers.

Teaching and Facilitation Practice II (5 cr)

This is the second part of the teaching and facilitation practice. During the teaching and facilitation practice, teacher students maintain and develop their strengths and recognise the areas in which they need to develop as teachers and facilitators. The practice utilises the theoretical viewpoints for teaching and facilitation covered during teacher education. Teachers' work consists of teaching and facilitation as well as meeting diverse types of learners. The teaching and facilitation practice consists of planning, implementing, facilitating, assessing and evaluating teaching.

Objectives: Teacher students

- set learning objectives, design and implement a course as defined in the curriculum and evaluate how the objectives were met
- design, implement, facilitate and evaluate processes which support learning of individual students and student groups
- give constructive feedback to other teacher students on design and implementation of teaching
- construct and develop various learning environments and learning paths in collaboration with students
- follow teachers' ethical principles in all their teaching, facilitation and interaction with students and colleagues
- evaluate their interaction skills and reflect on matters which help them to recognise their strengths and areas for development as teachers and facilitators.

Core questions:

- ✓ *How does the curriculum shape design and implementation of teaching?*
- ✓ *What is constructively aligned education planning?*
- ✓ *How do students' experiences and individuality of learning direct the design process?*
- ✓ *How do teachers implement participatory pedagogy?*
- ✓ *What are reflective, exploratory, developing and entrepreneurial teaching and facilitation?*
- ✓ *How do teachers recognise teaching methods which suit different learning situations and their personality and how are they able to implement and develop the methods?*
- ✓ *What types of teaching and evaluation methods can promote students' self-direction, initiative and responsibility for their professional growth?*
- ✓ *How do teachers apply various forms of assessment?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating how operational and learning environments and practices contribute to learning
- reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and

collaboratively creating knowledge online and face to face

- analyse and evaluate their learning results and choices
- use different communication, teaching and facilitation methods and tools and evaluate them from the pedagogical perspective.

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately
- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- know only the most common communication methods
- use only traditional teaching methods
- violate teachers' code of ethics.

Assessment table for the module D.

MODULE D	Descriptive knowledge Teacher students	Applied knowledge Teacher students	Integrated knowledge Teacher students
	<ul style="list-style-type: none"> present theoretical and experience-based knowledge as separate entities reflect on their observations and recognise what competences and knowledge they still need 	<ul style="list-style-type: none"> combine theoretical data with their experiences and observations reflect on their observations, actions and experiences and evaluate their significance for their competences and knowledge 	<ul style="list-style-type: none"> find new ways of looking at things through integrating theoretical, practical and self-regulated knowledge reflect not only on their actions and experiences but also different operating practices, entities and strategies as well as develop and change them in a target-oriented way
Evaluation competence	<ul style="list-style-type: none"> compare pedagogical models understand when and where to apply specific pedagogical models choose teaching methods according to the curriculum objectives 	<ul style="list-style-type: none"> evaluate the role of choices made in curricula and teaching methods in supporting students' learning and professional growth 	<ul style="list-style-type: none"> develop the curriculum question their and educational organisations' pedagogical choices and justifications suggest alternative methods of teaching and facilitation
Partnership competence	<ul style="list-style-type: none"> can explain the need for student-centred design and action in learning and facilitation use teaching methods which support interaction between students are able to describe and discuss various student-centred pedagogical models 	<ul style="list-style-type: none"> consider both individual learning processes and interaction between students when designing and implementing participatory learning activities use collaborative educational technologies in learning environment 	<ul style="list-style-type: none"> develop and improve learning environment and pedagogical practices of the educational institution in collaboration with students and staff, using educational technology when beneficial
Facilitation competence	<ul style="list-style-type: none"> describe and give examples of pedagogical models act in a responsible and goal-oriented manner in design, implementation, facilitation and assessment of processes which support learning 	<ul style="list-style-type: none"> fluently use various teaching and assessment methods and pedagogical models in their teaching and facilitation 	<ul style="list-style-type: none"> develop and renew practices of teaching and facilitation into a more flexible and individual direction guide self-directed learning and professional growth design and implement participatory learning activities in various learning environments and contexts
Cultural competence	<ul style="list-style-type: none"> understand the importance of students' diversity in teaching and facilitation can demonstrate their understanding of the meaning of lifelong learning in various cultures. 	<ul style="list-style-type: none"> work in a way which takes into account how students' life histories and life situations connect to their interests and choices 	<ul style="list-style-type: none"> develop participatory learning activities in various cultural learning environments and contexts.
Wellbeing competence	<ul style="list-style-type: none"> describe various factors of pedagogical security in different pedagogical models can give examples of how modern education technologies promote wellbeing can demonstrate understanding of wellbeing in lifelong learning 	<ul style="list-style-type: none"> implement the principles of pedagogical safety in their teaching and facilitation in their teaching and facilitation take into account factors which affect security both at individual and group levels can design and implement participatory learning activities in various learning environments and contexts that promote wellbeing 	<ul style="list-style-type: none"> promote introduction of methods which support individual and communal wellbeing

- build and foster learning communities and communities of practice and can operate in global collaborative learning environments
- develop their professional identity as online facilitators.

Core questions:

- ✓ *What is a learning community?*
- ✓ *What is a community of practice and learning as social participation?*
- ✓ *How is it possible to support collaborative learning in online environments?*
- ✓ *What factors contribute to meaningful e-learning?*
- ✓ *How is it possible to incorporate the idea of "learning everywhere and all the time in communities" into students' flow of learning?*
- ✓ *What is meaningful online learning?*
- ✓ *How can teachers apply education technologies and social media tools in teaching and facilitation?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating online learning environments and practices and how they contribute to learning
- reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings

2.5 MODULE E: Teaching Online and Building of Collaborative Learning Communities (5 cr)

This module focuses on technology-enhanced teaching and learning in theory and practice and comprises one course only, Planning of Online Facilitation and Learning.

Planning of Online Teaching and Learning (5 cr)

Objectives: Teacher students

- analyse different online and blended learning environments based on learning theories
- possess multiliteracy skills and are able to develop these skills in students
- can apply the principles of instructional design in planning meaningful online learning
- can apply educational technologies and social media tools in teaching and facilitation

- analyse and evaluate their learning results and choices
- use educational technologies and social media tools in teaching and facilitation.

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately

- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- use only the most common tools and activities provided by the LMS.



Assessment table for the module E.

MODULE E	Descriptive knowledge Teacher students	Applied knowledge Teacher students	Integrated knowledge Teacher students
	<ul style="list-style-type: none"> • <i>present theoretical and experience-based knowledge as separate entities</i> • <i>reflect on their observations and recognise what competences and knowledge they still need</i> 	<ul style="list-style-type: none"> • <i>combine theoretical data with their experiences and observations</i> • <i>reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge</i> 	<ul style="list-style-type: none"> • <i>find new ways of looking at things through integrating theoretical, practical and self-regulated knowledge</i> • <i>reflect not only on their actions and experiences but also on different operating practices, entities and strategies as well as develop and change them in a target-oriented way</i>
Evaluation competence	<ul style="list-style-type: none"> • know the criteria for meaningful online learning • offer examples of teachers as actors in community and society • evaluate how the changing working life affects the work of professional teachers 	<ul style="list-style-type: none"> • can evaluate various implementations of online learning • use research reports when evaluating and justifying how teachers' work and teachers' field of education change and what competences the change requires 	<ul style="list-style-type: none"> • question changes in working life and education • actively develop technology-enhanced teaching and learning in their field of education.
Partnership competence	<ul style="list-style-type: none"> • describe internal and external networks of the educational institution as well as how various parties collaborate in the different stages of students' study path • participate in the work of an internal and external network of the educational institution 	<ul style="list-style-type: none"> • expand their personal networks by taking part in the work of various professional groups and networks 	<ul style="list-style-type: none"> • work actively in network collaboration and develop the practices and methods of network collaboration • create relationships which develop their work as well as the work of the educational institution
Facilitation competence	<ul style="list-style-type: none"> • give examples of new forms of learning, studying and facilitation in virtual learning environments • evaluate support forms of professional growth from the viewpoint of the constantly changing needs of their field 	<ul style="list-style-type: none"> • participate in support processes for online education and justify development suggestions (both for the organisation and their learning) which arise from multiprofessional collaboration 	<ul style="list-style-type: none"> • develop and change practices and support processes of online education and facilitation as a part of network collaboration
Cultural competence	<ul style="list-style-type: none"> • describe how changes in working life will be evident in the operating cultures of educational institutions and work of both students and teachers • find information about different cultural perspectives while working in diverse communities 	<ul style="list-style-type: none"> • work as members of various communities in a manner which promotes cultural diversity 	<ul style="list-style-type: none"> • work fluently in various cultural contexts and promote development of new forms of collaboration and communal ways of working (also virtual)
Wellbeing competence	<ul style="list-style-type: none"> • describe how technology-enhanced teaching and learning affect wellbeing of students and teachers • evaluate and justify the importance of developing various collaboration forms in work of both teachers and students 	<ul style="list-style-type: none"> • work as members of various communities in a manner which promotes wellbeing and offer justified development suggestions 	<ul style="list-style-type: none"> • take part in communal development by creating contact networks which promote wellbeing

- know the main laws regulating teachers' work and can abide by them
- recognise development needs in their work and/or their work community and utilise and develop their professional expertise in carrying out the development project.

Diversity and Legislation (5 cr)

Objectives: Teacher students

- recognise and evaluate practices related to flexibility of studies
- evaluate the structure and goal setting of the curriculum and qualification requirements
- can justify the significance of facilitation in teaching and learning
- work in an ethical manner which decreases the risk of exclusion and promotes inclusive practices at educational institutions.
- know the main laws regulating teachers' work and can abide by them.

Core questions:

- √ *How can teachers take into consideration students' individuality and ways to orient themselves to studying and learning?*
- √ *What kind of skills are required from teachers and staff in order*

- √ *to carry out flexible design and implementation of studies?*
- √ *How can safety of studying and the educational institution be secured?*
- √ *In what situations of teachers' work can knowledge of legislation be useful?*
- √ *What are teachers' responsibilities according to the Finnish law?*
- √ *What are the most important ethical principles for teachers?*

Pass: Teacher students

- combine theoretical data with their experiences and observations while evaluating online learning environments and practices and how they contribute to learning
- reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge at online and face-to-face meetings
- analyse and evaluate their learning results and choices
- work in an ethical manner which decreases the risk of exclusion.

Fail: Teacher students

- describe theoretical knowledge, experiential knowledge and observations separately

- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- do not demonstrate understanding of the inclusive approach
- are not aware of the laws and regulations guiding teachers' work.

Development Project (5 cr)

The aim of the development project is to demonstrate the competences built during teacher education and to apply them in developing pedagogical practices of the work community.

Objectives: Teacher students

- recognise development needs in their work and/or their work community and are able to outline a suitable development project
- utilise and develop their professional expertise in carrying out the development project
- make use of their expertise as teachers in dealing with their study group as well as work community and interest groups creatively

2.6 MODULE F: Diversity, Legislation and Development Project (10 cr)

In this module teacher students develop new pedagogical solutions within their working environments. This module also investigates diversity of students and legislation on education. It comprises two courses: Diversity and Legislation (5 cr) and Development Project (5 cr).

Objectives: Teacher students

- recognise and evaluate practices related to flexibility of studies
- evaluate the structure and goal setting of the curriculum and qualification requirements
- work in an ethical manner which decreases the risk of exclusion and promotes inclusive practices at educational institutions

- maintain a culturally sensitive and working-life oriented approach
- describe and assess the results and findings of the development project in a logical and coherent manner in the written report
- assess the development process, their research and development skills as well as their and the study group's learning.

Core questions:

- ✓ *In what situations of teachers' work can knowledge of legislation be useful?*
- ✓ *What are teachers' responsibilities according to the Finnish law?*
- ✓ *What are the most important ethical principles for teachers?*

Pass: Teacher students

- can use their pedagogical knowledge to identify a development need
- can justify their decisions and choices with references to relevant literature
- reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge
- participate actively in the group learning process by sharing expertise, searching for information and collaboratively creating knowledge

- analyse and evaluate their learning results and choices
- work in an ethical manner
- report their development work results according to TAMK guidelines.

Fail: Teacher students

- describe theoretical knowledge and their development work separately
- discuss in a shallow way, present disconnected facts and/or paraphrase literature
- do not participate in the group processes actively and/or have not submitted the learning tasks according to the instructions
- are not able to apply theory into practice.

MODULE F	Descriptive knowledge Teacher students	Applied knowledge Teacher students	Integrated knowledge Teacher students
	<ul style="list-style-type: none"> • <i>present theoretical and experience-based knowledge as separate entities</i> • <i>reflect on their observations and recognise what competences and knowledge they still need</i> 	<ul style="list-style-type: none"> • <i>combine theoretical data with their experiences and observations</i> • <i>reflect on their observations, actions and experiences and evaluate their significance to their competences and knowledge</i> 	<ul style="list-style-type: none"> • <i>find new ways of looking at things through integrating theoretical, practical and self-regulated knowledge</i> • <i>reflect not only on their actions and experiences but also different operating practices, entities and strategies as well as develop and change them in a target-oriented way</i>
Evaluation competence	<ul style="list-style-type: none"> • describe principles and practices of designing, implementing, facilitating and assessing which support learning • describe salient features of ethical assessment 	<ul style="list-style-type: none"> • evaluate the role of choices made in curricula and teaching methods in supporting flexibility of students' learning and professional growth • can assess students' learning in an ethical manner 	<ul style="list-style-type: none"> • question their and educational organisations' pedagogical choices and justifications • suggest alternative methods of teaching and facilitation • critically evaluate the ethical principles of their educational institution.
Partnership competence	<ul style="list-style-type: none"> • give justifications for individual, student-centred design and action in learning and facilitation 	<ul style="list-style-type: none"> • consider individual learning processes in supporting students' professional growth and identity building 	<ul style="list-style-type: none"> • develop and change learning environments and pedagogical practices of the educational institution to better accommodate diversity of learners
Facilitation competence	<ul style="list-style-type: none"> • understand the importance of students' diversity in teaching and facilitation • describe the importance of individuality in design of teaching, learning and studies • act in a responsible and ethical manner in design, implementation, facilitation and assessment of learning • know the legislation guiding teachers' work 	<ul style="list-style-type: none"> • fluently use various teaching and assessment methods considering diversity of learners • guide students to follow laws and ethical principles in their work 	<ul style="list-style-type: none"> • develop and renew practices of teaching and facilitation into a more flexible and individual direction
Cultural competence	<ul style="list-style-type: none"> • can describe how differences and diversity are visible in their work as teachers and facilitators • evaluate importance of students' diversity in teaching and facilitation 	<ul style="list-style-type: none"> • work in a way which takes into account how students' life histories and life situations connect to their interests and choices 	<ul style="list-style-type: none"> • develop and promote solutions related to flexible study paths and individual learning methods (also virtual)
Wellbeing competence	<ul style="list-style-type: none"> • describe various factors of pedagogical safety • in their teaching and facilitation take into account factors which affect safety both on individual and group levels 	<ul style="list-style-type: none"> • implement the principles of pedagogical safety in their teaching and facilitation 	<ul style="list-style-type: none"> • promote introduction of methods which support individual and communal wellbeing

Assessment table for the module F.

3 Principles of studying

TAOK has developed models which combine education with work. These take into account teacher students' personal starting points and goals. Work methods related to teachers' everyday lives are used in teaching and studying: collaborative working methods, group and team work, shared expertise, critical thinking and assessment to support human agency.

3.1 Participatory pedagogy and authentic learning as bases for assessment

The teacher's role has changed from delivering information to facilitating and enabling learning and designing learning environments. The ideology behind participatory pedagogy requires a new approach to learning. students Instead of completing individual and disconnected tasks and learning contents by heart, larger issues, phenomena and problems which arise in the teacher's work are emphasised. The focus is on actions, collaborative knowledge building, skills and alternative perspectives.

Participatory pedagogy is an extensive approach which combines different pedagogical strategies. It makes use of different types of activating, exploratory and problem- and phenomenon-based pedagogical models and methods. It is not a single method.

Participatory pedagogy focuses on

- supporting students' participation and human agency
- understanding the importance and use of peer groups
- taking into account students' personal starting points and goals
- accepting that learning takes place everywhere and all the time
- using reflection and assessment.

Agency means teacher students' ability to plan, facilitate, implement and assess their learning and studying processes. On the other hand, participation is related to experiences of being able to affect the expectations and demands placed on themselves and others and to create such expectations.

Participatory pedagogy uses the principles of authentic learning. Authentic learning consists of experiences which are meaningful for the learner as well as situations in which students can practise in environments where they will later need their competences. Thus studying focuses on the reality of professional teachers' work. In authentic learning teacher students encounter real phenomena in the professional teacher's work. This connects teacher students to their community of practice and experts' operating culture. The functional approach is investigative learning, which also supports development

of thinking competences and metacognitive skills. Authenticity is not a single method but authenticity is realised in a dynamic interaction between the learner, action, tasks and learning environments.

The leading principle behind teacher students' authentic learning is to work on topics, issues and problems which develop and strengthen the expert way of working. Authentic learning is working-life oriented allowing teacher students to investigate professional education phenomena from different angles and as a part of teachers' professional networks.

The methods used in professional teacher education foster collaborative and cooperative work. In addition, learning tasks are open and enable multiprofessional and multidisciplinary work. Instead of answering individual questions, teacher students participate in formation of learning tasks. While searching for answers, they take advantage of not only their experiences but also expert knowledge and expert communities. Use of information and communication technologies as well as social media is an important part in collaboration and knowledge building.

In participatory pedagogy, assessment does not focus on the end result only (assessment of learning) but takes place all the time as a part of the learning process. Assessment supports learning and focuses on the future (assessment for learning). Assessment emphasises teacher students' activeness and reciprocity and includes self, peer and working life assessments. Various expert networks are also used to support assessment.



FIGURE 2. Principles of authentic learning (Herrington 2006, variation)

An important part of teachers' work today and in the future is assessment of various working environments and work practices. Assessment is seen as a way of thinking or an operating philosophy which is not only related to students' actions. The aim of assessment is investigating, developing and changing operations (assessment as learning).

The assessment criteria are based on integrated epistemology and categorised into descriptive knowledge, applied knowledge and integrated knowledge.

In descriptive knowledge, the theoretical knowledge and experiential knowledge are disconnected. In reflection, techniques and methods dominate, such as "Do I know...", "Is this right..." The focus is on finding, maintaining and establishing a personal way of working.

In applied knowledge, theoretical sources, viewpoints and concepts are used as justification for assessment. Applied knowledge refers to the ability to choose a suitable approach and methods for different situations. It also means the ability to let go of something that does not meet its purpose or lead to intended results in a given situation. The approach or method can be changed flexibly depending on the topic and situation at hand. It is important to find answers to questions such as "What does this relate to?", "What is this a part of?"

In integrated learning, multiple theoretical source materials, perspectives and concepts are used critically. Issues and phenomena are also examined critically and new working methods and strategies are consciously developed. Important questions include "Why is this done in

such a manner?", "Who can benefit from this and how?", "What will be the result?" and "Are there other ways to do this?"

In teacher education, assessment is based on learning objectives set for each module as well as teacher students' personal goals. The assessment criteria for learning and competences are the competences in the curriculum: assessment competence, facilitation competence, cultural competence, partnership competence and wellbeing competence. The assessment methods are self-assessment, peer assessment within the teacher student group, work community assessment and assessment carried out by TAOK teachers (teacher educators). In teaching practice the supervising teacher's feedback is an integral part of assessment.

3.2 Personal study plan

As the governing principle of teacher education is reflective, exploratory, developing and entrepreneurial work, teacher students have an active role in designing and assessing their learning. All teacher students create their personal study plan. It is open in nature and it is assessed and revised as the studies progress. The personal study plan sets teacher students' personal goals within the objectives of teacher education and finds new opportunities for learning.

The aim of teacher students' personal study plan is to

- describe their personal learning history
- describe their starting points for being a professional teacher
- set meaningful and realistic learning objectives for themselves
- plan their learning process and scheduling
- take responsibility for success of the learning process
- develop new working methods which promote learning for themselves and the student group
- assess the progress of their and their student group's learning.

3.3 Learning journal

An important part of participatory pedagogy is documentation of personal learning. Documentation is a studying and learning method where teacher students take on an active role in producing, searching and managing information as well as planning, monitoring and assessing their learning. In practice this takes the form of a learning journal which teacher students keep throughout their studies. It describes and summarises the process of their learning and professional development.

The learning journal describes among other things:

- goal orientation
- reflection
- how the learnt is applied and integrated into practice
- a summary of how and what kind of changes have taken place in the student's competences
- thoughts and plans on future development of professionalism and teacher identity and competences.

3.4 Accreditation

Accreditation of prior and experiential learning: Students may apply for exemption from one or several modules on the basis of prior achievement of the learning outcomes, whether certificated or by experiential learning. In practice this means inclusion of university-level pedagogical studies or a portfolio of evidence provided by the student.

