Practicum Plan

What is my practicum based on?

In the practicum you support your students' learning processes and assess their progress. The practicum may contain a course, a study module, or a unit of competencies/qualifications and it may include group learning sessions, individual tutoring and facilitating learning at a workplace or a digital environment. The practicum offers an opportunity to explore new ways of facilitating learning and challenge old ways of doing things. You will develop your teaching and guidance skills by utilizing feedback and self-assessment. Self-analysis and peer feedback support you in reaching your goals.

You will create a practicum plan before you start facilitating learning. In the practicum plan, you justify your pedagogical choices and describe the theoretical foundations behind your guidance, building your own personal approach to learning that you can apply in your practicum. Below are questions to help you formulate your plan.

Use the content from the professional teacher education program studies and other diverse, up-to-date sources. For example, insights and observations from exploring different vocational learning environments and the teacher's role. When planning assessment, refer to the materials available in Moodle under the section related to the Facilitating Learning Process. Remember to cite sources and follow JAMK's guidelines for text references and bibliography.

A. Basic Information on the Practicum

- Your name and contact information
- Name, address, and place or learning environment of the institution/organization (e.g., online learning platform)
- Dates and times of the teaching sessions
- Target group and learning environment
- Topic and scope of the practicum
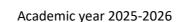- Supervising teacher and teacher colleagues

B. Professional Competence and Changes to it

- How do the key global, national, and regional factors that guide the development of working life in general and your field or area of expertise show in the practicum?
- What kind of skills are required in your professional field or area of expertise from employees and experts in working life?
- How does entrepreneurship and its significance appear in your field and in the practicum?
- How is professional competence described in the curriculum and/or qualification requirements (or other guiding documents)? How do current global, national, and regional competence needs appear in their goals and content?

C. Theoretical Knowledge Behind Your Plan

Study theoretical knowledge about learning. Describe:

- Your approach to learning (view of humanity, knowledge, learning) and your pedagogical principles (your personal theory-in-practice).
- How these views influence your planning, guidance, feedback, and assessment. And what methods and practices you choose and why.

Academic year 2025-2026

D. Objectives and Content of the Practicum

- What are the learning objectives of the practicum and how do they relate to a broader context (degree/qualification/module/etc.)?
- What will students be able to do after completing the module?
- What content will help achieve the desired competence (see curriculum/qualification requirements or other guiding documents)?

E. Creating an Orientation Base

The orientation base provides an overview of the knowledge to be learned. Its purpose is to help the learner to identify what is essential and to connect details to the bigger picture.

- Illustrate the content and build an orientation base for your learners.
- Present the orientation base as a diagram, chart, mind map, or other format suitable for the learners/professional field. Attach it to your plan.

F. Learners' Backgrounds, Diversity, and Supportive Learning Environment

- What kinds of learners are in your group? Who are they? What is their age range? What is central to their development and life context?
- What is the stage of their professional development and how do you consider it in your practice?
- How do you take learners' diversity and individual learning needs into account? How do you observe and identify different needs and use these observations in your pedagogical choices? (e.g., daytime vs. blended learning students)
- How do you support learners' personal learning paths?
- How do you ensure learning situations promote inclusion and equality?
- How do you support social bonding, group formation, interaction, and a positive atmosphere?

G. Description of Guidance and Assessment Methods

- What teaching, guidance, and assessment methods do you use? (Refer back to section C.)
- How do students receive guidance and feedback?
- What are the key areas where students need formative feedback? Who provides it? (teacher, peer, automated feedback in online platforms)
- How do you guide learners' critical and developmental thinking?
- How do you support learner-centeredness, collaboration, and learning-to-learn skills?
- What educational technologies or online pedagogical tools do you use to support learning?
- How do you utilize diverse learning environments in your guidance?
- Is the module accessible to all learners?
- How is work-life relevance implemented in your teaching?
- What kind of assessment material do you collect to evaluate how well learners meet the objectives? Use Moodle materials on assessment.
- When and how do learners become familiar with the assessment criteria?
- How do you concretely implement competence assessment? How do you use the assessment criteria from guiding documents (e.g., ePerusteet, curricula)?
- How are self-assessment and peer assessment carried out?

H. Progression of the Learning Process: How do you apply the theoretical knowledge from section C in planning, guiding, and assessing learning processes?

- How do you enable learners to progress toward competence goals?
- How do you structure the learning process to consider both collaboration and individual paths?
- What kinds of diverse learning tasks do students perform in practice to achieve the learning objectives? (e.g., reading, exploring, brainstorming, learning through models, searching for information, applying, group/pair work, discussions, research, experimentation, drawing, hands-on practice, solving field-specific case examples). Please describe the learning process from the perspective of the student: what do they do? Do not describe timetables and do not describe teachers' actions.
- Is the learning activity active, diverse, and varied? How does the progression support competence development?
- What materials or resources are used? Are they diverse, accessible, and clear?
- How do you support learners' focus and engagement, e.g., through activity and movement? How and when is learning paused?