

Guidelines for the Practicum Plan (Academic year 2026-2027)

Guiding the Learning Process, Learning task 3

What forms the basis of my guidance of the learning process?

Purpose

The purpose of the practicum is to develop your teaching and guidance competence. During the practicum, you support learners' learning processes and assess their progress. At the same time, you will have the opportunity to try new approaches, challenge established practices and build your own pedagogical thinking.

The practicum can be implemented, for example, as a course, module, or part of a qualification. It may include group teaching, individual guidance, guidance in workplace learning, and/or online learning guidance.

Objective

The objective of the practicum is for you to:

- develop your competence in guiding learning and assessment
- learn to justify your pedagogical choices by referring to sources
- build your own personal theory of guiding learning and apply it in practice
- use feedback to develop your own practice
- strengthen your self-assessment and reflective skills

Task

Prepare a practicum plan in which you describe and justify how you guide the learning process based on sources.

In your plan, you must:

- describe the overall practicum (what you implement and in what kind of environment)
- justify your pedagogical choices and the pedagogical foundations underlying your guidance
- reflect on what your guidance of the learning process is based on
- construct and describe your own personal theory of guiding learning

Use the guiding questions (sections A–H) at the end of these instructions to support your plan and address them in your work.

Use of Sources and Instructions

In planning your practicum, make use of:

- the contents of the teacher education courses at the School of Professional Teacher Education
- the materials available in Moodle for this course
- other relevant sources of your choice

Include appropriate in-text references and compile a reference list. You may use JAMK guidelines for referencing.

Moodle materials can be found in the assessment section of the **Facilitating the Learning Process** course.

A. Basic Information about the practicum

- Your name and contact details
- Name and address of the institution/organization and the learning environment (e.g. classroom, online environment)
- Dates and times of teaching
- Learner group
- Topic and scope of the teaching unit
- Mentoring teacher and peer instructors

B. Professional Competence and Its Transformation

- What global, national, and regional changes affect working life and the development of professions in general?
- What factors affect the professional field or area of expertise?
- What kind of competence does working life require now and in the near future in the field?
- How are entrepreneurship and an entrepreneurial mindset visible in the field?
- How is professional competence described in curricula, qualification requirements, or other policy documents?
- How do current competence needs in working life
 - a) globally
 - b) nationally
 - c) regionallyappear in the objectives and contents of these documents?

C. Theoretical Knowledge Underpinning the Plan

Familiarize yourself with learning theories and describe:

What is your concept of learning? Reflect on:

- your concept of the human being

- your concept of knowledge
- your conception of learning

What are your key pedagogical principles (your own theory-in-use)?

How are your pedagogical principles visible in practice:

- in planning the learning process
- in guiding learning
- in giving feedback
- in assessment

What methods and approaches do you use, and why?

D. Objectives and Contents of the course you teach during your practicum

- What are the learning outcomes (competence objectives) of the course you teach?
- How do these objectives relate to a broader entity (e.g. study programme, qualification, module)?
- What will the student be able to do after completing the course?
- What content will be used to achieve the objectives?

Please refer to curricula, qualification criteria, or other guiding documents.

E. Creating an Orientation Basis

The orientation basis helps learners understand what is being learned and how things relate to each other.

- How do you illustrate the teaching content to learners?
- How do you create an orientation basis that helps learners to:
 - form an overall picture
 - identify essential elements
 - connect details into a whole

Create the orientation basis, for example:

- as a diagram
- as a figure
- as a mind map
- or another suitable format

Attach it to your practicum plan.

F. Learners' Starting Points, Diversity, and a Supportive Learning Atmosphere

- What kinds of learners are in your group?
 - who they are
 - their age
 - typical characteristics of their life stage
- What is their stage of professional development and how do you consider it in your teaching?
- How do you take learners' diversity and individual learning needs into account?
- How do you identify learners' different needs and use these observations in your pedagogical choices?
- How do you support personal learning paths?
- How do you ensure inclusion and equality?
- How do you promote group cohesion, interaction, and a positive learning atmosphere?

G. Facilitating Learning and Assessment

- What teaching, guidance, and assessment methods do you use? (Justify your choices by drawing on the theoretical foundations described in Section C.)
- How do learners receive guidance and feedback during the learning process?
- At which stages of the learning process is feedback particularly important?
- Who provides feedback?
 - teacher
 - peers
 - workplace representatives (if applicable)
 - digital and automated learning environments
- How do you support learner agency, critical thinking, reflection, and self-regulation?
- How do you promote learner-centredness, collaboration, inclusion, and learning-to-learn competences?
- What educational technologies and digital tools do you use, and how do they support learning?
- How do you utilize different learning environments (e.g., online environments, workplaces, simulations, projects)?
- How do you ensure accessibility and equal participation for all learners?
- How is working-life orientation integrated into the learning process?
- What assessment evidence do you collect to demonstrate achievement of the competence objectives?
- What are the assessment criteria?

- How and when do learners become familiar with the assessment criteria?
- How is assessment implemented in practice?
- How are self-assessment and peer assessment integrated into the learning process?

H. Progression of the Learning Process

- How do you apply the theoretical foundations and pedagogical principles described in Section C when planning, facilitating, and assessing learning?
- How do you guide learners toward achieving the competence objectives?
- How do you structure the learning process to support both individual and collaborative learning?
- Describe the progression of the learning process from the learner's perspective:
 - What do learners do at different stages of the process?
 - What learning tasks do learners perform to achieve the competence objectives?
 - How do the learning tasks support competence development?
- Explain your pedagogical reasoning:
 - Why have you chosen these learning tasks and activities?
 - How do they support learning, reflection, application of knowledge, collaboration, professional growth, and competence development?
- How do you create opportunities for active participation and meaningful engagement throughout the process?
- How does the learning process support the development of professional competence and future working-life skills?
- What learning materials are used and how do they support learning?
 - diversity of materials
 - accessibility
 - clarity and suitability for the learner group
- How do you support concentration, engagement, well-being, and sustainable learning throughout the process?
 - activity
 - interaction
 - movement
 - breaks
 - flexibility