

JAMK University of Applied Sciences

PEDAGOGICAL PRINCIPLES

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1 INTRODUCTION

The pedagogical principles of the JAMK University of Applied Sciences originate from the JAMK's strategy for 2010–2015. The pedagogical principles form a part of JAMK's overall strategy, and carry on the pedagogical strategy of 2006-2009 of the previous strategy period.

In line with its mission, JAMK is an internationally oriented pioneer in education and a strong expert in research, development and innovation work focused on working life. The JAMK University of Applied Sciences, displaying strong evidence of internationalism, quality of its education, promotion of entrepreneurship and successful research and development work as well as innovation work, wants to be the best Finnish University of Applied Sciences in 2015.

The values of the JAMK University of Applied Sciences are responsibility, trust and creativity.

The university has established ethical principles that are taken into account in pedagogy.

2 PEDAGOGICAL PRINCIPLES: BACKGROUND

The pedagogical principles guide the design, implementation and evaluation of Bachelor's and Master's degree education, vocational specialisation studies, open university studies, continuing education, apprenticeship-type training and other educational services.

The pedagogical principles complement the strategy architecture of the University of Applied Sciences, in particular as far as learning and the development that enables and supports learning is concerned. The measures planned for the implementation of JAMK's 2010-2015 strategy occupy the key position.

The pedagogical principles describe what the JAMK University of Applied Sciences thinks the pedagogy of a good university should be like. They ensure equal study opportunities for all university students. The purpose is also to strengthen the staff's common pedagogical vision and skills.

The university's pedagogical approach is based on providing support for expertise and professional growth.

The pedagogical principles support the implementation of JAMK's strategy, according to which JAMK

- 1 strengthens the national and international quality, productivity, competitiveness and attractiveness of the educational process
- 2 develops the university to anticipate the needs of working life and to respond to them with training solutions that are need-based and customer-oriented, flexible, efficient and based on the application of new teaching technology
- 3 modernizes and internationalizes its learning environment

JAMK's strategy aims at the development which in 2015 will have the following results:

- JAMK's education meets the skill needs of the region in a flexible manner. This is ensured by wide cooperation among stakeholders
- JAMK has been audited, and several study courses have been accredited.
- Customer and stakeholder feedback is at a good level. JAMK exports educational courses, which are based on customer needs, to the world and recruits from there foreign experts to support the internationalization of working life in Central Finland.
- JAMK has an international learning environment of exemplary quality that is under continuous renewal.
- JAMK is a nationally and internationally respected university which applies the latest teaching technology tools and creates pedagogical solutions.
- JAMK is recognized as a producer of Finland's SME growth entrepreneurship that is becoming more international and based on higher education know-how.
- JAMK co-operates, with good results, in R & D & I with selected (TOP 5-10) strategic international partners.
- Co-operation between JAMK and TAMK will deepen in the areas of degree education, international activities and regional influence.

3 EXPERTISE AND PROFESSIONAL GROWTH

The tasks of the universities of applied science include "to provide higher education which is based on working life and its development needs and on research and artistic groundwork and directed for professional specialist tasks and to support individuals' professional growth." From the viewpoint of pedagogical development of universities of applied science, it is important to create learning environments and search for educational solutions with the help of which the challenges associated with these tasks can be met as successfully as possible.

3.1 Expertise and its development

There are [three viewpoints](#) on expert development: an individual's acquisition of expert knowledge, participation in professional operating culture and creation of new knowledge.

Expert knowledge is seen as consisting of three components: 1) theoretical knowledge, 2) practical knowledge, and 3) self-regulatory knowledge.

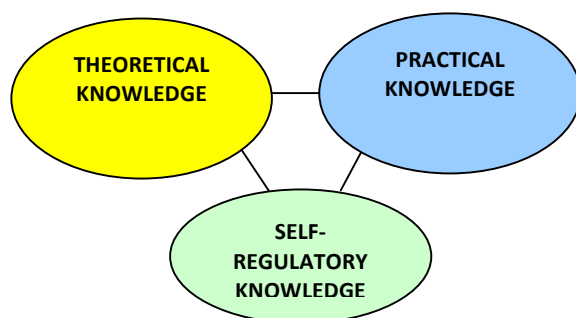


FIGURE 1 The three components of expert knowledge

The three components of expert knowledge form a coherent and integral whole. *Theoretical knowledge* can be expressed and defined, and it can be demonstrated and evaluated fairly easily. *Practical knowledge*, which includes functional skills, means acquiring experience through doing and practice. Often it is also called experiential knowledge. With the help of *self-regulatory knowledge*, an individual directs his/her own activities and can combine theoretical and practical knowledge in a meaningful way. From the perspective of lifelong learning, self-regulatory knowledge and its management is particularly relevant. It allows the individual to constantly assess his/her own theoretical and practical skills in relation to the changing demands of the operational environment. University studies in applied sciences should contribute to all three areas of knowledge.

From the standpoint of participation in professional work culture it is emphasized that expert development is a social phenomenon and happens through participation in a professional community. Thus learning and expertise are seen as matters that are context-bound, related to some operational environment and culture. Development of expertise is a gradual, long-term process in which education has its particular role in its support of the development, for example through personal guidance. By working together the participants in the process acquire tacit expert knowledge. Figure 2 below illustrates the development of expertise from the perspective of participation:

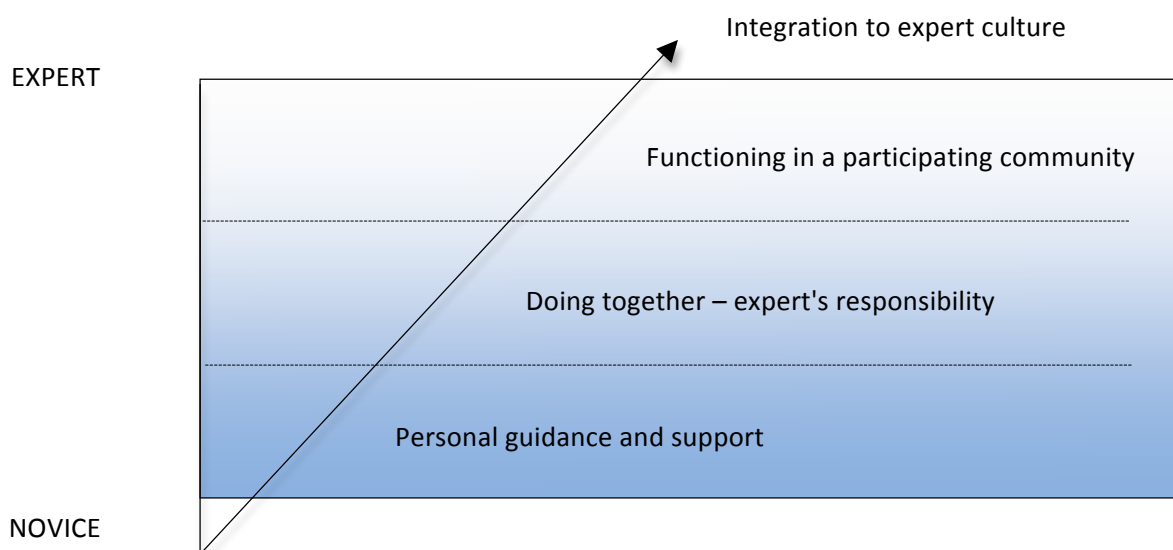


FIGURE 2 Development of expertise from the perspective of participation

The third perspective from which expertise and its development can be viewed is the perspective of new knowledge creation. From the perspective of knowledge creation, the emphasis is on the communal nature of learning and the development of expertise. Expertise includes the element of expansion for knowledge and skills. Often its nature is not only individual but also communal. At an individual level, expansion of expert knowledge becomes concrete as adoption of new areas of expertise in various processes. The nature of expertise may also be networked, shared expertise. Networks, together with teams and organizations, form the stage for the development of new expertise.

In the activities of the university that are aimed at regional development, creation of new innovations and their dissemination is essential. This takes place largely through research and development activities. The aspect of networking and that of the creation of new knowledge predominate also in practical training, in a variety of project work, and in thesis work. During the learning phase, it is essential to ensure adequate student guidance with the help of which it is safe to build one's expertise.

3.2 Support for professional growth

A vital task in the university's teaching and guidance activities is to support students' professional growth. Professional growth is based on learning. Modern research on learning highlights the student's central role in the learning process. The focus has shifted from the primacy of the teacher's activities to the primacy of the student's activities and from the knowledge transfer process to the expertise building process.

From the learner's point of view, at least the following are starting points for learning:

- students have the opportunity to actively build their own knowledge,
- learning takes place best in authentic environments

- learning is based on individual activities and experiences accumulated through them
- learning becomes organized as social interaction.

The central starting point is the perception of students as active players and as self-determining subjects of their own learning. Promotion of self-determination and the associated active attitude towards life contribute to the adoption of entrepreneurial activity. Development of self-determination is supported by active supervision and by improving access to various services that support independent learning. Active participation and building future in one's own field must be reflected in the culture of the entire higher education community.

High-quality learning is bound to the context of operational environment. To support learning, open and diverse learning environments must be built, authentic work and operating environments must be made use of, and innovative co-operation networks must be created. From the viewpoint of expertise development, the learning environments should provide, in sufficient quantities, meaningful experiences that are relevant to learning. For the development of pedagogy at the university, it is important to improve and sustain learning environments and educational solutions through which the growth and learning of experts can be supported. Figure 3 describes the implementation of the education process. Quality of learning in even more open learning environments is secured with the help of this process.

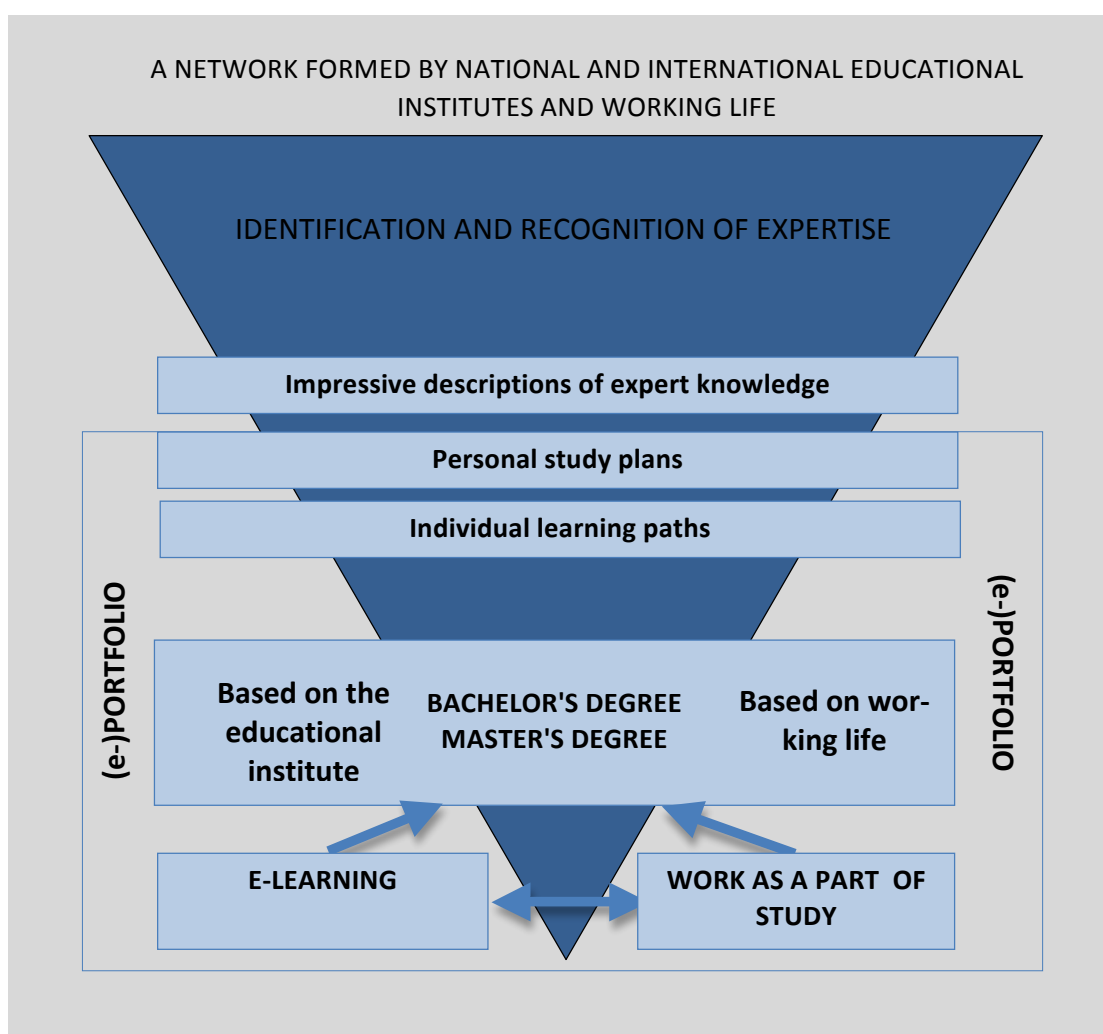


FIGURE 3. Pedagogical system in an open learning environment

4 PEDAGOGICAL PRINCIPLES

4.1 Core Principles

- The main actor in the learning process is the student. The teacher is the facilitator and supporter of the learning process.
- Study plans and curricula are based on the expertise and development needs that are validated by the working life.
- The structures enabling study are flexible.

4.2 The principles relevant to the improvement of education quality

- The curriculum is based on competencies. It is developed jointly with employers.
- The student will have an opportunity to acquire a competence base for research, development and innovation, as well as for entrepreneurship and internationalization.
- Throughout the entire study period, the student will be supported by extensive and systematic counselling services and by a personal study plan (PSP) based on ongoing, developmental assessment.
- Assessment of learning is based on learning objectives: it is qualitative, based on a criteria and the student's self-assessment plays an important role in it.

4.3 The principles related to the anticipation of working life requirements and educational solutions

- Curricula allow identification and recognition of excellence.
- An unobstructed learning path enabling life-long learning is established for the student. It encourages entrepreneurship and supports the development of working life.
- The student will be able to participate in research and development projects as well as in educational projects created with his/her partners.
- The student will have an opportunity for international education, counselling and learning to promote multiculturalism.

4.4 The principles related to the modernization and internationalization of learning environments

- Learning environments promote the learner's self-regulatory capabilities and skills related to continuous learning and development of expertise.
- Different learning environments create alternative opportunities for completing one's studies.
- Web-based solutions are produced for structuring and managing learning.
- The student will have the opportunity to join web-based international study and learning communities.

5 REALIZATION OF THE PRINCIPLES: EVALUATION AND FOLLOW-UP

Realization of the pedagogical principles is the responsibility of all of those in JAMK. Activities which go against the pedagogical principles are dealt with in discussions with immediate superiors.

Realization of the principles is assessed on a regular basis

1. In development discussions
2. In JAMKO's feedback forums
3. With the annual target and performance agreement between the unit and the rector

In connection with the target and performance agreement, the unit scorecard is used for yearly monitoring of

- a. the ratio of employed graduates
- b. the ratio of entrepreneurs among graduates
- c. accumulation of credits (the share of students who achieved at least 45 credits during the academic year)
- d. the number of virtual of credits per student
- e. the credits achieved in foreign language instruction per student
- f. the productivity of operations (the price of a credit point)
- g. completion within the targeted schedule (the drop-out percentage of degree students)
- h. the number of completed exams
- i. the number of foreign staff
- j. the number of international mobility periods for the staff
- k. the number of educational projects carried out with strategic co-operation partners;

6 COMMUNICATION ABOUT PEDAGOGICAL PRINCIPLES

The principles are communicated to the staff, students and partners on the Internet; the pedagogical principles are presented at the main level of JAMK's web pages.

The units and development services familiarize the staff and old students to the pedagogical principles.

These principles are part of the orientation of the new staff, and they are included in the basic education of the first year students.