

## GENERAL FACILITATING LEARNING PLAN

### What is my practicum based on?

In the practicum, you support your students' learning process and assess the progress of their learning. The practicum may contain a course, module, or a unit of competencies. It may include, for example, group learning sessions, individual tutoring and facilitating learning at a workplace or a digital environment. The practicum gives you a possibility to experiment new ways of facilitating learning and challenge old ways of doing things. Self-analysis and peer feedback support you in reaching your goals.

This plan concerns the whole practicum. You will also draw up detailed plans for learning sessions.

In this plan, you justify your pedagogical choices and describe your approach to learning, which you then apply to your practicum.

Discuss the themes and questions below in your plan. You can refer to the learning resources given in other courses (e.g. Understanding Learning) and to other relevant sources as well as any observations you make during your studies as you work on your plan.

Remember to cite sources and follow JAMK's guidelines for text references and bibliography.

### Content of the plan for facilitating learning

#### A. Basic information on the practicum

- Name and address of the educational institution/organisation, and place or learning environment (e.g. a digital learning environment)
- Dates and times of the teaching sessions
- Target group and learning environment
- Topic and scope of the practicum
- Names of the local mentor teacher/teacher colleague

#### 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?
- How does the practicum support the development of competencies that are required of employees and experts in your professional field or area of expertise in working life?
- How does entrepreneurship show in your field and in the practicum?
- How do the curriculum and/or qualification requirements (or other guiding documents) describe professional competence?
- How do the documents above reflect the global, national, and regional competence needs?

### **C. Theoretical approach to learning**

- Discuss the theoretical basis of your pedagogical theory-in-practice. How do you understand learning? What are your pedagogical principles?
- How does the educational institution/organisation where you do the practicum understand learning?

### **D. Objectives and content of the practicum**

- How do the curriculum and/or qualification requirements (or other guiding documents) describe the learning outcomes?
- What kind of content is required to achieve the learning outcomes?
- How is your practicum related to the qualification/unit of competencies/module/competence development programme?

### **E. Creating an orientation base and learning process**

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.

- Describe how you illustrate the content and construct an orientation base for your learners.
- Write out the orientation base as a diagram, graph, mind map, or other visual form and attach it to this plan.

Explain how you use the theoretical knowledge described in section C to plan, facilitate, and assess the learning process and how the learning process proceeds.

- How do you phase the learning process of your learners?
- How do you involve learners in all stages of the learning process?

### **F. Learner's starting points and diversity**

- How old are your learners? What is central to their development and the world they live in? What are they like as learners?
- What is the current stage of your learners' professional development and how do you take it into account in your work?
- How do you take your students' diversity and individual requirements for learning into account? How do you observe and recognise learners' diverse needs, and how do you take them into account in your work?
- How do you support your learners' personal learning paths?

### **G. Description of the methods of guidance and assessment of learning**

- What are the assessment criteria? What assessment material do you collect?
- Which methods of guiding do you use?
- How do you implement learning sessions that strengthen the participation and equality of learners?
- How do you promote a positive atmosphere?
- How do you guide the development of your students' thinking and interaction skills?
- How does a learner-centered approach show in the practicum?
- How do you support the collaboration and learning skills of learners, as well as their self-assessment and peer assessment?
- Which teaching technology or e-learning solutions and digital tools do you use?
- How do you use the opportunities of diverse learning environments offer in facilitating learning?
- How is working life orientation realised in your teaching?