

13.6.2017

Purposes and Core Principles of JAMK'S Pedagogical Principles

The table describes the principal objectives included in the purposes and core principles and the way they appear in teaching, instruction and guidance. A separate description has been prepared of the quality criteria for online pedagogy, which was accepted by the Student Affairs Board on 13 June 2017.

Principle	Practical realisation (actions)
<p>1 All UAS students and partners have equal opportunities to study.</p>	<p>Educational solutions support the learning, expertise and professional development of all students and UAS partners in an equitable manner.</p> <p>The guidance support services are available to all.</p> <p>The studies have been flexibly arranged in such a way that the students can choose the most suitable ways to obtain the targeted competence. Later in working life, the students can build the skills they need on their life-long learning path, using the services provided by the institution.</p> <p>The learning environments and opportunities to participate are barrier-free. The learning environments are open and diverse and equally suitable for students and partners who come from different backgrounds.</p>
<p>2 The personnel have a shared pedagogical view and the competence of the community develops on a continuous basis.</p>	<p>The pedagogical competence of the personnel and the development of a communal way of operating are strengthened by means of regular training, shared forums and online meetings, among other things.</p> <p>The personnel and students are provided with induction on the pedagogical principles by the schools and development services.</p> <p>The implementation of the pedagogical principles is monitored by means of student feedback and any shortcomings are actively corrected.</p> <p>The feedback data collected from the students and other information produced by the quality system is systematically utilised in the development of education and training.</p>

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<p>3 The student is the owner of the learning process.</p>	<p>The students have an opportunity to personally plan the targets and content of their studies.</p> <p>The studies are primarily based on the students' active engagement. The students are personally responsible for their learning in accordance with the jointly agreed-upon intended learning outcomes.</p> <p>Self-evaluation is an essential part of the assessment of learning and is also used as evaluation material in competence evaluation.</p>
<p>4 Teachers and instructors are learning process enablers and supporters.</p>	<p>The teachers and instructors give constructive feedback throughout the learning process. Courses are developed during them based on the feedback received.</p> <p>The teacher acts as a coach who supports the student's learning process. The teacher defines the competence needs in collaboration with the student, instructs the student's individual learning process and evaluates the development of the student's competence.</p>
<p>5 The structures and learning environments that enable studying are flexible and appropriate.</p>	<p>The students can pursue part of their studies irrespective of place and time.</p> <p>Accreditation procedures are in use in all degree programmes.</p> <p>Students are provided with information and opportunities to apply to pursue studies in other institutes of higher education in accordance with their personal learning plan.</p> <p>Students develop their competence in learning processes that can be multidisciplinary. The operating and development environments of partner organisations are utilised in the learning processes.</p>
<p>6 The curriculum is competence-based.</p>	<p>The working-life relevance of the training has been ensured.</p> <p>Degree programmes and other study modules have clearly defined learning outcomes that meet the National Quality Framework criteria. Course learning outcomes have been defined in terms of concrete competences.</p> <p>Competence evaluation is focused on the competence defined as the learning outcome of the course concerned.</p>

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<p>7 Assessment is constructive and criteria-based; the student is aware of the assessment criteria.</p>	<p>Students get feedback throughout their learning process and utilise it in support of professional development as part of their personal learning plan.</p> <p>Self-evaluation and peer review and feedback from the working life cooperation network are part of the learning assessment. Students collect the competence accumulated during their studies in their portfolio.</p> <p>The student and all the parties involved are aware of the assessment criteria that the assessment decision is based on. Assessment decisions are made on an equitable basis.</p>
<p>8 Learning is based on meaningful learning tasks.</p>	<p>The learning tasks are understandable, relevant and well-reasoned. Learning tasks are carried out independently, in groups and in the form of broader working life cooperation projects.</p> <p>The student has the opportunity to influence the learning task content and the methods with which the learning tasks can be duly completed within the given time limit.</p>
<p>9 Learning partnerships are utilised in a purposeful manner.</p>	<p>The implementation of the education and training supports the student's integration in working life. Partners participate in the development of the training and, to the extent possible, in the planning and implementation of learning assignments.</p> <p>The staff work in close cooperation among themselves and with students and partner organisations. The cooperation benefits all the parties involved.</p>
<p>10 Digital technology is used in a versatile way in the learning process.</p>	<p>The quality criteria for online pedagogy are duly achieved in online teaching.</p> <p>Various tools that enable cooperation and interaction between students are utilised in a purposeful way in the implementation of courses and in the completion of learning tasks.</p> <p>Critically selected online materials are used as sources of learning.</p>

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<p>11 Guidance is need-based and available throughout the studies.</p>	<p>The students have versatile and need-based guidance services at their disposal throughout their studies.</p> <p>Guidance services between individual institutes of higher education is agreed upon with the partner institutes concerned.</p> <p>The guidance supports the student's graduation within the recommended period of study. The students' individual needs for support are taken into account in the preparation of their personal learning plans and in the targeting of services.</p> <p>The UAS ensures the availability of sufficient study support services and resources, occupational well-being and the competence of the personnel. The tasks of the different parties involved in the provision of guidance services and the competence needed in such tasks as well as the referral to the different services available in the network has been described for the students and the personnel.</p>
<p>12 The student has an opportunity to learn in RDI and service business.</p>	<p>RDI and service business can be included as part of various courses. The implementation methods are described in the course description.</p> <p>The results of RDI activities and new research-based knowledge are integrated as part of the teaching and curricula in a purposeful way.</p> <p>RDI and service business are implemented flexibly by making use of the expertise of JAMK's expert teams, partners, students and customers.</p>
<p>13 Studies and teaching aim at long-term competence development based on research-based and foresight knowledge at different career stages.</p>	<p>A barrier-free learning path that enables lifelong learning is secured for the students.</p> <p>The studies implement the student's personal development and career plan.</p> <p>Anticipatory and foresight knowledge is brought up in the orientation of studies and in their guidance.</p> <p>Learning focuses on university-level theoretical and practical knowledge that is needed in working life.</p>