

A FRAME PLAN FOR FACILITATING LEARNING

During this course *facilitating learning skills, learning environment skills, interaction skills, agency skills and reflection skills* are developed and assessed.

The planned and implemented teaching project must form a meaningful, sufficiently comprehensive whole. It could be a course or module that includes group teaching, one-on-one guidance, guidance for on-the-job learning or online studies, among other things. During the project, the teacher student develops their teaching and facilitating work based on feedback. A framework plan is created for the teaching process, which will be further detailed using plans for individual situations of facilitating learning.

The plan and implementation of the teaching process must indicate that the student:

- recognises his or her metacognitive skills
- approaches new things with a curious and investigative mind (positive attitude)
- analyses and justifies his or her own theory-in-use of facilitating learning
- is aware of the theoretical and philosophical starting points for learning
- takes the diversity of learners into account in the planning and implementation of teaching, facilitating learning and assessment
- plans, implements and assesses meaningful learning processes, based on curricula, as well as safe learning environments that support learning
- operates in different kinds of learning environments and develops and reforms teaching and learning environments in cooperation with other relevant parties
- identifies and assesses the ethical basis of his or her own actions and thinking
- operates in a constructive and inspiring interaction in different kinds of learning environments with different interest groups and learners

A. Basic information on the series of teaching activities

The plan must specify the topic and scope of the teaching process, the name of the educational institution/organisation, teaching group, teaching dates and times, the address of the educational institution/organisation and learning room or other learning environment, the supervising teacher / teacher colleague and peer instructors.

B. Description of professional competence and changes to it

- What are the most important global, national and regional factors guiding the development of world of work and professions, both in general and in your specific field and area of expertise? What is the role and importance of entrepreneurship in your professional field?
- What kind of expertise is expected of students/employees/experts in your professional field or area of expertise? What about entrepreneurial competence?

C. Content description of the teaching process

- What are the objectives of the teaching process and how do they relate to their larger context?
- How do the curricula and/or principles of degrees (or other process manuals) in your field describe professional competence?
- What are the objectives of the teaching period and how do they relate to their larger context?
- What kind of content is required in order to achieve the objectives (curriculum and/or principles of the degree or other process manuals)?
- How are the current global/national/regional skill requirements of working life reflected in goals and contents?

D. Description of the learning process and the main phases

- How are learner and learning understood in different concepts of learning and pedagogic approaches?
- How does the educational institution/organisation understand learning?
- What are your concept of learning and your pedagogic principles like?
- How do you illustrate content and construct an orientation base for your learners?
- How do you phase the learning process of your students?
- How do you support the personal learning paths of students?

E. Description of the starting points and learning conditions of learners

- What is the current stage of professional development among your students and how do you take this into account in your work?
- How do you take the diversity and individual learning conditions of students into account?

F. Description of facilitating learning and assessment methods

- What kinds of assessment material will you compile to evaluate the aims set for the course?
- Which teaching, facilitating learning and assessment methods do you use?
- Which teaching technology or online pedagogy solutions and tools do you use?
- How is working life orientation realised in your teaching?
- How do you support a learner-centred, collaborative approach, the learning skills of students, and self and peer assessment?