

International Professional Teacher Education Studies

Welcome to the School of Professional Teacher Education at JAMK University of Applied Sciences. Established in 1967, we have repeatedly been the most sought-after professional teacher training institution in Finland. During the past 50 years, we have trained over 10 000 VET teachers, special educational needs teachers, and study counsellors. Furthermore, we have offered teacher education in English since 1994.

The *International Professional Teacher Education Studies for the Digital Era* equips you with knowledge, skills and competences needed from the educational professionals in 21st century world. You will learn how to facilitate learning processes for different learners while developing your own expertise as well as your working community – all this with a proactive outlook to the future.

Digitalization, globalization, and changes in the landscape of work all around the world set new requirements for not only teachers but also other professionals in the world of work. They are also crosscutting issues across this study programme, and you will learn how to turn these phenomena into an asset in your work as an expert of learning.

Course Descriptions

According to the statute (1129/2014 § 2 and 3) professional teacher education studies need to consist of 60 credits comprising of: basic studies in educational sciences, studies in vocational pedagogy, teaching practice and other studies. In our professional teacher education programme the studies under the above mentioned statute have been structured as follows:

Basics of Educational Sciences (16 cr) consist of two courses:

Understanding Adult Learning (8 cr)

Education and Society (8 cr)

Teacher's Work Environment (8 cr)

Developing Pedagogical Skills and Competences (15 cr)

Facilitating Learning (14 cr)

Personal Development as a Professional Facilitator of Learning (7 cr)

International Professional Teacher Education Studies for Digital Era programme emphasises international collaboration and interaction, pedagogical use of digital environments and joint knowledge creation. We will explore and learn together, within the framework of progressive inquiry learning on how current phenomena will have an influence on the teaching profession and education in general.

Basics of Educational Sciences (16 cr)



Basics of Educational Sciences i.e. the courses "Understanding Adult Learning" and "Education and Society" need to be completed before the end of December 2019.

- [Understanding Adult Learning \(8 cr\)](#)
- [Education and Society \(8 cr\)](#)

Understanding Adult Learning (8 cr)

In this course, you will discover the main theories and concepts of learning, as well as, the significance of educational research in teacher's thinking and practices. You will develop theoretical knowledge and understanding related to the facilitating learning.

Upon the completion of this course, you will understand the basic concepts of education and the professional terminology used in teacher's work. You will be capable of searching for information independently and can find up-to-date sources of information, research and reports important to your own work.

Further, you will be familiar with learning as a phenomenon and gain deepened understanding on the different phases of learning process, and their implications on planning, implementation and assessing learning. You will also be able to assess and reflect your own learning realistically and with justification.

Modes of study

Prescribed reading, online learning sessions and assignments. Final submission of assignments before the end of December 2019. You will find additional learning materials and assignments in the Optima online learning environment.

Literature

- Knowles, M.S.; Holton III, E.F. & Swanson, R. A. 2005. THE ADULT LEARNER, The Definitive Classic in Adult Education and Human Resource Development. London: Elsevier.
- Woolfolk, A. (2013). Educational Psychology. 12th ed. Pearson.
- Jarvis, P. & Parker, S. (Eds.) 2007. Human learning. An holistic approach. New York: Routledge.

Note: Previously completed university level studies in Educational Sciences or Adult Education or Vocational Pedagogy can be substituted for this course.

Intended learning outcomes

The student will understand the opportunities the studies on human learning and development have on facilitating learning. The student will be able to follow educational research, and be able to utilise the knowledge of human development and learning in supporting the professional growth of their students and developing their own professional teacher identity.

Acquiring competence

You can acquire the competence required by this course by participating in the online course and completing the learning assignments and reflection tasks.

Previously completed university level studies in Educational Sciences or Adult Education Sciences can be substituted for this course.

Demonstrating competence

You can demonstrate the competence required by this course by completing the learning assignments and reflection tasks in an approved manner.

Assessment of the learning process and competence

In this course, we will assess the facilitating learning skills and reflection skills. The tools for assessing the learning process are various self-assessment tasks, a test evaluating your knowledge and the peer assessment feedback.

The teacher educator makes the assessment decision once all the learning tasks have been completed. The assessment decision is made on a pass/fail scale. The assessment material consists of the learning tasks of the course.

Education and Society (8 cr)

This course will introduce you to the basic discipline of the Sociology of Education, the basic terminology, theoretical concepts and perspectives. It will also examine the roles and behavior of the teacher and the student, the gender debate, social justice and ethnicity. Finally, it will guide you to think of the future of education, to try to look beyond the boundaries.

Modes of study

Prescribed and self-selected reading, online learning sessions and assignments. Final submission of assignments before the end of December 2019. You will find the learning materials and assignments in the Optima online learning environment.

Note: Previously completed university level studies in Educational Sciences or Adult Education or Vocational Pedagogy can be substituted for this course.

Literature

Meighan, R. & Harber, C. 2007. A sociology of educating. New York:

Intended learning outcomes

The student will understand the basic concepts of education sociology and is able to analyse issues related to education as social and cultural phenomena.

Acquiring competence

You can acquire the competence required by this course by participating in the online course and completing the learning assignments and reflection tasks.

Previously completed university level studies in Educational Sciences or Adult Education Sciences can be substituted for this course.

Demonstrating competence

You can demonstrate the competence required by this course by completing the learning assignments and reflection tasks in an approved manner.

Assessment of learning process and competence

In this course, we will assess future skills and reflective skills. The tools for assessing the learning process are learning tasks and self-assessment tasks as well as the peer assessment feedback.

The teacher educator makes the assessment decision once all the learning tasks have been completed. The assessment decision is made on a pass/fail scale. The assessment material consists of the learning tasks of the course.

Teacher's work environment (8 cr)

Upon completing this course, you will have a comprehensive understanding on teacher's work environment on national and international contexts but also on organizational and regional levels.

This course introduces you with the Finnish educational system, institutional steering and planning systems within vocational and professional education and higher education, and relevant legislation. You will also familiarize yourself with the international strategies and processes of your organization while reflecting yourself as an actor in international communities, e.g. in international projects. You will also deepen your understanding on the principles and processes regarding the recognition and international comparability of degrees and qualifications.

Furthermore, you will familiarize yourself with the internal procedures and processes of your own organization and examine the dimensions of regional co-operation, and the potential for collaboration on all levels mentioned above.



Modes of study Prescribed and self-selected reading, learning circle, individual learning assignments. You will find the learning materials and assignments in the Optima online learning environment.

Intended learning outcomes

The student will understand the Finnish national education system and the guidance and planning systems related to vocational education and higher education. They are aware of the opportunities and future directions of developing vocational learning and competence and they want to develop vocational education, professional life and entrepreneurship as a part of their work and work community by actively operating within networks. The student will recognise the various dimensions and challenges in the equality of vocational education and teaching. They are also aware of the role that international co-operation has in the everyday operations of the institutions and how they are implemented.

Acquiring competence

You can acquire the competence required by this course by participating on the online course and doing the learning tasks.

You may have already acquired or be currently acquiring the competence required by this course in your own work in vocational education.

Demonstrating competence

You can demonstrate the competence required by this course by completing the learning assignments and reflection tasks in an approved manner.

You can also demonstrate your competence for this course through the recognition of prior learning. To recognise your prior competence and learning, read the learning outcomes, assessment criteria and learning tasks for this course. Assess your own competence in relation to them. Create materials that demonstrate that you already possess the competence required by this course. Write a report for the assessment of the materials, justifying how the materials demonstrate that your competence matches that required by the course. Send the accreditation application, your materials and your report to the tutor of this course for your prior competence to be recognised and assessed.

Assessment of the learning process and competence

In this course, we will assess future orientation, developmental skills and reflection skills. The tools for assessing the learning process are self-evaluation and peer assessment.

The teacher educator makes the assessment decision once all the learning tasks have been completed. The assessment decision is made on a pass/fail scale. The assessment material consists of the learning tasks of the course.

Facilitating Learning (14 cr)

This course supports the development of your expertise in facilitating of learning combining theoretical knowledge with practical tools and exercises. We also discuss the importance and formation of teacher's identity and agency, how to support their development as a facilitator of learning, and the numerous roles of a 'teacher'. You will gain skills and competences on how to facilitate learning in varying learning environments, e.g. in digital environments and working-life contexts.

During this course, you will plan, implement and assess a number of learning sessions. You will also become familiar with working in different learning environments, and learn how to facilitate learning of different learners in practice.

The course contains authentic facilitation of personalized learning tasks. If you are a beginner as a teacher, your aims could focus on the principles of planning and implementing learning processes as a facilitator of learning. If you already are working as a teacher and facilitation of learning is familiar to you, you should set yourself broader aims e.g. how to facilitate learning in different contexts to get out of your "comfort zone". If you, according to your own self-assessment, already possess the skills and knowledge of a competent teacher and master the competences set for this course, you can attain the study credits for this course by demonstrating your competence.

In this course, you will also assess and analyse your peer students' facilitation of learning of, and in return will get feedback from your peers.



Modes of study Authentic facilitation of learning, peer analysis and self-assessment through digital applications, competence analysis discussion with the teacher educator.

Personal Development as a Professional Facilitator of Learning (7 cr)

In this course, you will set yourself objectives related to teacher education and your own professional development, follow the progress of your studies, participate in the discussion of your learning circle and finally evaluate the outcomes of your studies.

This course consists of various methods supporting the development of your professional identity and agency as a facilitator of learning. You will reflect on the development of your competences not only in the facilitation of learning but also in building, maintaining and utilizing working life connections and other networks, counselling and coaching, and working in international expert communities.

In the framework of this course, you will design and continuously update a personal competence development plan (CDP). You will also follow and reflect the development of your competences

through compiling a portfolio and learning diary, as well as working in a learning circle group with your fellow students. At the end of the studies, you will assess your competences as an expert of learning in relation to the intended learning outcomes with the tutor.

Please note that this course provides you with a personal experience on the methods mentioned above, and increases your skills and competences to apply them, along with other methods, in learning processes in your own work.

With the learning tasks of this course, you will improve your reflective skills, agency skills and interaction skills.



Modes of study Personal competence development plan, reflective diary, working in a learning circle group, portfolio, assessment discussion. You will find the learning assignments in the Optima online learning environment.

Literature

Brown, A., Kirpal, S. and Rauner, F. (Eds.) 2007. *Identities at Work*. Dordrecht: Springer.

Objectives

Students will set personal aims related to teacher education studies to develop their professional agency as a facilitator of learning. They will assess their competence in relation to aims set. Students will assess and reflect their own learning process and give feedback to peers to support their learning.

Learning tasks

At the beginning of the studies, you will create your *Personal Competence Development Plan (CDP)* to analyse your orientation for teacher education studies and to strengthen your professional agency and professional identity as a facilitator of learning.

When creating your CDP, you are asked to contemplate questions such as: What do you expect from working as a facilitator of learning? What are your main goals in your development as a facilitator of learning? How would you characterize yourself as a learner? In the CDP, you are also expected to prepare an indicative schedule for your studies. Personal Competence Development Plans are systematically supplemented and jointly reflected throughout the studies.

You need to compile a *portfolio* to collect meaningful experiences and learning outcomes during your studies. You will systematically reflect and assess the development of your competence as a facilitator of learning, and how the pedagogical studies have supported the construction of professional identity and expertise.

You will also keep a *reflection diary*. The aim of the diary is to be a guide towards your personal, reflective thinking. It is a key source for working on the portfolio and self-assessment throughout the studies. In the reflection diary, you can record questions, comments and observations on your

goals and study process.

One of the learning tasks of this course is the participation and collaboration in the *learning circle group activities*. This small group of students is significant in the formation of your professional identity as you will receive peer feedback and work as a peer tutor and give feedback to the others.

At the end of the studies, you will reflect on your own competence in an *assessment discussion* relation to the intended learning outcomes in teacher education together with your teacher educator. You will get a personal experience on a summative assessment process and assessment discussion between a student and a teacher.

Learning process assessment

In this course, we will promote and evaluate reflection skills, agency skills and interaction skills. The tools for evaluating the learning process are the various self-assessment tasks and the feedback from the peers and the teacher educator.

The assessment decision is made by the teacher educator once all the learning tasks have been completed. The assessment decision is made on a pass/fail scale. The assessment materials consist of the CDP, the portfolio, the learning circle group work, and the final assessment discussion.

Developing Pedagogical Skills and Competences (15 cr)

You can develop your pedagogical skills and competences towards your own professional development aims as a part of Teacher Education. The aim is that you will expand or deepen your pedagogical competences by exploring a theme that is in line with the objectives of Teacher Education and your own learning goals. To plan these studies is a part of the Personal Development as a Professional Facilitator of Learning course.

The scope of these studies is a total of 15 ECTS credits. The studies can consist of single courses of at least 15 credits or several courses of at least 5 credits each.

The School of Professional Teacher Education offers several courses, usually worth 5 credits, out of which you can select the most appropriate for you. You can also suggest that 15 credits' worth of studies completed in another institution after 1 January 2017 to be included in your studies. The suggested studies must be in line with the objectives and contents of Teacher Education. If you wish to accredit these studies, send the Accreditation Application (published in September) and a certificate of the studies to the [Study Counsellor](#).

You can also accredit these studies through the recognition of prior learning. You might have acquired competences in working life or in other environments that could be worth either 5, 10, or 15 credits. To get these prior competences recognised, you will need to assess, describe and demonstrate your competences using a set template. Your teacher educator will evaluate your competences and make the decision about the accreditation based on the materials you provide.



The studies offered by the School of Professional Teacher Education can be taken any time during your studies.

The courses offered change each academic year. **The available courses for academic year 2019-2020:**

Courses in English:

- [Global Vocational Training and Education 5 op \(AAXA2019\)*](#)
- [Pedagogical Lab 5 op \(AAVQ2019\)](#) *To enroll please contact tutor teacher Eila Burns.*

Assessment of Learning Process and Competences

At the School of Professional Teacher Education, facilitating learning and assessment is a constructive, open and continuous dialogue between the trainees and the teacher educators.

Assessment of learning process takes place in relation to the set aims of different courses. Assessment decisions are criterion-referenced; assessment decisions (pass/failed) are made from the basis of criteria of required competence which is described in the context of each course. Passing a course requires that the criteria of competence is fulfilled. Assessment is based on assignments, observations, discussions and other qualitative data, and thus, it is qualitative.

The aims set for each competence area also form the basis of facilitating the learning process. Tutoring during the learning process, different types of feedback and other assessment methods are based on both the defined aims of each competence area and learning goals set by trainee teachers themselves. Thereby, the aim of assessment is to be constructive. Trainee teachers' self-assessment has an important role at all stages of the studies. A self-assessment task is included in each assignment.

In the facilitating learning course, the teacher trainee, the teacher educator, fellow students and tutors or colleagues who are support the practical implementation of teaching, will participate in the evaluation. The following image illustrates the tasks of the various evaluators.

Learning environment

Your learning environment consists of your fellow students, educational organisations, working life and the guidance and online environments offered by the School of Professional Teacher Education.

Studying at the School of Professional Teacher Education is multi-modal. Multi-modal studying combines working in a learning circle, participating in the tutoring days as well as studying online and independently.



Learning circles are collaborative study groups of 4 to 6 students. The purpose of the study groups is to discuss and work on the learning assignments together and support each other's progress. The study group will meet and stay in touch as agreed upon with the members of a learning circle.

In order to gain the maximum benefit of the learning circle, it is important to discuss openly about how to complete the assignments so that the workload would remain realistic and fair for all.



Tutoring days are for the whole student group or individual learning circles conducted by the teacher educator, and will be organised in hybrid environment.

Participation in these days is an essential part of the studies. During these days, you will have the opportunity to share the experiences and outcomes of the learning tasks with your peer group. Participating in the work during the tutoring days produces important assessment material for assessing students' interaction skills.



To study online, you will need a computer and an internet connection. We recommend that you have a fixed broadband internet connection. We have noticed that the reliability and speed of mobile-based connections can occasionally cause problems, for example in real-time online meetings.

You must also have a headset with a microphone (we recommend USB headset). This way you can ensure smooth participation in online meetings. A smart mobile device – a smartphone or a tablet – is a useful tool in studies, but will not be sufficient by itself.



Facilitating Learning course will be completed either in an educational institution or another suitable learning environment. Teacher trainees will find a suitable placement organisation by themselves. However, the School of Professional Teacher Education can assist the student in finding an appropriate placement, if necessary.

After having agreed on the teaching practise placement, teacher trainees fill in a practical training plan in the [ASIO student administration system](#) > Practical training plan/contract.

During a practical training period the student is required to follow the common practices and rules of the placement organisation, and is subject to its' work safety legislation. The indemnity liability is in compliance with the Act on indemnification (1423/91). An accident insurance regulated by law is in effect during a practical training period corresponding to the study programme's

curriculum. If the student receives a salary for the training period, he is then considered to be “attached” to the organisation and is subject to the employees’ insurance.

Significance of planning your own work

For the most part, multi-modal studying is based on independent work and work in a learning circle. Multi-modal studies require you to have an active approach to studying, motivation, and the desire to take responsibility for your own learning. Every learner is an active agent! Online-focused studying also calls for sufficient IT skills.

One of the best-liked features in multi-modal studying is its flexibility when it comes to timetables. However, multi-modal studying is not completely time or location-independent. Instead, you must occasionally be at a certain place at a certain time to attend tutoring days and learning circle group work.

When you plan your studies and estimate the time they will take, remember to analyse the time required by independent studying that involves e.g. doing various learning assignments. Each course includes assignments, and these might be rather time-consuming.

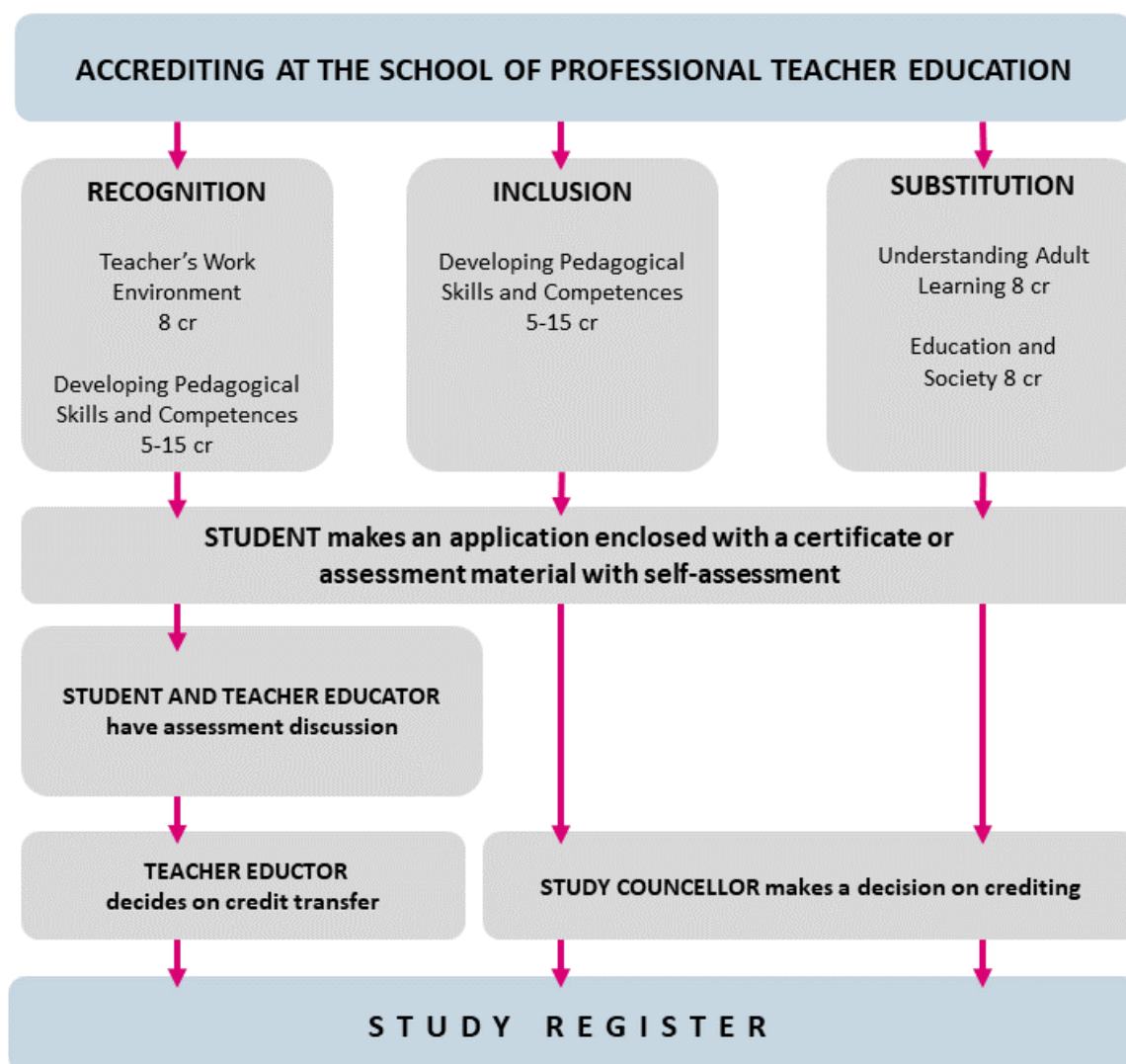
The keywords for time management are, pre-planning and assessing your own recourses for studies. With the help of these, you can draw up a flexible and above all realistic timetable that you can easily commit to.

However, life is impossible to predict, and sometimes we come face to face with unexpected events or situations. If such events occur and they have a major impact on your studies, you should contact your teacher educator immediately.

Your own role as a student is crucial for your learning: learning takes work and the main responsibility for your learning lies with you. At its best, learning is also fun, and the teacher educators will support and help you so that you can have the best possible conditions for studying.

Accreditation

You can accredit competences you have acquired in other studies, in working life or in other contexts. The forms of accreditation are substitution, inclusion and recognition of prior learning.



Substitution

Substitution refers to substituting the courses/studies with corresponding courses/studies completed elsewhere in the same field of study. The following Teacher Education courses (i.e. Basics of Educational Sciences) can be accredited through substitution:

- Understanding Adult Learning (8 cr)
- Education and Society (8 cr)

Inclusion

You can include 5–15 credits' worth of studies completed elsewhere in Developing Pedagogical Skills and Competence (15 credits) if the studies support your personal objectives for Professional Teacher Education and they have been completed after 1 January 2017. The staff at the School of Professional Teacher Education will make the decision about the inclusion of the studies you have suggested.

Recognition of prior learning

The starting point of recognition of prior learning is the competences described in the curriculum. If you have those competences, you can apply for recognition of prior learning.

The Professional Teacher Education studies that can be accredited through the recognition of prior learning are the following:

- Teacher's Work Environment (8 cr)
- Developing Pedagogical Skills and Competences (15 cr)

In order to have the competences related to the Teacher's Work Environment course accredited, you will assess, describe and demonstrate that you have the competences described in the course description. The staff members at the School of Professional Teacher Education will assess your competences and make the decision based on the materials you provide.

For Developing Pedagogical Skills and Competences course, you can accredit 5, 10, or 15 credits of prior competence that you have acquired in working life or in another environments. To have your prior competences recognised, you will need to assess, describe and demonstrate your competences according to the instructions given. The staff members at the School of Professional Teacher Education will assess your competences and make the decision based on the materials you provide.

The study counsellor ([contact information](#)) makes the evaluation decisions in the cases of substitution and inclusion, and in the case of recognition of prior learning, the evaluation decision will be made by your teacher educator.

Teacher competences

The International Professional Teacher Education Studies for the Digital Era equips you with knowledge, skills and competences needed from the educational professionals in 21st century world. You will learn how to facilitate learning processes for different learners while developing your own expertise as well as your working community – all this with a proactive outlook to the future.

Digitalization, globalization, and changes in the landscape of work all around the world set new requirements for not only teachers but also other professionals in the world of work. They are also crosscutting issues across this study programme, and you will learn how to turn these phenomena into an asset in your work as an expert of learning.

In Finland, professional teacher education studies are regulated by the Finnish statute (Statute 1129/2014 § 6). The studies provide the graduates with the pedagogical qualification required of teachers at universities of applied sciences, vocational and professional education and training (VET), as well as, other educational levels.

Our curriculum is competence-based including three key competence areas: **facilitating learning, creating future and developing the teacher identity**. Each of them are further divided into more specific skills and competences as illustrated on Figure 1.

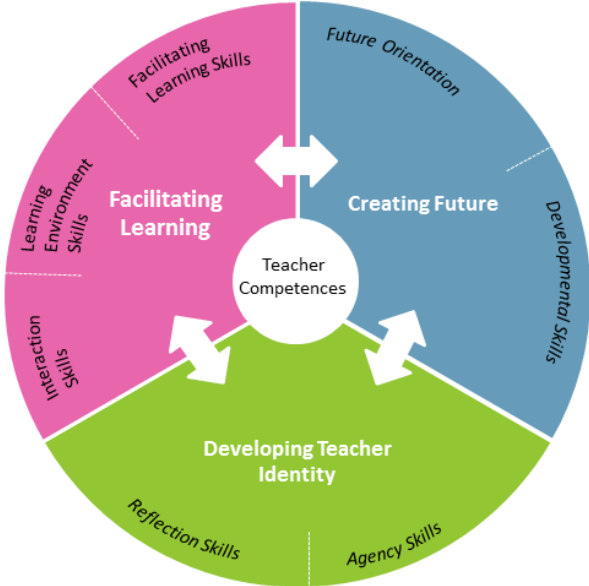


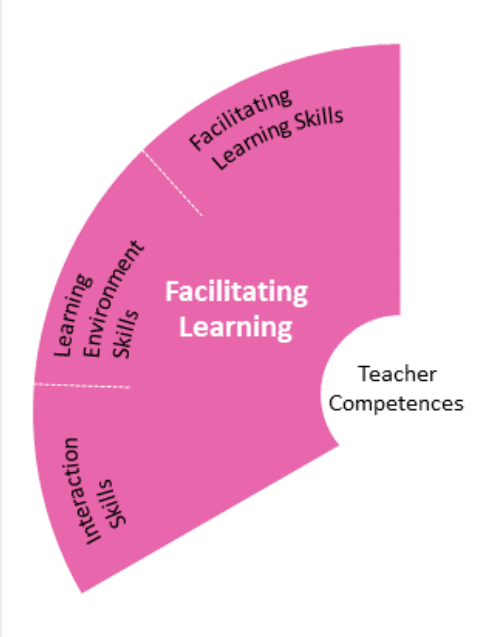
Figure 1: Teacher competences

Facilitating learning

Facilitating learning

skills consists of:

- teachers’ theoretical and philosophical understanding of learning.
- ability to plan, implement and assess meaningful learning processes.
- take into consideration the diversity of learners.

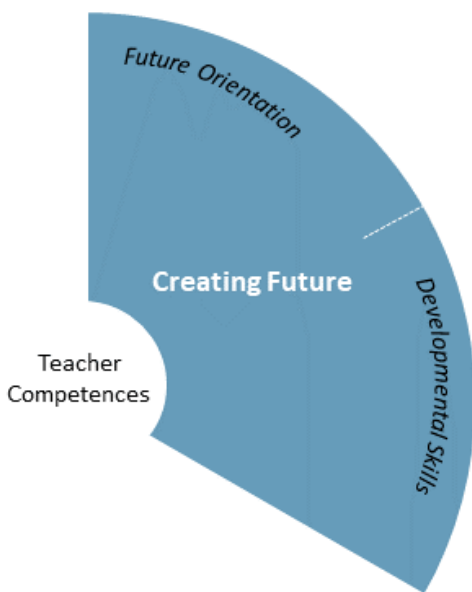


Learning environment skills refers to:

- teachers' ability to develop varied, motivating and accessible learning environments
- ability to utilise different digital resources to support learning

Interaction skills refers to:

- teachers' capacity to work in different interactive relationships and partner networks in an ethically sound manner



Creating future

Future orientation refers to:

- teachers begin involved in creating the future for VET learning, working life and society by investigating and critically analysing existing practices and structures.
- the courage to rethink and support the development of social equality, democracy and human rights.

Developmental skills refers to:

- teachers' ability to further develop their own and their organisation's practices in collaboration with others.
- the ability to develop VET learning, working life and entrepreneurship at the regional, national and international levels by working in partner networks.

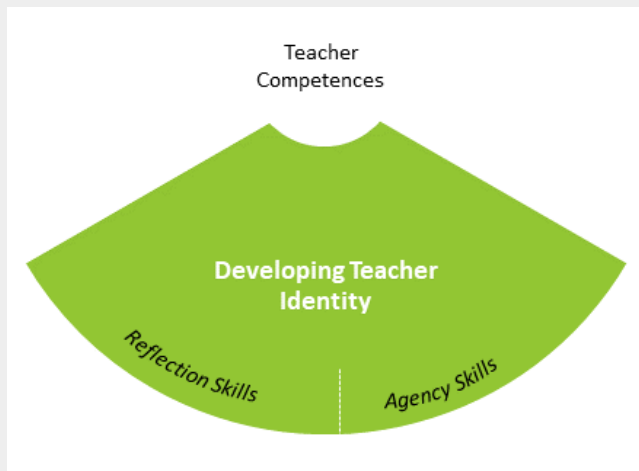
Developing Teacher Identity

Reflection skills means

- teachers' ability to recognise and critically assess their values, attitudes, ethical principles and work methods as a facilitator of learning.

Agency skills refers to

- teachers' proactive approach to set aims for their own professional development.
- an ability to make appropriate and pedagogically sound decisions related to their work
- an ability to participate in a joint knowledge building
- working in partner networks to develop teachers' and their organisation's practices.



Pedagogical principles

The pedagogical principles at the School of Teacher Education are based on three elements:

1. using meaningful learning tasks as a basis for learning
2. building learning partnerships in order to create new knowledge
3. utilising digital opportunities to support the two above-mentioned principles.

The first two principles create the methodological basis of learning and guidance, whereas various digital tools and resources support the achievement of meaningful learning. Digital technology provides an opportunity for interaction and joint knowledge creation that is independent of time and place. They also provide an opportunity for more extensive, diverse and up-to-date information seeking.

1. Learning tasks

The use of meaningful learning tasks as a source of learning is based on the principles of constructivism. This gives learners the opportunity to be active in setting appropriate questions in terms of their own learning aims providing basis for active knowledge creation. The notion of knowledge is therefore dynamic.

The purpose of learning tasks is to create new knowledge and understanding of phenomena being studied by integrating new ideas, information and concepts into learners' existing knowledge structures. The learning tasks not only prompt the production of new knowledge but also the application in authentic contexts when possible. Learning tasks develop learners' proactive approach to their own learning, thereby enabling their ownership of learning.

2. Learning partnerships

Social interaction plays a key role in boosting learning, creating shared understanding and the production of new knowledge between individuals.

Learning partnerships are based on an interactive relationship between an individual and their environment. Interactive relationships therefore play a key role in learning experiences. They are formed in the relationships between students, between teachers and students and between other social networks that have common learning goals. These partnerships form a key basis in pedagogical activities.

The partnership between teachers and students is built on the principles of equality, transparency, mutual responsibility and mutual learning. Building common trust is a shared task for all partners.

In line with the humanistic understanding of humans, this curriculum understands humans having the potential for growth, development and self-realisation. However, the structures that affect the self are complex. Building and maintaining the current state of the self, identity and knowledge are key aims in all education.

3. Utilisation of digital opportunities

Digital technology is constantly changing our work, organisations, society and lives. These technologies enable many possibilities for communication between people as well as possibilities to find, create and use information in a new, innovative way.

It is essential that students are supported and prompted in finding, learning and creating new information by using digital tools and resources. It is possible to get access to digital tools and resources practically everywhere, which makes it possible to create connections independent of time and place for creating and sharing ideas. Digital tools make it possible to provide continuous feedback and thereby support making learning and creating new information visible to all relevant parties.

The expansion of digitalisation is already transforming working life and society in that citizens are required have the ability to use digital tools and to adopt new ways of thinking.

Pedagogical principles of professional teacher education

The pedagogical principles of professional teacher education in short:

- key concepts for learning are meaningful learning tasks, instructional and consultative interventions, as well as, assessment and feedback which promote learning.
- learning occurs in various partnership networks that enables the collaborative knowledge creation, multifaceted peer learning, and receiving and giving feedback.
- digital opportunities are utilised to support learning, create new knowledge, and to support collaborative and interactive relationships.



Study Entitlement

A person selected as a student for the professional teacher education programme who has confirmed his study place, enrolled as present and whose study entitlement has not expired can proceed in his professional teacher's pedagogical studies. The study entitlement is in compliance with Act 932/2014 and the Degree Regulations of JAMK University of Applied Sciences.

The maximum period of studies in professional teacher education is three academic years. Once granted a study place, the student is to begin his studies in the beginning of the academic year following the selection. An exception to this rule can only be made for very particular reasons (due to long-term illness, maternity/paternity leave or military service). In these types of cases the Director of the School of Professional Teacher Education can grant the student the right to enrol as absent for the whole academic year and the studies can continue at the beginning of the following autumn semester. In all cases the absence period is considered as "spent" study time, as well. Application form for non-attendance can be found in the study guide: [Instructions and forms](#).

All students have also the possibility to complete the professional teacher education studies in less than the standard study period. In this case the personalized study plan is to be drafted in accordance with the expected study period.

A student who has not taken the required 60 study points within the maximum study period (or the granted extension) will lose his study entitlement and thus cannot complete his studies nor obtain a certificate. In this case, the only way to complete the studies is to re-apply for the professional teacher education programme.

Restoring a Lost Study Entitlement

Students who do not enrol for attendance or non-attendance or have not finished their degree within the maximum study period (or the granted extension) will lose their study entitlement.

Those who have not enrolled for attendance or non-attendance within the enrolment period can apply to the student services manager for a new study entitlement, if they have not exceeded the maximum study period.

Instructions and forms are available in the [study guide](#) or at the [Student Services](#). In accordance with the Government's Degree 1440/2014, a fee of € 50 is payable for the handling of the application and it must be paid before submitting the application for the new study entitlement.

The account information for Jyväskylä University of Applied Sciences (JAMK) is:

Bank: OP-Pohjola

BIC: OKOYFIHH

IBAN: FI38 5290 0220 4210 34

Reference: 1122

A revised study plan approved by the career tutor/programme coordinator, a transcript of records and a receipt of paid application handling fee must be attached to the application.

As a rule, study entitlement is restored at the beginning of the following semester, but if the student can present sufficient justification and supporting documents, study entitlement may be restored immediately. However, it must be done before the next date when student statistics are completed, September 20th or January 20th. All the semesters without a study entitlement due to non-enrolment will count as semesters reducing the maximum allowed attendance time.

If a student has not finished the degree within the maximum study period (or the granted extension), but wants to continue his studies, he must re-apply for admission to education.

Discretionary Extension of Study Period

JAMK University of Applied Sciences can, for special reasons and in compliance with its' Degree Regulations, grant an individual student a discretionary extension of study period. Before applying for discretionary extension of study period, the student is recommended to have a discussion with his educator and also with study counselor if needed. On the student's application, the student services manager may extend the student's study period, generally once and for up to two semesters, if the student has no more than 20 credits left to complete and graduation within the extension period is a realistic goal. An application for an extended study period must be submitted two months before the expiration of the study entitlement in [ELMO dashboard](#).

The electronic application form is available in the student's electronic service widget in the [ELMO dashboard](#), under Forms, 2 During Studies. An application with necessary attachments in pdf-document (study plan containing a scheduled plan for the remaining studies approved by tutor teacher/educator and a receipt of the 50 € payment) must be attached to the application. The decision to restore the study entitlement is based on the Head of Department's proposal and is made by the Student Services Manager. If your maximum study period is already expired, you do not have a student status and your application can not be processed.

Please notice that JAMK collects an application processing fee. The payment 50€ is collected if you apply for the discretionary extension of study period or the new study entitlement. The application processing fee is based on the Government decree 1440/2014 and must be paid before submitting the application for discretionary extension of study period.

The account information for Jyväskylä University of Applied Sciences (JAMK)

is:

Bank: OP-Pohjola

BIC: OKOYFIHH

IBAN: FI38 5290 0220 4210 34

Reference: 1122

Interruptions in Studies

If the student wishes to enrol for non-attendance, he is to apply for it. The permission is granted by the Director of the School of Professional Teacher Education and for special reasons only (due to long-term illness, maternity/paternity leave or military service). Application form for non-attendance can be found in the study guide: [Instructions and forms](#).

If granted, the Student Services Secretary enters the enrolment for non-attendance in the Student Management System ASIO. An enrolment for attendance can be changed into an enrolment for non-attendance or vice-versa during an enrolment period only. Due to the nature of the studies, enrolling for non-attendance holds no significant relevance on the practical level - a period of non-attendance is included in the maximum period of studies. However, it is important to agree on the practical implications of a possible non-attendance with one's own educator.

In case the student decides to definitely give up his study entitlement during a period of non-attendance, he is to submit a notification in writing to the Office or electronically in student's Elmo dashboard. The electronic form is available in the student's electronic service widget in the [ELMO](#) dashboard, under Forms, 3 End of Studies.

Discontinuation of Studies

In case the student decides to definitely give up his study entitlement, he is to submit a separate electronic form in student's [ELMO dashboard](#). The electronic form is available in the student's electronic service widget in the [ELMO dashboard](#), under Forms, 3 End of Studies.

By returning the form the student will withdraw from his studies at JAMK University of Applied Sciences. The student must check that all grades are registered in Asio. After withdrawing the student can't get grades anymore.