

Workplace Learning and Assessment (WLA) Series Insights from Good Practices in Finland

Workshop Programme



Pedagogical Methods and Assessment

Chair

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How we teach and assess workshop 3

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Master of Arts (M.A.)

Bachelor of Business Administration (BBA)

Educational Administration and Management (qualification for Principals)

Finnish Pedagogical Teacher Education

Special Education diploma

70 – 20 - 10



Learn through experience 70 %

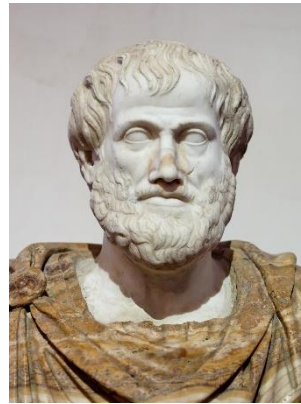


Learn through others 20 %



Formal learning 10 %

Learning by doing



Aristotle:

For the **things we have to learn** before **we** can do them, **we learn** by doing them.

Doing is a basic need for a human being

- New skills are learned by doing, simple as that
- First you observe and learn from a professional
 - > or you learn by facing a problem
 - > or by doing a mistake
- You try what you've learned in practice -> learning is a consequence
- By repeating a task, your skills develop and you gain experience
- In the learning process essential factors are experiences and reflection. You can learn after you have a meaning for the experience.
- Atmosphere has a central role. Because only an open atmosphere can transfer a failed experience to joint learning experience. Not only for the single student but for the whole group.
- As a result you gain more trust in your own capabilities and to the support of the group. Also you gain more courage and it's easier to take risks.
 - -> you are not afraid of failure!



Groups role is to proceed your studies? It's more like an state of mind in the classroom. If the group is great and has a good spirit, your studies will proceed at the same time.

- Sosicial interaction has a central role in learning
- In an interaction with others divided responsibility and social support creates a meaning. The process of thinking becomes visual and it's spoken in conversations and in a group with others . One can reflect both by himself and in interaction with the group.
- Doing things is natural for a human being. Your self-confidence gets stronger by knowing that you can and by getting successful experiences. There is a connection between doing "with your own hands" and thinking. Doing helps you to concentrate and has an influence on your thinking.
- In the centre point of learning process is the individual, supporting his social and professional growth and self-knowledge. When learning enviroment is build by actions and goals of a student, motivation rises from inside and from the person himself.

- Important to remember, as a teacher you don't use only one single teaching method, you blend them, you adapt them. And you can many different kind of methods at the same time the same classroom.
- One student can work with the method "learning by doing", few can work through project based –learning, few can have a learning cafe going on. And you are coaching them all simultaneously.
- New VET-teachers are taught by their teachers with many kind of methods, so they can use and see in practise how the methods are working, how they are taught.

A teacher gives guidance every time I need it and she has time for me



Good atmosphere and lot of humor, nobody is bullied.

Teachers role when you learn by doing

- Teachers role is to give guidance, to be a tutor, to be a supporter and walk by students side
- Learning is co-operative/collaborative and joint
- Learning must be organized and have a right rythm, student has to know what he is studying at the moment and why
- Teachers attitude has a huge influence at the atmosphere of learning situation.
- The atmosphere of learning situation depends also on:
 - how a teacher talks
 - how a teacher presents himself
 - how the teacher performs
 - communication skills/style of communication
- When you as a teacher are excited it transfers to your students, also when you are bored it transfers too...



When a teacher looks you in the eyes and shows with gestures her interest of me as a student, you know that she listens and is present. She doesn't talk about other things at the same time, she listens to me.

- Teachers motivation has to do both with the interest of the subject which she/he is teaching and to motivation/inner motivation to be a teacher.
- The attitude of the teacher comes forth in day to day activities by supporting, cheering and inspiring students. Teacher has to relate to students equally, it's essential.
- Teacher role is to give guidance to students and give possibilities to learning.
- Requires professional growth, new kind of pedagogical thinking and to leave the traditional teaching behind.



TRUST



AMMATTIOPISTO

LUOVI

- TRUST -> A teacher has to believe that a student can learn also in other places than in the classroom where the teacher is close by all the time.
- change of the culture in teaching -> from working alone to working together
- One of our teachers told me, her role is to make student aware of one's own potential, guide him to lifelong learning, give support and guidance and give responsibility of his own learning process.
- A professional teacher motivates and support student towards professional knowledge. Teacher also improves groups sense of community together with the students.

A group is good when everyone at the class works together and no-one is bullied. We talk openly of all things and everyone can have their say. No-one is scared to say his opinion and we make the decisions together.

Pedagogical thinking behind the model

- A student is an active actor, who makes independent choices and has an influence on it's learning.
- Learning is a process for an individual
- The student is the one who has the responsibility of his/hers learning. Everybody has as a goal the willingness to learn and develop oneself.
- Student has to take into consideration the others, accept differences among the others, work together and feel involved. Teacher and the other staff will support and give guidance to students so they will find their own role as an active actor
- The student has possibilities for different kind of paths for learning and professional growth.
- Student wants to make decisions of his studies, he/she has responsibility of his/hers own choices. But she/he has also responsibility towards the group, into success of the group.

A teacher comes to me from time to time and asks me if I have understood what we have been studying, she wants to know what I'm doing at the moment with my project.





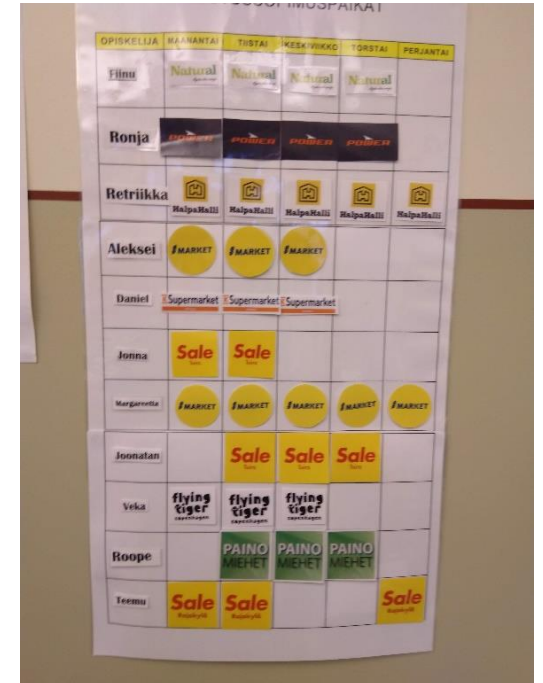
- When our teachers answer the question about grupwork and working together, they all say key to everything is the positive atmosphere and good team spirit. Group co-operation, helping each other, pushing each other are supporting both learning and advancing your studies.
- No one is left alone with problems concerning learning, you find solutions together. The group and it's sense of community can be the only reason why someone comes to school every morning.

My responsibility as a learner is big. It's up to me. It's my job to come here, study and learn. At the past when I didn't have motivation, everything stayed the same and I learned nothing. Here I've realized, everything is up to me. No-one can make me do anything, it's me who have to take responsibility of my life.

Our own working environments

Teacher helps me by being positive and pushes me gently forward with positive comments. She don't bring me down by negative comments like "you failed" or "you did not succeed". She pushes me to try again little bit harder, says I'll can do something or I'll make it. Every comment like that is very meaningful for me.

- Our students as students in other Finnish vocational collages work in different kind of working environments
- Luovi Vocational Collage in Oulu has five working environments of it's own
- Importance for our students is huge, we have many students who haven't worked anywhere before starting their studies. It's easier for them to start in a familiar environment and learn from each others
- From schools point of view, it's easier to see how a student who needs a lot of support manages in "real life" and give guidance for those who have social challenges
- They can work alone, in pairs or in a small group



Pikku putiikki (Little Shop)

- Pikku Putiikki (Little Shop) is a shop where students who study business work 5 days a week
- They are for example in charge of selling, pricing, keeping the shop clean, organizing products, different kind of campaigns, tastings etc.
- Normally first workplace for a business student
- Shop has an instructor who has the responsibility of supporting students in the shop
- Good and safe environment to learn how you actually work in a real shop, learn the rules of the working life and learn to be social.



Datanurkka (Datacorner)

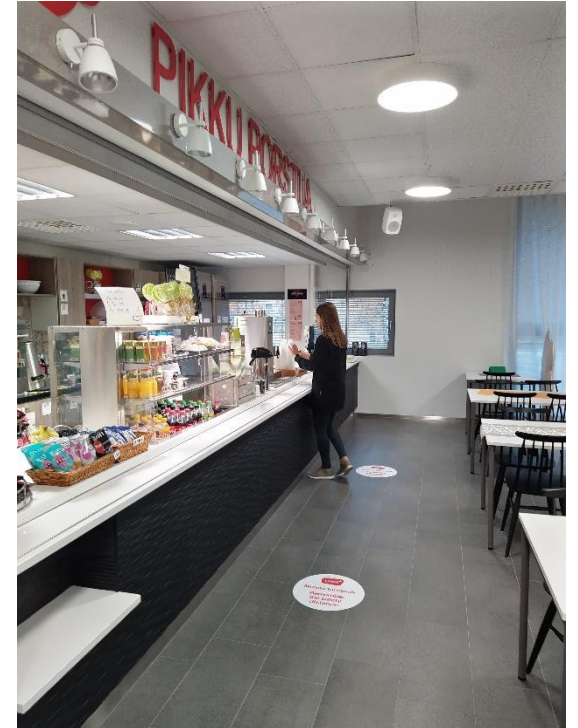
- Datacorner is a shop kept by it-students
- They fix computers, sell used computers and you can for example buy a training in how to use Teams or Outlook
- It's a working environment which is cozy and safe, many it-students have challenges in socializing with customers, perfect place to learn





Pikku Porstua (Little Porch)

- A cafe where both baker students and students from TELMA (Training preparing students for work and independent living) are working.
- They sell different kind of products made at the bakery of the school, coffee, tea and other products.
- Main goal is to learn how to sell, how the serve customers and how to keep the cafe clean.





Oppikööki (Learning kitchenette)

- is an a la carte –restaurant at the school
- Students who are studying to work in the kitchen as cooks are serving customers food during lunch hours
- Real life practice of how to work in a real restaurant and under pressure
- Many of schools formal lunch meetings are held in this restaurant



Korkea osk (Korkea co-op)

- Students have founded a co-operation under name Korkea Osk
- Students are in charge of the co-op and they have an instructor, who supports them in their work and administration of the co-op.
- Co-op has been founded in the beginning of year 2020.
- In the beginning we have media students, baker students and students from cleaning services working for the co-op
- Student has the right to work at the co-op while he/she is studying at Luovi and two years after graduation
- Teachers can use co-op as a learning environment



TÄÄLLÄ KASVAA OSUUSKUNTA

Korkea Osk on Luovin opiskelijoiden perustama osuuskunta, jonka tarkoituksena on edistää jäseniensä yhteisöllisyyttä, oppimista ja avoimuutta.

Mikä on osuuskunta?
Osuuskunta on yhtiömuoto, jossa jäsenet voivat käyttää hyväkseen sen palveluita.

Haluaisitko liittyä?
Osuuskuntamme hakee lisää jäseniä. Jos sinua kiinnostaa, niin ota meihin yhteyttä!

| Yrittämistä | Omat tilat | Tutustu |
|---|---|---------------------------------------|
| Meiltä saa kokemusta yrittämisestä osana työelämän taidonatalia | Korkea Osk on myös omat tilat, jossa kokoontuu. | Löydät lisää tietoa nettisivuiltamme. |

www.korkeaosk.fi Korkea.osk@gmail.com

Our method of teaching

- Our job is to serve our customers
- Customer -> student and workplaces
- Student inclusion -> student is present and active actor in planning his/hers path of studies
- Our expertise isn't like a silo, the knowledge and information doesn't come down from us to the students. We are giving support from the side, walking by students side literally
- In the same class are students who just have started their studies, have been studying a year and are almost finished with their studies. Requires flexibility from the teacher -> joint teaching

With a positive attitude, she never shows if she's bored or doesn't enjoy teaching. She has always an positive attitude.



- Student is learning things which he/she only needs to learn. Students are assessed and credited for previously acquired competence and only acquire the missing competence during their studies.
- Finnish vocational education and training is competence-based and customer-oriented
- The system allows students to flexibly utilise units of the qualifications and smaller parts corresponding to their own needs.
- Broadened to support individual learning pathways and to enable more rapid responses to the changing competence needs in working life.
- Studying at the workplace can cover an entire degree, a module or a smaller part of the studies. The plan is attached to the agreement and the training is designed in cooperation with different parties.

A good group has a good atmosphere, they work great together and have same kind of thoughts about things. Students aren't separated by any means in a class and during breaks you can hang out with the same persons and talk about things.

Student Timo's thoughts about on the job learning in schools own working environment

- *I've mainly had my experiences with on-the-job learning through Pikku Putiikki, the small shop that's mainly operated by the business students. Our daily activities there mostly consist of handling the cash machine while we help the customers in a proper fashion, much like you would do at any small shop. It's a great experience and gives some proper insight to being in a customer service environment without feeling too demanding to the student.*
- *I feel that, in the past year that I've been studying economics, on-the-job learning has been one of the most important aspects of my continuing understanding of the things I'm being taught. Getting to actually use the skills that I've gathered during classes and learning things that you normally couldn't teach in a traditional learning environment have greatly elevated not only the speed at which I develop, but also the longevity of the teachings, making them much less forgettable and long-lasting as a result. Even the simplest of tasks that I would do in the Pikku Putiikki, such as rearranging the products to be more appealing or counting the profits at the end of the day feel like they're making me learn faster and more effectively.*



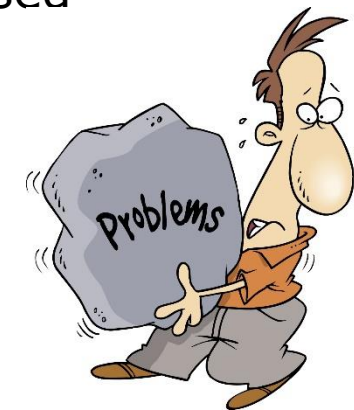
Student Teros thoughts about on the job learning in schools own working environment

- *For me it's been always important to learn by doing, especially when I'm studying media. It's totally different to use the camera than read about it.*
- *Teamwork with other students is working the best possible way when teachers and instructors aren't needed. Students are working as a team and everyone is helping each other. Everyone has their own responsibilities in a group. It feels good to help other students to succeed.*
- *In project-based learning you create new connections and it enlarges your own world.*

A teacher gives a lot of her time at work for us and is on our side, it helps her to guide us much better

Problem based learning

- The foundation of learning is a planned, real, usually expert based problem
- Widely used in medical studies
- 3-5 student work in groups and are supported by an instructor
- The steps are:
 - Presentation of the problem
 - Analyzing the problem, finding out what we already know
 - Defining what we still have to find out, what kind of material we still need
 - Finding solutions (usually more than one)
 - Making the final conclusions and analyzing, making a report
- In problem-based learning, the problems are planned and you have to plan problems which are usable in pedagogical environments.
- A problem should be challenging enough based in real life, but not too wide or huge. If it's too huge, learning the relevant things doesn't happen



Assessment

- Vocational qualifications are independent of the way the vocational skills have been acquired. As long as the individual's competences meet the national qualification requirements, they can be acquired in different learning environments and ways, at different times.
- No exams, only competence demonstrations!
- Competence requirements are the same in all learning environments, also in workplaces.
- Qualifications are the same for young people and adults.



Assessment

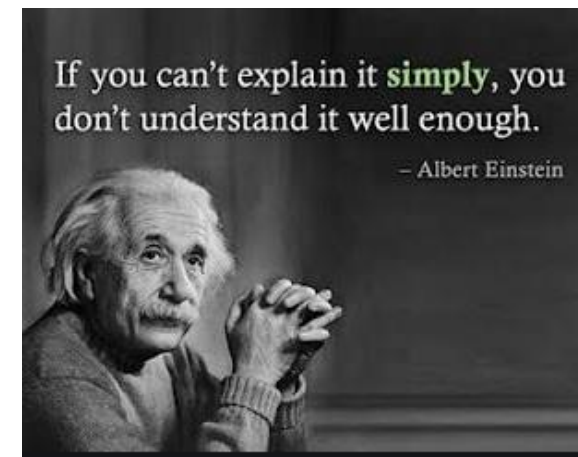
- Students demonstrate their skills in competence demonstrations at practical work.
- The education provider is responsible for the education but the student will also be appointed a workplace trainer who must have the required competences for the task
- Learning at work can be used to acquire competence in all vocational qualifications as well as other training advancing or supplementing vocational skills.

**DON'T ALLOW SOMEONE ELSE
TO KILL YOUR DREAMS.**
@successpictures



Assessment

- Student has an active role in assessment, self evaluation
- A teacher and workplace trainer work closely together
- The student, education provider and employer agree on the arrangements and the goals on the apprenticeship together, a written document is done
- In competence demonstrations student has the possibility to make visible what he/she has learned at the practical work



Assessment



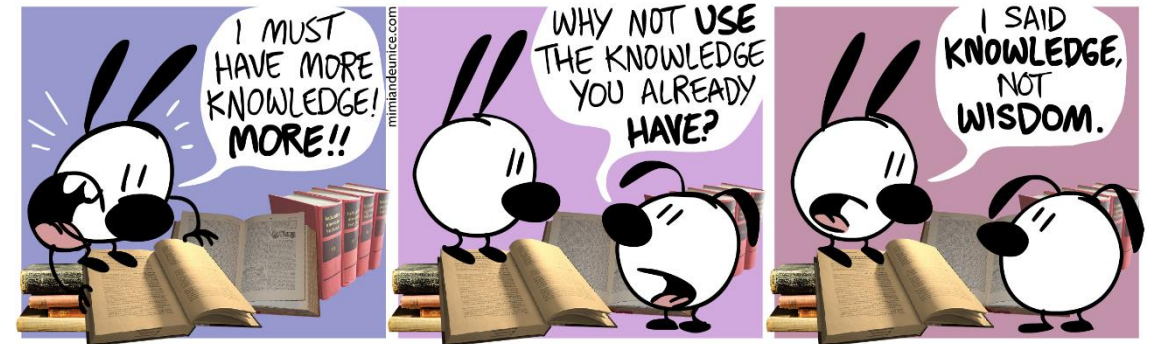
- In an assessment discussion afterwards the workplace trainer and the teacher evaluate how practical work and competence demonstration has gone, what the student has learned, how he has acted at workplace, how he has followed workplace's instructions etc.
- Student is present at the assessment discussion (if possible), gets feedback of the work he has done and an assessment from both sides. Student makes a self-evaluation both from the work he has done and the competence demonstration. The final assessment is given by teacher after discussions.

Teacher doesn't sound like he's bored with his life and he is interested about how he teaches. It motivates me even when I don't think about it.

- Competence demonstrations and working at real workplaces are a vital part of the studies. It's the competence demonstration which is assessed not work
- Personal competence development plan and individual plan of studies are base for the assessment. The personal competence development plan helps student to understand which module/modules are now active in his studies. If the student needs special support, he has an instructor with him and the assessment is adjusted.
- Student has the knowledge in advance of the things which will be critical for assessment
- Competence demonstration is planned in early stage of the practice and both student and the representative of workplace know what's expected and what the student still have to learn.
- The student knows the requirements of competence demonstrations in advance



- The workplace is required to keep track of the development of the student, report to the education provider and take action if the competence is not reached.
- No minimum or maximum amount has been set for competence acquired in connection with practical work tasks. Instead, education and training organized at the workplace is planned as part of the personal competence development plan, taking into account the competence needs
- The requirements are the same at workplaces and in schools own learning environments.
- Student is in charge of his studies, he owns them.



Example of sales competence requirements and basis of assessment

Sales, 30 competence points

CODE: 106384

Order number: 13

Competence requirements

Students know how to

- prepare for sales situations according to the sales targets
- contact customers and identify the customer's needs
- offer and sell suitable product or service solutions to the customer
- manage the follow-up actions.

Students manage the follow-up actions.

Students

Satisfactory 1

- handle, forward and deal with customer feedback, receiving guidance from time to time
- participate in handling a complaint
- carry out the agreed follow-up actions according to instructions in ordinary service situations

Satisfactory 2

Good 3

- handle, forward and deal with customer feedback according to instructions
- handle and deal with a complaint according to instructions
- carry out the agreed follow-up actions according to instructions in ordinary service situations

Good 4

Excellent 5

- handle and deal with customer feedback according to instructions, ensuring customer satisfaction
- handle and deal with a complaint ensuring customer satisfaction
- carry out the agreed follow-up actions according to instructions in challenging service situations
- actively collect feedback and development ideas and forward them.

<https://eperusteet.opintopolku.fi/#/en/selaus/kooste/amatillinenkoulutus?hakutyyppi=perusteet>

Teachers thoughts about assessment of work

- *From my point of view, the assessment is part of planning the work. It's very important to find the right workplace for the student. It has to be right for learning, competence presentation and safety. When we work with students who have special needs, it's vital for a student that he feels safe, not only physically but also mentally and socially. It means the workplace must have a positive and understanding atmosphere. Student wants to belong and to be part of the community at work.*
- *We are discussing the need of the support with workplace trainer openly. Sometimes the student might feel embarrassed of the support he needs and he doesn't want to tell about it at the workplace -> although it would be for the best of the student. It would minimize misunderstandings and help student to get proper and right kind of guidance at the workplace. Student has also a better chance to demonstrate in competence demonstration what he really can do. If it's not possible to demonstrate every requirement at the workplace, student has to present his competence in some other way.*

- *You can't always know in advance how our student is "met" at a new workplace. You can't trust your first impression. It's very important to be present and give student a chance to talk about possible problems at work. After the discussion with a student, teacher has the possibility to talk with the employer and try to fix problems. It minimizes drop-outs.*
- *The students demonstrate their competence and knowledge like one of companies own employees. It's important for a teacher to go through the requirements with the workplace trainer. And s also important the teacher briefs workplace trainer about assessment requirements. Although workplace trainers have normally a long working experience, they don't have the knowledge about the requirements which are changing from time to time. So the briefing is very important.*
- *Because of the briefing the teacher and workplace trainer have a same kid of understanding about the assessment. You need to work together before, during and after competence demonstration.*

- *Briefing to assessment can be divided to two. There is briefing to a certain competence demonstration and a common briefing of requirements. When you think about why it's important, it has to do with fair assessment of a student. I can't tell you how important briefing is. It's good also for the quality of vocational schooling and co-operation with working life. It also gives student better understanding about the expectations.*
- *You have to give unquestionably student feedback about his development. Students goal is to reach competence requirements and demonstrate his competence. You have to make sure the student is ready to do the competence demonstration. You have to plan with the student when it's the right time to do it. This requires once again discussion with the student and workplace trainer.*

There is no-one here, who says or forces one to learn things. If you decide at the beginning, you don't want to learn anything, then you learn nothing. It's up to you.

- *Self evaluation is an important knowledge in working life today. Everyone has to evaluate ones needs to develop. Self evaluation is a part of your competence and it's important to practice it with students. Sometimes it surprises me how well our students can evaluate their competence and sometimes I can't understand how unrealistic picture they have about their competence. For some students it's really hard to understand that their competence is not reaching the requirements. It's difficult for some students, but they can still finish school. You just have to make sure the student gets enough support and guidance at the competence demonstration.*



It's important for us students to see teachers enjoy their work, to see their knowledge about the subject. And it's important to see different kind of personalities among teachers.

- *When the competence demonstration is adjusted, you make a individual competence assessment. You take into consideration individual goals and skills. When a student gets an adjusted assessment, you also give a written competence evaluation. It's not easy to write, because you have to give a proper and accurate. An adjusted assessment has an influence of the future of students career path*
- *My role as a teacher is to provide both the competence of the student and experiences of successes. Those are something which "carry our students to the future". A fair and professional assessment base is in a good and careful groundwork*

Final conclusion

- As a result of researches we can come to following conclusions:
 - An active role in students own learning, advances learning process
 - An active student sets goals for himself, professional and competence based
 - Student has to have the feeling about going forward with his studies, although there might be difficulties or challenges.
 - When you get successes and you know you are learning -> creates positivity towards studies.
 - When a student knows his challenges and strengths in learning it helps him to manage his studies.
 - An active learner -> is part of planning his learning process and controlling his studies from the beginning.
 - Active learning creates belief for the future, makes the planning of the future easier and strengthens trust to persons own capabilities



Pair work

- https://padlet.com/katja_koskinen/v731ziiklhriyjij
- Go to the Padlet and in pair comment the questions about today's workshop
- The comments are anonymous
- Working time 15 minutes



