Classroom

Teacher education in Finland

1.2.2022

Official teacher qualification requirements

Bachelor's degree **180 ECTS** credits

> three years of full-time study

Bachelor thesis 6-10 credits

+

Master's degree is **120 ECTS** credits

> 2 years of full-time study

Master thesis 20-40 credits

+/

Three years of work experience from the field of occupation

60 ECTS credits of pedagogical studies

1 credit ~ 27 hours of work by a student

Selection

Grades etc.

Entrance examination with

1. Literal exam with prior readings

2. Interview, group task or a teaching demonstration

Intake into teacher education 2016 (% of those who applied)

Class teacher education 12 %

Subject teacher education 10 % - 53 %

Vocational teacher education 31 %

Source: www.oph.fi

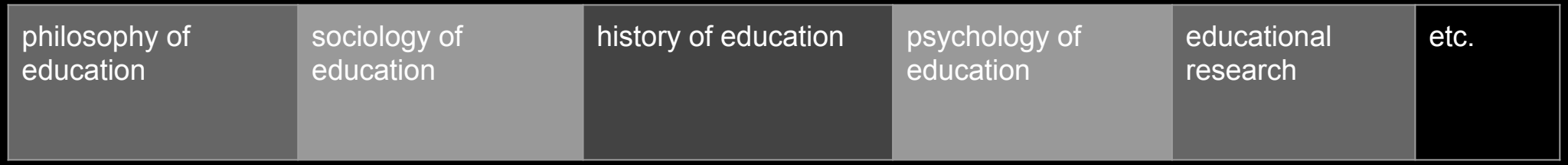
Aims of academic teacher education

- scientific thinkers, research based classroom practices
- teacher identity & responsibility
- good didactical skills in all the subjects
- understanding of child’s development, societal and philosophical background of education

Base of degree structure

of classroom teacher students in recent decades

+ qualitative & quantitative methods, languages, ICT, scientific writing…
+ courses on special education, assessment, child development etc.



Subject centered approach to curriculum

- understanding the central concepts, principals, and structure in each discipline and school subject (*Threshold concepts*, Land & Meyer 2003, 2005)

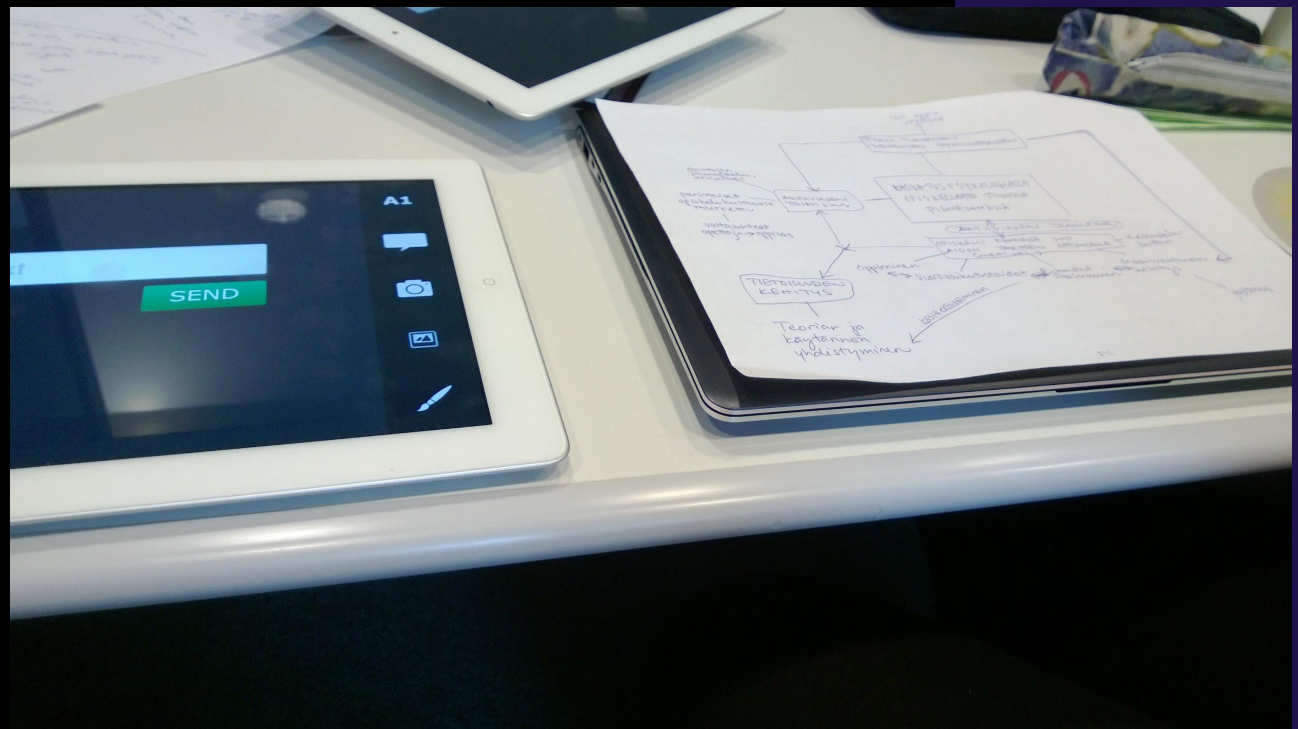
- construction of organized knowledge instead of fact lists

- for instance mathematics
  - hierarchy
  - decimal systems
  - (mis)conceptions

But how about...

+ curriculum design, organizational skills, interaction with parents and teacher…

+ Twenty first century skills



Debate

- each teacher trainer/discipline having an own course

vs.

Building a degree based on the core competences needed in the future

Lectures

of science of education

- disconnected information or
  well-structured knowledge?

- Inspiration or passivation?

Depends on both - the lecturer, but also the students' prior learning experiences…

Strengths & Challenges

> lack of personal meaning
> lack of transfer!

> awaking curiosity

> searching answers for personal questions

Scientific literature, discussion, mapping & writing

- function as a base for scientific views

- provides & helps chewing & org. vast amount of knowledge

for example:

school as ***systemic*** whole

+ conception of a child

- > fixing the child or fixing the system??

...conception of learning, teaching, schooling, knowledge, mind...

Group teaching and studying

- enable workshop-like-exercises

- vary in terms of
  - teacher-, co- & self-regulation
  - group size (40, 20, 10, 5, 3…)

- pre-structured or co-structured

Teaching practice

- planning individually and in pairs/teams

- receiving feedback and discussing situations confronted during a lesson or a school day with a more experienced teachers

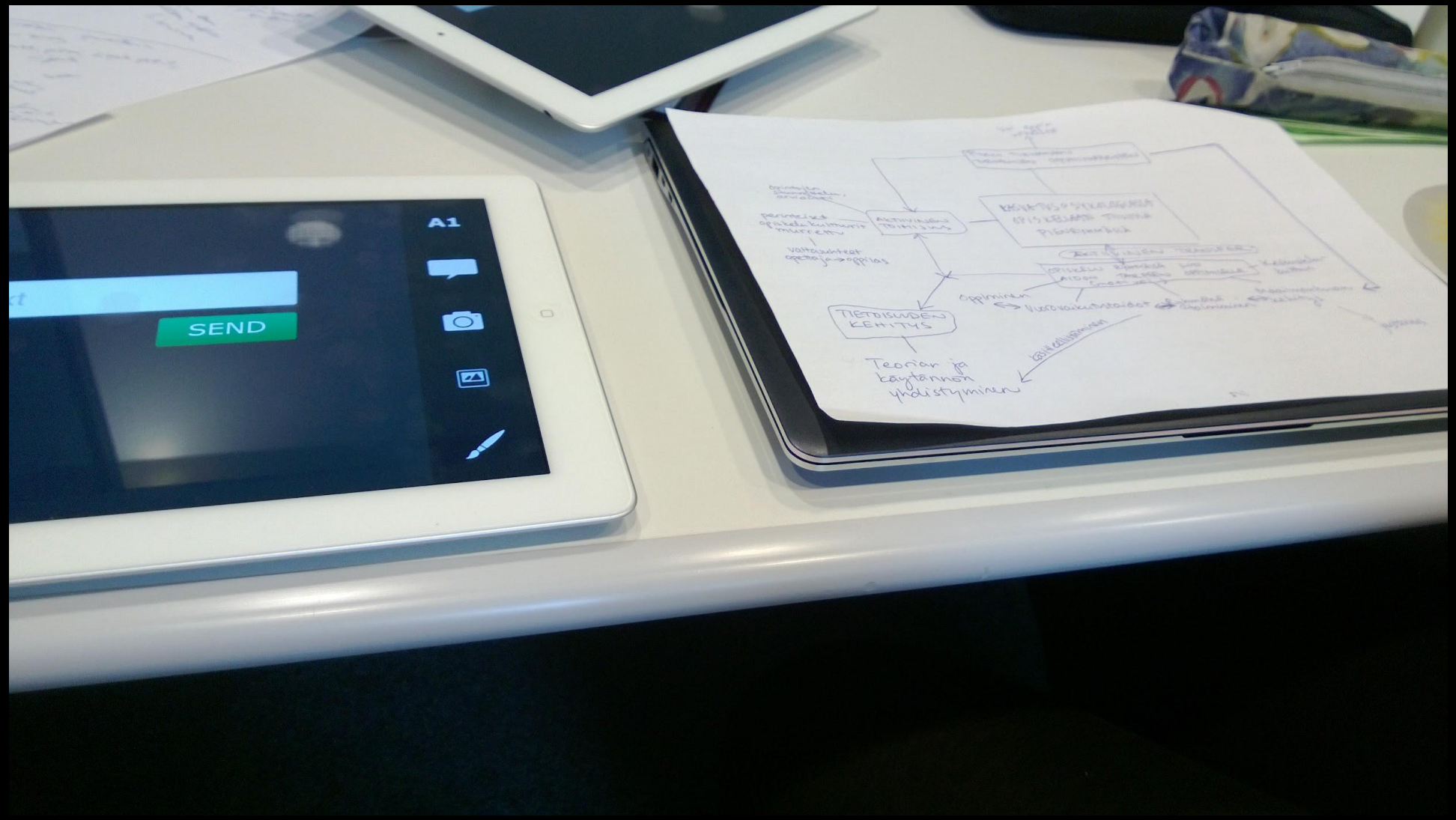
- hands on experience + analysing it with scientific concepts

https://www.youtube.com/watch?v=WQ01PXechgM&t=1s

reflection and evaluation

- exams, essays...
- self-evaluation, portfolios
- group discussions, peer eval.
- reflective diaries

- > writing as performance vs. writing as authentic reflection…



The use of technology

- ‘mass-activation’ > Flinga
- platforms for shared knowledge constructions

Strengths

- wide societal and philosophical knowledge base

- opportunity to chew own the pedagogical value-base of one's teachership with enough time and depth

Challenge - how to...

...structure and superwise delicate process and the adoption self-regulation...

...without causing too much stress for students with strong performance-orientation?

Challenges of the globe:

- climate change
- media jungle
- complex conflicts
- mental ill-being

...to name a few...

Phenomenon centered learning

- big ideas (*Prawat*)
- multidisciplinary
- holistic world view (*Rauste-von Wright*)
- students defining the key content and re-structuring their own understanding

Thank you!

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