

# PEDAGOGICAL PROGRAMME 2023-2025



AMMATTIKORKEAKOULU  
University of Applied Sciences

STUDENT LEVEL

IMPLEMENTATION LEVEL

DEGREE PROGRAMME LEVEL

THE LAUREA LEVEL

- Doctorate
- Continuing education
- To work life
- Open UAS
- Specialisation education



We're here for you at Laurea





# PEDAGOGICAL PROGRAMME 2023-2025

Laurea is a learning community where diversity is promoted, individual differences are acknowledged, and equality is strengthened. At Laurea, all pedagogical choices are guided by Laurea's pedagogical policies: student and learning-centredness, competence-based approach, working life relevance, guidance and flexibility. The aim is for students to succeed as experts in future work-life roles, equipped with knowledge and skills to develop their own competence and contribute to the workplace. Competence that meets the future needs of working life and is based on research is developed through degree programmes and non-degree education. Learning is integrated into working life and RDI projects, and competence is developed through the Learning by Developing (LbD) pedagogical model. Laurea's key partners serve as a natural bridge to working life. Students are active

participants in diverse and international learning environments. Digital learning environments support independent learning regardless of time and place. Learning is accessible. Personalised guidance and feedback support the development of competence and progress in studies. Competence can be acquired flexibly in various ways.

The pedagogical programme describes and defines Laurea's approach to learning, teaching, guidance, competence development, the role of knowledge and partners, and our collaborative way of working. Laurea-level policies guide all pedagogical activities. Degree programme level guidelines apply to all programmes but are enabling different choices for their implementation. Implementation-level descriptions guide pedagogical decisions in everyday teaching. At the student level,

we describe student agency and articulate the support provided for learning and competence development, as well as expectations for students.

Laurea's pedagogical programme contributes to the promotion of accessibility and equality in studying and teaching. At the same time, it supports Laurea's other strategic goals, which are implemented in accordance with Laurea's values in an open, effective and responsible manner.



## Laurea strengthens the ability to work in diverse communities

At Laurea, diversity is seen as an asset that enables the inclusion of different experiences and perspectives in collaborative work. Internationalisation and multiculturalism become natural parts of the student's professional identity during their studies. Laurea supports the integration and employment of international students in Finnish society.

Internationalisation at Laurea refers not only to language skills but also the ability to interact with diverse people and work in diverse communities. The global interdependence of issues and individuals, as well as the increasing diversification of the working life, require the ability to think beyond one's own worldview.

Collaborative practices are promoted among students and staff members alike. Collaboration is also realised in a multicultural context. Through collaboration, interaction skills and responsibility for others are enhanced. In addition to addressing individual student needs, studies highlight teamwork and acting in networks, requiring flexibility and commitment to shared goals.

## Pedagogy is based on competence-based thinking and competence assessment

Laurea's degree programmes have three pedagogically different implementation modes: daytime learning, blended learning, and online learning. Both degree education and continuous learning offerings are developed in collaboration with the working life to meet societal competence needs. Intended competencies and learning objectives are defined in the curriculum in the Bachelor's degree curricula at the EQF6 level and in the Master's degree curricula at the EQF7 level, ensuring that the level of competence can be assessed using common criteria. Competence acquired outside Laurea before or during studies is recognised as part of the degree or working-life-oriented competence modules in all fields of education. Practices for recognising and validating competence are at Laurea-level and equal for students.

## Competence develops in diverse work-life-relevant learning environments according to the LbD model

Learning by Developing (LbD), is Laurea's choice for individual and communal learning and producing new knowledge. Students have an active role as learners, experiencers, developers, and researchers in collaboration with the working life and the higher education community. Laurea's RDI projects, key partners, and other working life partners provide learning environments where students learn critical thinking and apply research-based knowledge to the evolving needs of the working life and society. All students, including continuous learning students, can acquire new competence through work-based learning and apply for recognition of higher education level competence. The process and practices of work-based learning are familiar to students, teachers, and collaboration partners as an alternative way to develop competence.

## The student's competence and self-efficacy are grown in interaction

Laurea's pedagogy is based on a guidance-oriented approach. Guidance activities strengthen the student's agency, capacity for action, self-directedness, participation, career planning skills, and well-being. Laurea acknowledges students' diverse backgrounds, needs, goals, and abilities to reflect on their own competence. Interaction helps the student recognise their own thinking and reflect on the development of their competence. Students are also individually guided when needed. At Laurea, students receive equal guidance services regardless of campus, mode of implementation, or degree programme.

## Digitalization renews pedagogical practices in all forms of education

At Laurea, students are offered both independently studied and interactive online studies. As the number of students continues to grow, independent online learning is systematically utilised in all parts of the studies where it is pedagogically appropriate. Automated study units or parts of it and microcontents are studied independently. Automated parts of study units that strengthen the knowledge base free up teachers' time for individualised guidance in learning process stages that require it. Laurea produces digital open educational resources that are widely utilised in the higher education field. Laurea also utilises open educational resources produced by other universities as automated components of studies. Open teaching practices contribute to the quality and impact of education. Tools enabled by artificial intelligence are utilised in learning as well as in the recognition and validation of competence.





## Pedagogical leadership enables high-quality development

Degree Programme-specific choices form the basis for quality and equitable learning, appropriate resource allocation, and the implementation of Laurea's pedagogical guidelines in all degree programmes. Competent pedagogical leadership ensures the implementation of programme-specific choices and the necessary expertise to carry them out. Collaborative planning and implementation are valued to foster a sense of community at Laurea. The development of pedagogical competence needed to ensure high-quality learning will be ensured.

## A community culture strengthens the well-being of the entire community

Laurea's sense of community enhances the well-being of staff and students. All degree programmes emphasise collaborative planning and reflection, an open feedback culture, encounters, and the promotion of a learning-oriented culture.

## Research-based knowledge and future working life needs guide curriculum development

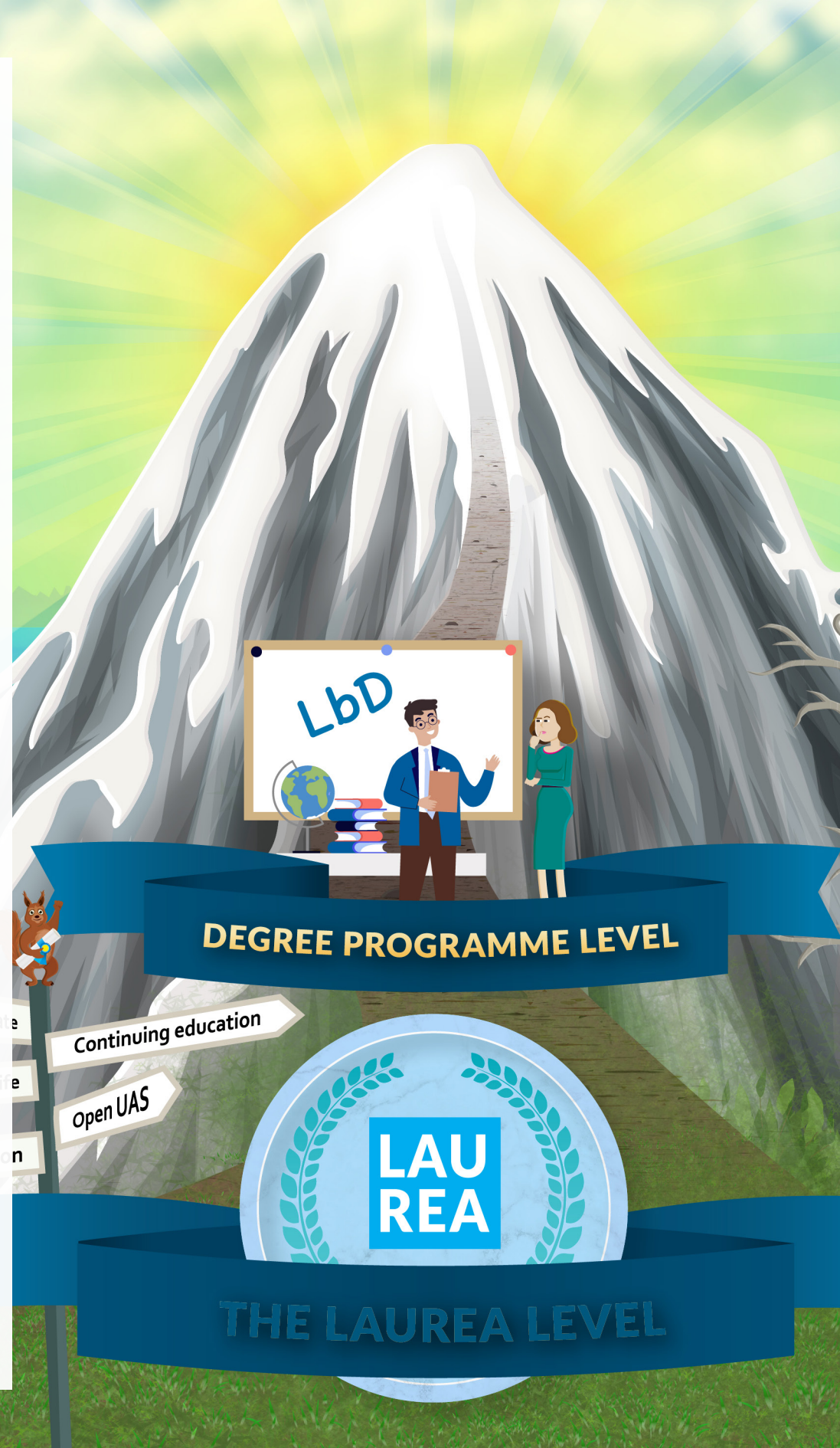
Each programme generates new work-life competence, knowledge, and skills to meet the future competence needs of society and the working life. Curricula are based on the latest research findings. Work-life partners selected for each degree programme are involved in curriculum development. Various forecasting methods and collaboration processes support curriculum development. Close interaction between the degree programmes and the working life ensures that changing competence needs are considered in the development of work-life-oriented continuous learning offerings. Active collaboration between degree programmes supports multidisciplinary and interdisciplinary possibilities in curriculum development. Synergy opportunities are utilised in the implementation of degree programmes.

## Competence-based curricula promote the development of skills

According to the competence-based pedagogy, the focus is not on studying specific subjects or completing a fixed number of credits, but rather on ensuring that the student acquires the targeted competences during their education. The learning outcomes are clear for students, teachers, and the working life partners. In addition to substantive knowledge/ substance competences, the development of general working life competencies is evident in the curricula. The curricula highlight how future awareness and foresight skills, global competence, responsibility competence, and ethical competence develop as cross-cutting themes, enhancing students' ability to act as active agents and innovators in the future global operating environment.

## Pedagogical guidance designed by each degree programme enables flexible learning and individual encounters

Personal pedagogical guidance for promoting and completing studies is provided at the degree programme level, ensuring that students receive equal and timely guidance regardless of campus or degree programme.



This is implemented, for example, through Koppi, Haavi, and L160 guidance models. Work-based learning is possible across campuses. Guidance for recognition of prior learning and work-based learning is centralised in competence pools.

## LbD model is implemented in all programmes through key partner collaboration and RDI projects

The Learning by Developing (LbD) model is systematically implemented in various forms of education (daytime, blended, and online learning) and modules. Each module in the Bachelor's degree programmes includes at least one LbD project carried out in collaboration with key partners or Laurea's RDI projects. Collaboration with key partners is implemented in nursing and public health nursing programmes when the curriculum allows. Frequent and scalable working life projects will be placed on the Canvas Master templates.

## Automated studies enable time and place-independent learning

In all degree programmes, a separately agreed amount of core and complementary competence studies and parts of them are offered as automated, fully self-paced studies. These may also be common studies for various degree programmes. These studies meet quality criteria. No other modes of implementation are available for these studies; they are only offered as automated studies for daytime, blended, and online students – including continuous learning offerings as well.

## Automated high-quality study offerings streamline the use of teacher's time

In all degree programmes, study offerings are aligned with the quality criteria. Automated study components allow teachers more time for individual guidance, assessment, and feedback. At the programme level, the use of Canvas Master templates that meet quality criteria is mandated and their development is ensured. Selected key partners also participate in their content development where applicable.

## Learning in diverse and multicultural communities is integrated into all Bachelor's degree programmes

Diversity and multiculturalism are seen as resources that enable the consideration of various experiences and perspectives in collaborative work. Peer learning is recognised as an important form of learning in all programmes, contributing to a sense of community. Each Bachelor's degree programme includes at least one project or study unit conducted in international collaboration. All students can study languages at Laurea and other higher education institutions.



## Laurea and programme-level pedagogical policies guide teachers' pedagogical choices and strengthen the sense of communal culture

Every staff member involved in educational activities contributes to the implementation of Laurea and programme-level pedagogical policies and choices in their own work. Teachers/instructors recognise their role as team members in supervising, guiding, coaching, and promoting the student's learning process, thereby enhancing student's agency. Each staff member promotes a communal, learning-friendly culture through their own pedagogical solutions, which also contributes to strengthening the well-being of the staff.

## Students' individuality is considered in the planning and implementation of learning processes

At the implementation level, learning processes are designed instead of teaching processes. The design of learning processes considers students' diverse backgrounds, competencies, and objectives – including students from different pathways, such as degree, cross-disciplinary, international, and continuous learning students. The planning of the implementations is based on the quality criteria of the studies. Teachers plan the workload and learning assignments of the study unit in a way that enables student's guidance and participation.

## A well-designed learning and assessment process leads to the development of targeted competence

The implementation of the studies is based on a pedagogical script. The implementation, including projects, assignments, materials and content, is planned in a way that the learning process focuses on the development of competence described in the curriculum. When planning the implementation, it is ensured that the programme and studies also develop general common working life competences defined by Laurea.

Learning is guided by competence-based assessment. The teacher designs a transparent assessment process so that assessment and feedback focus towards the targeted competencies and their learning. The learning process includes assessing the level of competence at the beginning, during, and at the end of the study unit, utilising common assessment criteria as well as self-assessment and peer assessment practices. The teacher guides students in self-assessment, peer assessment, and receiving feedback. The assessment tools of the learning platform are utilised for assessment. Participatory methods strengthen the student's active role as a learner, which also supports well-being in studies.

The implementation planning considers the defined format of education at Laurea. Canvas Master templates and existing open educational resources are utilised in the planning. Laurea's MOOC quality criteria ensure the quality of automated studies.



## Competence is developed through working life and RDI projects

Key partners' projects and RDI projects serve as main learning environments when implementing the LbD model. Development work can also be carried out with other partners in LbD implementations. If necessary, the teacher guides working life partners in assessing and giving feedback in accordance with Laurea's guidelines. All implementations apply research-based knowledge, including data/knowledge produced in RDI projects. Digital content produced in the RDI-projects will be utilised in the implementations.

## Competence acquired in alternative ways is recognised and acknowledged in relation to the curriculum and the student's objectives

The recognition of competence acquired through work-based studies or prior learning applies all the students at Laurea. Alternative study methods are described in advance in the implementation plan. Work-based studies and the recognition of prior learning is possible for both degree and continuous learning students. Students' peer groups support the work-based learning process. Previously acquired competence is smoothly recognised and acknowledged in relation to the study unit, its part, module, or the entire degree programme. Competence outside the curriculum is also recognised and acknowledged in relation to the student's personal, career-related goals requiring higher education level competencies. The practices of work-based studies and the recognition of prior learning are clear for both degree students and continuous learning students.

## Guidance supports student well-being

Students receive expert, needs-based information, guidance, and counselling to support their studies and well-being throughout different stages of their education in a timely manner. The roles of guidance are clear, and guidance services are consistent regardless of the student's status. Digital and AI-based technologies are utilised in guidance services. Accessibility and inclusivity are considered in communication, learning environments, interaction, and teaching and guidance methods.

## Diversity and multiculturalism are reflected in pedagogical solutions

When planning the implementation of studies, the teacher assesses the possibilities for international collaboration as well as the development of diversity and multicultural competence. Inclusive and international learning experiences are made possible through pedagogical solutions. Opportunities for learning in diverse communities are created, for example, through collaboration with English-language programmes, export education, and other international partners.



### Students are encountered as individuals and as part of the community

The student feels that it is possible to shape their own learning path to support the achievement of personal competence and career goals. In the selected studies, self-paced learning solutions enable the student to progress on a schedule suitable for them regardless of location. The student's competence development, professional growth and career planning are supported by regular guidance and feedback. Depending on the implementation method, the students receive feedback on their learning and the development of their competence from their teachers, fellow students, and representatives of working life. The student also learns to assess their own competence.

### Students' individual choices enable working in diverse networks

The students' ability to work in diverse communities is strengthened during their studies. In addition to the student's individual needs, the studies develop co-operation skills and the ability to operate in networks, which requires flexibility and taking responsibility for common goals. Community spirit strengthens interpersonal skills and responsibility towards others.

The student selects the most suitable methods for working in international networks to develop themselves, which is reflected in each student's personal study plan. This includes, for example, language studies, international projects, multicultural studies, guest lecturers, student exchanges, summer courses, placements abroad and short-term exchanges within study units. The student understands the significance of diversity and internationality in future working life and their career.

### Students develop their competence as active agents in accordance with the objectives

The student is familiar with the learning approach based on the LbD (Learning by Developing) model and understands the significance of their own activity and responsibility in the learning process. Laurea's key partners, RDI projects, international environments, and other encounters as well as digital platforms form a natural learning environment for students. The student becomes a future-oriented actor in their own field, renewing their competence according to degree and competence objectives. The student recognises the added value of different perspectives generated through teamwork in their own learning and is willing to openly share their own expertise with others. The student is committed to collaborative work, coordinating, and adhering to shared schedules, providing and receiving constructive feedback. The student understands that seeking guidance, utilising well-being support services, and seeking assistance are essential parts of higher education studies and competence needed in working life.



### Work-based studies and the recognition of prior learning enable flexible learning and competence development

The student is responsible for their own study path, and has the responsibility for developing, recognising, and demonstrating their own skills in relation to the competence objectives of the degree. The student knows how to identify and recognise acquired competence and how it can be acquired through work-based studies. Work-based studies are initiated by the student and involves acquiring or deepening new skills relevant and suitable to the degree.

It is possible for a degree student to acquire competence and build personal learning paths by completing individualised studies and utilising the studies offered by other higher education institutions to support the achievement of their dreams related to professional growth and career.



# GLOSSARY OF PEDAGOGY AT LAUREA

**ACCREDITATION AND RECOGNITION OF PRIOR LEARNING:** Accreditation and recognition of prior learning refers to various procedures through which the student's competence can be evaluated and accepted as part of their degree. The accreditation and recognition of the student's prior learning is based on the learning outcomes/ objectives and assessment criteria of the degree. Students have the right to apply for the recognition of their prior competence, regardless of where, how, and when the competence was acquired. In Laurea, the identification and recognition of prior learning is implemented through two different procedures: 1) Recognition (competence acquired at another higher education institution) and 2) Competence demonstration (recognising competence acquired through other ways). The initiative for recognising and accrediting competence is made by the student and it is their responsibility to demonstrate and verify their competence. Students have the right to receive guidance on the accreditation and recognition of their competence. The competence is accredited and recognised by the teacher responsible for the studies or another person appointed for the task.

**AUTOMATED STUDY UNITS / PARTS OF STUDY UNITS/ COURSE COMPONENTS:** In automated study units or parts of study units, the student develops their competence completely independently and the evaluation/assessment has been automated. From the teacher's perspective, this means that the teacher does not manually assess the assignments during the study unit or its parts, and simultaneous interaction has not been included in the study unit. From the student's perspective, the study unit must be independently completed. Automated study units are self-paced, i.e. they are completely flexible and can be completed according to the student's schedule; an automated study segment is scheduled in the implementation plan. Laurea can identify the contents and study units where the use of automation is both pedagogically and in terms of content meaningful.

**BLENDED LEARNING:** Blended learning is one of Laurea's three modes of education. Blended studies include working on the campus for a few days each month and scheduled online collaboration at a specified time. In social and health care education, there may be more scheduled work. The dates for on-campus and online presence in the next semester are known to students no later than during the previous semester. Most of the studies are implemented as distance learning that is not time-specific, which emphasises the student's independent work. The practical implementation varies across different programmes.

**CANVAS MASTER TEMPLATE:** Canvas Master template refers to openly shared, collectively constructed workspaces that serve as the basis for course workspaces implementations. They include a proposed content, the pedagogical path, and the structure of the course. Master templates have three objectives: long-term, cumulative development of the workspace, consistency of studies from the student's perspective, and avoiding overlapping design work. Master templates can also be used to implement pedagogical policies/guidelines closer to the daily life of teachers and students. In addition to pedagogical guidelines, the quality of master templates is guided by separate quality criteria that define functional, pedagogical, and content-related objectives.

**COMPETENCE-BASED APPROACH:** Competence-based approach is a guiding principle in pedagogical practice, which emphasises that the most important aspect of education is for the student to achieve the desired competences, regardless of how and when the competences are acquired. According to the competence-based pedagogy, the focus is not on studying specific subjects or completing a fixed number of credits, but rather on ensuring that the student acquires the targeted competences during their education. The starting point is the student's previously acquired competence in relation to the degree, upon which additional competences are built as necessary. Students can achieve their competences in various learning environments, in different ways and at different paces.

**CONTINUOUS LEARNING AND CONTINUOUS LEARNING STUDENT/LEARNER:** Continuous learning responds to the need to develop and renew competence throughout different phases of life and career. Students in continuous learning are all students in education other than degree-awarding education.

**DAYTIME EDUCATION:** Daytime education is one of the three modes of education offered at Laurea. Daytime studies require attendance during weekdays and daytime hours for compulsory core competency studies. Most of the studies are conducted through face-to-face teaching and guidance on campus, with only a portion of the studies taking place online as independent and interactive online studies. The mode of implementation may vary during complementary studies.

**DEMONSTRATION OF COMPETENCE:** Competence demonstration is a process in which a student identifies their competence by comparing it to the competence objectives described in the curriculum and the assessment criteria of the evaluation framework. After identification, the student makes their competence visible and demonstrates it in a way that allows the competence to be verified and evaluated. The method of competence demonstration is agreed upon individually with the student or may be predetermined depending on the education or study module. The demonstration of competence is assessed, and the competence is recognised by entering the assessment in the student's study register. The assessment follows the same criteria and, in most cases, the same grading scale as the corresponding study module or unit. If the student's competence partially corresponds to the learning outcomes of the studies, it will then be individually agreed on with the student how they can acquire and complement their missing competence.

**EVALUATION CRITERIA:** The evaluation criteria are used to assess the level of competence in relation to the learning outcomes/objectives of the studies. In Bachelor's degrees, studies are evaluated using a common evaluation framework. Exceptions are the thesis and language studies, which have their own evaluation criteria. The evaluation framework has two levels of requirement: requirement level I and requirement level II. The assessment criteria are based on the National Qualifications Framework. The curriculum defines a requirement level, outlining the criteria used for evaluation, for each study unit. The evaluation criteria for individual requirement levels are described in the implementation plan of each study unit.

**FORESIGHT:** Foresight is a systematic and conscious examination of future alternatives (what, how, why). In pedagogy, approaches can include, for example, foreseeing probable future development paths (probabilistic), envisioning different career paths and futures (possibilistic), and actively designing for future needs and skills (constructive).

**GENERAL, COMMON WORKING LIFE COMPETENCES:** Work-related competences emphasise not only the substance of degrees, but also general workplace skills required of graduates with a professional degree from a higher education institution. Laurea's general workplace skills common to all degrees comprise six competence modules: 1. self-management and entrepreneurial attitude, 2. critical thinking and problem-solving skills, 3. foresight and innovative competence, 4. communication and interaction competence, 5. global competence and 6. responsibility competence.

**IMPLEMENTATION PLAN:** Students are informed of the implementation of the studies by completing an implementation plan in Peppi two weeks before the start of the registration process, which describes the progress and completion of the studies. The implementation plan includes the learning outcomes, evaluation criteria and areas, implementation methods, schedule, workload, mandatory literature, the actual start and end dates of the studies, campus of implementation, language of instruction, enrolment period and number of credits.

**INDEPENDENT ONLINE STUDIES:** See Automated study units or parts of study unit. Laurea's study units may also include independent online studies in which assessment has not been automated.

**INTERACTIVE E-LEARNING/ONLINE STUDIES:** Interactive online studies include real-time interaction with the teacher and/or other students online.

**KEY PARTNER:** A key partnership is based on an agreement between Laurea and the key partner and it is a paid service for the key partner. Laurea engages in key partnership collaboration with dozens of companies and organisations.



# GLOSSARY OF PEDAGOGY AT LAUREA

**LEARNING BY DEVELOPING (LBD) MODEL:** In the Learning by Developing (LbD) model, the starting point is always an authentic development task related to working life development work or Laurea's research, development, and innovation project (RDI). In the LbD model, guidance is key, i.e. the teacher systematically guides the students and provides constructive feedback to support their professional growth. The LbD guides students to boldly take on challenges and act in a self-directed manner. The student learns to integrate theory and practice, problem-solving and co-operation skills, as well as critical thinking and reflection. In goal-oriented and guided work, project work skills and the ability to manage complex tasks develop. This means that at the core of learning is an exploratory and developmental approach. Learning by Developing requires an active approach and commitment from the student as well as building and sharing expertise in teams. Close collaboration with the working life builds networks for students and teachers with various partners.

**LEARNING ENVIRONMENT:** The learning environment refers to the physical, digital, psychological, and social factors that constitute the context in which studying, and learning take place. In Laurea, the learning environment can include workplaces, research and development projects, international learning environments, one's own business, competitive sports, student activism, hobbies, or volunteering activities, in addition to study modules or work-life projects.

**LEARNING PROCESS/STUDY PROCESS:** The learning process is a purposeful, pre-planned and sequentially progressing continuum consisting of various phases of studying and learning. The student is at the centre, engaging in their own active learning activities, which are appropriately supported and guided by the teacher throughout different phases of the learning process. The starting point for planning the learning process are the objectives set for learning and the students' prior knowledge and competence. Essential throughout the learning process is guidance and feedback to enable students to develop their own competence. Reflection and self-assessment of the students' own learning and competence development are also essential in the learning process.

**MICROCONTENT:** Microcontent is a pedagogically meaningful unit smaller than a course that learners can grasp in a short time. It is primarily self-study material, such as text, video, podcast, interactive content, or assignments. The material may include automatically implemented assessment to support active learner engagement. Microcontent can be utilised in automated or other forms of studies. In principle, microcontent is not directly included in the curriculum, but it can be used as part of the curriculum-related studies. Microcontents are produced in RDI projects, for example.

**MODE OF IMPLEMENTATION:** In Laurea's degree programmes, there are three distinct modes of implementation: daytime studies, blended learning, and online learning. Meetings requiring attendance are announced and justified in the implementation plan.

**MODULE:** A module is a part of the curriculum that contains several study units.

**MOOC QUALITY CRITERIA:** The MOOC quality criteria are based on the quality criteria for teaching, and they consider the principles suitable for automatically assessed learning. The quality criteria are divided into seven different themes: pedagogical solutions, instructions, evaluation/assessment, content, copyrights and licences, consistent visual appearance, usability, and accessibility. See also quality criteria.

**ONLINE EDUCATION AS A MODE OF IMPLEMENTATION OF THE DEGREE (= ONLINE DEGREE):** Online education is one of the three modes of education offered at Laurea. In online studies, the studies are implemented entirely as distance studies. In addition to independent work, online studies include teaching and meetings that require online presence at agreed times. Students are informed of the online presence requirements for the following semester no later than during the previous semester. Of all the forms of study, online studies require the most self-direction. Meetings requiring attendance are announced in the implementation plan. Placements are carried out in practical working life.

**OPEN LEARNING:** Open learning is a trend aimed at broadening access to learning and participation for everyone by lowering barriers and increasing accessibility, inclusivity, offerings, and learner-centeredness. Open learning often takes place using digital technology and diversifies the possibilities of teaching, learning, knowledge creation, co-development, and sharing, as well as integrates formal and informal learning pathways. The term Open Education is a concept similar to open learning in English-language research. The term Open Education is broader than the terms "avoim koulutus" and "avoim opetus" in Finnish. In the research tradition of Open Learning, the English term Open Learning refers to distance learning. The terminology of Open Learning is based on international concepts, for example, in a publication by the European Union called Opening up Education.

**OPEN LEARNING – OPEN LEARNING RESOURCES:** Open learning materials are different forms of digital or other teaching, learning and research materials that are released to the public domain or licensed under an open licence that gives others the right to free access, use, modify, and redistribute with no or few restrictions.

**OPEN LEARNING – OPEN TEACHING PRACTICES:** Open teaching practices are practices that make learning and teaching transparent, shared, and available for further development. Open teaching practices support the consistency and quality of teaching and facilitate the work of teachers. Such practices include, for example, 1) peer learning and development of teaching between students, researchers, teaching staff, and the wider society, 2) involving students in the planning of their learning paths, including the recognition and accreditation of competence acquired outside the institution, 3) opening up teaching to a wide audience (e.g., MOOC courses), 4) sharing and further utilising materials related to the planning and organisation of teaching (e.g., curricula, assessment methods, guidelines, experiences of teaching implementation and learning), 5) using, developing, and co-developing open learning materials (e.g., videos, podcasts, written materials).

**PEDAGOGICAL SCRIPT:** The pedagogical script describes the student's learning process, the activities of both the student and the teacher, the interaction, and the tasks that support learning by breaking down pedagogical solutions, learning situations, and learning-enhancing tasks into smaller parts.

**PEER ASSESSMENT:** Peer assessment is a key assessment method. Through peer assessment, students support each other's learning and competence development. When a student provides feedback to their peers, they simultaneously reinforce and develop their own competence. Peer feedback is based on reciprocity, and discussions together enhance the learning of the entire community. Supporting peer assessment and feedback skills requires active engagement from the teacher. Students are guided to provide constructive feedback to each other, clarifying the expectations for feedback and reminding them that their role as students is different from that of the teacher. Providing and receiving constructive and positive feedback are key factors in learning and developing students' self-awareness. Peer assessment develops the student's argumentation and co-operation skills, the ability to recognise their own competences, and strengthens their skills in evaluating and regulating their own learning.

**PERSONAL PEDAGOGICAL GUIDANCE:** Guidance and feedback aimed at recognising or developing competence, for example, for recognising, describing, or showing prior learning, recognising missing competence or acquiring competence in alternative ways, or assessing competence.

**PERSONAL STUDY:** Complementary competence for a degree is identified and recognised as a personal study based on the student's personal, higher education-level objectives. Competence is demonstrated through evidence or through work-based learning. A name describing the acquired competence is defined for the personal study.

**PERSONAL STUDY PLAN (HOPS):** In competence-based and student-centred degree education, the student builds an individual and personalised competence acquisition path, which is supported by guidance according to the student's competence needs. This is supported by a personal study plan (HOPS) maintained by the student. In personal study plan work, the student learns to recognise their competence, set personal goals, make choices, and justify their own decisions in relation to their degree.



# GLOSSARY OF PEDAGOGY AT LAUREA

**QUALITY CRITERIA:** Laurea uses common quality criteria for the learning process of daytime, blended and online learning. These criteria support the planning of the learning process and ensure a high-quality learning experience and consistent teaching quality. All implementations are designed according to the quality criteria. See also MOOC quality criteria.

**RECURRING LbD WORKING LIFE PROJECT:** A study unit may contain a standardised recurring LbD working life project. Ready-made assignments, guidelines and instructions for Master templates have been prepared for recurring projects. The project assignment is repeated in a similar manner with the different implementations of the study unit in question.

**SCALABLE WORKING LIFE PROJECT:** A scalable working life project is a project-based studies carried out during the MOOC study unit in which the students solve the client's genuine problem. The student can complete a scalable working life project independently or almost independently and at their own pace without the (real-time) guidance of the teacher or client. A scalable working life project enables large numbers of students to participate.

**SELF-ASSESSMENT:** Self-assessment refers to systematic and continuous assessment of one's own learning and competence. In self-assessment, the student assesses their own learning and competence in relation to the objectives to be achieved, recognises their strengths and areas for development. The student assesses their competence, its level and development, always in relation to the learning objectives of the studies and the assessment criteria of the assessment framework. Self-assessment is a key competence in learning and working life, and it can be developed. Self-assessment is practised throughout the studies. Students are guided to identify and assess their own competence and set goals for developing their competence.

**SELF-PACED LEARNING SOLUTION:** See automated studies or study segments

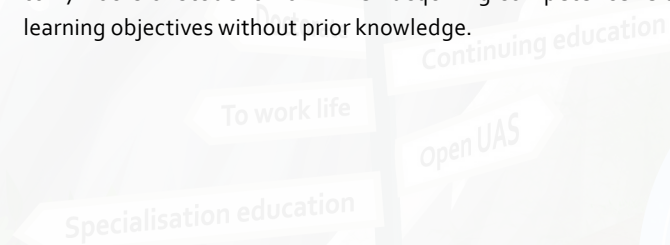
**STUDY UNIT:** A study unit is a part of the curriculum with defined credit points and objectives. The term "study" is synonymous with a study module and encompasses project-based studies. In traditional education, a study module is the unit in the curriculum, while project-based learning does not use the term "study module."

**WORK-BASED LEARNING/STUDIES:** Work-based learning is a form of learning that takes place in the workplace or in other activities. Through work-based learning/studies, individuals systematically acquire competence aligned with the objectives of a degree. Work-based learning is student-centred, and the student primarily carries it out in a self-directed manner. The student identifies the connections between the curriculum and their own work. They develop a plan for their competence development based on the objectives of the study module, module level, and degree. An approved plan is a prerequisite for work-based learning. The student receives guidance and is also supported by the students' peer groups. Work-based learning is possible for both degree students and students of continuous learning. Communication about work-based learning begins at the beginning of the studies, allowing students to consider it as an alternative way to acquire competence. Discussions about personal study plans (HOPS) are an essential moment to discuss the possibility of work-based learning.

**WORKING LIFE COMPETENCE:** See General, common working life competences.

**WORKING LIFE-ORIENTED COMPETENCE MODULE:** An entity consisting of several studies that corresponds to the need for working life is compiled in the provision of continuous learning.

**WORKLOAD:** Workload indicates the student's planned workload during a study unit. When planning a study unit, the student's workload can be estimated using a workload calculator. By calculation, one credit corresponds to 27 hours of student work when acquiring competence related to the learning objectives without prior knowledge.



THE LAUREA LEVEL

We're here for you at Laurea