



Learning at SeAMK

SeAMK 



A SeAMK student

- Actively builds knowledge and is the author of their own learning
- Develops and creates new things, becomes a lifelong learner and an expert in applying learning
- Right to a learning environment that develops expertise and the right to receive feedback on professional development



A SeAMK teacher

- Competence coach, supervisor of knowledge processing and a support for the learning process
- Works in a way that creates new ideas
- Works in a student-oriented, competence-oriented and workplace-oriented manner
- Utilises changing digital tools and develops their competence
- Is familiar with the impacts of their pedagogical choices on competence development and results
- Creates an equal and inspiring learning environment in which both the student and the teacher learn



A SeAMK learning environment

- Promotes applied competence and focuses on
 - Student-orientation
 - Working life orientation, authenticity and simulation possibilities
 - Project learning
 - Digitalisation
- Enable new forms of creative and innovative learning, internationalisation and entrepreneurship education
- Take into account individual learning methods and different learners



Starting points for learning at SEAMK 1/2

- The student gets help linking new learning to their previous knowledge and experiences (socio-constructivism)
- Social interaction is important in building new information
- Authentic tasks and environments help to link information and activities
- The student gets help developing their ideas about their learning skills and self-assessment skills



Starting points for learning at SEAMK 2/2

- The student's knowledge, activities and identity are built through reflection
- Connectivism based on social constructivism utilises online environments in learning
- Continuous learning requires contacts, networks and updating changing information
- SeAMK's pedagogy implements SeAMK's current strategy
- SeAMK's learning aims at developing applied competence in expertise
- People at SeAMK have a common understanding of the objective of learning, but it allows different pedagogical solutions to achieve it.



Sources

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SeAMK workshop for teaching staff and students 5/2017.

Responses from SeAMK's teaching staff and students to the Innoduel survey in May-June 2017.

Training managers' workshop 8/2017.

Workshop facilitated by the Haga-Helia University of Applied Sciences 1/2018.





SeAMK



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