Learning at SeAMK

A SeAMK student

SeAMK students are active builders of knowledge and creators of their own learning, and they are responsible for their learning. They are learners who create and develop new things and are able to improve their methods and tools to become competent experts in applying knowledge. Students learn in different workplace-oriented contexts and networks and develop into lifelong learners in their professional growth. SeAMK students have the right to a learning environment that develops expertise and to receive regular feedback on their professional development.

A SeAMK teacher

Teachers at SeAMK work in a way that creates new ideas and is innovating, and they understand their role as coaches and instructors of competence. The teacher is student-oriented and knows what competence is needed in the workplace in the future. The teacher utilises the changing digital tools and has the right and obligation to develop their own pedagogical competence.

Above all, the teacher is the director of the processing of the student's knowledge and focuses on supporting the student's learning process in a competence-oriented manner. The teacher knows how their pedagogical choices affect competence development and results, and how the choices are part of the pedagogical development of teaching. What is my goal? Why do I choose what I choose? What do I solve with my choices? How do I promote learning?

SeAMK teachers have access to many tools for shaping learning, such as course feedback systems, student barometers, national student feedback surveys, SeAMK student forums and internal degree programme audits. At best, learning means that the student and the teacher together create different learning environments that allow them both to learn. The teacher creates an equal and inspiring learning atmosphere.

The SeAMK learning environment

SeAMK's diverse learning environments support and promote new creative learning. They highlight the following features, which can be emphasised differently in different learning environments:

- Student-orientation
- Working life orientation, authenticity and simulation possibilities
- Project learning
- Digital tools

Learning environments facilitate the building of multidisciplinary and multiprofessional applied competence and enable both individual and communal learning methods. It is essential that the learning environment enables the learner to take part actively. SeAMK's learning environments take individual learning methods and different types of learners into account.

SeAMK's learning environments enable internationalisation and entrepreneurship education in different forms.

Starting points for learning at SeAMK

SeAMK's current strategy is implemented in SeAMK's learning. Learning aims at developing applied competence in expertise, and information is produced from reliable sources based on research data, both from practical contexts and from theoretical starting points. Competence can be demonstrated in many ways, and the competence-based approach is applied in the assessment of competence. The curricula take into account the students' different capabilities as well as the proportionality of knowledge and its variability.

Effective and development-oriented cooperation in a multidisciplinary learning environment requires a shared view of what is central to learning as decided by the people at SeAMK. The shared understanding of the learning objective by the people at SeAMK enables different pedagogical solutions to achieve it. A shared view of the learning objective clarifies the development of learning and communicates to the surrounding stakeholders why we exist.

The learning takes into account the learner's prior knowledge and interpretations and helps them link the new learning material to their previous knowledge and experiences (socio-constructivism). This learning vision emphasises social interaction and the importance of authentic tasks and environments in building knowledge. According to it, it is important and essential to develop the student's understanding of their learning skills and self-assessment skills (metacognitive skills). SeAMK builds students' knowledge (theoretical knowledge), activities (practical knowledge) and being (identity work) through reflection. Suitable learning methods help the student to reflect on and see the links between the three areas.

Various digital network environments and social media are utilised in connectivist learning based on socio-constructionist learning. It focuses on continuous updating of knowledge and learners' awareness that reality and knowledge are constantly changing.



SeAMK's working life oriented learning environments

SeAMK has more than 20 different learning environments, including laboratories, studios, simulation facilities, a teaching farm and a teaching restaurant. In learning environments, students have access to a wide range of devices and software that enable them to complete their study tasks and familiarise themselves with the devices and programmes used in working life already during their studies.

- **SeAMK Digital Factory** and the industrial internet laboratory as part of it form a virtual learning environment in which different machines, equipment and programmes are designed and tested. It teaches digital manufacturing and industrial internet technologies in an open-minded manner.
- **High-quality and versatile laboratories** provide students with all the competence for their research and practical work that they need in their studies and transition to working life. The facilities combined with a versatile device base make it possible to study in a very practical manner. In addition to automation technology laboratories, SeAMK also has laboratories for machinery engineering and production, automotive and mechanical engineering, construction engineering, agriculture, biotechnology and food technology.
- **Studio spaces for students studying degrees in culture** offer diverse tools for audiovisual projects, presentation, conceptualisation, graphic design and product design.
- **The simulation environment** allows students in agriculture and social and health care to develop their experience in practical situations. The simulation environment allows us to replicate situations and environments that are encountered in working life as true-to-life as possible.
- **Project learning environments** allow students to apply their multidisciplinary working life competence from the first year of studying. In project studies, students have different opportunities to work together with companies and organisations and to solve working life challenges.
    - ***SeAMK's Innovation Week*** is aimed at all first-year all students. During this period, students work on a real working life assignment related to service design in a multidisciplinary student group based on the Design Thinking model.
    - ***The Technology Project Workshop*** allows students to form teams and develop their technical competence and project skills by working on projects related to e.g. the production and product development in companies.
    - ***In SeAMKPro studies***, students can continue multidisciplinary five-credit working life projects in accordance with their personal study plan. Projects implemented in SeAMKPro come directly from companies and organisations.
- **In virtual business activities**, students work in teams and start their own virtual companies for a year that work almost like real companies.
- **The Prikka teaching restaurant** allows students to prepare and serve meals as well as manage collections of tasks. When working as supervisors, students can manage other groups and plan themes around the food.
- **At the entrepreneur-oriented teaching farm in Ilmajoki**, students familiarise themselves with agricultural production processes and technology and develop their competence towards professionalism in the agricultural sector.
- **Problem-based learning** which is applied in the physiotherapy training offers a workplace-oriented approach throughout the degree.
- **Studification** is a study method that enables students to utilise their work and hobbies to develop their competence.

In addition to workplace-oriented learning environments, SeAMK has traditional learning environments (classrooms, team workspaces, self-study facilities) on the Frami campus.