



HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

Perspective of a Student: How Theory and Practise Rely on Each Other

Eeva-Kaarina Salmia, 16.10. 2009

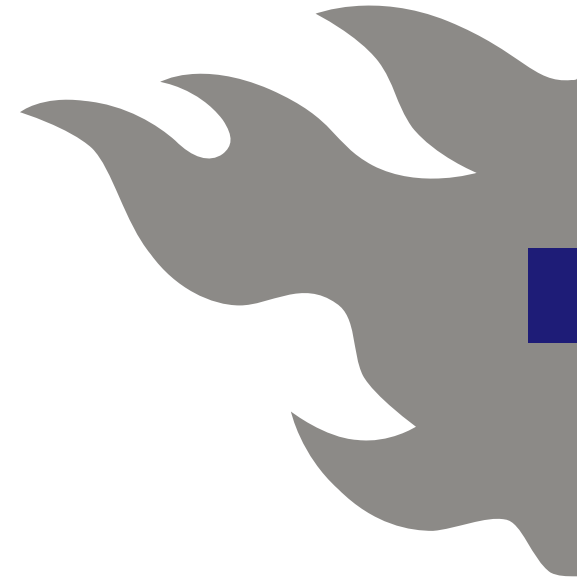
Faculty of Behavioural Sciences



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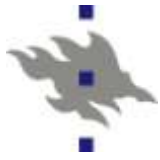
Towards the Dream

- Entrance exams with three different stages: A written test, a group situation with other applicants and an interview
- Working experience
- Goal is to measure how well the applicant could fit to do the teaching work and to study at the teacher education program



Hectic First Two Years

- Cultural bases of education
- Psychological bases of education
- Pedagogical bases of education
- Language and communication skills
- Information and communication technology in studies
- Introduction to educational research and research methods
- Mother tongue and literature education
- Mathematics education
- Arts and skills education
- Education in humanistic subjects
- Education in environmental and science subjects
- Optional courses



Time to Make Individual Choices (third, fourth and fifth years of studies)

- Optional minor subject or subjects
- Optional studies (for example studies abroad)
- Bachelor's thesis (at the end of third year of study)
- Multidisciplinary teaching practise
- Research studies (which goes deeper to different research methods and extend the ways a student sees her/his self as an enquiring teacher)
- Major subject teaching practise
- Master's thesis



Multidisciplinary Teaching Practise

GOALS (for a student teacher):

- To understand that foundation for teaching is the curriculum and its' aims and goals
- To make pedagogical decisions concerning every school subject
- To understand the importance of knowing your pupil as an individual and as a group member
- To use a variety of different teaching methods
- Peer co-operation



Multidisciplinary Teaching Practise

IMPLEMENTATION:

- Is performed at the training school of Viikki
- Duration: 7 weeks
- First week is for planning and other six weeks are for teaching
- Could be done with another student teacher, or alone
- A mentoring teacher guides and instructs a student teacher
- In addition to the lessons being taught, a student teacher attends to classes given by other teachers, group meetings, and also observes lessons taught by training school teacher or other student teachers



My Goals for Multidisciplinary Teaching Practise:

- To learn to set realistic targets and plans for the lessons
- To find and try a variety of different teaching methods and to use different equipments
- To clear my own thinking and motives behind my actions
- Not to be too emotional



What Did I Achieve from Multidisciplinary Teaching Practise:

- To concentrate to the essential when planning
- Different methods and ways to teach
- Deeper pedagogical thinking
- Close co-operation with a fellow student teacher
- To analyze myself as a future teacher: My strengths and weaknesses



Expectations for Final Years of My Studies

THEORETICAL STUDIES:

- To be able to use a variety of different research methods
- To examine my topic further in bachelor's thesis and master's thesis
- To understand the curriculum guidelines and to have courage to integrate and interpret it



Expectations for Final Years of My Studies

MAJOR SUBJECT TEACHING PRACTISE:

- To combine my sensitiveness towards pupils with efficiency and action
- To develop my pedagogical thinking concerning every school subject