

# Rope maker's pedagogy

Keijo Hakala

2016



# A few words of myself

I am a 54 years old native of South Ostrobothnia, from Alavus.

## Education:

Electrician	(1980)
Engineer	(2000)
Vocational teacher	(2003)
Some studies in UTA	(2005)
Master's Degree	(2009)

## Work history:

- Electrician National rail (1982)
- An entrepreneur in the construction industry (1996)
- Teachers work (2002)
- Teacher educator (2009)

## My hobbies:

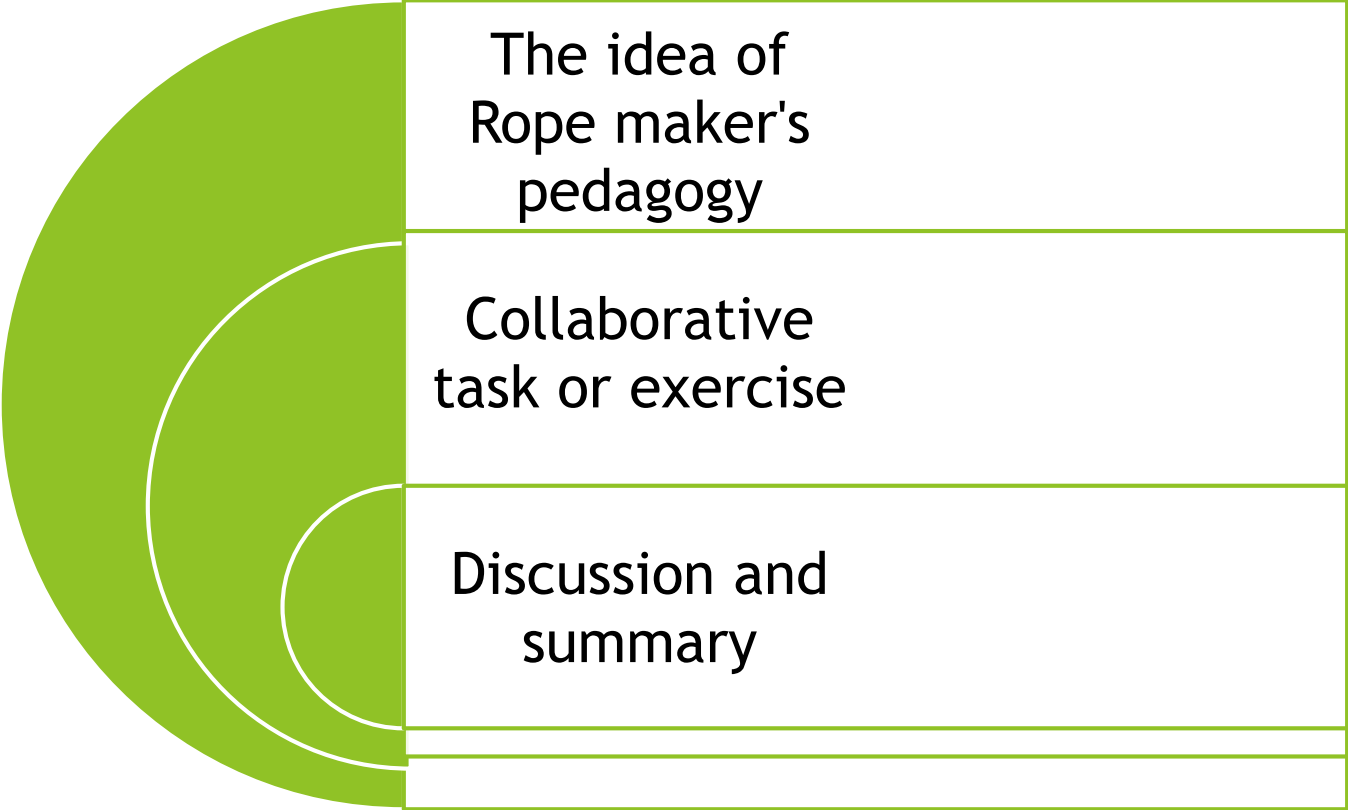
- Musician
- Cycling
- Badminton
- Reading



My current employer  
Häme University of Applied Sciences

Filming: Matias Sahinaja and Aleksii Ritakallio, Sustainable Development DP (YSKENU14A2).

# The presentation consist of



The idea of Rope maker's pedagogy
Collaborative task or exercise
Discussion and summary

Pharaohs 4000 y ago

Platon

John Dewey

Vygotsky

Piaget

Lave & Wenger

Vartiainen, Teikari ja  
Pulkkis

Hakkarainen

Salakari

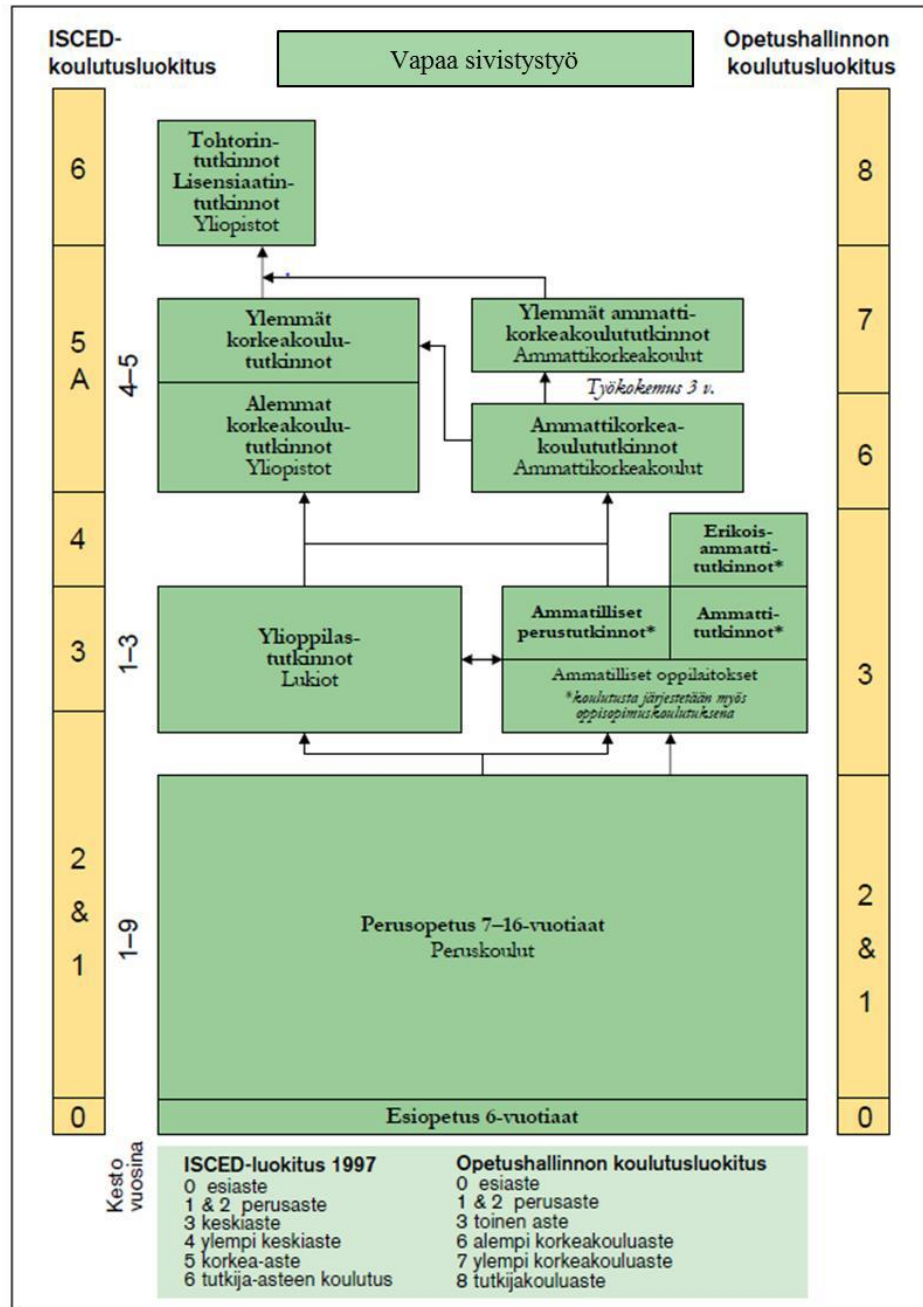
Tynjälä

Etc.

# Finnish education system

Vocational Teacher Training 60 cr  
Is ranked master's degree level.

Professional teacher education is not a degree, but it complements previous professional degrees and skills with pedagogical knowledge and attitudes that are needed in the teaching profession.



# In vocational teacher training students are

Experts of their own profession

Professional "rope " is already in place before the teacher studies.

About half of the students are already working as teachers and the other half are working as entrepreneurs or in other work relationships.



# Rope maker's pedagogy takes also into account:

## Student profile

- ▶ The average age is approx. 40 years
- ▶ Well educated
- ▶ Own professional expert
- ▶ A lot of life experience
- ▶ In the natural age of an educator



## We respect and listen to

- ▶ Students' previous knowledge
- ▶ the student's life during the study period



# Teacher training competences

aims to increase skills

## Operational environment 12 cr

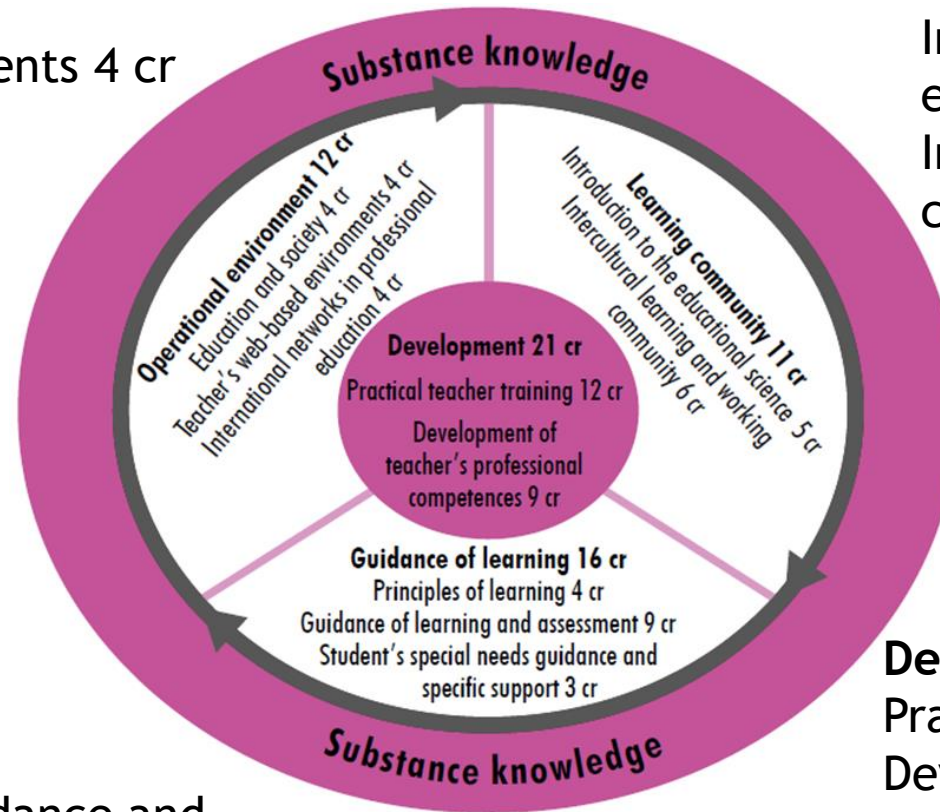
Education and society 4 cr

Teacher's web-based environments 4 cr

International networks  
in professional  
education 4 cr

## Guidance of learning 16 cr

- Principles of learning 4 cr
- Guidance of learning and assessment 9 cr
- Student's special needs guidance and specific support 3 cr



## Learning community 11 cr

Introduction to the  
educational science 5 cr

Intercultural learning and working  
community 6 cr

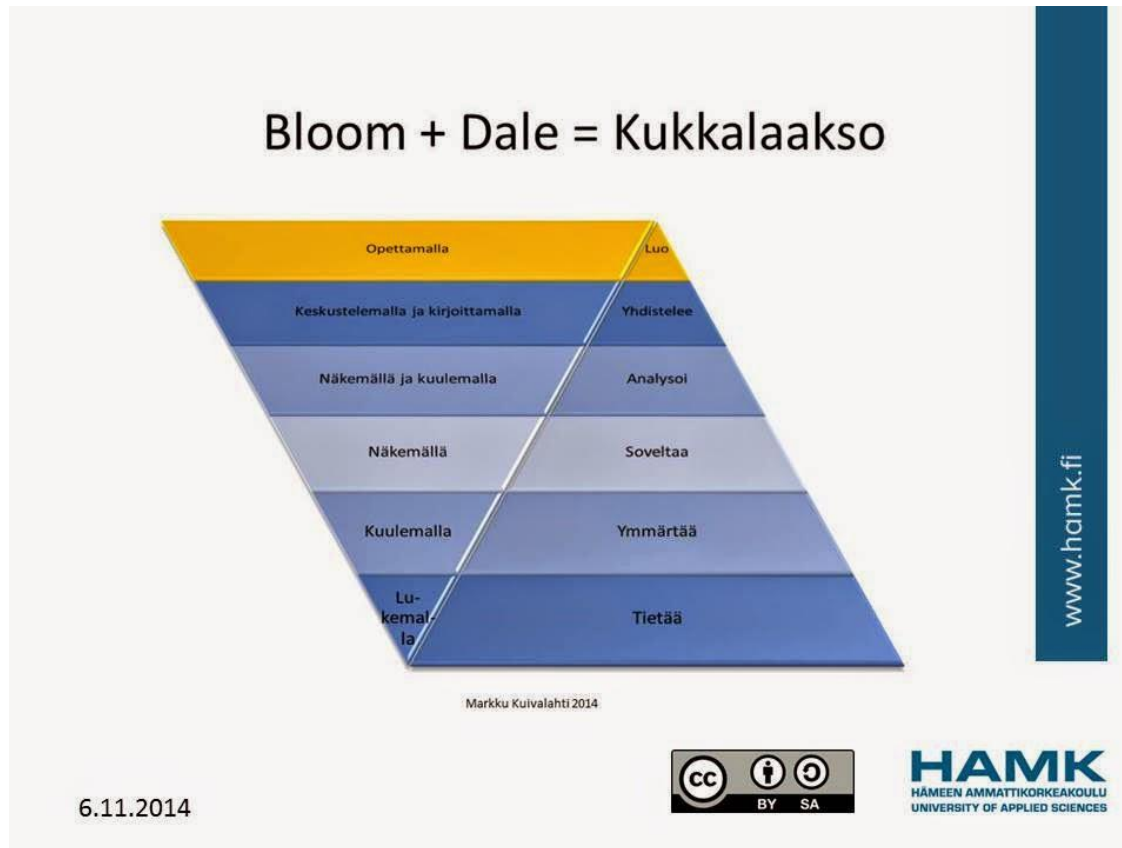
## Development 21 cr

Practical teacher training 12 cr

Development of  
teacher's professional  
competences 9 cr

PhD. Markku Kuivalahti. 2014

“We have noticed that one learns to teach by teaching!”



- ▶ Creates by teaching
- ▶ Consolidated by discussing and typing
- ▶ Analyzed by seeing and hearing
- ▶ Apply by seeing
- ▶ Understand by listening
- ▶ Know by reading



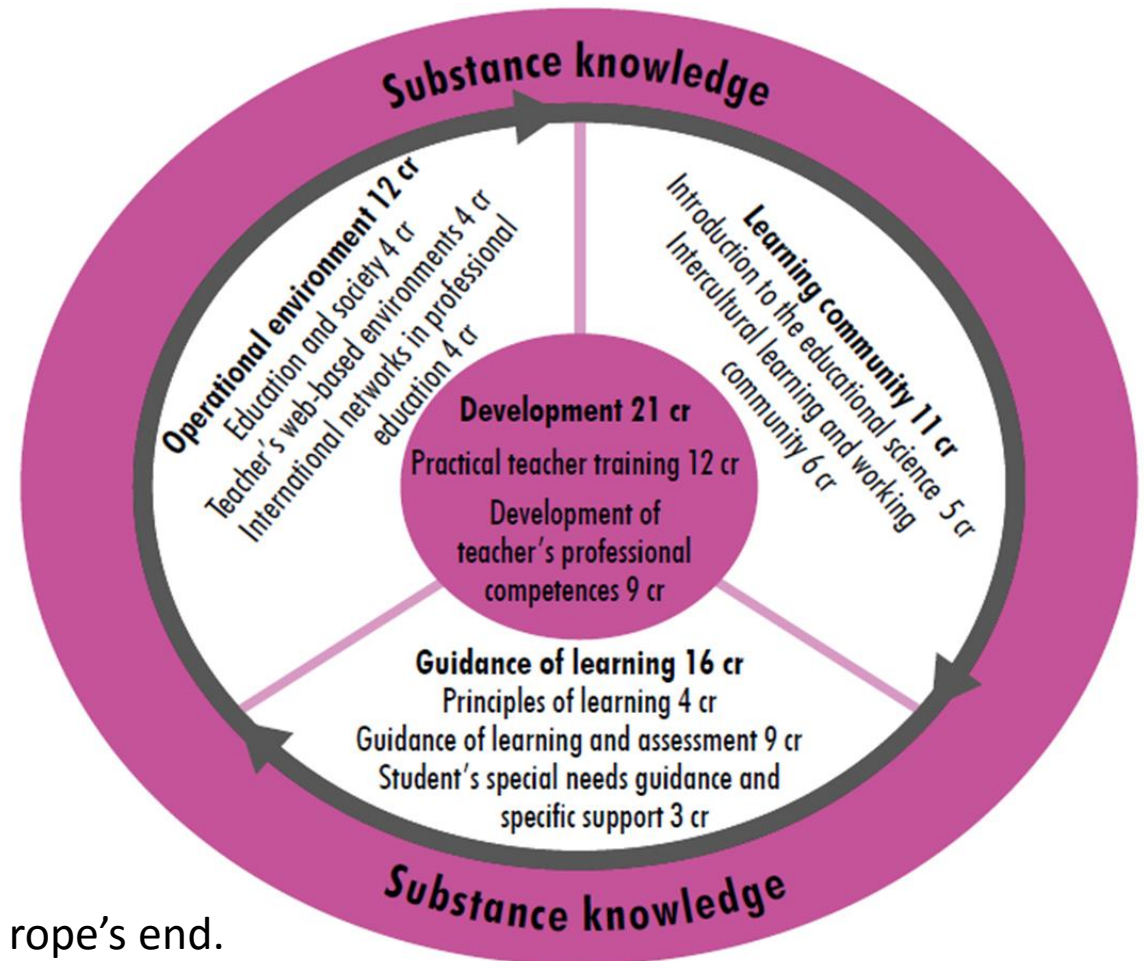
# Participatory learning process

In rope making pedagogy the teacher-students join the curriculum process from the beginning.

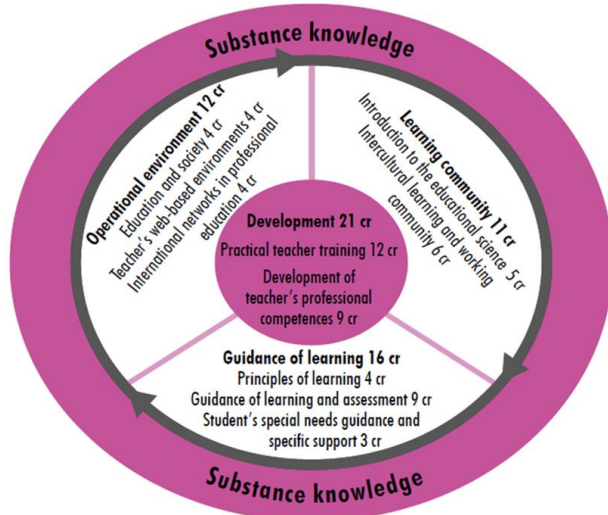
- What
- To whom
- Where
- When
- How much
- How long



Pattern is similar to that of a rope's end.

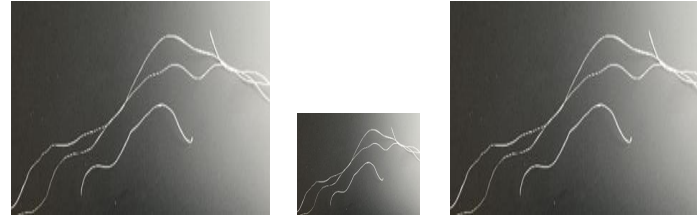


It is obvious, that there is not all knowledge and knowhow, but it is constructed collaboratively in the Rope making process.

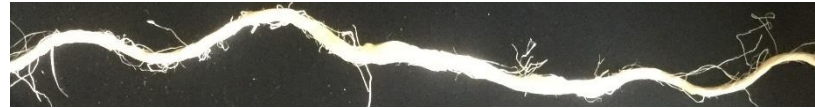


Each course literature and web-based materials are presented in the curriculum

(fiber) >> The pair of study >> issues/questions



(yarn) >> Study circle



strand >> knowledge-based modules



The pair of study (fiber)

- makes the lesson plan
  - Materials
  - Methods
  - Using time in class
- Evaluation
- Documentations

Study circle (yarn)

- Leads the process
- Study circle as if to extract the elements of the course
- Examines the main concepts of the subject and build on learning matters/issues/questions to the study of pairs.

- Depending on the extent of the course there will be 6-12 questions.

# Personal process of student

- ▶ Writes a learning diary or blog-text reflections on regular basis for every course.
- ▶ Professional teaching practice is done
  - ▶ training contract >> School or professional training institute and training director
  - ▶ A plan for training
  - ▶ Observes and evaluates other teaching interns
  - ▶ Makes self-evaluation how plans, implementations are realized.
  - ▶ Gets feedback from training director, teacher educator and peer review.

Learning community



Guidance of learning



Operational environment

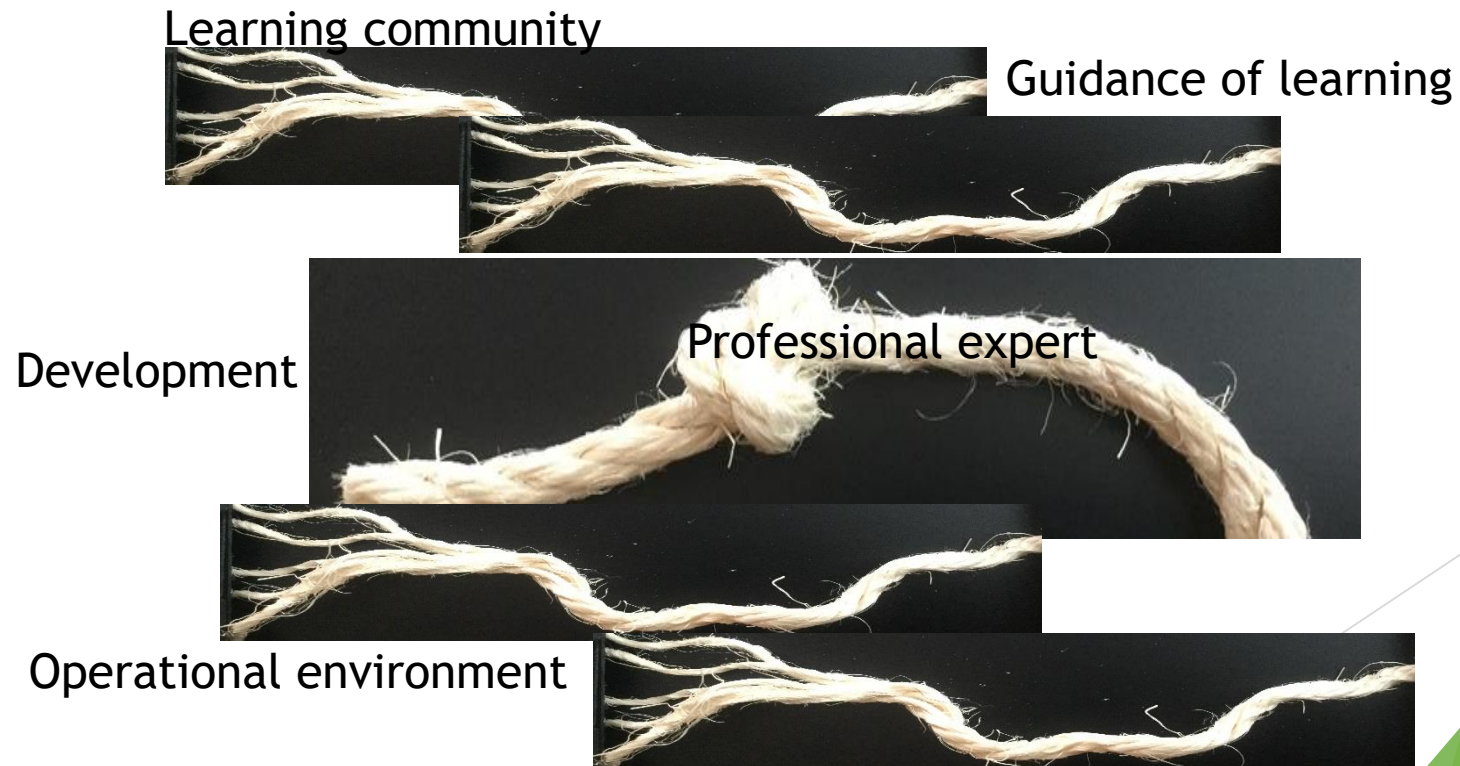


Development



# New teacher's competences

- Makes presentation of how professions expertise and ability to transfer are joined together during teacher training.





# Implementation process toteutus

<b>Basic studies in education sciences</b> Kasvatustieteelliset perusopinnot		<b>Contact teaching days</b> Lähipäivät: 3.9. (1 t), 25.9(8h) 20.10.(8h), 8.12.(8h), 13.1.(8h), 14.9.(8h) 2015, 8.10.2015			
<b>Network Environments 4cr</b> Verkkoympäristöt 4 op Moodle + blogi	<b>4.9.-19.10.2015</b> <b>OP1 3 hlö</b>	<b>Contact teaching days</b> Lähipäivät: 4.9.2015 (4h), 24.9.2015 (8h), 19.10.2015 (4h)			
<b>Learning and working community</b> Oppimis- ja työyhteisö 6 op	Study group makes the course plan	<b>19.10. – 12.1.2015</b> <b>OP2 3 hlö OP3 3hlö</b>	<b>Contact teaching days</b> Lähipäivät: 19.10.2015 (1h), 11.11.2015 (8h), 25.11.2015 (8h), 9.12.2015 (8h)		
<b>Guidance and evaluation of learning</b> Oppimisen ohjaaminen ja arviointi 9 op	Study group makes the course plan		<b>14.1.–11.4.2016 OP4 4 h</b> <b>OP 5 4 hlö</b> <b>OP6 4 hlö</b>	<b>Contact teaching days</b> Lähipäivät:14.1. (1h), 11.2. (8h), 12.2. (8h), 14.3. (8h), 15.3. (7h), 11.4. (8h)	
<b>Student guidance and special support</b> Opiskelijan ohjaus ja erityinen tuki 3 op		Study group makes the course plan	<b>15.3.-12.5.2016</b> <b>OP7 4 hlö</b>	<b>Contact teaching days</b> Lähipäivät: 15.3. (1 t), 12.4.(8h), 12.5.(8h)	
<b>Education cooperation networks 4 cr</b> Koulutuksen yhteistyöverkostot 4 op	Study group makes the course plan. The themes, the objectives, targets and criteria "Auctioned \" learning issues Environments Moodle and Scheduling in classroom			<b>13.9.-1.11.2016</b> <b>OP8 5 hlö</b>	<b>Lähipäivät:</b> 13.9. (1h), 4.10.-16 (8h), 1.11.-16 (4h)
<b>Teaching practice 12 cr</b> Opetusharjoittelu 12 op  Moodle		<b>4.9.2015-28.11.2016</b> <b>Design to their own field, make</b> <b>Peer review to the other students</b>			<b>Lähipäivät:</b> 4.9.(4h), 19.10.(3h), 14.1.(4h), 13.5.(8h), 13.9.(7h), 28.11.(4h)
<b>Development of a teacher 9 cr</b> Opettajana kehittyminen 9 op Moodle	All students write their own learning diary They write blog theoretical issues And one single topic including theory and reflection of applicatios  <b>3.9.2015 28.11.2016</b>				<b>Lähipäivät:</b> 3.9.(7h) , 14.1.(3h), 7.6.(8h), 1.11.(4h), 28.-29.12.(12h)

## Learning activities

Orientation/presentations	Design process (study circle)	Implementation (contact day)	Results	Evaluation
First meeting in June	Intercultural learning and working community 6 cr	Introduction of the course <b>Learning topics, auction</b>	Learning topics for learning pair	Contact day Implementation process
Presenting the idea of Rope maker's pedagogy	The themes, the objectives, targets and criteria from the curriculum	-Based on learning topics, student pairs prepare lessons -They request aid from the peer group when necessary	blog post written by study circle	Self-assessment process by the study circle Peer review The teacher educators feedback
Curriculum (book and net versions) - implementation process - learning environments	"Auctioned \ " learning topics	Lesson plans and materials are placed in Moodle.	Document of design process Placed in Moodle	Self-assessment process by the study circle Peer review The teacher educators feedback
Students choosing the <b>study circle</b> - on the basis of interest - necessary - competence	-Time lines -how to coordinate and guide the learning pair -Environments, Moodle and time tables in classroom work	hour-long educational study the situation will be held under the direction of a pair	bloggers post educational content writtene by learning couples	the network of student feedback
The students are looking for a pair to study together	Evaluation plan	Self-assessment process Peer review Feedback from the study group	each write their personal learning diary	Seminars, where students present their own elements of teacher development.



# Orientation to exercise

- ▶ Setup circles 4-5 person/C
- ▶ Make strategy how you can make a tower as high as possible!
- ▶ Using the equipment which is on the tables.

Time to execute is about 30 minutes!

# Discussion and Summary

Evaluation

Criteria:

How did your circle collaborate ?

Was everyone involved in the process ?

Did everyone find their own role easily ?

Did you get help if you needed ?

T.

# Challenges for the teacher educator

## Entrepreneurial attitude as a goal

- ▶ Ability to tolerate uncertainty.
- ▶ Dare to give more responsibility to students, especially students who are coming from other cultures.
- ▶ Ability to handle challenging feedback
- ▶ Sometimes educators feel that there isn't enough time for guidance.

# Possibilities for the teacher educator

Entrepreneurial attitude as a goal again!

- ▶ Deeper learning
- ▶ Growth in to the teacher's role
- ▶ Multiprofessional network of experts
  - ▶ New collaborative expertise
  - ▶ Continuously renewing pedagogy

# Summary

I wrote in ingress:

In a globalized time professions are created and destroyed at an unprecedented rate! Anticipating the design of vocational education and training is difficult. Vocational education and training traditions are massive turmoil! Societies and communities are faced with a complexity of problems. It is not enough that we are collaborative, but have to live co-operatively. Teachers and educators need to develop teaching in such a way that it leads to the knowledge and skills in addition to solve the problems of co-operation. It's a great help in the planning of teacher training! Rope maker (M. Kuivalahti, 2013-2015) pedagogy seeks to meet the above challenges.

# For the benefit of all

- ▶ Education has proven to be an effective way to keep up with changing conditions.
- ▶ M. Kuivalahti's (2015) Rope maker's idea is one useful method to collaborate new solutions, develop professional teacher education towards a multiprofessional network of expertise.



It was a pleasure to be with you today!

**Kiitos !**