

LAUREA UNIVERSITY OF APPLIED SCIENCES

Common and elective studies, Laurea Hyvinkää, LYB10SY

Learning concept at Laurea

Universities of applied sciences have three tasks set by law: research and development, regional development, and pedagogy. The effective integration of these three tasks has been seen as one of the keys to the successful completion of Laurea's statutory duties. The aim for Laurea is to produce competent graduates who become research-oriented developers of their work and their fields. A further aim is to develop and renew labour market competence through research and to produce innovations that make use of multidisciplinary competence to have an impact on our surroundings.

Laurea's learning concept is embodied in the Learning by Developing model, which has been rewarded by the Finnish Higher Education Evaluation Council. The objective of learning is competence, which is visible as new ways and means of working, and which allows for renewal of the labour market and the field. Learning by Developing takes place in workplace-oriented projects in which students, lecturers, workplace experts and customers work together to develop innovative solutions.

Students are seen as partners who, as their competence develops, are able to take on increasing responsibility and make use of their creativity to complete research and development tasks. Students acquire competence in learning environments comprising diverse workshops and labs. Professional competence is constructed out of the integrated combination of empirical data, a deep understanding of it, and skills in doing and handling situations. Working together to build knowledge-based skills leads to competence that allows students to manage diverse situations in the constantly changing world of work.

Learning at Laurea progresses through an orientation of skills. Scientific data is significant as a tool. Learning directs students to process knowledge and to select ethically significant knowledge that can be utilised and applied in development projects that correspond to their degrees. Laurea places importance on ensuring that students grow into skilled experts who can renew the labour market. Workplace-oriented development projects as learning environments allow for genuine learning, the construction of partnership networks, the application of meaningful experiences and the development of creativity and research orientation. In the work-oriented development projects, individuals and the target community develop their competence together. In addition, they generate new knowledge for developing and reforming the labour market.

Learning environments

The aim of the learning environment is to facilitate the achievement of learning outcomes while supporting the generation and development of new competence. Laurea's learning environments utilise internal and external networks and are in constant interaction with the workplace. Regional influence increases through communities and the networks that they form. Students use projects to learn the basics of networking, social skills and communication with experts in the field. Students grow into developers by carrying out development tasks and by interacting in competence networks.

Practical applications of learning environments include initiatives and projects that form innovation environments for the community, as well as various operating spaces designed for learning and development, competence hubs and development labs.

The student's role and responsibility in learning

In Laurea's work-oriented research and development projects, the concept of partnership implies cooperation between teachers, experts from the labour market and students. The cooperation is based on responsible commitment to the development project. Studying at Laurea requires critical thinking, problem-solving skills, self-directiveness, a proactive attitude and cooperation skills from students. The studies place a focus on an independent attitude. In development projects, all participants are seen as learners, because the projects aim to produce change and generate something new. Partnership also means mutual respect and appreciation for diverse skills. The progress of the development project requires sharing competence and building new competence out of different areas of expertise. Students participate as partners who build their competence by obtaining new tools and by taking part in various research and development initiatives.

The teacher's role at Laurea

The teacher's role in development projects can be described as that of an expert, a participant and a pedagogical leader. The teacher cannot transfer competence to students but guides the student's learning process. Depending on their roles, Laurea's teachers are both researchers and developers, influencers in regional development, and pedagogues. Teachers who work as researchers publish reports that demonstrate the effectiveness of development projects as reformers and developers of competence in the labour market. As a developer, a teacher is responsible for ensuring the progress of a development project.

Structure of the curriculum

Laurea's curricula are based on themes and study units. A theme refers to a wider competence area that typically requires that a student master several study units within the subject area. The contents of the themes and study units cover the core vocational competence in the field. Annual themes form an umbrella for studies from the perspective of increased professional growth. The curriculum contains the nationally defined generic competences (see Table 1) as part of the objectives set for the themes or study units. Mastering the generic competences ensures vocational education that meets the requirements set for the level to be obtained at universities of applied sciences, and mastering the themes builds competence needed in working life.

Table 1. National generic Competences (Arene 2010)

Generic competences	Description of the competence, bachelor level
LEARNING COMPETENCE	• is able to self-evaluate and develop one's competence and learning style orientation • is able to retrieve and analyze information and evaluate it critically • is capable of taking responsibility for collaborative learning and sharing knowledge in teams
ETHICAL COMPETENCE	• is able to take responsibility for one's own actions and for the consequences of these actions • is able to work according to the ethical principles of the subject field • is able to take other people into account in one's actions • is able to apply the principles of equality • is able to apply the principles of sustainable development • is capable of social influencing using one's know-how and based on ethical values
WORKING COMMUNITY COMPETENCE	• is able to operate as a member of a work community • is able to operate in communicative and interactive situations in working life • is able to utilize information and communications technology in one's subject field • knows the working life in one's subject field and is able to create personal contacts in working life and to operate in professional networks • is capable of decision making in unpredicted situations • is able to apply the principles of organizational management and leadership in working life and has abilities for supervision tasks • possesses entrepreneurial skills
INNOVATION COMPETENCE	

	• is able to conduct research, development and innovation projects applying the existing knowledge and methods of the field • is able to work in projects • is capable of creative problem solving and development of working methods • is able to find customer-oriented, sustainable and profitable solutions
INTERNATIONALIZATION COMPETENCE	• possesses communicative competence necessary for one's work and for professional development in the subject field • is able to operate in a multicultural environment • takes into account the effects of and opportunities for internationalization development in one's own field

Competence evaluation

Competence evaluation is based on the objectives described in the curriculum. These objectives define the requirements that students have to meet to achieve their degree titles. Competence evaluation shows how well the set objectives have been met. On the one hand, competence is seen as knowledge, skills and values, and on the other hand, as experience. Evaluation through development projects looks at an individual's and the project community's learning, the progress and significance of different processes, and the results achieved. Study units are evaluated on a numerical scale of 0 to 5 or on a pass/fail (H/O) basis. The evaluations apply criteria developed for evaluating the competence of students at the beginning of their studies and at graduation (see Table 2). The evaluation criteria for each study unit are given in the study unit's syllabus.

Table 2. Evaluation criteria for initial stage and graduation stage students

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
EXCELLENT grade 5 Students are able to:	• Apply professional concepts expertly. • Comply with occupational safety instructions responsibly and independently. • Justify activities using research knowledge. • Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Act in customer-oriented ways and according to the situation. • Promote group activities. • Able to critically apply ethical principles in the subject field in one's conduct and tasks.	• Apply professional concepts expertly and extensively, and manage the big picture. • Develop occupational safety of their operating environment. • Develop operating methods by comparing, combining and selecting research knowledge. • Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional. • Select, combine and develop appropriate techniques and models for activities. • Take initiatives and act responsibly in customer relations, and understand the meaning of customer relationships for the big picture. • Develop and renew activities of

		multidisciplinary teams. • Critically apply ethical principles in the subject field in complex and unanticipated situations.
--	--	---

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
GOOD grade 3 Students are able to:	• Apply professional concepts systematically. • Apply occupational safety instructions in their activities. • Justify, compare and analyse their activities using general guidelines. • Able to cope independently in different tasks in each operating environment. • Apply acquired techniques and models diversely. • Act professionally in customer situations. • Work in a group in line with objectives. • Justify their activities in accordance with ethical principles.	• Apply professional concepts expertly. • Take care of occupational safety for themselves and the work community, and perceive development objects. • Select methods of operation in accordance with research knowledge and guidelines. • Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active. • Select the appropriate techniques and models for activities, and justify the choices. • Prioritise and maintain customer relationships. • Promote group activities. • Critically apply ethical principles in the subject field in one's conduct and tasks.

BACHELOR'S DEGREE	INITIAL STAGE STUDENTS	GRADUATION STAGE STUDENTS
SATISFACTORY grade 1 Students are able to:	• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base. • Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved. • Comply with rules and instructions, and justify their activities using provided instructions. • Act appropriately under guidance. • Use acquired techniques and models. • Take customers into account in their actions. • Act as group members. • Act in accordance with ethical	• Apply professional concepts systematically. • Comply with occupational safety instructions responsibly and independently. • Justify and analyse their activities using general guidelines and in accordance with evidence-based information. • Act professionally and responsibly in unanticipated customer and problem situations. • Work independently in different tasks in each operating environment. • Apply acquired techniques and models diversely • Act in customer-oriented ways

	principles.	and according to the situation, and understand customer needs. • Work in a group in line with objectives. • Act and justify their activities in accordance with ethical principles.
--	-------------	---

Degree programme's quality evaluation and development

The quality of Laurea's operations is monitored and developed with the quality assurance system (picture 1.). The aim of the quality assurance system is e.g. to extensively guarantee the quality of education and of other activities, systematically produce quality-related data for the development of the operations and to promote recognition of insufficient quality.

Processes have been described as support for Laurea's basic operations. The core process is the Learning by Developing process, its implementation is supported by the Education process, the Strategy and Management process and the HR process.

Strategy Implementation Plan, where the critical success factors and their indicators have been defined, functions as a tool for monitoring and evaluating operations. Central indicators for a degree programme's quality assurance are e.g. progress of studies, learning through research and development, dropout rate, completion of studies and development of competence in graduating students. The results according to the indicators are discussed annually and based on them the appropriate measures for the development of operations are defined.

Besides the data related to critical success factor indicators, Laurea also collects other feedback and evaluation data in order to develop the quality of a degree programme. The degree programme specific curriculum is evaluated annually. In addition to personnel also students and working life representatives take part in the evaluation.

Students' most important channel of evaluating and developing operations is the student feedback system. Student feedback system includes feedback questionnaires that measure the quality of education, student's professional growth and student wellbeing as well as immediate feedback. Collecting feedback data, its systematic processing with students and personnel as well as versatile exploitation of the data enable continuous quality development in education.

Students are actively involved in different development teams both on Laurea and local unit levels. Consultation meetings between student union LAUREAMKO and the steering group are organised regularly. The aim of the meetings is to take into account the students' points of view in the development of the operations. The consultation meetings are held both on Laurea and local unit levels. Student members participate also in Laurea's internal audits which are organised once an academic year. Through the internal audits students contribute to the quality development of education and other operations.



Laureas curriculum as a part of the European Higher Education Area

Finnish higher education institutions have reformed their curricula in accordance with the creation of the European Higher Education Area, i.e., the Bologna Process. The EU's strategic objectives regarding education also guide education in Finland. The Bologna Process covers a total 46 of countries, including some outside the EU. The aim of the Bologna Process is to establish a consistent, compatible and attractive Higher Education Area in Europe by 2010.

To promote the adoption of internationally understandable, comparable degrees, the process has created a system based on two main cycles: undergraduate (Bachelor level) and graduate (Master level). Finland has adapted its degree structure to align it with this European objective. In universities of applied sciences, the two-cycle degree is implemented in a way that students obtain a first-cycle (Bachelor's) degree, after which they have the opportunity to obtain a Master's degree. The requirement for access to Master's training is an undergraduate degree plus three years' work experience. The long-term objective is that approximately 20 per cent of Bachelor's graduates will take a Master's degree.

Finnish universities of applied sciences adopted ECTS (European Credit Transfer and Accumulation System) credits in 2005. In the ECTS, one academic year equals 60 credits. The ECTS is a student-centric system. It is based on the student workload needed to achieve the targets set for each degree programme.

The curricula describe the learning outcomes and competence. From the point of view of promoting international mobility, curricula must be internationally understandable. The aim of standardising the structures and learning targets of degrees is to improve the conditions for mobility within and between higher education institutions during the studies, and also in the workplace after graduation. In terms of the recognition and comparability of degrees taken in different countries, it is important to link learning targets to concrete competence requirements and definitions in the labour market.

Laurea's competence-based curriculum takes into account the demands of the Common European Framework. Studies are accumulated in the form of credits, and study units form larger modules. Competence is defined in terms of the students' learning outcomes. Currently resources are being directed towards further enhancing the ability of the curriculum implementations to generate new competence and innovations for Laurea's operating environment.

Sources:

The Bologna Process

<http://www.minedu.fi/OPM/Koulutus/artikkelit/bologna/index.html>

Global challenges and sustainable development in the curricula

The activities of the higher education institutions are based on responsibility, sustainable development and understanding and appreciating diversity within the higher education community.

A suggested measure of the Strategy for the Internationalisation of Higher Education Institutions is that the higher education institutions will increase education and research cooperation based on national and international networking in order to contribute to the attainment of the goals of the UN Decade of Education for Sustainable Development 2005-2014. Laurea's curricula will be developed according to the Strategy for the Internationalisation of Higher Education Institutions 2009-2015. Out of Laurea values sense of community and social responsibility represent these perspectives most clearly. Moreover, ethical competence of the generic competences of university of applied sciences degrees also means the ability to apply the principles of sustainable development in one's own work. Functioning in the globalising world requires the higher education institutions to critically consider the ethicality of their operational principles.

The goal is that all Finnish degree programmes have at least 30 cr. of studies in foreign language in their curricula. The local units proceed towards this goal gradually. In some degree programmes the goal has already been reached. The goal is also to produce competence that enables participating in solving global problems and building activities on an ethically sustainable foundation.

Source: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>

1. year

OP	STUDIES	
080	ELECTIVE LANGUAGE STUDIES	
01257	Preparatory studies in Swedish	3
01258	Preparatory Studies in English	3
00532	Basic German 1	5
00533	Basic German 2	5
00511	Tandem-Projekt (Finnisch - Deutsch)	3
00524	Basic Spanish 1	5
00525	Basic Spanish 2	5
00204	Working Spanish 1	5
B0116	Finnish course, beginners level	5
00708	Business Russian I, basic level	10
0070801	Business Russian I, basic level part 1	5
0070802	Business Russian I, basic level part 2	5
00709	Business Russian I, intermediate level	10
0070901	Business Russian I, intermediate level , part 1	5
0070902	Business Russian I, intermediate level , part 2	5
00710	Business Russian I, native speakers' level	10
00711	Business Russian II, basic level	10
0071101	Business Russian II, basic level part 1	5
0071102	Liike-elämän venäjä II, alkeistaso part 2	5
00712	Business Russian II, intermediate level	10
0071201	Business Russian II, intermediate level part 1	5
0071202	Business Russian II, intermediate level part 2	5
00713	Business Russian II, native speaker's level	10
0071301	Business Russian II, native speaker's level part 1	5
0071302	Business Russian II, native speaker's level part 2	5
B0112	Encountering Violence	5
B0113	Elective project	5
B0111	Crises and Work Communities	5
B0117	Advancing Clinical Practice in Nursing	5
01090	AAC Communication Methods	3
01091	Self-expression through Visual Art as a Form of Therapy	5
01106	Social Service Worker as a Pedagogical Expert	5
01159	Evaluation and development in early childhood education	5
01187	Basics of Multiculturalism	5
00032	Becoming an Inspirer	10
01305	Sociocultural Inspirer	5
B0118	Minustako innovaattori	5
01108	Supporting young people to work in diversified teams, theory	5
01109	Supporting young people to work in diversified teams, project	5
01138	National and International Development Cooperation	5
01139	Working and Communication in Developing Countries	5
01140	Development Management Project	5

01298	Global Russia I	3
01299	Global Russia II	2
01107	SAP- Enterprise Resource Planning Software	5
01082	Graphic Design	5
01084	The challenges of the sustainable development	5
01085	The quality management and evaluation	5
00564	SENSE - Business from Innovation	5
YY7138	Tutoring	3
		0

080 ELECTIVE LANGUAGE STUDIES, 0 cr

01257 Preparatory studies in Swedish, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

01258 Preparatory Studies in English, 3 cr

The student is able to:

- use the main structures and vocabulary of English comprehensibly, verbally and in writing
- use the main information sources on the English language and improve their ability to learn the language

Contents of the study unit:

- What are the main structures and most important vocabulary of the English language?
- What are the main information sources for English and how are they used?
- How can one improve one's verbal and written ability to learn professional jargon?

Study unit description:

Students improve their verbal and written basic communication skills in English, familiarise themselves with the main information sources for studying English and practise using these. They also improve their skills in learning the language.

Previous studies:

initial test

00532 Basic German 1, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
 - main structures
 - cultural knowledge of the areas where the language is spoken
- rituntemus

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00533 Basic German 2, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere. .

00511 Tandem-Projekt (Finnisch - Deutsch), 3 cr**The student is able to:**

- Dem Lernen im Tandem liegt der Gedanke zugrunde, seinem Partner das Kennenlernen der Sprache und Kultur seines Heimatlandes zu erleichtern.

Contents of the study unit:

- Finnische Kultur und Sprache

Study unit description:

- Regelmäßige Treffen mit dem Tandempartner und dem Beratungslehrer
- Vereinbarte Aufgaben und Führen eines Lernertagebuchs

Previous studies:

Für deutschsprachige Studierende sind Finnischkenntnisse auf dem Grundkursniveau von Vorteil.

00524 Basic Spanish 1, 5 cr**The student is able to:**

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A1 as defined in the Common European Framework.

Previous studies:

None.

00525 Basic Spanish 2, 5 cr

The student is able to:

- learn the basic structures and vocabulary of the language
- communicate in the target language in fairly simple situations
- write simple, targeted messages
- recognise typical cultural characteristics of the areas where the language is spoken

Contents of the study unit:

- simple communication events
- main structures
- cultural knowledge of the areas where the language is spoken

Study unit description:

Students attain skill level A2 as defined in the Common European Framework.

Previous studies:

Study unit Basics I of the language in question or equivalent language skills acquired elsewhere.

00204 Working Spanish 1, 5 cr

The student is able to:

- communicate in common workplace situations
- write clear general texts using tools
- recognise typical cultural characteristics of the areas where the language is spoken
- know the main professional vocabulary related to their fields
- use and deepen basic language skills acquired earlier

Contents of the study unit:

- workplace communication events, service events
- small talk
- strengthening and deepening basic grammar skills
- cultural differences

Study unit description:

Students attain skill level B1 as defined in the Common European Framework.

Previous studies:

Basic language study unit (10 cr) or upper secondary school courses.

B0116 Finnish course, beginners level, 5 cr

The student is able to:

After completing the course students know vocabulary and phraseology concerning easy everyday situations. Students are for example able to ask simple questions and tell about themselves and their families in Finnish. After the course students know vocabulary related to time expressions and food. They are also familiar with the characteristics and pronunciation of Finnish.

Contents of the study unit:

The course contents:

- telling about himself/herself and family
- asking questions
- time: telling the time, days of the week, months, seasons, times of day
- food vocabulary
- weather

Study unit description:

(30 h contact teaching + assignments + test)

Previous studies:

None.

00708 Business Russian I, basic level, 10 cr**The student is able to:**

- * toimia yksinkertaisissa liike-elämän tilanteissa venäjän kielen ja kulttuurin mukaisesti
- * venäläisen "korkeakulttuurin" perusteet
- * käyttäytyä venäläisen tapakulttuurin mukaisesti
- * tervehtiä kohteliaasti eri tilanteissa
- * ilmaista mielipiteensä eri asioista
- * hoitaa helppoja puhelinkeskusteluja
- * ottaa venäläisiä vieraita vastaan tai olla itse vieraana
- * pitää maljapuheita
- * olla venäläisittäin kohtelias eri arkipäivän ja työelämän tilanteissa

Contents of the study unit:

- kirjainten opettelu
- arjen ja liike-elämän kielenkäyttötilanteiden harjoittelu

Study unit description:

Opintojakson jälkeen opiskelija pärjää tavallisissa arki- ja työelämän tilanteissa: osaa keskustella arkipäivän asioista (small-talk) ja kirjoittaa lyhyitä sähköpostiviestejä ja muita helppoja tekstejä tietokoneella venäjäksi.

Previous studies:

Ei aiempia venäjän opintoja.

0070801 Business Russian I, basic level part 1, 5 cr**0070802 Business Russian I, basic level part 2, 5 cr****00709 Business Russian I, intermediate level, 10 cr****The student is able to:**

- toimia erilaisissa liike-elämän tilanteissa venäjän kielen ja kulttuurin mukaisesti
- venäläisen "korkeakulttuurin" perusteet
- käyttäytyä liike-elämän tilanteissa venäläisen tapakulttuurin mukaisesti
- ilmaista ja perustella mielipiteensä eri asioista
- hoitaa helppoja työelämän puhelinkeskusteluja
- ottaa venäläisiä vieraita vastaan tai olla itse vieraana
- pitää maljapuheita
- olla venäläisittäin kohtelias eri arkipäivän ja työelämän tilanteissa

Contents of the study unit:

- liike-elämän kielenkäyttötilanteiden harjoittelu

Study unit description:

Opiskelija syventää aiemmin hankkimaansa venäjän peruskielitaitoa työelämän vaatimusten mukaan ja harjaantuu erityisesti liike-elämän erilaisissa viestintätilanteissa.

Previous studies:

- perustiedot venäjän kielestä

tavoitteet luodaan lähtötason mukaan (konsultoi vastuuopettajaa)

0070901 Business Russian I, intermediate level , part 1, 5 cr

0070902 Business Russian I, intermediate level , part 2, 5 cr

00710 Business Russian I, native speakers' level, 10 cr

The student is able to:

- käyttää äidinkieltään venäjää tarkoituksenmukaisesti liike-elämän erilaisissa suullisissa ja kirjallisissa viestintätilanteissa
- ohjata suomalaista venäjänopiskelijaa venäjän kielen ja kulttuurin omaksumiseen

Contents of the study unit:

- venäjänopiskelijoiden tuutoreina toimiminen
- työelämässä tarvittavien venäjän kielen viestintätaitojen vahvistaminen (esimerkiksi tietokonevenäjä)

Study unit description:

Äidinkielen taso on tarkoitettu venäjää äidinkielenään puhuville opiskelijoille. Ilmoittautuminen ja tarkemmat tiedustelut suorituksesta suoraan vastuuopettajalta.

Previous studies:

- venäjä äidinkielenä

00711 Business Russian II, basic level, 10 cr

The student is able to:

- kirjoittaa helppoja tekstejä venäjäksi
- hyödyntää tietokonetta venäjäksi kirjoitettaessa
- osallistua keskusteluun venäjäksi
- venäläistä tapakulttuuria
- keskustella myös venäläiseen kulttuuriin liittyvistä aiheista
- hoitaa rutiininomaisia puhelinkeskusteluja
- neuvotella venäjäksi yksinkertaisissa tilanteissa

Contents of the study unit:

- työelämän viestintätilanteiden harjoittelu autenttisissa ja simuloituissa ympäristöissä

Study unit description:

Opiskelija syventää tietoja ja taitoja liike-elämän venäjästä.

Previous studies:

- Liike-elämän venäjä I, alkeistaso 5 + 5 op. tai Venäjän kielen perusteet 1 ja 2.

0071101 Business Russian II, basic level part 1, 5 cr

0071102 Liike-elämän venäjä II, alkeistaso part 2, 5 cr

00712 Business Russian II, intermediate level, 10 cr

The student is able to:

- kirjoittaa liike-elämän tekstejä venäjäksi
- käyttää tietokoneen tekstinkäsittelyä monipuolisesti hyväkseen venäjäksi kirjoitettaessa
- luoda keskustelun venäjäksi
- venäläisen tapakulttuurin yksityiskohtia
- keskustella myös venäläiseen kulttuuriin liittyvistä aiheista
- hoitaa myös yllättäviä aiheita sisältävät työelämän puhelinkeskustelut
- hoitaa työelämän neuvottelut venäjäksi

Contents of the study unit:

- työelämän viestintätilanteiden harjoittelu autenttisissa ja simuloituissa ympäristöissä

Study unit description:

Opiskelija syventää tietoja ja taitoja liike-elämän venäjästä.

Previous studies:

Liike-elämän venäjä I jatkotaso tai vastaavat tiedot.

0071201 Business Russian II, intermediate level part 1, 5 cr

0071202 Business Russian II, intermediate level part 2, 5 cr

00713 Business Russian II, native speaker's level, 10 cr

The student is able to:

- toimia suomalaisen ja venäläisen liike-elämän kohtaamistilanteissa kulttuurisena ja kielellisenä välittäjänä
- syvällisesti keskustella suomalaisen ja venäläisen kulttuurin eroista
- hoitaa harvinaisimmatkin liike-elämän suulliset ja kirjalliset viestintätilanteet korrektisti venäjäksi
- hyödyntää venäjänkielisen tekstinkäsittelyn ja Internetin suomia mahdollisuuksia työssään tehokkaasti

Contents of the study unit:

- opiskelija harjoittelee autenttisissa tilanteissa suomalaisen ja venäläisen työelämäkulttuurin risteyskohdissa toimimista
- harjoitellaan työelämän tekstinkäsittelytilanteita
- harjoitellaan Internetin mahdollisuuksien luovaa käyttämistä liike-elämän tilanteissa

Study unit description:

Venäjää äidinkielenään puhuvat opiskelijat analysoivat oman kaksikielisen ja kaksikulttuurisen kompetenssinsa vahvuuksia ja altistuvat tilanteille, joissa he voivat työelämässä hyödyntää tätä ominaisuuttaan.

Previous studies:

Liike-elämän venäjä I, äidinkielen taso tai vastaavat tiedot.

0071301 Business Russian II, native speaker's level part 1, 5 cr

0071302 Business Russian II, native speaker's level part 2, 5 cr

B0112 Encountering Violence, 5 cr

The student is able to:

- familiarise themselves with preventive methods against aggression and violent behaviour, developing ways of responding to aggressive or violent behaviour without causing pain or injury to the customer, and always maintaining a safe care environment whose aim is a positive attitude towards care and the achievement of cooperation between the patient and the carer
- examine the appearance of possible domestic violence in customer contacts and know their re-sponsibilities as social service and health care professionals in preventing and addressing domestic violence

Contents of the study unit:

Key questions:

- How does one act in a customer situation where the employee is subjected to aggression or the threat of violence?
- How can one maintain a safe and caring atmosphere and control verbal aggression?
- What methods are there for holding fast or letting go in active situations?
- What is domestic violence and how can it be addressed in customer contacts?
- How can domestic violence be prevented?

Parts of study unit:

Part 1: MAPA (Management of Actual or Potential Aggression) 2 cr

Part 2: Domestic Violence and Spousal Abuse 3 cr

Study unit description:

Students become familiar with customer-oriented, resource-supporting guidance in challenging and demanding customer situations. The study unit is divided into two parts. One part covers prevention and safe care practice in situations where employees are subjected to aggression or violence. The focus is on maintaining a safe, caring environment and on verbal aggression control. Students also hone their skills in holding fast and letting go in active situations. The second part involves improving skills in professionally recognising domestic violence and intervening in the situation, with in-depth familiarisation with preventing and addressing domestic violence.

B0113 Elective project, 5 cr**The student is able to:**

- describe development objectives from the perspectives of the labour market and regional development
- participate in a partnership network
- work effectively in a team and act as opinion leaders in a community of experts
- evaluate their own and others' competence, work and results in accordance with development objectives
- use the tools and methods of applied R&D in development work
- carry out and report on an objective-oriented development project

Contents of the study unit:

- What development needs have been identified?
- How does one create a context and knowledge base?
- How does one plan, implement and evaluate a development process?
- How does one act responsibly within a development team?

Study unit description:

Students carry out a target-oriented development project, which can take place in Laurea's learning environments, an authentic workplace or in a work placement.

Previous studies:

Theme 1

B0111 Crises and Work Communities, 5 cr**The student is able to:**

- familiarise themselves with diverse workplace crises in line with their learning profiles
- know the principles of crisis assistance in relation to workplace crises
- acquire new information and research data on the subject

Contents of the study unit:

- What is a crisis?
- How can one prepare for a crisis?
- What responsibilities does an employer have in the safety and well-being of staff?
- How do crises affect people and communities?
- How can people be supported and assisted in a workplace post-crisis?
- What responsibilities does an employer have regarding crisis preparedness and crisis assistance?
- What do proper crisis communications entail?

Study unit description:

Students learn about crisis management from the point of view of diverse work communities: schools, workplaces under the threat of layoffs, crisis preparedness at work, and the significance of occupational health care.

B0117 Advancing Clinical Practice in Nursing, 5 cr**The student is able to:**

- Opiskelija osaa arvioida erilaisten erityispotilasryhmien hoitotyön tarpeita.
- Opiskelija osaa arvioida eri auttamismenetelmien tehokkuutta ja vaikuttavuutta.
- Opiskelija osaa soveltaa näyttöön perustuvan hoitotyön toimintaperiaatteita.

Contents of the study unit:

- Millaista hoitotyön erityisosaamista syöpää sairastavien potilaiden hoitotyö edellyttää?
- Millaista sisätauti-kirurgisen hoitotyön osaamista päivystyspotilaan hoitoprosessi edellyttää?
- Millaista hoitotyön erityisosaamista tehostettu hoitotyö edellyttää?
- Miten suunnitella ja toteuttaa vaativaa lääkehoitoa sekä neste- ja elektrolyyttikorvaushoitoa turvallisesti?

Study unit description:

Opintojaksolla opiskelija syventää hoitotyön asiantuntijuuttaan sisätauti-kirurgisen potilaan vaativissa akuuttihoito-tilanteissa ja auttamismenetelmissä.

01090 AAC Communication Methods, 3 cr**01091 Self-expression through Visual Art as a Form of Therapy, 5 cr****01106 Social Service Worker as a Pedagogical Expert, 5 cr****The student is able to:**

Opiskelija osaa:

- syventää pedagogista ja didaktista osaamistaan
- vaihtoehtopedagogiikoiden peruspiirteet
- rakentaa uusia ajatusmalleja kasvatustietoisuuden työstämiseen
- opiskelijan pedagogisen ja didaktisen tietoisuuden selkiyttäminen

Contents of the study unit:

Opintojakso toteutetaan pääasiassa verkko-opetuksena. Lisäksi jaksoon kuuluu neljä luentoa, seminaari ja kaksi opintokäyntiä vaihtoehtopedagogiikkaa toteuttaviin toimintayksiköihin.

Study unit description:

Opintojaksoon kuuluu kolme tehtävää.

Tehtävä 1:

Opintojakson aikana tutustutaan erilaisiin pedagogisiin lähestymistapoihin. Tarkastelun kohteena ovat erilaiset vaihtoehtoiset pedagogiikat, poliittiset ja epäpoliittiset varhaisnuorisjärjestöt.

Opiskelija/opiskelijapari tutustuu sovittuun pedagogiseen malliin ja tekevät siitä esityksen Optimaan. Opiskelijat myös kommentoivat ja esittivät kysymyksiä toistensa esityksistä ja rakentavat näiden esitysten pohjalta omaa

pedagogista ajatteluaan.

Tehtävä 2.

Luennoilla käydään läpi lapsien ja nuorten toimintaan soveltuvia jakso- ja tuntisuunnittelun malleja. Tunneilla tutustutaan myös didaktiikan perusperiaatteisiin. Näitä apuna käyttäen opiskelija/opiskelijapari suunnittelee jakson, joka olisi mahdollista toteuttaa lasten ja nuorten toimintaympäristössä. Suunnitelmat esitellään ja jätetään kommentoitavaksi Optimaan.

Tehtävä 3:

Opiskelija laatii opitun pohjalta lyhyen oppimispäiväkirjan, johon hän rakentaa omaa pedagogista ajattelumalliaan etukäteen sovittujen teemojen pohjalta.

01159 Evaluation and development in early childhood education, 5 cr

The student is able to:

- jäsentää keskeisiä varhaiskasvatuksen arvioinnin ja kehittämisen lähtökohtia ja käsitteitä
- hankkia ja soveltaa tutkivalla otteella ajankohtaista tietoa ja muodostaa ammatillista näkemystä varhaiskasvatuksen arvioinnista ja kehittämisestä lasten ja vanhempien osallistumisen näkökulmasta
- antaa ja vastaanottaa arviointia ja vertaispalautetta opiskelijakollegoiltaan omaa että toisen ammatillista osaamista vahvistaen.

Contents of the study unit:

- Varhaiskasvatuksen arvioinnin ja kehittämisen keskeisiä lähtökohtia ja käsitteitä
- Arvioinnin eettisiä periaatteita
- Lasten ja vanhempien osallisuus varhaiskasvatuksen arvioinnissa ja kehittämisessä

01187 Basics of Multiculturalism, 5 cr

The student is able to:

Opiskelija

- tuntee monikulttuurisuuteen liittyvät peruskäsitteet
- perehtyy oman mielenkiintonsa mukaan monikulttuurisuuden, syrjinnän tai kulttuurienväliseen viestinnän teoriaan
- pohtii kulttuurin merkitystä yksilön kannalta
- Kehittää omia kulttuurinvälisen viestinnän taitojaan
- Perehtyy vähemmistöjen asemaan ja elämäntilanteeseen olemalla kontaktissa jonkun vähemmistöryhmän edustajan kanssa

00032 Becoming an Inspirer, 10 cr

The student is able to:

- hyödyntää omia luovia voimavarojaan toimiessaan innostajana
- toimia tavoitteellisesti, suunnitella, ohjata ja arvioida luovan toiminnan ryhmäprosesseja asiakkaan yksilöllisten ja yhteisöllisten tarpeiden ja voimavarojen suunnassa
- soveltaa moniaistisia, eheyttäviä ja osallistavia työskentelytapoja asiakkaan arjessa ja erilaisissa yhteisöissä

Contents of the study unit:

- musiikin, draaman, kuvan ja liikkeen kieli
- sosiokulttuurinen työ
- terapeutin luova toiminta

01305 Sociocultural Inspirer, 5 cr

The student is able to:

- hyödyntää omia luovia voimavarojaan toimiessaan innostajana
- toimia tavoitteellisesti, suunnitella, ohjata ja arvioida luovan toiminnan ryhmäprosesseja asiakkaan yksilöllisten ja

yhteisöllisten tarpeiden ja voimavarojen suunnassa

- soveltaa moniaistisia, eheyttäviä ja osallistavia työskentelytapoja asiakkaan arjessa ja erilaisissa yhteisöissä

Contents of the study unit:

- musiikin, draaman, kuvan ja liikkeen kieli
- sosiokulttuurinen työ
- terapeutin luova toiminta

Previous studies:

Ei ole.

B0118 Minustako innovaattori, 5 cr

01108 Supporting young people to work in diversified teams, theory, 5 cr

The student is able to:

- monialaisen ja moniammatillisen yhteistyön
- ns. matalan kynnyksen palveluiden kehittämisen esimerkiksi yhteisöllisyyden ja kouluturvallisuuden muodossa
- alueellisen verkostoitumisen mm. tulevien yhteistyökumppaneiden toimintaan tutustumalla
- kehittää ja mallintaa hyviä käytänteitä
- tiedostaa nuoruusiän eri siirtymä- ja nivelvaiheiden problematiikan
- ymmärtää nuoruuden elämänvaiheena sen haasteineen.

Contents of the study unit:

Opintojakson sisältö koostuu nuoruudesta elämänvaiheena (n. 10-18v). Opintojakson kokonaisuus on 10 op ja se koostuu kahdesta vapaasti valittavasta opintojaksosta, ensimmäinen osuus (5 op) koostuu teoriaopinnoista ja toinen osuus (5 op) hanketyöskentelystä.

Opiskelija ei voi valita toista, eli hanketyöskentelyosuutta, ennen kuin on suorittanut ensimmäisen osuuden.

Study unit description:

Opintojakson ensimmäinen osuus (5op) koostuu opintokäynneistä, luennoista sekä verkkoympäristössä työskentelystä. Luennot koostuvat muun muassa kehitys- ja sosiaalipsykologiasta, päihdetyöstä, nuoruuden kriiseistä ja turvallisuudesta. Yhteensä luentoja on 7x2h, jotka on mahdollista opiskella verkko-opintoina tai perinteisinä luento-opintoina. Mahdollisia opintokäyntipaikkoja ovat esimerkiksi Keravan päihdepysäkki, Hyvinkään nuorisopaja, Hyvinkään seudun mielenterveysseura, erityyppiset koulut, Hyvinkään kriisikeskus, Helsingissä nuorten kriisipajat sekä oppilashuolto. Ensimmäisen osuuden luennoista kirjoitetaan oppimispäiväkirjaa, johon liitetään myös muuta kirjallisuutta. Lisäksi opintokäynneistä kirjoitetaan erillinen raportti.

01109 Supporting young people to work in diversified teams, project, 5 cr

The student is able to:

- monialaisen ja moniammatillisen yhteistyön
- ns. matalan kynnyksen palveluiden kehittämisen esimerkiksi yhteisöllisyyden ja kouluturvallisuuden muodossa
- alueellisen verkostoitumisen mm. tulevien yhteistyökumppaneiden toimintaan tutustumalla
- kehittää ja mallintaa hyviä käytänteitä
- tiedostaa nuoruusiän eri siirtymä- ja nivelvaiheiden problematiikan
- ymmärtää nuoruuden elämänvaiheena sen haasteineen.

Contents of the study unit:

Opintojakson sisältö koostuu nuoruudesta elämänvaiheena (n. 10-18v). Opintojen kokonaisuus on 10 op ja se koostuu kahdesta vapaasti valittavasta opintojaksosta. Ensimmäinen osuus (5 op) koostuu teoriaopinnoista ja toinen osuus (5 op) hanketyöskentelystä. Opiskelija ei voi valita toista, eli hanketyöskentelyosuutta, ennen kuin on suorittanut ensimmäisen osuuden.

Study unit description:

Tämä osuus (5op) koostuu hanketyöskentelystä. Tähän osaan kuuluu hankesuunnitelman kirjoittaminen, hankeraportin kirjoittaminen sekä loppuseminaariin osallistuminen. Hanketyöskentelyn kehittämis pohjaisen

oppimisen lähtökohtana on aidosti työelämään kuuluva, käytäntöä uudistava kehittämishanke, jossa parhaimmillaan tuotetaan uutta osaamistietoa. Näin ollen se voi kohdentua esimerkiksi nuoriso ja/tai mielenterveystyön kehittämiseen, koulun oppilashuollon kehittämiseen tai riskienhallinnan kehittämiseen. Hanketyötä edeltävät tutustumiskäynnit, jotka on tehty opintojakson ensimmäisellä osuudella mm. eri koulu- ja nuorisotoimen yksikköihin. Hanketyöskentely etenee vaiheittain painottuen kevääseen 2010, mutta hankkeen alustava suunnittelutyö on tarkoituksenmukaista aloittaa jo syksyllä 2009.

Previous studies:

Opintojakso 01108, teoriaopinnot.

01138 National and International Development Cooperation, 5 cr

The student is able to:

Student learns about development theories, familiarizes him/herself with national and international development policies, agreements and organizations. Student learns linkages between economical, technical and social dimensions in sustainable development.

Contents of the study unit:

Development theories

Concept of Development

National and international development policies, agreements, actors and their roles

Main historical features of development cooperation

Linkages of economical, technical and social dimensions in holistic and sustainable development

Selected fields of development: population growth, agriculture, urbanisation, gender, environment, democracy and civic society

Study unit description:

Structure of studies: Multi-form teaching with contact lessons and distance learning

01139 Working and Communication in Developing Countries, 5 cr

Contents of the study unit:

Kulttuurin käsite, kulttuuri arjen määrittäjänä

Kulttuurinen herkkyyks, kulttuurikompetenssi ja tapakulttuurit

Monikulttuurinen työyhteisö ja tiimityö

Kulttuurienvälinen viestintä

Osallistavan kehitystyön mahdollisuudet

toimintatavat osallistuttavassa hankesuunnittelussa, -toteutuksessa ja -arvioinnissa

Study unit description:

Opintojakson tavoitteena on kulttuurisen kompetenssin syventäminen kehitysyhteistyön toimintaympäristössä.

Opiskelija osaa toimia monikulttuurisessa yhteisössä. Hän ymmärtää kulttuurin ja kulttuurierojen merkityksen ihmisten arjessa. Hänellä on valmiudet kulttuurienvälisen viestintään. Opiskelija osaa eri perusmenetelmiä ja niiden mahdollisuuksia ja rajoituksia osallistavaan hankesuunnitteluun, toteutukseen ja arviointiin.

01140 Development Management Project, 5 cr

The student is able to:

Opiskelija osaa toimia kehitysyhteistyöhankeissa. Opiskelija ymmärtää eri tieteenalojen ja oman koulutusalaansa merkityksen kehitysyhteistyökokonaisuudessa sekä osaa arvioida kehitysyhteistyön vaikuttavuutta.

Contents of the study unit:

Kotimaassa tehtävä projektityö, jonka voi myös liittää harjoitteluun tai opintomatkaan.

Arviointi: Projektiraportti

01298 Global Russia I, 3 cr

The student is able to:

Tavoitteena on lisätä opiskelijan tietoa ja ymmärrystä Venäjästä, sen historiasta ja kulttuurista. Suorittamalla opintojaksot opiskelija vahvistaa valmiuksiaan toimia venäläisissä toimintaympäristöissä.

Contents of the study unit:

Tentittävä yleisinä tenttipäivinä teokset:

- a) Kivinen M. 1998: Sosiologia ja Venäjä
- b) Pesonen P. 1998: Venäjän kulttuurihistoria
- c) Helanterä A. 2002: Maantieteelle Venäjä ei voi mitään

01299 Global Russia II, 2 cr

The student is able to:

Tavoitteena on lisätä opiskelijan tietoa ja ymmärrystä Venäjästä, sen historiasta ja kulttuurista. Suorittamalla opintojaksot opiskelija vahvistaa valmiuksiaan toimia venäläisissä toimintaympäristöissä.

Contents of the study unit:

- a) Referaatti teoksesta Luukkanen A. 2009: Kuka omistaa Venäjän?
- b) Referaatti itse valittavasta Venäjä-aiheisesta teoksesta (teos vahvistettava etukäteen opintojakson vastuopettajalla).

01107 SAP- Enterprise Resource Planning Software, 5 cr

The student is able to:

Tavoite

Saada yleiskuva markkinoilla olevista integroiduista tietojärjestelmistä ja niiden tulevasta kehityksestä. Tutustua monipuolisesti SAP-järjestelmään liiketoimintaprosessien apuna ja oppia käyttämään sitä niin, että saa valmiuden käyttää SAPia tai muuta laajaa toiminnanohjausjärjestelmää erilaisissa tulevilla työtehtävissä.

Contents of the study unit:

Pienille, keskisuurille ja suurille yrityksille markkinoilla tarjottavat järjestelmät: nykyinen tilanne, kehityssuunnat ja tulevaisuus. SAPia käyttäviä organisaatioita Suomessa.

Integroidun järjestelmän periaatteet ja toiminnanohjausprojektin haasteet yrityksessä

SAP-järjestelmän osat ja Laureassa käytössä olevat osat

Harjoitusyritys IDES AG:n esittely

SAP, monipuolisesti harjoitellen: tilaus-toimitusprosessi, tilatun tuotteen kokoonpano ja toimitusprosessi, henkilöstöhallinnon toimenpiteet, taloushallinnon periaatteet

SAP, järjestelmän muokkaus: mahdollisuuksien mukaan tutustutaan järjestelmän määrittelyyn

Study unit description:

Opintojaksolla tutustutaan laajan toiminnanohjausjärjestelmän ominaisuuksiin ja opetellaan hoitamaan SAP-järjestelmällä yrityksen keskeisiä prosesseja. Lisäksi pohditaan integroitujen järjestelmien nykytilaa ja tulevaisuutta.

Previous studies:

Opintojaksoa suositellaan 2. tai 3. lukuvuoden opiskelijoille.

01082 Graphic Design, 5 cr

The student is able to:

The student masters the basics of the desktop publication design and the most common means in the printing industry. The student knows how to use the basic tools in InDesign desktop publishing program and how to apply them also in larger publications. The student also knows the most important features in the image processing.

Contents of the study unit:

The design and layout in the printed publications
The basics of the text typography
The use of images
The use of colours
The basics of InDesign
The basics of Photoshop

Study unit description:

The students get to know the theories of publication design and also the principles in the text typography. They learn to use images and colours by way of the theory and examples. The students will prepare numerous design assignments both in the groups and by themselves. Optima and the other material in the internet are also used.

Previous studies:

The most common office programmes.

01084 The challenges of the sustainable development, 5 cr

The student is able to:

The students will be able to act sustainably in their own lives and also locally in the studying and working environment. They know problems in the sustainability also worldwide and will be able to look for the alternative ways of action. They know the principles of the responsibility in business, the environmental and responsibility reporting and will be able to apply and develop them in business operations. The students know the principles of the environmental communication and will be able to develop responsible communication in an organization.

Contents of the study unit:

The students own values and their sustainability
The essential concepts in the sustainable development
The Agenda 21, the aims and implementation
The Finnish indicators in sustainable development
The EU Sustainable Development Strategy
Sustainability in the own professional field
The environmental and responsibility reporting
The environmental communication

Study unit description:

The study unit is e-studies, and it begins with one day in the class, where the studies, the essential concepts and the assignments are explained. In the e-assignments the students are discussing, reporting and making suggestions for developing the partner organization's operations towards responsibility and ecological sustainability.

Previous studies:

None.

01085 The quality management and evaluation, 5 cr

The student is able to:

The student will be able to work in various tasks in the quality management and develop the quality management

and the quality system in an organization. The student recognizes the quality systems as the management tools. The student will be able to plan and implement both internal and external quality system evaluations in the organization. The student will be able to understand and develop the indicators in the quality system and recognizes the points of improvement in processes and operations. The student will be able to develop communication with the interest groups from the point of view of the quality management.

Contents of the study unit:

The quality
The concept of the quality
The quality systems and certifications
The indicators and assessment
The quality and the organization strategy
The quality in the education

The quality communication

The evaluation

Preparation, planning and organizing the evaluation
The evaluation documents
The assessment tools and processes exploiting the evaluations

Study unit description:

The study unit is e-studies and it begins with a few days in the class. The concept of the quality, quality systems, the connections between the organization strategy and evaluation processes are discussed. In the e-assignments the students are reflecting what they have learned through the business examples and they are also participating in the discussions in Optima. The students participate also in the evaluations in different local units either as evaluators, listeners or by doing preparatory work.

Previous studies:

None.

00564 SENSE - Business from Innovation, 5 cr

The student is able to:

- How to utilize their own innovations in planning business operations
- How to concretize their own entrepreneurial know-how into a plan
- To understand the strengths and weaknesses of their own business plan
- To present their own business idea inspiringly and convincingly

Contents of the study unit:

To work on a business idea with the help of lectures and student materials .

Study unit description:

Sense is a business plan competition that offers its participants high-quality lectures, personal guidance and feedback for both the business idea and plan. The students familiarize themselves with entrepreneurship and find out the personal and general opportunities and challenges of entrepreneurship.

The aim of the study unit is to give the students the abilities to create and evaluate a business plan and to help them to recognise their inner entrepreneurial strengths. The aim is also to help the students to refine their personal creativity and ideas as business plans.

YY7138 Tutoring, 3 cr

The student is able to:

- hahmottaa oman ammattikorkeakoulunsa ja koulutusohjelmansa tavoitteet ja toimintatavat
- suunnitella uusien opiskelijoiden sitoutumiseen liittyviä toimintatapoja
- perehdyttää uusia opiskelijoita yhteisönsä oppimisympäristöön ja –kulttuuriin
- markkinoida Laurea-ammattikorkeakoulua ja sen opiskelumahdollisuuksia
- toimia aktiivisena työyhteisön hyvinvoinnin edistäjänä

Contents of the study unit:

- Laurean yhteinen opiskelijatuutoreiden intensiivijakson toukokuussa
- toimipisteissä tapahtuva tuutoroinnin suunnittelu keväällä ja syksyllä
- uusien opiskelijoiden perehdyttämistä syksyllä ja keväällä
- Laurean opiskelumahdollisuuksien markkinoinnista tarpeen mukaan (aktiivisesta markkinoinnista on mahdollista saada lisäpisteitä projektiopintoina)
- henkilökohtainen ohjaamisen osaamisen kehittämistä

Study unit description:

Opintojaksossa syntyvä osaaminen ilmenee uusien opiskelijoiden perehdyttämisenä ja vastuullisena käyttämisenä oman toimipisteen tai Laurean kannalta tyypillisissä opiskelijatuutorointia vaativissa tilanteissa. Osaaminen perustuu ammattikorkeakoulun tavoitteiden ja toimintakulttuurin peruskysymysten ymmärtämiseen.

Previous studies:

Ei ole.