

# Specialization Education Model in Finland

Establishing companionship with working life

Developing existing expertise

The nature of expertise

Working life relevance

New model in the Finnish education system

Articulation of learning outcomes

## Specialization Education

Working life orientated pedagogical design

Continuing evaluation of the educational model

Pedagogical design based on dialogue between theory and practice

Updating the area of expertise

Transformative work and working life

Collaborative learning

### References:

Billett, S. (2002). Workplace pedagogic practices: co-participation and learning. *British Journal of Educational Studies*, 50(4), 457-481.

Billett, S. (2010). Subjectivity, self and personal agency in learning through and for work. In M. Malloch, L. Cairns, K. Evans & B.N. O'Connor (Eds.), *The SAGE handbook of workplace learning* (pp. 60-72). London: SAGE Publications Ltd.

Guskey, T. R. (2014). Evaluating Professional Learning. In S. Billett & al. (Eds.), *International Handbook of Research in Professional and Practice-based Learning* (pp. 1215-1235). Dordrecht: Springer Netherlands.

Mikkonen, S., Nokelainen, P., Anttila, T., Palonen, T. & Halttunen, T. (2017). *Asiantuntijuuden osoittaminen ja osaamisen arviointi korkeakoulujen uusissa erikoistumiskoulutuksissa* (Manuscript).

Tigelaar, D. E. & van der Vleuten, C. P. (2014). Assessment of professional competence. In S. Billett & al. (Eds.), *International Handbook of Research in Professional and Practice-based Learning* (s. 1237-1270). Dordrecht: Springer Netherlands.