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Dear student!

Welcome to the School of Vocational Teacher Education. By studying with us you will gain the skills and the deeper understanding needed in professional teaching.

Our studies have been created so that the gradual achievement of pedagogical proficiency will be an inspiring and empowering experience for our students. During the first weeks, you, as a student, will set the direction of your studies, assess your current skills as a teacher and create the optimal path for completing your studies. Your former competence will be recognized on all levels during the length of your studies. The teaching is based on professional pedagogics and the studies will allow you to dig deeper into the areas that are of particular interest to you. Your studies will culminate in a teaching practise period where you can hone your skills in real life teaching environments. Our tutors will support you during the length of your studies.

This guide informs you of the execution, contents and various eLearning methods of the studies. This guide outlines the processes that govern the vocational teacher education according to the Act on Vocational Teacher Training (356/2003) and the Decree on Vocational Teacher Training (357/2003).

Finland is famous for its knowledgeable and skilful teachers. The pedagogical studies will help you to step among the professionals in education – not only to enable others to learn but also to contribute to the learning process. Welcome to the world of teaching!

Asko Karjalainen
Director
Mission and Organization

The School of Vocational Teacher Education is a unit of Oulu University of Applied Sciences. It is one of the five such Schools in Finland. The School is run by a director and a council appointed by the board of Oulu University of Applied Sciences.

The School of Vocational Teacher Education started as a multidisciplinary unit of the Oulu University of Applied Sciences in the fall of the year 1996. Since the start, the number of students has rapidly grown from the original 28 so that in 2013 the yearly intake is 255 students of which 20 students are selected for the vocational study counselor program.

The northern location means that the School of Vocational Teacher Education has to meet the needs of the entire Northern Finland’s vocational teacher training. The northern responsibility is realized by offering, among others, education technology solutions, flexible educational arrangements and the possibility of spreading the studies into the space of three years. Besides Oulu, the School has an office in Rovaniemi and local study groups in Kemi-Tornio area and also in Kajaani. There are more than 3000 vocational teachers and over 1000 Polytechnics teachers in the region that is served by the School of Vocational Teacher Education.

The main task of the School is to train teachers for vocational institutions, Polytechnics, adult education centres and liberal adult education. The training, when completed, allows the students with a master’s degree and a suitable combination of subjects to work as pedagogically competent teachers in basic education and general upper secondary education. During the academic year 2013 – 2014, the School will also start a vocational study counselor program. This is a further education program worth 60 ECTS credits, targeted towards those who are currently working as vocational study counsellors or desire to be such. The program will provide the necessary qualification to work as a competent study counsellor in every school level (986/1998, 15 §).

Studying and learning – the pedagogical premises

The teaching and study processes are guided by the methods of progressive inquiry and multidisciplinary cooperation in the School of Vocational teacher Education. Progressive inquiry (including its research and developmental elements) is a collaborative activity which reflects the combined knowledge and learning in vocational pedagogy. Thus progressive enquiry meets the ever-changing needs of working-life while searching for solutions to the challenges of education.

This is definition of vocational pedagogy in the Oulu School of Vocational Teacher Education:

The vocational pedagogy offers tools for guiding the vocational competences of a student. Vocational pedagogy is a process of vocational growth and learning. To tutor and guide in a way that will enhance the student’s vocational competences, the teacher has to understand the vocational guiding processes and possess the skills to create, use and develop assessable situations and functional learning environments in accordance to the needs of working life.

The studies are built on a clear vision of the needed competences in teaching and study counseling together with an approach that stresses student knowledge. The teaching arrangements emphasize real work environments, up-to-date teaching methods and personalized processes. Learning will be assessed continually and the student will get a thorough feedback of his/her success in learning.
The Core Competences of Expertise of a Vocational Teacher

Industry, educational institutes and society at large continually change and renew the work and work related needs of a vocational teacher. Thus it is expected of a modern teacher that he/she possesses the extensive knowledge, versatility and ability to react immediately to changing work situations. The vocational and higher education teachers are not only experts on their own fields but tutors and developers of new work related practises. The demands are high: Not only do they need professional expertise, willingness to do research work, ability to innovate and passion for developing new solutions but also international networking skills. Moreover, the necessary skills include taking responsibility for the work, maintaining work related ethical principles, as well as mentoring and enhancing the students’ ethical development.

The curriculum of the School of Vocational Teacher Education meets the challenges of the constantly evolving educational front. The curriculum is the institutional plan that shows the aim, structure and contents of the pedagogical studies. As such it is also a handy tool for designing and implementing teaching and learning. Finally, the curriculum aids the student in the designing of his/her personal study plan.

The curriculum describes the needful core competences of a vocational teacher. They are shown in the image 1:

![Image 1](image.png)
Quality Assurance of Teaching

The quality of the teaching is constantly being enhanced. The feedback given by students is continually monitored during all the phases of the studies (such as the pedagogic studies, optional studies and teaching practise). The student affairs office will assist the students with their questions about the various courses and study periods. Should a student encounter a grievance or injustice, these will be remedied in a prompt manner. It is of our mutual benefit to facilitate the proper progress of our students' studies.

A separate body called the Council of Teacher Education contains representatives from the local industry and commerce as well as from the teaching staff and students of the School of Vocational Teacher Education. The Director of the School of Vocational Teacher Education acts as the chairman of the Council. The Council acts as a validator of the quality control and resource planning. The Council is informed of the feedback.

Aims and Structure of Pedagogical Studies

Vocational teacher education is meant for persons with a suitable university degree and a minimum of three years of work experience in their own professional fields. The study programme is classified as adult further or continual education not leading to a degree. When completed, the students possessing a higher university degree can work as qualified teachers in vocational institutions, polytechnics, adult education centres and liberal adult education. The training also allows the students with a master’s degree and a suitable combination of former studies to work as pedagogically qualified teachers in basic education and general upper secondary education.

The pedagogical studies comprise of 60 ECTS Credits. The studies consist of basics of educational science, vocational pedagogical studies, teaching practise and optional studies as stated in the Decree on Vocational Teacher Training (357/2003).

| Vocational Pedagogy (22 ECTS) | Basics of Educational Science (10 ECTS) | Teaching Practice (15 ECTS) | Optional Studies (11 ECTS + 2 ECTS) |
iVET

iVET (Innovative Vocational Education and Training) is an English program for gaining the teacher's qualification. The students' prior experience, skill level and study path requirements are determined in a starting level assessment. The multiform studies consist mostly of network based learning. The number of contact days is 10; the rest of the studies consist of mobile and eLearning. The core areas of the English iVET program are professional pedagogics and virtual workshops emphasizing social media, entrepreneurship and internationality.

STUDY MODULES

The individual study path offers the student a means to decide on the duration and contents of his/her pedagogical studies. The pedagogical studies comprise of 60 ECTS Credits (European Credit Transfer and Accumulation System) consist of several courses:

- Basics of Educational Science (10 ECTS Credits)
- Vocational Pedagogical Studies (22 ECTS Credits)
- Teaching Practise (13 ECTS Credits)
- Optional Studies (15 ECTS Credits)

The first 45 ECTS Credits are compulsory while the remaining 15 Credits can be selected from the available other studies.

At first the student will evaluate his/her skills and then create a personal study plan. Three ECTS credits are equivalent to 80 hours of work, regardless of the execution or method of the studies. Besides the few days of contact teaching, a suitable amount of time should be set aside for undertaking given tasks, network based learning and reading appropriate source literature. The main studies will start in the fall but the student can undertake optional studies during the summer. The basic pedagogical studies will be carried out during the summer, fall and winter semesters.

The nucleus of the first part of the studies is module called vocational pedagogy (22 ECTS credits). The module consists of two sections: VOC I and VOC II. The main emphasis of these studies lies on the teacher's core competencies. The focus is also on current themes and operational environments of education. The student has to complete his/her VOC I studies before continuing with the teacher training.

VOC I STUDIES (15 ECTS CREDITS)

VOC I studies, or the first part of the vocational studies, deals with the core competences of the vocational teacher. The aim is to enable the student to utilize learning theories in planning, executing and evaluating his/her teaching. Interactive and guidance skills as well as various educational methods are also emphasized.

The studies comprise of contact teaching, working with the net based Optima platform, preliminary and learning tasks, a microteaching task and a learning portfolio that will be graded.

VOC II STUDIES (7 ECTS CREDITS)

VOC II studies consist of five themes: 1) internationality and multiculturalism 2) entrepreneurship, 3) working life oriented approach 4) sustainable development and 5) special education. These themes are studied in small tutorial groups and the students use the pedagogical solutions learned in VOC I studies to present their findings to the other tutorial groups.

The studies comprise of contact teaching, working with the net based Optima platform and learning the methods of inquiry-based learning. The students will also plan and execute teaching lessons in small tutorial groups.

TEACHING PRACTISE AND CORE PLAN

Teaching practise is an important part of the pedagogical studies. Throughout the teaching practise period the students can use the skills learned in the previous vocational pedagogical studies and work mutually with other students and the work community. The duration and pace of the teaching practise are dictated by the school or institute where the teaching practise takes place. The student must have successfully completed the first section of the Vocational Pedagogical Studies before undertaking the teaching practise.

The purpose of teaching practise is to provide the students with an opportunity to apply their pedagogical
knowledge and skills in practice. The aim is to enable the student to design, carry out and evaluate the teaching methods of his/her own sector and to cooperate with other parties and students relating to practical studies. One of the aims is also that the student will be able to understand his/her role in the larger whole of the profession. An important goal is to learn how to develop and advance one’s skills in later life.

The central parts of teaching practice are designing, executing and evaluation of various guidance and teaching processes. A student undertaking teaching practice will monitor teaching done by other teachers, possibly act as a teaching assistant and learn to know the student groups. The student will create a core plan to aid with all of these aims. The core plan contains the educational choices the student has selected for his/her practice teaching as well as the reasons for selecting them. The core plan is mandatory in getting approval of starting the actual teaching. Besides the core plan, another written task is required. This is the teaching practice report. The core plan and the teaching practice report aid the student in self-evaluation and in gaining awareness of his/her pedagogical thinking. The teaching practice starts with a start-up seminar and continues with individual schedules in the selected school or institute. A closing seminar, where students exchange their experiences, concludes the teaching practice.

There are a number of optional routes in conducting the teaching practice. The training place can be a local school or institute cooperating with the local training network, or the training can be conducted abroad. In all instances there are two supervisors guiding the student. These are the placement teacher from the placement school and the tutor from the School of Vocational Teacher Education.

If the student works in a vocational school and has at least five years’ worth of teaching experience, he/she can undertake the teaching practice by displaying his/her skills in teaching in his/her own work unit. The objectives of the display of skills are the same as with regular teaching practice. Information about the recognition of prior learning and skills can be found on the home pages of the School of Vocational Teacher Education.

OPTIONAL STUDIES

By selecting suitable optional studies it is possible to enhance one’s knowledge in the selected field. Some of the optional studies can be completed in a shorter or longer form. Note that some of the optional studies will not be carried out every semester.

SEMESTERS

The Decree on Vocational Teacher Training (357/2003) states that a school of vocational teacher education has to arrange the studies in such a way that a full-time student can accomplish the studies in a year. A part-time student should be able to complete his/her studies in three years. The right to study starts in 1st of June and ends after three years in 31st of May.

The new students will start their studies with compulsory start-up days. During those days the students will acquaint themselves with the practises of the school and receive the necessary start-up info.

The academic year 2013-2014 consists of three semesters:
- Summer semester
- Fall semester
- Spring semester

During the academic year there are breaks when the regular staff is not available to students. During these breaks visiting teachers often run their optional study courses.

INFORMING THE STUDENTS

Important news can be read in the What’s New forum (www.oamk.fi/amok). This is a channel where the school tells about matters pertaining to studies. There you can find news bulletins from the student affairs office and the teachers plus information about the changes of teaching arrangements. The School of Vocational Teacher Education also has its own Facebook account and using the School’s Like It button the student will get the latest info automatically.
STUDENT PORTAL
The Student Portal gathers all the information systems into one convenient place. It contains the links to the enrolment system, the Optima eLearning resource and the teaching practise database. Using this portal the student can check his/her progress and sign up for courses, apply for credit transfer, print out a certificate of attendance, or print out a teaching practise form. The student can change their particulars at the portal, and change his/her student password. Finally, upon graduation the course completion certificate is applied for through the portal.

ENROLLING TO A STUDY MODULE
On classroom days, teaching takes place from 9.00 to 16.00 unless stated otherwise. Usually the classroom teaching takes place in the premises of the School of Vocational Teacher Education.

The teacher students use the student portal to enrol to the freely selectable optional courses. The autumn courses will be selectable starting from August and the spring courses starting from December. The summer courses are announced separately. The enrolments are binding. The student will receive a confirmation email two weeks before the start of the course. The enrolment can only be canceled before the confirmation email.

GUIDING AND MENTORING STUDIES
Your will receive guidance during your studies with us. Turn to the student affairs office or your tutor if you need advice or guidance or just want to talk about your studies.

CONTACT DETAILS
Should the student’s contact details or other particulars change during the study period, the changes should be updated using the student portal. They may also be updated via the student affairs office.

GRADUATING AND CERTIFICATE
Graduating from the School of Vocational Teacher Education is a flexible year-round process. The student will have to apply for the course completion certificate via the student portal. The certificate will be sent in three weeks or less after the receipt of the application. After graduation the student can join the Alumni Association of the School of Vocational Teacher Education. More information can be found on the homepage of the School of Vocational Teacher Education.

Various Learning Methods

CONTACT TEACHING
Contact Teaching requires the presence of the students. The attendance can be physical (in a classroom) or via Optima or Adobe Connect software. The interaction that comes with contact teaching contributes to the development of a new teacher.

LEARNING TASK
Learning tasks are way to learn new knowledge and skills by processing the data that has been presented during the contact teaching. Several learning tasks may be handed out during a study unit, and there may be alternate ways of accomplishing the tasks. Usually the learning tasks must be returned within one month after the conclusion of the contact teaching.

PRELIMINARY TASK
Preliminary tasks are utilized in many ways in designing the learning processes that will be presented during the contact teaching. The preliminary tasks must be sent to the teacher well in advance in the manner described on the home pages of the study unit.

ELEARNING TASK
The virtual studies will use modern information and communication technologies to enhance learning and teaching. Virtual studies are equally demanding and time consuming as classroom teaching. The virtual study modules contain a variety of net-based communication methods and learning tasks as well as the associated study materials. The virtual studies make use of a number of technological solutions such as the Optima net-based learning environment. The student can access the Kyvyt.fi service (also in English) which allows the creation of a personal learning environment and digital portfolio. These can also be accessed after the completion of studies.
AQUARIUM EXAM

The aquarium exam means that the student can select the date and time of the examination. The student will show his/her knowledge of the set literature guided by the questions found on the web page of the study module. The questions are created so that that successful answers require both the knowledge of the source literature and the student's own reflection. The student should create answers for all the questions before the actual examination. When the student feels ready, he/she texts an exam request to the responsible teacher. This text message has to be sent at least 48 hours before the requested time. The teacher acknowledges the request and then sends the questions to the student’s phone on desired time. The answers have to be emailed to the teacher within two hours.

INTERNATIONALITY

Internationality has rapidly accepted as everyday routine within schools. A teacher has to understand how a fruitful interaction with multicultural groups can be built in his/her own school and within international cooperation. The internationality forms a part of vocational studies and optional studies. The student teacher can carry out a part of the studies as well as the whole of the teaching practice abroad. For teachers, internationality means partaking in congresses and teacher exchange.

In March 2014 the School of Vocational Teacher Education will conduct an international program consisting of three days of multicultural lectures and workshops.

Assessment of studies

The assessment of studies is carried out according to the aims of the study period. The aim of the assessment is to support and nurture the development of the teacher trainees. There are two evaluations: passed and failed. After the final return date, learning tasks will be assessed within three weeks or by a specified date. You can ask about the aims and assessment of a a study module from the teacher responsible for that module. The teacher will post the results to the student database maintained by the student affairs office. The student portal allows the student to check his/her progress and sign up for courses as well as print out a transcript of the study record.

Recognition and Acknowledgement of Prior Learning

Recognition and acknowledgement of prior learning is a process that enables identifying the true competences of the student and accepting those competences as a part of the studies. The competences must be up-to-date and they must comply with the requirements specified by the core contents and intended learning outcomes of vocational teacher education. The student must prove that he/she possesses the required competences by using documents and displays of skill. If the requirements and intended learning outcomes are met, the competences are then acknowledged. However, the vocational studies (22 ECTS credits) are mandatory studies for all and thus cannot be acknowledged by prior learning.
HOW CAN I HAVE MY PRIOR COMPETENCES ACCREDITED?

Studies completed elsewhere

The student can validate his/her competences by proposing to accredit studies completed elsewhere. These studies can be accredited if they comply with the requirements specified by the core contents, intended learning outcomes and competences of vocational teacher education. The accreditation process can be used with the Basics of Educational Science study module and some of the optional studies. However, the aquarium exams and personalized study modules cannot be accredited. If during the applying process the student has included a certificate of a previously completed university level Basic Studies in Education (approbatur level, worth 25 credits or 15 study weeks), then the Basics of Educational Science study module will be seen as completed and 10 ECTS credits will be automatically transferred to the student. The School of Vocational Teacher Education will decide whether the student’s proposal is valid for accreditation or not.

Competences acquired otherwise

The student can demonstrate his/her other competences that match the requirements of the optional study modules.

The competences may have been gained through work experience or hobbies. The resulting experience and knowledge must be work related. When the student wants to have his/her prior competences recognized and acknowledged, he/she must contact the teacher responsible for the particular study module. After that the student has to present a personal plan to have his/her prior learning recognized and acknowledged together with all the written or other material to support this. The plan has to include the student’s own assessment on how his/her competences correspond to the intended learning outcomes of the study module; how they were acquired and finally how they have been put to use.

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**Chart 2: The process of recognizing and acknowledging prior learning as a part of the study plan**

<table>
<thead>
<tr>
<th>WHAT KIND OF PRIOR LEARNING IS THERE?</th>
<th>WHERE WILL IT BE APPLIED?</th>
<th>HOW TO SHOW PRIOR LEARNING?</th>
<th>ASSESSMENT</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDIES COMPLETED ELSEWHERE</td>
<td>Basics of the Educational Science</td>
<td>Proposals through the student portal</td>
<td>PRIOR LEARNING RECOGNIZED</td>
<td>ACKNOWLEDGED COMPETENCES ARE ADDED TO THE STUDY RECORD</td>
</tr>
<tr>
<td></td>
<td>Optional studies</td>
<td>Copies of certificates sent to the student affairs office</td>
<td>PRIOR LEARNING NOT RECOGNIZED</td>
<td></td>
</tr>
<tr>
<td>COMPETENCE ACQUIRED OTHERWISE</td>
<td>Optional studies</td>
<td>Contacting responsible teacher</td>
<td>PRIOR LEARNING RECOGNIZED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Showing one’s competences in teaching (requires 5 years of fulltime teaching experience)</td>
<td>– Using study portal to enroll to teaching practice</td>
<td>PRIOR LEARNING NOT RECOGNIZED</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Personal plan and documents to show the competences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Competences can be shown by various demonstrations and documents such as:

- Diplomas and certificates from previous education, degrees or work experience
- Statements and assessments of the student’s competences from an employer or another authority.
- Making a video of one’s teaching and activities.
- Sharing one’s personal learning environment with the teacher responsible for the study module.
- Interviews to evaluate and prove one’s competences compared to the intended learning outcomes.
- Student feedback and documenting the learning outcomes of one’s own students.
- Written self-evaluations, where the student compares his/her competences with the intended learning outcomes and reflects on his/her activities.
- Written tasks that correspond to the requirements of the study module.
- Tests and surveys to deeply evaluate one’s competences compared to the intended learning outcomes.
- Passing an exam that complies with the intended learning outcomes.
- Group discussions with representatives of the school and experts of the topic.
- A school visit by the teacher responsible for the study module to witness actual teaching or guiding of the student.
- Other tasks or demonstrations defined by the teacher responsible for the study module.

If the student teacher has five years’ worth of teaching experience, he/she can apply to have the teaching practice module recognized and accredited by displaying his/her skills in actual teaching. The aims of the display of skills have to correspond to the intended learning outcomes of the teaching practice module. The student will use the student portal to enrol to the process, and the tutor from the School of Vocational teacher education will then guide the student. There is more info on the subject on the School’s home pages.

**APPLYING FOR PRIOR LEARNING TO BE RECOGNIZED AND ACKNOWLEDGED**

The accreditations are applied through the student portal. Copies of the relevant certificates must be sent to the student affairs office.

If the student wants to present his/her other competences to be recognized and acknowledged, he/she must contact the teacher responsible for the study module. If the student wishes to have his/her teaching practice module accredited by displaying his/her skills in actual teaching, he/she must first sign to the module using the student portal. Then a teacher from the School of Vocational teacher Education will act as tutor for the student.

The accreditation applications will be handled during the first week of every month (except for June and July). The Director will confirm or invalidate the accreditations based on the recommendations of the head of the study affairs office, the teacher responsible for the study module or the tutor of the teaching practise. The result can then be checked from the study record page in the student portal.
Support facilities

LIBRARY
There is a library on the premises of School of Vocational Teacher Education. This is one of the units in the library network of the Oulu University of Applied Sciences (http://www.oamk.fi/kirjasto/english/). The student can apply for a library card, which is valid in all the library units of the network. The students can use the Leevi database (leevi.amkit.fi) which holds all the publications available in the libraries. Leevi can be used for searching and reserving publications online and renewals.

The loan period is three weeks for general collection and two weeks for course books. There is also a smallish reference library in the Rovaniemi office offering course books for the mandatory studies.

MEALS
Adult education students are entitled to a meal subsidy. A student may ask for a meal subsidy card which entitles him/her to a reduction of the meal’s price. The card can be obtained from the student affairs office. A list of student restaurants and canteens can be found at the English pages of Oulu UAS.

PARKING
The school does not have specific parking spaces for students. There are some public parking areas available in the neighbourhood. The parking spaces within the school's lot are reserved for staff.

COPYING
Copy machines are not available to students.

ACCOMMODATION
Ask the dormitory staff about short term accommodation (010 27 21142) or email valkkylatalo@osao.fi.

FINANCIAL AID
A fulltime student can apply for financial aid. This aid from Kela (The Social Insurance Institution of Finland - www.kela.fi) consists of Foreign Study Grant, Housing Supplement and government guarantee for student loans. The financial aid is granted for a maximum period of 13 months. The loan cannot be granted retrospectively. The application must be filled in the student affairs office. After an assessment by the Study Grants Board, an application will be sent to Kela. A minimum accumulation of 5 study credits per semester are needed for the continuation of financial aid. More information on alternative means of funding the studies can be found in www.koulutusrahasto.fi and at the local employment office (http://www.mol.fi/mol/en).

STUDENT HEALTH CARE
The students are entitled to health care services. All visits to a doctor or public health nurse will be only by an appointment. The address of Kontinkangas Students' Health Centre is Kajaanintie 48, A building, floor 3 B (entrance B for wheelchair users), Kontinkangas, Oulu.

Appointments can be made by calling (08) 558 46310 or (08) 558 46322
Mon, Tue, Thu 8:00 - 16:00, Wed and Fri 8:00 - 14:00.

SPORTS PASS
Students can utilise the sport facilities by acquiring a personal Sports Pass. The pass allows the students to access common sports facilities of Oulu University of Applied Sciences. It also allows students to use the services of certain co-operation partners. The prices and the sales points of the sports pass can be found at www.oulunkorkeakoululiikunta.fi.
Premises

THE MAIN OFFICE
School of Vocational Teacher Education
Uusikatu 2
90100 Oulu
Tel. 010 27 21040
Fax 010 27 21200
Email: amok@oamk.fi
Library email: amok.kirjasto@oamk.fi
www.oamk.fi/amok

The personnel of the student affairs office can be reached from Monday to Friday during office hours or as requested. The Library is open from Monday to Thursday from 8.45 to 16.00 and on Fridays from 8.45 to 15.00.

TUTORS
Juha Pousi, Lecturer
+358 40 674 2107
juha.pousi@oamk.fi

Blair Stevenson, Lecturer
+358 40 141 5285
blair.stevenson@oamk.fi