URBAN ENVIRONMENT I-VET , FORSSA

OBJECTIVES

Improving the urban environment with ceramics →

Learn basic ceramic methods and materials that can be used to improve the urban environment - ceramics has a long history as part of an architectural and cultural environment.

Know the tradition and update it with innovations.

Create new products in a changing urban environment, working-life approach

Know basic ceramic design methods

CLASSIFICATION OF SKILLS ON THE BASIS OF THE TRAINING SURVEY

Technical skills

1. Ceramic basics, tools, handuilding techniques
2. Knowledge of features materials and masses
3. Basics of mold techniques for serial work (including ceramic elements)
4. Decorating and glazing techniques, basics (including laboratory work)
5. Machinery and equipment, use of kiln
6. Ceramic design methods, sketching, three-dimensional models

Artistic anc craft skills

Crafts, artistic and cultural skills, design skills

Professional skills

Skills needed to work as a professional in the ceramic field

Functional skills

Co-operation, creative problem solving, interaction skills

Transversal skills

Ability to maintain active way of working, flexibility, team skills

APPLICABLE UNIT, CRAFT AND DESIGN (I-VET);

DESIGN AND MANUFACTURE OF THE PRODUCT, SPACE OR SERVICE

Vocational competence requirements

Student can

- design and realize product, space, or service
- ensure well-being at work.

ASSESSMENT OBJECT

Student designs product, space or service

Scale 1-5	Student
GOOD 3	• acquires data from most common information sources of culture, history, styles and current phenomena in their own field and exploit acquired data in their work plan • creates and designs initiative way a product, space or service of professional field in co-operation with the client • discusses with the client about the features of product, space or service using fluent professional vocabulary • acquires knowledge of most commonly used production methods, materials and tools appropriate for product, space or service • works in the way as required by the Consumer Protection and Copyright Law • clearly estimates impact of choices to function, durability, aesthetics, quality and price of product, space or service • plans his / her work independently and makes a clear work plan using professional software • schedules product manufacturing independently • prepares the estimation of costs according to the instructions

Student makes a product, builds a space or implements a service

Scale 1-5	Student
GOOD 3	• works flexibly and in a good spirit in his team • follow occupational safety guidelines and become familiar with occupational safety practices in general • discusses manufacturing issues using common professional vocabulary • carefully selects and applies to work methods, tools, machines and equipment appropriate to the job • obtains the necessary materials and uses them economically, sometimes with guidance • takes into account the environmental impact of the treatment of raw materials and chemicals and sorts the waste generated according to guidelines • manufactures a professional product, space, or service with care and in accordance with a work plan, and monitors cost formation • make decisions related to their work • solves problem situations in the workplace in cooperation with other actors • monitors the quality of work, details and materials throughout the work and corrects work as needed • carefully finishes the delivery of a product, space, or service • assigns the product, space, or service to the customer within the agreed timeframe and discloses its attributes to the customer • guides the client through the use and maintenance of the product, space, or service he/she is providing • spontaneously maintain work tools and electronic platforms at work, such as necessary software updates and storage for professional software, and, if necessary, call in a professional • receives feedback on his/her own work and skills and is motivated to develop his/her working methods

The student takes care of well-being at work

Scale 1-5	Student
GOOD 3	• appreciates his/her own work and that of others • promotes the well-being of the work community through his/her own activities • sometimes shares his / her skills and is helpful in his / her work community • is motivated to work together • adheres to agreed working hours, make appropriate use of working hours and be flexible in changing situations • maintains a clean and comfortable working environment • uses ergonomic working positions and occasionally takes breaks for exercise

DESCRIPTION OF THE ACIVITIES

TYPE OF ACTION	DESCRIPTION	CREDITS
Classroom and visits, in person	Class lessons, lectures, visits; studios, museums, factories, exhibitions, etc. CASE -learning URBAN ENVIRONMENT *	15
Practical classes, school as learning environment	Workshop and laboratory work in groups and individually; Practical exercises, prototypes and tests CASE -learning URBAN ENVIRONMENT *	15
Tutorial	Orientation and guidance discussions, group and individual	2
Work-based learning, learning environment company or studio etc.	A training contract with a company, studio, or other relating actor in the project CASE -learning URBAN ENVIRONMENT *	8
Independent work	Personal work to achieve results and goals setted together.	4
Presentation	Group reviews and presentations of completed projects	1
	UNIT CREDITS TOTAL (app. 1 credit/15-18 hours)	45

*) A local example of CASE learning is to create ceramic product after textile pattern designed and implemented by Finlayson Textile Company. The designs are part of a comprehensive urban renewal. Ceramics is part of it. During the course, the students observe the functions and perspectives of the living environment and, on the basis of this, consider the possibilities of using ceramics.

LEARNING RESULTS ACCORDING TO PROFESSIONAL REQUIREMENTS

With basics knowledge, students will deepen and refine their skills in improving the urban environment through ceramics

ASSESSMENT

Demonstration of competence

The student demonstrates his or her professional skills on the display in practical work tasks by making a product, building a space or delivering a service to a customer. To the extent that the skills required in a part of the degree cannot be assessed on the basis of evidence, the demonstration of professional competence is supplemented individually by other means.

Continuous evaluation	Assessment of module by module	
Display exam	Whole unit	45 osp

Skills Requirements: Oph / e-Basics