

Opasraportti

Degree Programme in Special Education (2016 - 2017)

Degree Programme in Special Education

The basis for the Special Education Programme is provided by the multidisciplinary and constantly changing tasks aimed at different age groups in the field of special education as well as scientific research conducted in the field. The Special Education Programme provides diverse skills for expert tasks in special education and research as well as guidance and counselling. The programme can qualify the teacher for special education posts in either early childhood or primary and secondary education, but also in vocational institutions. The main disciplines of science in this programme are special education, education, psychology, logopaedics and sociology.

The studies focus on children's development and deviations in it, identification of development and the prerequisites for learning, various interventions, the many facets of planning and implementing teaching, and special education leadership. The contribution of the home and society to the child's development is also discussed in depth. Key vocational areas include early childhood education, primary and secondary education, rehabilitation and institutional care as well as various research and administrative functions within the educational, disabled welfare, social welfare and health care sectors.

Learning Outcomes (**Bachelor of Arts (Education)**):

The student knows how to

- discuss the nature of general education and special education as well as the process of lifelong learning
- consider phenomena in special education and identify children's individual learning skills, difficulties and strengths
- take part in the planning and evaluation of teaching also from the viewpoint of special education
- assess and analyse interaction between people from the viewpoint of equality, equal rights and caring.

Learning Outcomes (**Master of Arts (Education)**):

A graduate who has completed the Master's degree

- uses and applies research data and solves professional problems and challenges based on science
- knows how to evaluate critically existing and new pedagogical approaches
- reflects on, analyses and develops general and specific pedagogical thinking and activities for various human needs
- tries to work in the best interests of children, young people and adults who are in need of support and reinforces inclusion in society
- develops and processes his or her professionalism and internalises his/her identity as a special education teacher from the viewpoint of lifelong learning
- knows how to engage in multiprofessional collaboration with various experts.

Tutkintorakenteet

Degree Programme in Special Education, Bachelor's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2016-17

Lukuvuoden alkamispäivämäärä: 01.08.2016

Orientation studies (6 ECTS cr)

410017Y: Digital Media in Teaching and Learning, 2 op

410014Y: Information and communication as a pedagogical tool, 3 op

405023Y: Orientation to studies, 1 op

Language and communication studies (9 ECTS cr)

902130Y: Foreign Language (English), 3 op

900070Y: Scientific Communication I, 2 op

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

901032Y: Second Official Language (Swedish), Written Skills, 1 op

900075Y: Speech Communication, 2 op

Special Education, Basic Studies (25 ECTS cr)

A255102: Special Education, Basic Studies, 25 op

Compulsory

402106P: Basic Course in Special Education, 5 op

402107P: Challenges in Language and Communication, 5 op

402108P: Learning Difficulties and Uniqueness of Learning, 5 op

402109P: Challenges of Behaviour, 5 op

402110P: Special Education and the Course of Life, 5 op

Special Education, Intermediate Studies (55 ECTS cr)

A255103: Special Education, Intermediate Studies, 55 op

Compulsory

402120A: Special Education as a Profession, 5 op

402121A: Learning Difficulties in Reading and Writing, 5 op

402123A: Socio-Emotional Growth and Pedagogy, 5 op

402122A: Learning Difficulties in Mathematics, 5 op

402141S: Senses and Communication, 5 op

402130A: Practice 1 - Fields of Action in Special Education, 5 op

402131A: Practice 2 - Special Education in School, 5 op

407041A: Basic Course in Qualitative Research, 5 op

Compulsory

407041A-01: Basic course in qualitative research, lecture, 2 op

407041A-02: Basic course in qualitative research, exercises, 3 op

407040A: Basic Course in Quantitative Research, 5 op

Compulsory

407040A-01: Basis of research, 2 op

407040A-02: Statistical analysis, lecture, 2 op

407040A-03: Exercises, 1 op

407045A: Bachelor's Thesis, 10 op

407046A: Bachelor's seminar, 2 op

407047A: Maturity Test, 0 op

Minor Subject: Education, Basic Studies (25 ECTS cr)

The student completes Basic Studies in Education as a compulsory minor of his/her Bachelor's degree.

Special Education Students choose from Pedagogical Research Seminar's courses the following: Orientation to Work at School 410072P-03 and Pedagogical Seminar I: Knowing the Pupils and Interaction 410072P-04.

A250504: Education, Basic Studies, 25 op

Compulsory

- 410067P: Basic course in education, 4 op
- 410068P: Didactics, 4 op
- 410069P: Educational psychology, 4 op
- 410070P: Sociology of education, 4 op
- 410071P: Educational philosophy, 4 op
- 410072P: Pedagogical Research Seminar, 5 op

Alternative

- 410072P-01: Research areas and basics of early childhood education, 3 op
- 410072P-02: Orientating Practice in a day care center, 2 op
- 410072P-03: Orientation to Work at School, 2 op
- 410072P-04: Pedagogical Seminar I: Knowing the Pupils and Interaction, 3 op
- 410072P-05: Pedagogical Seminar in Technology Education I, 3 op
- 410072P-06: Research Seminar, Education, 5 op

Optional Minor (60 ECTS cr)

Choose one minor subject (60 ECTS credits = 25 + 35) to be completed as part of the Bachelor's degree. Minor can be for example Psychology (A250603 ja A250604), Sociology (A211401 ja A211402) or Mathematics.

Psychology and sociology are faculty of Educations unrestricted minors. Student is responsible if applying the minor studies from other Faculties.

60 ECTS credits minor or 2 25 ECTS credits minors and 10 ECTS credits optional studies.

Degree Programme in Special Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2016-17

Lukuvuoden alkamispäivämäärä: 01.08.2016

Advanced Studies (70 ECTS cr)

A255104: Special Education, Advanced Studies, 75 - 80 op

Compulsory

- 402142S: Society and Inclusive Education, 5 op
- 402143S: Work Community and Leadership, 5 op
- 402140S: Cognitive Performance and Assessment, 5 op
- 402144S: Diversity in Education, 5 op
- 402146S: Practice 3 - Consultative Special Education, 5 op
- 402147S: Practice 4 - Inclusive Special Education, 5 op
- 402148S: Special Educator as a Researcher, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

Optional Minor (25-60 ECTS cr) (25 - 60 op)

A256402 Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education 60 ECTS
OR A256902 Professional Studies in Early Childhood Education 60 ECTS or other 60 ECTS minor or 25 ECTS
minor. Student can apply study right aforesaid early childhood or primary teacher qualification studies during studies.

Optional Studies (0-25 ECTS cr) (enintään 25 op)

Depending on how extended minor student has, minimum 120 ECTS Master degree must be completed.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

410017Y: Digital Media in Teaching and Learning, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410017Y Digital Media in Teaching and Learning (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

Bachelor's Level, spring, see Course Structure Diagram

Learning outcomes:

After completing the course the student

- recognises the basic concepts of interactive digital media
- understands the role of copyrights in educational digital media projects
- knows how to use commonly available digital media production software and hardware
- has planned and implemented an educationally relevant digital product in a group
- Student is able to discover opportunities to use digital media in education

Contents:

- basic concepts in digital media
- copyrights in digital media
- planning digital media project: synopsis and treatment
- digital audio-, image-, and video processing
- digital animations and cartoons
- added reality, games and coding

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 6 hrs, small-group practical exercises 12 hrs, independent work 18 hrs, collaborative group work 20 hrs

Target group:

All the students in the faculty

Prerequisites and co-requisites:

None

Recommended optional programme components:

410014Y ICT as a Pedagogical Tool

Recommended or required reading:

Lectures, groupwork. Study materials will be confirmed at the beginning of the course.

Assessment methods and criteria:

Active participation in contact teaching, reflective blog journal about lecture topics, A digital media product.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

410014Y: Information and communication as a pedagogical tool, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410014Y Information and communication as a pedagogical tool (OPEN UNI) 3.0 op

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, autumn term

Learning outcomes:

After completing the course the student knows how to

- understands how technology is integrated with wider framework of instructional and learning activities in theory and practise.
- make good use of the social media, roomware and productivity programs in teaching and learning.
- can use technology as tool for supporting both individual and collaborative learning.
- Understands basic principles of instructional design of technology enhanced learning course/lesson.

Contents:

- Theoretical foundations and pedagogical models
- Societal issues
- Instructional design of the ICT in education
- Learning environments (learning management systems, social media, mobile social media)
- Roomware (interactive whiteboards, document cameras etc)
- Productivity programs and academic infrastructure

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h, small-group sessions 20 h, independent work 25 h, group work 25 h

Target group:

All the students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

410017Y Digital Media in Teaching and Learning and 405021Y/ [404010S](#) Pedagogical Challenges of Knowledge Work

Recommended or required reading:

Lectures, assignments, students own material. Other study materials will be confirmed at the beginning of the course and in the www-pages.

Assessment methods and criteria:

Active participation in contact teaching and practical exercises.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

Other information:

<http://wiki oulu.fi/display/ktktvt/Etusivu>

405023Y: Orientation to studies, 1 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay405023Y Orientation to studies (OPEN UNI) 1.0 op

ECTS Credits:

1 ECTS cr

Language of instruction:

Finnish/ English

Timing:

1st year, autumn term

Learning outcomes:

After completion the student

- is able to plan the course of their own studies both independently and in cooperation with their fellow students.
- gain perspective on the structure, content and study practices of their own education.
- becomes a member of his/hers student group.

Contents:

- initiating studies
- study goals, progression, structure and content
- ethical principles of studying and the studying culture
- personal study plan (PSP)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, teacher tutor and student tutor sessions 20 h

Target group:

New students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Study Guide and other handout materials.

Assessment methods and criteria:

Active participation and construction of a personal study plan (PSP).

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Student counsellors and teacher tutors

Working life cooperation:

None

Other information:

During th 1st year Autumn the thematic lectures on studying are highly recommended:

- lecture 1: Time management and planning of the studies 2 h
- lecture 2: Skillful learning 2 h

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

ay902130Y Foreign Language (English) (OPEN UNI) 3.0 op

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

English must have been A1 or A2 language at school or equivalent English skills acquired otherwise. If you received the grade "L" or "E" in the Finnish matriculation exam, you can be exempted from **the second part of the course**.

ECTS Credits:

3 ECTS, workload is 80hrs (including 36 hrs of contact teaching)

Language of instruction:

English

Timing:

See the study guide of your study programme.

Learning outcomes:

Objectives:

- to develop students' English language skills needed for effective communication on different topics related to teaching and educational research
- to practice comprehending and producing scientific oral presentations and written texts
- to introduce students to the concept of multiculturalism and its impact on education

Learning outcomes - by the end of the course students are expected to be able:

- to summarize, interpret and discuss academic texts on topics related to the field of education
- to write short essays on the topics related to teaching and educational research
- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas
- to describe and define the concepts of inter/multiculturalism, and identify and explain its effects on education

Contents:

- reading strategies and techniques with academic texts
- writing activities for summarizing and interpreting texts
- academic writing practice
- oral presentation practice
- intercultural awareness activities

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Small-group workshop, individual assignments and homework tasks

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher.

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:See [contact teachers](#)**Working life cooperation:**

-

900070Y: Scientific Communication I, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay900070Y Scientific Communication I (OPEN UNI) 2.0 op

Proficiency level:

-

Status:

This course unit is compulsory for students of Faculty of Education.

Required proficiency level:

-

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

1st year of studies

Learning outcomes:

Upon completion of the course unit the student should be able to prepare a verbally and stylistically fluent scientific presentation. The student should be able to assess and revise his/her own texts and apply the conventions and practices of scientific writing to his/her own work, especially to his/her scientific theses or dissertations. The student should be able to recognise his/her strengths and weak points as a communicator.

Contents:

The basics and various types of scientific communication. The basic notions of grammatical correctness and the stylistic and formal conventions demanded by proper scientific discourse. Critical approach to source literature and the most common formal standards (referencing techniques, constructing bibliographies etc.). Throughout the course unit the student analyses and produces texts of various types.

Mode of delivery:

Multi-modal teaching

Learning activities and teaching methods:

Contact lessons 20 hrs. Independent study 34 hrs.

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

the Material in the Optima learning environment,

Hirsjärvi, S., Remes, P. & Sajavaara, P. (2009). Tutki ja kirjoita. Helsinki: Tammi.

Kempainen, T. & Latomaa, T. (2002). Ensi askelia tieteen tiellä. Oulun yliopisto. Teos on saatavilla myös internetissä.

Lonka, I., Lonka, K., Karvonen, P. & Leino, P. (2006). Taitava kirjoittaja. Opiskelijan opas. Helsinki: Yliopistopaino.

Assessment methods and criteria:

Active participation in teaching and completion of given assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

pass / fail

Person responsible:

Jukka Käräjäoja

Working life cooperation:

-

Other information:

-

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

901061Y Second Official Language (Swedish), Oral Skills 1.0 op

ay901033Y Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

901032Y: Second Official Language (Swedish), Written Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

901060Y Second Official Language (Swedish), Written Skills 1.0 op

ay901032Y Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

900075Y: Speech Communication, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay900075Y Speech Communication (OPEN UNI) 2.0 op

Proficiency level:

-

Status:

Course is compulsory to the students of the Faculty of Education.

Required proficiency level:

-

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

1st - 3rd year of studies according to the curriculum of the education programme.

Mode of delivery:

Multi-modal teaching

Learning activities and teaching methods:

Contact teaching 20 h and independent study ca. 34 h.

Target group:

the students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended or required reading:

material from the teacher

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Kaija Oikarainen

Working life cooperation:

-

Other information:

-

A255102: Special Education, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA255102 Special Education (Oulu) (OPEN UNI) 25.0 op

ECTS Credits:

25 ECTS cr

Language of instruction:

Finnish

Timing:

Students pursuing major subject studies in special education: 1st year

Students pursuing minor subject studies in special education: 3rd or 4th year

Learning outcomes:

Having completed the basic studies, the student knows how to

- determine the position of special education as a support of the educational system
- identify and analyse the features of a separate special education service system and, on the other hand, an inclusive educational system
- describe the individual challenges in learning

Contents:

As a field of research and science, special education is an area of education which studies theoretical and practical aspects of special education. Closely related subjects include linguistics, psychology, sociology and medicine, as well as physical education and music, the concepts and theories of which are used in special education. As an area of education, special education supports the development, teaching and learning of children and adolescents in need of special support. The aim is to give educators, teachers and counsellors the necessary mindset, knowledge and skills needed in encountering learners and students who need special assistance, who need individual support in learning, as well as personal and alternative teaching methods and arrangements. Special education supports the child or adolescent through practical pedagogical means to develop socially, functionally, emotionally and intellectually in accordance with individual development resources. Special education in the school supports both general teaching and learning, but can also target individual learning, teaching and learner rehabilitation, in which cases we talk more widely of remedial education. In addition to alternative teaching methods, remedial education also includes the support from social services. Today, special education is a profession in its own right, in which practical goal-oriented methods are emphasized as are the teaching, cooperative and teamwork skills requirements of those who need alternative and personal teaching solutions. Special education teachers work as their school's and/or municipality's field experts, with special qualifications in the wide area of special education pedagogy, in some special sector or in classroom-based teaching. A special education teacher is required to have both theoretical perspective and practical

skills, as well as have a capacity for continuous learning in order to be able to support the student's development and learning. A special education class teacher focuses on the teaching of a group of special education students (max. 10 students/class) depending on their characteristics or age group. In order to become a special education teacher, 25 credits of the minor subject are required, which can be completed at the University of Oulu, Faculty of Education. Further studies can be completed at the University of Lapland or the University of Jyväskylä. The minor studies curriculum follows the study programme of the University of Jyväskylä. The core themes include: respecting difference; learning difficulties; challenges in behaviour and communication; and familiarization with the special education service system, prevention of exclusion and integration development. The minor subject is completed by literature study, assignments, participation in lectures and small-group sessions and visits to special education units and venues in the Oulu region. In addition, the minor requires the successful completion of the minor studies practice period. The minor studies are assessed numerically 1-5 or on a pass/fail basis. For more information, contact the coordinator.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Courses in the Basic Studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

For more information see the respective course descriptions section in the minor studies handbook

Target group:

Students at the Faculty of Education chosen to study in the minor subject of Special Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced for each course

Assessment methods and criteria:

To be announced for each course

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

Compulsory

402106P: Basic Course in Special Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402106P Basic Course in Special Education (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

Upon completion of the course the student knows how to

- describe activities in special education and their goals
- discuss activities in special education in practice
- examine and analyse key values in special education
- apply the individual and social model of disability
- describe tentatively the developmental lines of special education

Contents:

- Ideologies, value and principles underlying special education
- Views of the essence, dissimilarity and diversity of man
- Special education and close sciences
- Monitoring, observation and early intervention in the child's development
- General, special and reinforced support and care, teaching and rehabilitation
- Collaboration, multiprofessionalism and educational partnership
- Familiarisation with the field, target groups and practices of special education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h lectures, 6 h small groups, (3-4) visits, lecture and literature exam or assignment

Target group:

Students majoring in special education and students selected for the minor of Special Education at the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Moberg, S., Hautamäki, J., Kivirauma, J., Lahtinen, UY., Savolainen H. & Vehmas S. (2009).

Erytispedagogiikan perusteet. WSOY. 221 s.

Lasten erityishuolto ja -opetus Suomessa. 2012, toim. Jahnukainen M.. Lastensuojelun Keskusliitto. 437 s.

Sosiaali- ja terveydenhuoltolainsäädäntö. (2011). Toim. Kokkonen T. 900 s. tai FINLEX-tietokanta, (

http://www.finlex.fi/fi/laki/). Ryhmissä soveltuvin osin, (mm. So 206 kehitysvammahuolto, So 214 Vammaishuolto Pe 105 Perus- ja ihmisoikeudet, Si 209 lapsen oikeudet, Si 233 Lastensuojelulaki, Si 234 Rikostaustan selvitys, So 214-215, So 700 Valtion koulukodit Vammaisuuden perusteella järjestettävät tukitoimet).

The availability of the literature can be checked from [here](#).

Assessment methods and criteria:

Participation in face-to-face teaching and visits, learning assignments, literature and lecture exam.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

402107P: Challenges in Language and Communication, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402107P Supporting Language and Communication Development (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd period (autumn term)

Learning outcomes:

After completion, the student knows how to

- define the difficulties in language and communication
- distinguish between the challenges of communication at different ages
- compare different means of diagnosis and evaluation and their uses
- compare individual and collaborative rehabilitation methods and other support measures

Contents:

- Delayed and abnormal development of speech and language
- Language and hearing problems in childhood, adolescence and adulthood
- Manifestation and identification of speech, language and communication problems
- Supporting communication and communication methods to support and replace speech
- Rehabilitation of verbal problems and supporting development

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, 2h lecture and literature exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Kommunikoinnin häiriöt. Syitä, ilmenemismuotoja ja kuntoutuksen perusteita. 2006. K. Launonen & A-M Korpijaakko-Huuhka (toim.) s. 277.

AND

Kerola, K., Kujanpää, S. & Timonen, T. 2009. Autismin kirjo ja kuntoutus. PS-Kustannus. s. 445. (soveltuvin osin)

AND

Ahonen, T., Siiskonen, T., Aro, T. & Ketonen, R. (toim.) 2011. Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa.

OR

Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2001/2004. Sanat sekaisin? Kielelliset oppimisvaikeudet ja opetus kouluiässä. Uusin painos.

OR

Aro, M., Siiskonen, T. & Ahonen, T. (toim.) 2007. Ymmärsinkö oikein? Kielelliset vaikeudet nuoruusiässä. The availability of the literature can be checked [here](#).

Assessment methods and criteria:

Participation in face-to-face teaching, literature exam and lecture exam.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1-5

Person responsible:

Tuula Tervo-Määttä

Working life cooperation:

None

402108P: Learning Difficulties and Uniqueness of Learning, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402108P Learning Difficulties and Uniqueness of Learning (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd period (spring semester)

Learning outcomes:

The student knows how to

- analyse factors affecting learning in an individual's course of life and in different learning environments
- identify different difficulties related to learning and manifestations of talent
- identify the need for multiprofessional collaboration to intervene in the challenges of learning
- identify the impact of multiculturalism in learning

Contents:

- Approaches and backgrounds to learning skills and difficulties
- Sensorimotor functions in learning
- Different learners from the gifted to the disabled
- Challenges of learning from early childhood to adulthood
- Challenges of learning: identification, evaluation and support
- Individualisation and communality of teaching

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, 2h exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)

- 402107P Challenges of Communication (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Ahvenainen, O. & Holopainen, E. 2005. Lukemis- ja kirjoittamisvaikeudet: teoreettista taustaa ja opetuksen perusteita. Special data Oy.

AND

Teija Kujala, Christina M. Krause, Nina Sajaniemi, Maarit Silvén, Timo Jaakkola ja Kari Nyssölä. (toim.) 2012. Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. s. 69.

http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF

AND

Kaski, M., Manninen, A., Mölsä, P. & Pihko, H. 2012. Kehitysvammaisuus.

OR

Takala, M. & Sume, H. (toim.) 2016. Kieli, kuulo ja oppiminen. Kuurojen ja huonokuuloisten lasten opetus. Finn Lectura. Tampere: Tammer-Paino. 3. täysin uudistettu painos.

The availability of the literature can be checked [here](#).

Assessment methods and criteria:

Participation in face-to-face teaching and lecture and literature exam (3 books).

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

402109P: Challenges of Behaviour, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402109P Challenges of Behaviour (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th period (spring term)

Learning outcomes:

After the course student knows how to

- define central concepts of challenging behaviour and describe their features based on the pedagogical, psychological, psychiatric, neurological and communal frames of reference
- identify challenges in behaviour in the educational system from both the individual and the communal points of view
- identify the benefits offered by multiprofessionalism as regards intervention in the challenges

Contents:

- Disorders of behaviour and emotional life based on different frames of reference
- Concepts, diagnostics and interpretations of challenging behaviour

- Manifestation of disorders in attention and behaviour among children and adolescents
- Exclusion and need for support in emotional life
- Risk factors of unfavourable development, treatment and rehabilitation
- Factors of protection against behavioural disorders, ways to support favourable development

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, visits, independent work and 2 h exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Positiivisen psykologian voima. 2015. (toim.) Uusitalo-Malmivaara, L. Jyväskylä. PS-kustannus

Dufva, V. & Koivunen, M. 2012. ADHD. Diagnosointi, hoito ja hyvä arki. Jyväskylä. PS-Kustannus. 293 s.

AND

Lasten ja –nuorisopsykiatria. (toim). Moilanen, I., Räsänen, E., Tamminen T., Almqvist, F., Piha, J. & Kumpulainen, K. ym. (3. uud. painos 2004 tai myöhempi painos) Luvut I ja III. Duodecim. 15-128 s. ja 191-371 s. (tehdään esseenä tai ryhmätyönä)

AND

Kriminaalipsykologia. (2008). toim. Haapasalo, J. PS-kustannus. s. 260

AND

Bardy, M. (toim.) 2009. Lastensuojelun ytimissä. Helsinki: Yliopistopaino. (saatavilla sähköisesti <http://lib.thl.fi>)

and essey:

Honkatukia, P. & Kivivuori, J. (toim) 2006. Nuorisorikollisuus. Määrä, syyt ja kontrolli. Helsinki:

Oikeuspoliittisen tutkimuslaitoksen julkaisuja 221 http://www.optula.om.fi/material/attachments/optula/julkaisut/tutkimuksia-sarja/xpVxU3vvT/221_Honkatukia_Kivivuori_2006.pdf 8

Course material availability can be checked [here](#).

Assessment methods and criteria:

Participation in face-to-face teaching and study visits, learning assignments and lecture and literature exam.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1-5

Person responsible:

Lea Veivo

Working life cooperation:

None

402110P: Special Education and the Course of Life, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

autumn term

Learning outcomes:

After completion, the student knows how to

- explain the history and developmental lines of special education as well as the development of its service system
- analyse the values and paradigms underlying both the historical development and that of the service system
- project her/himself into the position of a person who is disabled or needs support
- identify the requirements of a barrier-free society from the viewpoints of both the disabled and non-disabled

Contents:

- Past, present and future of special education
- Integration, inclusion and the neighbourhood school principle
- Special education at different phases of the life span
- Service systems and multiprofessionalism in support of the individual and family
- Special education as a profession

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

6 h lectures, independent work, 2h exam

Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

Other courses in basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)

Recommended or required reading:

Erytyisen hyvää opetusta ja ohjausta. 2013. (toim.) Raudasoja, A. http://www.theseus.fi/xmlui/bitstream/handle/10024/67129/HAMK_Erytyisen_hyvaa_opetusta_2013_ekirja.pdf?sequence=3

Suunnitellen ja koordinoiden: kohti kaikille yhteistä ammatillista oppilaitosta. 2015. (toim.) Maija Hirvonen https://www.theseus.fi/bitstream/handle/10024/96197/JAMKJULKAISUJA2032015_web.pdf?sequence=1

Erytyisopetuksen strategia. (2007). Opetusministeriö. 94 s. Saatavana internetistä: <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/tr47.pdf?lang=fi>.

Määttä, P. & Rantala, A: 2010. Tavallisen erityinen lapsi. PS-Kustannus. 259 s.

Tuunainen, K. & Nevala. 1989. Erityiskasvatuksen kehitys Suomessa. Gaudeamus.

Näkökulmia ammatilliseen erityisopetukseen. 2008 . Honkanen, E.; Kaikkonen, L. ja Kotila, H. (toim.) WSOY: Helsinki.

Vehmas, S. 2005. Vammaisuus. Johdatus historian, teoriaan ja etiikkaan. Yliopistokustannus. 214 s
TAI

Vammaisuuden tutkimus. 2006. Toim. A. Teittinen. Helsinki: Yliopistopaino. 260 s.

The availability of the literature can be checked [here](#).**Assessment methods and criteria:**

Participation in face-to-face teaching, literature exam, essay and seminar paper
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

1-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

A255103: Special Education, Intermediate Studies, 55 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

55 ECTS cr

Language of instruction:

Finnish

Timing:

2nd and 3rd year

Learning outcomes:

- In the intermediate studies, the student develops a deeper understanding of what s/he has learnt in introductory studies. S/he understands the scope of the special education profession.
- The student learns to identify challenges of behaviour and understands the underlying reasons.
- The student learns how interaction develops, what kind of challenges may be involved and how the challenges can be seen in the relations between adults and children. S/he learns to use interaction skills to promote pedagogical aims.
- The student understands the basis of making science, the nature of scientific knowledge, the ethical problems in science and the relationship between human and natural sciences.
- The student learns about the use of both qualitative and quantitative research methods.

Contents:

402120A Special Education as a Profession 5 cr

402121A Learning Difficulties in Reading and Writing 5 cr

402123A Socio-Emotional Growth and Pedagogy 5 cr

402122A Learning Difficulties in Mathematics 5 cr

402141S Supporting Language Development 5 cr

402130A Teaching Practice I 5 cr

402131A Teaching Practice II or Expertise in Special Education 5 cr

Basic course in qualitative research 5 cr

Basic course in quantitative research 5 cr

Bachelor's thesis 10 cr

Mode of delivery:

Face-to-face teaching and independent study

Learning activities and teaching methods:

Lectures, small group sessions, independent work and practical training

Target group:

Students majoring in special education

Prerequisites and co-requisites:

Introductory studies in special education

Recommended optional programme components:

None

Recommended or required reading:

See course-specific descriptions

Assessment methods and criteria:

See course-specific descriptions.

Read more [about course assessment](#) on the university website.

Grading:

The study module is assessed on the scale 1-5.

Person responsible:

Professor Marjatta Takala

Working life cooperation:

Yes. The module includes practice periods.

Compulsory

402120A: Special Education as a Profession, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

finnish

Timing:

Autumn term, periods 1 and 2

Learning outcomes:

The student knows how to describe and use different contents and working methods typical of the special education profession. S/he learns how to function in various tasks in special education. For work as a special education teacher, she learns how to compose various documents (e.g. early education plans, pedagogical evaluations, statements and plans for individual instruction arrangements), multi-professional cooperation and functioning in different work communities. The student gets a deeper knowledge of the requirements for and implementation of support offered to children at different phases from pre-school to vocational education. The student learns about different situations of interaction in the work community and gets support for his or her own professional development. As required by a specific situation, the student knows how to apply the Child Daycare Act to practice in special daycare / the Basic Education Act in practice with a view to special education / social legislation.

Contents:

The role of the special education teacher in the school community and in the professional team, legislation, the requirements and contents of three-tier support and student welfare services. Tasks of the special education expert, the prerequisites of his/her tasks.

Mode of delivery:

Lectures and small group teaching, a visit if possible.

Learning activities and teaching methods:

Lectures 16 h and small group sessions 14 h in flexible alternation, totalling 28 h, independent work 10 h and 2 h exam. Half of the course is arranged in period I and the other half in period II.

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education

Recommended optional programme components:

The course is part of the Intermediate Studies in Special Education.

Recommended or required reading:

Mitchell, D. (2008) What really works in special and inclusive education. Using Evidence-based teaching strategies. Taylor & Francis. s. 1-194.

JA

Eteläpelto, A., Collin, K. & Saarinen, J. (toim.) 2007. Työ, identiteetti ja oppiminen. Helsinki: WSOY.304 s. Luetaan sivulle 235, ei osaa IV.

JA

Takala, M. (2010) Erytispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s.

TAI

Cantell, H. 2010. Ratkaiseva vuorovaikutus. Erikoispainos varhaiskasvattajille. Kasvatuksellisia kohtaamisia lasten kanssa. WSOY. s. 201.

[this link.](#)

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books and the lectures.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

The course is graded 0-5.

Person responsible:

Tuula Tervo-Määttä and Lea Veivo

Working life cooperation:

Hasn't

402121A: Learning Difficulties in Reading and Writing, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

finnish

Timing:

Autumn term, I period

Learning outcomes:

The student is familiar with the basic methods of teaching to read and write, and understands how the various methods are bound to a language. The student is familiar with the typical development of learning to read and write during a person's course of life, and is able to identify aberrant development in terms of both technical reading, spelling, and productive reading and reading comprehension. In addition to theoretical mastery, the student also knows how to use the tools to evaluate reading and writing difficulties, and how to interpret individual results from the viewpoint of intervention. The student is familiar with various research-based methods of intervention in reading and writing, and knows how to apply them effectively to the individual needs of pupils in different ages.

Contents:

Skills of teaching to read and write, background and causal factors of reading and writing difficulties, identification, evaluation and support in reading and writing difficulties.

Mode of delivery:

Lectures 16 h, exercises 14 h and exam 2h

Learning activities and teaching methods:

Lectures and small group teaching.

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education

Recommended optional programme components:

The course is part of the Intermediate Studies in Special Education.

Recommended or required reading:

Lukivaikeudesta lukitaitoon. 2006. Takala, M. & Kontu, E. (toim.). Yliopistopaino. Palmenia-sarja. 250 s.
JA

Kairaluoma, L., Ahonen, T. ;Aro, M. ; Kakkuri, I.; Laakso, K. Peltonen, M. & Wennström, K. 2008.

Lukemalla ja tekemällä. NMI. Jyväskylä: Kopijyvä. s.193

JA

Kamhi, A. & Catts, H. (2011). Language and reading disabilities.3rd edition. Pearson Education. Luvut 1-4; 6-7. (soveltuvin osin, n. 150 s)

TAI

Rasinski, T.; Blachowicz, C. & Lems, K.(eds.) 2012. Fluency Instruction . Research-based best practices. New York: Guildford press. (soveltuvin osin, n. 150 s)

JA

Psykologia 2-3/2011. Teemanumero: Lukivaikeus, sivut 86-157. 71 s.

[You can check the availability of the course books via this link.](#)

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books, one journal and the lectures.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

The course is graded 1-5.

Person responsible:

Marjatta Takala

Working life cooperation:

None

402123A: Socio-Emotional Growth and Pedagogy, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring term

Learning outcomes:

The student knows how to identify adaptation difficulties related to developmental, personality and environmental factors. The student learns how to function in a way that takes into account the pupil's adaptation problems. The student is familiarized with research in special education and child psychiatrics on this field, and is able to evaluate and direct children's and adolescents' development on this basis. The student also learns how to develop learning materials and new teaching methods and how to organize cooperation for the planning of special education arrangements.

Contents:

Manifestations and causes of behaviour in different environments, identification and rehabilitation.

Mode of delivery:

Face-to-face teaching 30 h, lectures and exercises, an excursion possible.

Learning activities and teaching methods:

Lectures 16 h, small group sessions 14 h, exam 2 h.

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education.

Recommended optional programme components:

The course is part of the Intermediate Studies in Special Education.

Recommended or required reading:

Kauffman, J.M. & Landrum, T.J. 2009. Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, New Jersey: Merrill/Pearson. (501 s.) Osa 1: luvut 1,2,3, 4 s. 1-93. Osa 2: luku 6, 7, s. 116-155. Osa 3: luvut 9, 10, 11, 12 s. 177-293, (10. painos).

OR

Kazdin, A. E. 2001. Behavior Modification in Applied Settings. 5th or 6th edition. Brooks/Cole. 465 s. Luvut 1-10 eli s. 1-332. (7. painos)

OR

Varhaiserityiskasvatuksen opiskelijoille: Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 325 s.

AND

Reid; S. F. & Johnson, J. 2012. Teacher's guide to ADHD. Guilford Press.

The availability of the literature can be checked from [here](#).

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on two books and the lectures.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

The course is graded 1-5.

Person responsible:

Lea Veivo

Working life cooperation:

Isn't

402122A: Learning Difficulties in Mathematics, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

finnish

Timing:

Autumn term, 1st or 2nd period

Learning outcomes:

The student learns to understand the development of mathematical skills and learning difficulties connected with it. S/he is familiarised with the theoretical background of the phenomenon, identification of difficulties, evaluation and methods of intervention. The student learns how to encounter different kinds of challenges in mathematics learning.

Contents:

Number sequence skills, sub-processes of calculation, connections with reading and writing difficulties, nodal points in teaching at different ages, identification of difficulties, evaluation and rehabilitation.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 14 h, group teaching 12 h and independent work

Target group:

Students majoring in special education and students qualifying as special education teachers.

Prerequisites and co-requisites:

Basic Studies in Special Education.

Recommended optional programme components:

The course is part of the Intermediated Studies in Special Education.

Recommended or required reading:

Dowker, A. (ed) 2008. *Mathematical Difficulties – Psychology and Intervention*. Elsevier. 244 s.
TAI

Räsänen, P., Kupari, P., Ahonen, T. & Malinen, P. (toim.) 2004. *Matematiikka -näkökulmia opettamiseen ja oppimiseen*. Niilo Mäki Instituutti. UUSI PAINOS, KUNHAN TULEE!

JA

Räsänen, P. 2012. Laskemiskyvyn häiriö eli dyskalkulia. *Duodecim*, 128; 1168-1177.

You can check the availability of the course books via [this link](#)

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on three books and the lectures.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

The course is graded 1-5.

Person responsible:

Kerttu Ristola and Marko Kielinen

Working life cooperation:

Hasn't

402141S: Senses and Communication, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

finnish

Timing:

Spring term or erko-studies in autumn term

Learning outcomes:

The student knows how to describe normal and anomalous language development in a child. S/he learns to evaluate and support a child's language development on the general level and knows how to use communications methods to support and substitute for speech. The student learns to identify communication problems, such as difficulties with articulations and special difficulties in language development, and knows how to rehabilitate them through various interventions. The student learns about the effects of auditory and visual disabilities on language development.

Contents:

The stages in the development of communication, supporting them through exercises and/or the AAC methods, identification, evaluation and rehabilitation of the most common articulation errors. Getting to know sign language and speech-supporting signs.

Mode of delivery:

Face-to-face teaching in the form of lectures and small group sessions.

Learning activities and teaching methods:

Communication lectures 16h, small group work 14h, independent work. The examination is in the form of an essay.

Target group:

Students pursuing major subject studies in special education, and student qualifying as special education teachers

Prerequisites and co-requisites:

Introductory and intermediate studies in special education or, in the case of students qualifying as special education teachers, introductory studies

Recommended optional programme components:

The course is part of the intermediate studies in special education.

Recommended or required reading:

4 books:

Loukusa, S. & Paavola, L. (eds.) 2011. Lapset kieltä käyttämässä. Pragmaattisten taitojen kehitys ja sen häiriöt. PS-kustannus. 324 s. JA

Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 p. (part III, only chapters 15, 16, 19, 20)

AND

Beukelman, D. & Miranda, P. 2013. Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs. Paul H. Brookes Publishing (applicable parts)

AND one on these

Baron-Cohen, S. (2008). Autism and Asperger Syndrome. Oxford University press. 127 p.

OR

Bogdashina, O. (2005). Communication Issues in Autism and Asperger Syndrome. Do we speak the same language? Jessica Kingsley Publishers. 265 p.

The availability of the literature can be checked from [here](#).

Assessment methods and criteria:

Course approval requires participation in face-to-face teaching and successful completion of an examination based on four books and the lectures.

Grading:

1-5

Person responsible:

Marjatta Takala

Working life cooperation:

None

402130A: Practice 1 - Fields of Action in Special Education, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, spring (Curriculum 2015-17)

In the academic year 2016-17, the practice is scheduled for the autumn term of 2016

Learning outcomes:

Having completed the practice period, the student

- knows how to observe, implement and take part in activities promoting active learning and participation
- knows how to analyse phenomena related to special education and their background in practical activities, administration and leadership
- identifies inaccessibility in support services and other activities and has taken part in the development of accessibility
- perceives the width and multiculturalism of the scope of work in special education and his or her own need for professional growth
- knows how to make comparisons between activities related to special education and multiculturalism in different environments

Contents:

- on-the-job learning
- participation in training sessions whenever possible
- observation and analysis of interaction, organisational activities, administration, multiculturalism, management, inclusive education and accessibility, active participation in the activities

Mode of delivery:

Independent practice in the field and face-to-face teaching

Learning activities and teaching methods:

About four weeks (15h/week) of practice, group supervision 6h. The practice is carried out in the form of pair practice whenever possible. The student shall spend a minimum of three full supervisor working days in the practice site.

The number of hours of attendance in the practice site is 60, about half of which consists of activities planned by the student and the other half consists of participation in the activities of the site.

The student shall keep a diary of the hours spent in practice and document his/her plans for the practice supervisor to see.

The practice can also span a longer period of time, if it makes good sense from the viewpoint of practicing and if it goes well together with the routines at the practice site.

Target group:

Students in the Degree Programme in Special Education

Prerequisites and co-requisites:

Special Education as a Profession, 5 credits

Recommended optional programme components:

Intermediate studies in special education and the other practice periods

Recommended or required reading:

None

Assessment methods and criteria:

Active participation in the practice and in supervision meetings, completion of individual assignments, a written output to be included in the student's pedagogical portfolio

Grading:

Pass/Fail/To be supplemented

Person responsible:

Marko Kielinen

Working life cooperation:

Yes

Other information:

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the practice begins.**

402131A: Practice 2 - Special Education in School, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year autumn (1st and 2nd periods)

In the academic year 2016-17, those wishing to complete their studies can take part in the practice period in the spring term 2017.

Learning outcomes:

Having completed the practice period, the student knows how to

- evaluate, by the side of general support, the meaning of intensified and special support as well as pupil welfare services in the span of a child's life
- use coteaching and approaches and working methods of special education
- evaluate pupils' skills and/or implement an intervention
- design and implement teaching based on intensified support for learners of different ages in primary school
- use research-based assessment tools and teaching materials in special education
- understand the meaning of pedagogical responsibility, encouragement and positive attitudes

Contents:

- primary education, special education in a grade from 0 to 9
- teaching in reading and writing
- planning, implementation and assessment of individual teaching
- research-based learning materials, evaluation methods
- discussion on special education

Mode of delivery:

practice and face-to-face teaching

Learning activities and teaching methods:

The practice period in the Teacher Training School, four weeks (15h/week), and group supervision 6h (the practice period includes individual supervision for 1.5 hrs per student). The practice is implemented in the form of pair practice wherever possible.

The practice period of 5 credits includes 133.5h of work by the student. The workload is divided as follows: lessons given by the student, about 20h; monitoring of lessons and working as a pair with special

education teacher and supervision given by special education teacher, about 50h; and group supervision, 6h. The student shall spend a minimum of three full supervisor working days in the practice site every week. S/he shall also produce a written output.

The practice period is comprehensive in nature, and the abovementioned numbers of hours are only suggestive.

Target group:

Students in the Degree Programme in Special Education

Prerequisites and co-requisites:

Learning difficulties in reading and writing, 5 credits

Recommended optional programme components:

Intermediate studies in special education and other practice periods

Recommended or required reading:

None

Assessment methods and criteria:

Active participation in practice and supervision sessions, completion of independent assignments, and a written output to be included in the pedagogical portfolio

Grading:

Pass/Fail/To be supplemented

Person responsible:

Marko Kielinen and the practice coordinators in the Teacher Training School (Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo, Sirkku Leppilähti and Katja Leinonen).

Working life cooperation:

Yes

Other information:

Practice 2 "Special Education in School" and Practice 3 "Consultative Special Education" are linked to each other in such a way that they are carried out at different school levels (preprimary, primary, secondary).

When registering for a practice period, the student shall report which his or her previous practice sites have been and present his or her wishes as regards the forthcoming practice period.

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A Basic course in qualitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- plan and implement the main stages of a simple qualitative study

- evaluate and interpret qualitative studies conducted by others

Contents:

- formulating and shaping research questions
- approaches to qualitative research
- different approaches to qualitative research
- progression of the research process
- interviews and observation in qualitative research

407041A-01 Lectures 2 cr

407041A-02 Exercises 3 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h, small group sessions 16 h

Target group:

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

Prerequisites and co-requisites:

None

Recommended optional programme components:

Thesis studies support the writing of a Bachelor's thesis

Recommended or required reading:

Alasuutari, P. (2011). Laadullinen tutkimus 2.0 (4. uud. p.)

Ruusuvuori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0 - 5

Person responsible:

Anu Alanko

Working life cooperation:

No

Other information:

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead, or participates in research group work.

Compulsory

407041A-01: Basic course in qualitative research, lecture, 2 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A-01 Basic course in qualitative research, lectures (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h

Recommended or required reading:

Alasuutari, P. (2011). Laadullinen tutkimus 2.0 (4. uud. p.) Tampere: Vastapaino.
 Ruusuvoori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.
 Check the availability [here](#)

Assessment methods and criteria:

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Raimo Kaasila

Working life cooperation:

No

407041A-02: Basic course in qualitative research, exercises, 3 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A-02 Basic course in qualitative research, exercises (AVOIN YO) 3.0 op

ECTS Credits:

3

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small groups 16 h

Recommended or required reading:

See main code

Assessment methods and criteria:

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Raimo Kaasila

Working life cooperation:

No

407040A: Basic Course in Quantitative Research, 5 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Peltonen, Jouni Aslak**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay407040A Basic course in quantitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

The course is divided into three parts:

407040A-01 Basis of research (2 cr.)

- basic features of empirico-analytical research
- role of theory in research
- main stages of the research process
- formulating and shaping the research question
- types of research
- data collection
- accountability/reliability analysis

407040A-02 Statistical analysis (2 cr.)

- description of one- and two-dimensional empirical distribution
- foundations of statistical deduction
- estimation
- statistical testing

407040A-03 Exercises (1 cr.)

- enhancing knowledge of content areas in 1 and 2

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

1. Lectures 18 h
2. Lectures 18 h
3. Exercises: Small group sessions 14 h

Target group:

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

Prerequisites and co-requisites:

None

Recommended optional programme components:

Thesis studies support the writing of a Bachelor's thesis

Recommended or required reading:

Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).
Holma, K. & Mälkki, K. (toim.) (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

Course material availability can be checked [here](#).

Assessment methods and criteria:

1. Learning assignments
 2. Learning assignments given at exercises
 3. Active participation in small group sessions, an essay
- Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead.
Early Childhood Education Programme: Small groups of their own, with Asko Pekkarinen in charge.

*Compulsory***407040A-01: Basis of research, 2 op**

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-01 Basis of Research (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h

Prerequisites and co-requisites:

No

Recommended or required reading:

Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).
 Holma, K. & Mälkki, K. (toim.) (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia
 kasvatustutkimuksessa.

Check the availability [here](#)

Assessment methods and criteria:

Learning assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Jouni Peltonen

Working life cooperation:

No

407040A-02: Statistical analysis, lecture, 2 op

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-02 Statistical analysis, lecture (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h

Prerequisites and co-requisites:

No

Recommended or required reading:

See Main code

Assessment methods and criteria:

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Jouni Peltonen

Working life cooperation:

No

407040A-03: Exercises, 1 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-03 Exercises (OPEN UNI) 1.0 op

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small groups 14 h

Recommended or required reading:

See main code

Assessment methods and criteria:

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Jouni Peltonen

Working life cooperation:

No

407045A: Bachelor's Thesis, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-01 Bachelor's thesis 8.0 op

ECTS Credits:

8 ECTS credits

Language of instruction:

Finnish/ English

Learning outcomes:

Having completed the course, the student

- knows how to define a research problem
- knows how to compose a research plan on the topic of his or her thesis
- knows how to use literature on his or her own research topic to provide a theoretical scrutiny of the topic
- is familiar with the basics of scientific writing and knows how to apply them to write his or her thesis

- knows how to compose a Bachelor's degree
- knows how to act as an opponent to the Bachelor's thesis written by another student

Contents:

- composing a research plan
- carrying out the research
- writing a research report
- evaluating a study
- writing a maturity test

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

About 30h of seminar sessions, 240h of independent work

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

Introductory studies in the major subject, Scientific communication I, basic courses in quantitative and qualitative research (must have at least been started)

Recommended optional programme components:

The course is part of the Intermediate Studies in the Major Subject

Recommended or required reading:

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.

Assessment methods and criteria:

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0–5

Person responsible:

Sari Harmoinen and the leaders of seminar groups

Working life cooperation:

None

Other information:

Students submit their finalized theses to the Laturi system for review and approval. Website laturi.oulu.fi
A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at www.oulu.fi/ktk/opinnaytetyot

407046A: Bachelor's seminar, 2 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-02 Bachelor's seminar 2.0 op

ECTS Credits:

2 credits

Language of instruction:

Finnish/English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student knows how to

- describe his or her own research process in a group
- act as opponent to and evaluate the Bachelor's thesis written by another student
- discuss and argue on the research topics in a group

Contents:

- active participation in research seminars
- presenting a research plan in a seminar
- presenting one's own study in a seminar
- acting as opponent to and evaluation of a thesis

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

About 30h of seminar sessions, 24h of independent work

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

Introductory studies in the major subject, Scientific communication I, basic courses in quantitative and qualitative research (must have at least been started)

Recommended optional programme components:

The course is part of the intermediate studies in the major subject.

Recommended or required reading:

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.

Assessment methods and criteria:

Presentation of a research plan, presentation of the thesis, participation in seminar sessions, acting as opponent to another student's thesis.

For more on [assessment of courses](#), see the university website.

Grading:

Pass/Fail

Person responsible:

Sari Harmoinen and the supervisors of the seminar groups

Working life cooperation:

None

407047A: Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-03 Maturity Test 0.0 op

ECTS Credits:

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue.

Timing:

3rd year

Learning outcomes:

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish.

Learning activities and teaching methods:

Writing a maturity essay on a general examination day of the Faculty of Education. A student can register for the maturity essay on Weboodi using the code 407047A (Maturity Test/Bachelor's Thesis) after the thesis supervisor has given the student permission to publish his or her thesis. For the maturity test, the supervisor of the Bachelor's thesis gives the student 2-3 topics related to the field of the study, and the student is given the choice to write on one of them. The student is allowed to use three hours to write the maturity essay.

Target group:

Students in the Faculty of Education

Recommended optional programme components:

The course is part of the intermediate studies in the major subject

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

A250504: Education, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250504 Education, Basic Studies (OPEN UNI) 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish or English

Timing:

At the start of studies in education (in most programmes, 1st year, in secondary teacher education, 3rd and 4th years)

Learning outcomes:

At the end of the module, the student is expected to be able to analytically understand and describe pedagogical phenomena connected with the various stages and situations in a human being's growth as well as pedagogical interaction in different areas of the educational field. To understand and describe these phenomena, s/he knows how to use the basic concepts and theories in the classic fields of education and knowledge on the historical development of educational activity and thinking. The student also knows how to use various academic study and working methods and is able to conduct independent literary work and is getting oriented to educational expertise and research.

Contents:

Consists of the following courses:

[410067P](#) Basic Course in Education: Phenomenon, Theories and Practices of Education, 4 credits

[410068P](#) Didactics: Basics of Learning and Teaching, 4 credits

[410069P](#) Educational Psychology: Growth, Development and Learning, 4 credits

[410070P](#) Sociology of Education: Society, Educational Institutions and Social Interaction, 4 credits

[410071P](#) Educational Philosophy: Education as a Philosophical and Ethical Issue, 4 credits

[410072P](#) Pedagogical Research Seminar, 5 credits

The courses are divided into the following areas:

1. The study module is started with an orientation in "Basic Course in Education: Phenomenon, Theories and Practices of Education".
2. The next four courses comprise the content areas of the module, and the student can freely choose the order in which s/he studies them.
3. The applied course entitled "Pedagogical Research Seminar" is delivered differently in the various degree programmes. The student applies what s/he has learnt in the content courses, assuming a particular orientation depending on her/his educational and personal interests.

Mode of delivery:

Face-to-face and mixed teaching

Learning activities and teaching methods:

Lectures and seminar sessions

Target group:

Students pursuing major or minor studies in education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

Exams, written assignments (a variety of individual or group assignments can be used depending on the situation)

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Veli-Matti Ulvinen

Working life cooperation:

Depending on the degree programme, possibly included in the "Pedagogical Research Seminar".

Other information:

None

Compulsory

410067P: Basic course in education, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410067P Basic course in education (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

After completion of the course, the student

- identifies the most important features of education as a science
- has a basic understanding of the history of education and its main areas of study
- knows how to use the basic concepts of education and pedagogy and is familiar with issues connected with them
- can relate different sectors of the educational sciences to each other
- is familiar with practical and professional tasks in the field of education and with issues connected to them.

Contents:

- basic concepts: development, bildung, teaching, pedagogical activity
- the status of scientific and practical theory in education and pedagogy
- education as a science, main areas and subareas
- history and development of education
- basics of professional growth and development
- orientation to practical tasks in education, assumption of a professional identity as a teacher and in other educational tasks.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h, independent work 89 h

Target group:

Students in all programmes pursuing Basic Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

This is the first course in the Basic Studies in Education (25 credits).

Recommended or required reading:

Rinne, R., Kivirauma, J. & Lehtinen, E. (eds.) (2000) Johdatus kasvatustieteisiin.

Siljander, P. (2014 or newer prints) Systemaattinen johdatus kasvatustieteeseen. Peruskäsitteet ja pääsuuntauokset. Vastapaino.

Availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Pauli Siljander

Working life cooperation:

None

410068P: Didactics, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410068P Didactics: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

After completion the students

- understand the basic concepts related to learning and teaching, their theoretical foundations and significance in practice
- understand the learning process and its cognitive, motivational and social features.
- recognize the teacher's role as a director/guider of learning and are familiar with new models of teaching
- are able to analyse the characteristics of a good learner in theory and practice and are aware of how learning skills can be taught.

Contents:

- basic concepts of learning and teaching, their theoretical foundations and significance in practice
- basic processes of learning, their cognitive, motivational and social features
- theoretical foundations of learning guidance: the teacher's role as a director of learning, models of teaching
- principles of curriculum design and planning of teaching entities
- the characteristics of a good learner in theory and in practice: how learning skills can be taught

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h, independent studies 89 h

Target group:

Students in all programmes pursuing Basic Studies in Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the Basic Studies in Education (25 cr).

Recommended or required reading:

Applicable parts:

- Hakkarainen, K. , Lonka, K. & Lipponen, L. (2004 or 2001) Tutkiva oppiminen. järki, tunteet ja kulttuuri oppimisen sytyttäjinä.
- and supplementary literature to be announced during the course.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Sanna Järvelä

Outi Toropainen

Working life cooperation:

No

410069P: Educational psychology, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410069P Educational psychology: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

Having completed the course, the student

- knows how to use the central concepts and identifies the main research areas and topics in educational psychology
- knows how to analyse the special nature of knowledge on educational psychology and estimate the opportunities and limitations in the application of this knowledge to educational work

Contents:

- the relationship of educational psychology to psychology and other subareas of education
- research object and basic concepts: growth, development and learning
- professional practice in educational psychology and its application to issues of growth and development at different ages

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent studies 89 h

Target group:

Students in all programmes pursuing Basic Studies in Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the Basic Studies in Education (25 cr).

Recommended or required reading:

Applicable parts:

- Lehtinen, E., Kuusinen, J. & Vauras, M. (2007) Kasvatuspsykologia
- Soini (2016 or 2015) Johdatusta kasvatuspsykologian kysymyksiin. Opintomoniste, available in Optima.
- and additional literature to be announced during the course.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Teemu Suorsa

Working life cooperation:

No

410070P: Sociology of education, 4 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410070P	Sociology of education: Society, educational institutions and social interaction (OPEN UNI)
4.0 op	

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Timing:

1st year

Secondary teacher students 4th year autumn term

Learning outcomes:

After completion the student will be able to visualize:

- the links between educational sociology, sociology and education.
- basic issues and concepts in social sciences and educational sociology
- the Finnish education system and educational politics as a part of social politics

Contents:

- central concepts in social sciences
- basic concepts and issues in educational sociology
- sociology of education: links to education and sociology
- the roles of socialization and education
- classic trends in the educational sociology: structuralism, conflict-theory and critical sociology, and socialization theory and interaction
- the Finnish education system: past, present and future
- education politics as a part of social politics
- theoretical and practical issues in educational sociology: school practices (interaction-based school class research), hidden curriculum, equality of education, identity, normality and deviation.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent study 89 h.

Target group:

Students in all programmes pursuing Basic Studies in Education.

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the Basic Studies in Education (25 cr).

Recommended or required reading:

Aittola, T. (toim.) 2012. Kasvatussosiologian suunnannäyttäjä.

[OR Aittola, T. (toim.) (1999) Kasvatussosiologian teoreetikoita. Uudesta kasvatussosiologiasta oppimisen kriittiseen tarkasteluun.]

Antikainen, A., Rinne, R. & Koski, L. (2000) Kasvatussosiologia.

Course material availability can be checked [here](#).**Assessment methods and criteria:**

Exam or written assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Veli-Matti Ulvinen

Working life cooperation:

No

410071P: Educational philosophy, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410071P Educational philosophy: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Learning outcomes:

The students are familiar with the main areas of educational philosophy and how they give rise to educational problematisation and question formulation as well as research and results. The students know how to analyse and solve ethical and philosophical problems in education and teaching and are able to critically assess previously suggested solutions.

Contents:

- Educational philosophy as an area of educational sciences
- the nature of philosophy as a science, philosophical questions and the most important sub-areas.
- Objectives in education
- Historically important trends in academic study of educational philosophy
- Ethical nature of education, training and teaching, and ethical issues in pedagogical activity

Mode of delivery:

Lectures and other face-to-face teaching 18 h, independent work 89 h

Learning activities and teaching methods:

Lectures and other teaching 18 h and independent studies.

Target group:

Students in all programmes pursuing Basic Studies in Education (25 credits).

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of the Basic Studies in Education (25 cr).

Recommended or required reading:

Applicable parts:

- Atjonen, P. (2004) Pedagoginen etiikka koulukasvatuksen karttana ja kompassina.
- Ojakangas, M. (2001) Pietas - Kasvatuksen mahdollisuus.
- Puolimatka, T. (1995) Kasvatus ja filosofia. (Primary reading)
- Etiikka koulun arjessa. (2002)

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

Working life cooperation:

No

410072P: Pedagogical Research Seminar, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410072P Pedagogical Research Seminar (OPEN UNI) 5.0 op

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

Varies depending on the programme: during or at the end of the basic studies in education

Learning outcomes:

After the course, the student

- perceives the various areas of education and the relations between them
- is familiar with educational research and the basics of scientific writing
- has an understanding of the relationship between pedagogical theory and practice

In addition, students in the primary teacher education programmes in particular

- know how to gather observation data on social interaction in the classroom
- identify issues underlying changes in teachership
- know how to apply knowledge of the pupils in pedagogical activity as a teacher
- know how to present their pedagogical theories-in-use
- know how to compose a report based on observation data to discuss classroom observations from theoretical and practical viewpoints
- see the goals for the course Orientation to Practice 410072P-2 (formerly 410075P), 2 credits

In addition, students in the early childhood education programme in particular know how to

- explain the nature of the area of early childhood education research in the field of different sciences
- specify and evaluate different theoretical trends in early childhood education
- identify and assess the ethical basis of early childhood education research
- face different children and identify and assess the need for three-tier support in early childhood education
- summarise scientific text and discuss current research themes in early childhood education

Contents:

Research being carried out in the Faculty, expertise based on it, contents of a seminar paper based on the student's own interests, feedback and discussions related to it.

Mode of delivery:

Face-to-face and blended teaching, seminar sessions

Learning activities and teaching methods:

Varies by the degree programme. See the subcodes.

Target group:

Students in all programmes pursuing the Basic Studies in Education (25 credits).

Prerequisites and co-requisites:

Basic course in education

Recommended optional programme components:

The course is the final course in the Basic Studies in Education (25 credits), and in the primary teacher education programmes it is closely linked to Orientation to School Work and to studies in educational psychology and, in secondary teacher education, in special education.

Recommended or required reading:

E.g. Siljander, P. & Kivelä, A. (Eds) (2008). *Kasvatustieteen tila ja tutkimuskäytännöt: paradigmat katosivat, mitä jäljellä?* (applicable parts).

Availability of course books can be checked [online](#).

Assessment methods and criteria:

Varies by programme. See the subcodes.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Varies by programme

Working life cooperation:

There is teaching practice in the primary teacher education programmes.

Other information:

Courses vary by programme:

Early childhood education:

- 410072P-01 Research areas and basics of early childhood education 3 ECTS cr
- 410072P-02 Orientating Practice in a day care center 2 ECTS cr

Teacher education programmes:

- 410072P-03 Orientation to Work at School 2 ECTS cr
- 410072P-04 Pedagogical Seminar I: Knowing the Pupils and Interaction 3 ECTS cr (TEKNO: 410072P-05 Pedagogical Seminar in Technology Education I 3 ECTS cr)

Educational Sciences programme:

- 410072P-06 Research Seminar, Education 5 ECTS

*Alternative***410072P-01: Research areas and basics of early childhood education, 3 op**

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (autumn)

Learning outcomes:

- Student knows the basic concepts and special scientific features of early childhood education
- Student knows how to describe the historical development of early childhood education
- Student knows the principles of early childhood education planning and pedagogical activities

Contents:

- Basic concepts, research objects and methods of early childhood education
- Historical development of early childhood education
- Basics of planning and pedagogy in early childhood education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and work in small groups 30 hours
- Independent work 50 hours

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- National Curriculum Guidelines on Early Childhood Education and Care in Finland (2005)
- Miller, L. & Pound, L. (Eds.) (2011) Theories and Approaches to Learning in the Early Years. Sage Publications.

Assessment methods and criteria:

- Active participation in lectures and work in small groups
- Completion of assignments

Read more about [assessment criteria](#) at the University of Oulu webpage.**Grading:**

pass/fail

Person responsible:

Eila Estola, Satu Karjalainen

Working life cooperation:

None

Other information:

None

410072P-02: Orientating Practice in a day care center, 2 op**Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Basic Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 credits

Language of instruction:

Finnish

Timing:

1st year (autumn)

Learning outcomes:

- Student knows how to describe the day care center as a child's growth environment and as a work community
- Student is familiar with pedagogical planning and practical implementations in early childhood education
- Student knows how to observe children, children's activities and play

Contents:

- The day care centre as a child's growth environment and as a work community
- Pedagogical planning and implementation
- Observation of children and their activities

Mode of delivery:

Supervised practice in a day care center

Learning activities and teaching methods:

Work in a day care center 50 h

Practicum 4h

Target group:

Students of early childhood education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

None

Assessment methods and criteria:

Active completion of the practice period, participation in the practicum

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Satu Karjalainen

Working life cooperation:

2 ECTS cr

Other information:

None

410072P-03: Orientation to Work at School, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

First year, Bachelor level

Learning outcomes:

After completion of the course, the student is able to:

- report on the activities of a class
- critically describe his/her conception of teachership and education
- assess the activity of a class by means of observation
- understand the contents and significance of curricula in school education

Contents:

School experience orientation is a part of the studies in the major subject at the Bachelor level. It is also a part of the pedagogical studies in teacher training. All the student teachers complete this practice period, irrespective of prior work experience.

The principal theme of this practice period is the pupil as a member of the classroom community.

The aim is for the students to build upon the themes and their individual levels of understanding of Pedagogical Seminar I by working in a concrete classroom context. In addition, this practice period introduces the students to the curriculum and its flexible implementation in teaching.

School experience orientation offers the students a guided opportunity to investigate child development and interaction in a classroom environment, as well as relevant socio-cultural phenomena, based on study assignments formulated in Pedagogical Seminar I. In the School experience orientation period, the students are introduced to the teaching profession by participating in the teaching and learning activities of their own student class groups and those of neighbouring classes (cells).

Place: Oulu Teacher Training School, grades 0-6.

Duration of the period: two calendar weeks

Mode of delivery:

School Work

Learning activities and teaching methods:

Description of the activities: During Orientation to School Work, the student works together with the staff of the Teacher Training School and his/her fellow students.

The student observes and monitors the activity in the class based on the learning assignments agreed on in Pedagogical Seminar I. The students get to know school as a growth and learning environment and is familiarised with the school curriculum, especially its general part.

The period starts with a cell-specific joint planning session, discussing the course and supervision arrangements and agreeing on the working classes where the planning continues. The planning is attended by all the persons taking part in the school work period. During this period, the student gets to know the class and carries out the monitoring tasks given in Pedagogical Seminar I.

There are 40 hours of activities tied to a time and place in this period, consisting of the following:

- In cooperation with Liikenneturva, the students in each class give a traffic education lesson to the pupils. There is a two-hour lecture on the contents of this lesson at a time to be specified later.
- The students also give small-scale simultaneous teaching, small group teaching or a jointly implemented teaching episode or lesson.
- In addition to the above, the students also monitor the activities in their own and neighbouring classes for a total of 36 hours.

Supervision: General supervision in Orientation to School Work is provided by the primary school principal at the Teacher Training School. Tutoring in a student's class or for a group of students is provided by specifically appointed class teachers. Tutoring in the major subject studies focuses on supervision of the practice period in Pedagogical Seminar I.

Information seminar: School experience orientation will begin with an information meeting to be held in the canteen for the grades 0-6 at the Teacher Training School.

Assessment: The class teacher assesses the student's performance on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made in the practice card. The card is also signed by the staff member who delivered Seminar I. There are specific instructions available on the composition and contents of the pedagogical portfolio. Its composition is also discussed in Pedagogical Seminar I.

A fail may need to be retaken or supplemented. A failed school experience period can be retaken twice. There are specific instructions on supplementation or retakes. If a registration for the period is not cancelled, it is considered a fail.

Evaluation seminar: At the end of the Orientation to School Work, an evaluation seminar is organised at the Teacher Training School to analyse the fulfilment of the goals for the period and to discuss how the experiences can be utilised for future school experience periods. The seminar is attended by all the persons who contributed to the school experience period. A secretary chosen from among the students keeps minutes in the evaluation seminar, and the document is delivered to the members of the school experience team in electronic form within one week of the seminar.

Target group:

Primary teacher education (not ITE-students)
Special Education

Prerequisites and co-requisites:

Participation in Orientation to School Work also requires participation in Pedagogical Seminar I.

Recommended optional programme components:

Pedagogical Seminar I

Recommended or required reading:

None

Assessment methods and criteria:

Work placement
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/ fail

Person responsible:

Emilia Manninen, Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo
Special education: Lea Veivo

Working life cooperation:

Yes.

Other information:

Registration: Registration for the autumn period is by the end of September, and for the spring period by the end of previous November. The registration takes place via Weboodi.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the practice begins.**

410072P-04: Pedagogical Seminar I: Knowing the Pupils and Interaction, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student

- identifies knowledge of pupils as learners as a dialogical relationship and as a continuous process
- identifies the most important group phenomena in the classroom and knows how to observe interaction between pupils
- knows how to describe his/her pedagogical theory-in-use and how to critically describe and reflect on his/her views on teaching and education
- knows how to apply his/her pedagogical expertise in a diversified, attentive and pupil-centred manner in different interaction situations
- is familiar with research on classroom interaction

Contents:

- changing knowledge in educational and development psychology, especially the traits of the growth and development of children at school age, but also the theories in which these traits are seen as socially produced
- familiarisation with classical sociological studies that apply or develop theories by observing classroom situations
- pedagogical portfolio as a tool for reflection on the development of your own teachership: aims of the portfolio and starting to compile one

Taika-students: The seminar focuses on the arts and crafts education perspective in learner growth and development and the study of interactive and socio-cultural phenomena in the classroom. We learn how to identify the opportunities provided by the arts in deepening the teacher-student relationship.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group teaching 24 h/ self-study 56 h

The student works on her/his portfolio also in a blog environment between the face-to-face meetings

Target group:

Primary Teacher Ed and Special Ed Students

Prerequisites and co-requisites:

Basic Course in Education, Didactics

Recommended optional programme components:

Pedagogical Seminar I is part of a module formed by "Educational Psychology", "Sociology of Education" and "Orientation to School Work". Integrating the themes of these courses, students focus on studying the pupils' growth and development as well as interaction and sociocultural phenomena in the classroom. The pedagogical seminars I-III form a continuum in which the essential viewpoint is the student's comprehensive professional growth into a critical, reflective and inquiring teacher.

Recommended or required reading:

Sovitaan opintojakson alussa

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments and pedagogical portfolio
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Maija Lanas

Working life cooperation:

None

410072P-05: Pedagogical Seminar in Technology Education I, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After the course the student knows how to plan and carry out teaching episodes based on research on technology education. The students knows hwo to analyse and evaluate teaching situations and reflect on the phenomena and issues taking place in them from the viewpoint of technology education.

Contents:

Familiarisation with technology learning with a focus on educational psychology. The inquiring teacher and significance of awareness of pupil needs in primary school.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group sessions 30 h, individual teaching 16 h, work placement 2 h.

The seminar focuses on the technology learning process when the pupils are supposed to learn some technological entity. Making use of a self-made assembly kit, a teaching episode is planned and carried out, with literature produced on technology education research providing the theoretical basis. The teaching episode is analysed based on this, and the results of the analysis are presented in the form of a learning diary.

Target group:

Technology oriented primary teacher education

Prerequisites and co-requisites:

None

Recommended optional programme components:

405024Y Introduction to Theoretical Foundations and Practics in Technology Education, 407034A Pedagogical Seminar in Technology Education II, 408023S Pedagogical Seminar in Technology Education III, 406040A Crafts / Technical Work and Technology

Recommended or required reading:

Technology Education literature, self-produced educational materials

Assessment methods and criteria:

Literature, production and testing of learning materials at school, preparation of a pedagogical portfolio.

Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/ fail

Person responsible:

Matti Lindh

Working life cooperation:

Yes. The course includes giving a teaching session at school (2 h).

410072P-06: Research Seminar, Education, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- has an understanding of the contents of and mutual relations between the courses in the Basic Studies in Education.
- has familiarised him/herself with current educational research especially in his/her own faculty.
- knows how to design, produce and evaluate scientific texts.

Contents:

Current educational research

Mode of delivery:

In the Education Programme, face-to-face teaching scheduled to last an entire study year. E.g. lectures on current research themes by researchers in the research group *Theory and Philosophy of Education* followed by discussion based on the lectures and production of a learning portfolio. *In the Open University*, lectures and seminar.

Learning activities and teaching methods:

Lectures and seminar sessions, 20 h. In the Education Programme, to be implemented as a 2-hour lecture session at the end of each basic studies course, with 10 hours of seminar sessions at the end of the course in which the students present their learning portfolios.

Target group:

Students pursuing the Basic Studies in Education

Prerequisites and co-requisites:

no

Recommended optional programme components:

The course links together the various courses in the Basic Studies in Education (25 credits).

Recommended or required reading:

As applicable Siljander, P & Kivelä, A. (toim.) (2008). *Kasvatustieteen tila ja tutkimuskäytännöt. Paradigmat katosivat, mitä jäljellä?*

You can check for the availability of the course books [here](#).

Assessment methods and criteria:

Active attendance in lectures is recommended, while a 80% class attendance is required in the seminars. The student composes a learning portfolio to study the core contents of the courses in the basic studies based on the 2-hour lectures arranged at the end of each basic studies course. In the portfolio written on the basis of these lectures given by researchers, the student shows that s/he has understood the main contents of the basic studies course, and also outlines his/her own research interests and specific educational viewpoints. The student is expected to discover for him/herself a meaningful and topical theme for further educational research. The portfolios are presented, discussed and assessed in the seminar groups. The portfolios are based on the researchers' lectures, the course materials in the basic studies, and supplementary literature as agreed individually based on the focus of each student's portfolio. There is more information on the [grading of studies](#) in the university's website.

In the Open University, the course is implemented as a lecture providing an introduction to seminar work, in which the student composes a report for a research plan, on the basis of which the course grade is given.

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

Working life cooperation:

No

Other information:

See full description at the main code.

A255104: Special Education, Advanced Studies, 75 - 80 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

70 ECTS cr

Language of instruction:

Finnish and English

Timing:

4th and 5th years (Master's stage)

Learning outcomes:

The student understands the history and developmental phases of inclusion. S/he gets to know multiprofessional collaboration, the consultative approach and issues of leadership. S/he learns to identify and evaluate extremes of development. S/he is acquainted with various theoretical models, through which s/he can understand the contextuality of learning and development. S/he also familiarises him/herself with the challenges introduced by sensory handicaps. S/he expands his or her competence in the use of research methods, acquiring skills for application of methods and sufficient abilities to pursue further studies.

Contents:

- 402142S Society and Inclusive Education 5 cr
- 402143S Work Community and Leadership 5 cr
- 402140S Cognitive Performance and Assessment 5 cr
- 402144S Diversity in Education 5 cr
- 402146S Teaching Practice III/Work Placement I 5 cr
- 402147S Teaching Practice IV/Work Placement II 5 cr
- 402148S Special Educator as a Researcher 5 cr
- 408043S Master's Thesis 30 cr
- 408044S Thesis Seminar 5 cr
- 408045S Abstract / Maturity Test 0 cr

Mode of delivery:

Contact teaching and independent work

Learning activities and teaching methods:

Lectures, small group teaching, independent work and practical training. For more details, see the course-specific descriptions.

Target group:

Students majoring in special education

Prerequisites and co-requisites:

Introductory and intermediate studies in special education

Recommended optional programme components:

None

Recommended or required reading:

For course-specific details, see course descriptions.

Assessment methods and criteria:

See course descriptions.

Grading:

The study module is assessed 1-5.

Person responsible:

Professor Marjatta Takala

Working life cooperation:

Yes. The module includes two practice periods of 5 credits each.

*Compulsory***402142S: Society and Inclusive Education, 5 op**

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The fourth academic year, autumn term.

Learning outcomes:

The student understands the meaning of educational institutions, such as school, for the development of man. The student perceives the significance of social change for human development and the contribution of the near and distant environment to the goals, contents and forms of human activity. The student gets to know the history of special needs education and to sciences related to special education, such as sociology. S/he familiarises him/herself with current dialogue between society and special education.

Contents:

The nature of knowledge about special education between and intermediating human development and school institutions, empirical description of the interaction between different levels of activity (the concepts and theoretical background of the micro, meso, exo and macro systems), consequences in terms of research methodology and the need to combine conceptually various research results. Societal change in relation to education.

Mode of delivery:

Lectures

Learning activities and teaching methods:

Lectures 14 h

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education.

Recommended or required reading:

Forlin: 2010. Teacher Education for Inclusion. Changing Paradigms and Innovative Approaches, Taylor & Francis. 259 p.

Brown-Chidsey, R. & Steege, M.W. 2010. Response to Intervention. Principles and Strategies for effective practice. Guilford press. 190 p., chapters 1-9, pp. 1-147.

[Meadows](#), S. 2010. The Child as Social Person. Routledge.

Slee, R. 2010. The Irregular School: Exclusion, Schooling and Inclusive Education. SAGE.

Assessment methods and criteria:

For a student to get a pass s/he must take part in face-to-face teaching and pass an examination of three books.

Grading:

The course is graded on a scale from 0 to 5.

Person responsible:

Professor Marjatta Takala

Working life cooperation:

None

402143S: Work Community and Leadership, 5 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

Fourth academic year, spring term

Learning outcomes:

The student is acquainted with the collaboration networks in the work community and gets an idea of power hierarchies and different types of interaction. S/he develops his or her own models and methods of interaction, gets an idea of the models of leadership and management, and identifies the requirements of leadership in special education. S/he has an understanding of administrative structures/activities and decision-making. S/he is familiar with meeting practices and the responsibilities of various functionaries.

Contents:

Types and requirements of collaboration in the work community, models of leadership, administration, the concept and different forms of consultation.

Mode of delivery:

Lectures and small group sessions in flexible alternation

Learning activities and teaching methods:

Lectures 14h, small group sessions 10h

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Introductory and intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education

Recommended or required reading:

Hall, C; Hall, E. & Hornby, G. 2004. Counseling pupils in schools. Skills and strategies for teachers.

Tutt, R. and Williams, P. 2012. How Successful Schools Work. The Impact of Innovative School Leadership. SAGE. London. 120 p.

Perttula, J. & Syväjärvi, A. 2012. Johtamisen psykologia. PS-Kustannus.

Oheiskirjallisuutta:

Ahtiainen, R.; Beirad, M.; Hautamäki, J.; Hilasvuori, T. & Thuneberg, H. 2011. Samanaikaisopetus on mahdollisuus. Tutkimus Helsingin pilottikoulujen uudistuvasta opetuksesta. Helsingin Opetusviraston julkaisu A:1. http://yhdedssa.edu.hel.fi/pdf/Samanaikaisopetustutkimus_Helsinki_2011.pdfOPH. 2011. Huomisen hyvinvointia – Kehys oppilashuollon kehittämiseksi. s. 85, http://www.oph.fi/download/138894_Huomisen_hyvinvointia.pdf**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and an examination covering three books and the lectures.

Grading:

The course is graded on a scale from 0 to 5.

Person responsible:

Professor Marjatta Takala

Working life cooperation:

None

402140S: Cognitive Performance and Assessment, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring term, 3rd period

Learning outcomes:

The student is familiarised with the extremes of development: the special pedagogical needs required by talent and mental disability and assessment of children and adolescents. The student learns to work with persons who are talented in various ways. S/he learns to use the means and interventions of special education when faced by the various challenges posed by talent. The student deepens his/her knowledge of assessment as a scientific and professional activity. The student knows how to construct a screening method and test. S/he knows how to analyse their characteristics and is familiar with and knows how to evaluate diagnostic decision making. The student combines evaluation with decisions and means, and knows how to describe the ethical dimensions of assessment. S/he learns to evaluate the effectiveness of her/his own work. S/he gets to know the ICF system.

Contents:

Mental disability and talent as concepts, differentiation and individualisation, different pedagogical approaches and models of rehabilitation. Construction of a screening and test, scales and their principles. Testing of children and analysis of the results, description of ethical issues. ICF.

Mode of delivery:

Face-to-face teaching and small groups.

Learning activities and teaching methods:

Lectures 12 h and small group sessions 12 h, possibly with a partial online implementation.

Target group:

Lectures 12 h and small group sessions 12 h, possibly with a partial online implementation.

Prerequisites and co-requisites:

ERKO-student: Basic studies in special education. Major student: basic and intermediate studies in special education.

Recommended optional programme components:

Students majoring in special education and students qualifying as special education teachers.

Recommended or required reading:

3 books ja 2 articles:

Salvia, J. & Ysseldyke, S. & Bolt, S. (2013/2010). Assessment in special and inclusive education. 11th ed. Cengage Learning. Osat 1, 2 ja 5, sivut 3-128 sekä 308-369.

AND

Närhi, V., Seppälä, H., & Kuikka, P. 2010. Laaja-alaiset oppimisvaikeudet. NMI. 195 s.

AND

Snell, M. & Brown, F. (eds.) 2011. Instruction of Students with Severe Disabilities. s. 656 osin (6th edition, luvut 1-7; soveltuvin osin

Kaksi artikkelia julkaisusta: Hotulainen, R. 2010. [Asiantuntijuuden ja huippusuoritusten kehittymisestä](#). In: Project for Development of Gifted and Talent's Education in Finland 2009-2010: Tietoa lahjakkuudesta. Opetushallitus, verkkojulkaisu 2010. <http://www.lahjakkuus.fi/page4.php> > Artikkelit (vasen palkki)

Hotulainen ja Laine

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on 3 books, 2 articles and the lectures.

Grading:

1-5

Person responsible:

Marko Kielinen

Working life cooperation:

None.

402144S: Diversity in Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Fifth academic year

Learning outcomes:

The student understands the influence of speciality and diversity on a teacher's work, pedagogical choices and communication. S/he understands the requirements of equality and an unimpeded learning environment for education and teaching. The student learns to take into account the various cultural backgrounds of children, adolescents and adults in teaching and sees them as individuals in their community in multicultural situations as well.

Contents:

Encounters with/between all kinds of children, young people and adults in teaching and educational situations. Concepts and guiding documents of and different approaches to multicultural education, fulfilment of social justice, different kinds of families, cultures and values

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 14h and independent work

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Introductory and intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education

Recommended or required reading:

The examination will cover a total of three books. Choose two of these:

Obiakor, F. E. 2006. *Multicultural Special Education: Culturally Responsive Teaching*. Pearson: Ohio. 297 p.

Banks, J. A. & McGee Banks, C. A. 2013. *Multicultural Education: Issues and Perspectives*. John Wiley & Sons. Usa. 348 p.

Gabel, S. L. & Lang, P. 2010. *Disability Studies in Education: Readings in Theory and Method*. Peter Lang Publishing.

Gabel, Susan L. & Danforth, Scot (eds.). 2008. *Disability and the Politics of Education. An International Reader*. Peter Lang Publishing. (APPLICABLE PARTS)

One of these:

Abu-Hanna, Umayya. 2012. *Multikulti: Monikulttuurisuuden käsikirja*. Helsinki: Siltala.

Niemi, A-M. Mietola, R. & Helakorpi, J. 2010. *Erityisluokka elämäkulussa. Selvitys peruskoulussa erityisluokalla opiskelevien vammaisten, romaniväestöön kuuluvien ja maahanmuuttajataustaisten nuorten aikuisten koulutus- ja työelämäkokemuksista*. Sisäministeriön julkaisut 1/2010. pdf <http://www.intermin.fi/julkaisu/012010?docID=24878>

Paavola, H., & Talib, M-T. 2010. *Kulttuurinen moninaisuus päiväkodissa ja koulussa*. PS-kustannus

Rastas, A., Huttunen, L., & Löytty, O. 2005. *Suomalainen vieraskirja. Kuinka käsitellä monikulttuurisuutta?* Vastapaino.

Arvonen, A., Katva, L., & Nurminen, A. 2010. *Maahanmuuttajien oppimisvaikeuksien tunnistaminen*. PS-kustannus.

Keskitalo, P. 2010. Saamelaiskoulun kulttuurisensitiivisyyttä etsimässä kasvatusantropologian keinoin.

Rovaniemi: Lapin yliopisto. Die#ut 1. http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys_brage_14543/1/pigga%20KORJ1-5-9.pdf

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and passing the literature examination based on three books and the lectures.

Grading:

The course is graded on a scale from 0 to 5.

Person responsible:

Professor Marjatta Takala

402146S: Practice 3 - Consultative Special Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

4th year, autumn term

Learning outcomes:

Having completed the practice period, the student knows how to

- compare different outlooks on teaching and education
- apply the theories, curricular contents and pedagogical documents s/he has learnt to children's individual needs in his/her work as a teacher and education

- analyse and use the consultative approach to work as a tool in the working environments of special education
- reflect on her/himself as a teacher and educator and enhance and maintain her/his own professional growth and coping at work

Contents:

- Participation in early childhood education or basic education
- Work as a primary and secondary teacher or early educator
- Functions of the pupil welfare group
- Various structures and leadership in the school's work community
- Familiarisation with and composition of various documents (e.g. individual education plans, learning plans for intensified support, pedagogical assessments and accounts, curricula for early childhood education)

Mode of delivery:

Practice and face-to-face teaching

Learning activities and teaching methods:

Teaching practice in the Teacher Training School, 4 weeks, and group supervision, 6h. (The practice includes 1.5h of individual supervision per student.)

As far as possible, the practice is implemented in the form of pair practice.

The practice of 5 ECTS credits includes 133.5h of work by the student. The workload is divided as follows: Lessons given by the student, about 20h; monitoring of lessons and working as a pair with a special education teacher with supervision by the teacher, about 50h; and group supervision, 6h. The student will be spending a minimum of three full supervisor working days at the practice site every week. S/he will also produce a written output.

The practice is a comprehensive in nature, and the numbers of hours above are suggestive only.

Target group:

Students in the Degree Programme in Special Education

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

- Cognitive performance and evaluation, 5 credits (Curriculum for 2017)
- Socioemotional growth and pedagogy, 5 credits
- Learning difficulties in mathematics, 5 credits
- Verbal development and its support, 5 credits

Recommended or required reading:

None

Assessment methods and criteria:

Active participation in teaching practice and supervision meetings, completion of independent assignments, and a written output to be included in the pedagogical portfolio

Grading:

Pass/Fail/To be supplemented

Person responsible:

Marko Kielinen and the practice coordinators in the Teacher Training School (Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo, Sirkku Leppilähti and Katja Leinonen)

Working life cooperation:

Yes

Other information:

Practice 2 "Special Education in School" and Practice 3 "Consultative Special Education" are linked to each other in such a way that they are carried out at different school levels (preprimary, primary, secondary).

When registering for a practice period, the student shall report which his or her previous practice sites have been and present his or her wishes as regards the forthcoming practice period.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the first masters degree practice begins.**

402147S: Practice 4 - Inclusive Special Education, 5 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced Studies**Laji:** Practical training**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

5th academic year, spring term

Learning outcomes:

Having completed the practice period, the student knows how to

- plan and implement independently teaching and support for learning based on multi-agency and special education, taking into account the all-round welfare of a pupil
- expand her/his conception of research-based fields of work in special education and of her/his own activities as an expert and teacher in special education
- consider in a critical and reflective way scientific knowledge and functional practices in special education

Contents:

- planning, implementation and evaluation of teaching
- the field of special education in a broad sense (primary schools, hospital school, secondary level, third sector, disability organisations, etc.)
- interventions
- teamwork, multi-agency, evaluation
- inclusive education, pupil welfare
- pedagogical innovations

Mode of delivery:

Practice and face-to-face teaching

Learning activities and teaching methods:

Long-term practice in the midst of regional actors, 3-4 months, and group supervision 6h, OR a single period of 4 weeks.

Total time spent in practice is 133.5h, about 20h of which is accounted for by group supervision and a written output.

Target group:

Students in the Degree Programme in Special Education

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education.

Recommended or required reading:

None

Assessment methods and criteria:

Active participation in activities connected with practice, completion of individual assignments and a written output to be included in the pedagogical portfolio.

Grading:

The course is graded on the scale pass/fail/to be supplemented.

Person responsible:

Marko Kielinen

Working life cooperation:

Yes

402148S: Special Educator as a Researcher, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Spring term

Learning outcomes:

Instead of this course, the students of the special education choose one of the following courses: [413030S](#) Advanced course in quantitative research 5 cr or [413031S](#) Advanced course in qualitative research 5 cr.

The learning outcomes, contents and more specific timetables etc. can be found in the descriptions of the courses mentioned above.

Recommended or required reading:**408043S: Master's Thesis, 30 op**

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

408044S: Thesis Seminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

408045S: Abstract / Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.