

# Opasraportti

## FEdu - Courses in English for exchange students (2017 - 2018)

### Courses in English for exchange students at the Faculty of Education

This Course Catalogue lists courses taught in English that are available for exchange students at the **Faculty of Education** during academic year 2017-18. **Please note that the courses offered for exchange students are available only for students registered to the Faculty of Education.**

The Faculty of Education is currently working on a curriculum renewal in the degree programmes and the new curriculum will take effect starting from the autumn term 2017. The academic year 2017-2018 will be a transition year from the old curriculum to the new one and therefore, some of the courses offered will be new and some will be from the old curriculum. Please also note, that the course descriptions for the new courses are not in the catalogue yet, but will be added by the end of April. The Faculty of Education reserves the right to changes.

The **language of instruction** for the courses is **English**. At times with courses listed, it might be mentioned that the language of instruction is Finnish and this is due to the fact that we have several Finnish language teacher education groups and one that is taught in English. When looking at the course schedules and registering, it is important to choose the English language programme which is called **Intercultural Teacher Education**. The often used abbreviation for the group is **ITE** and this group's sessions are always in English.

The courses at the Faculty of Education consist of lectures and small group sessions and there might be, at times, some general lectures that are offered only in Finnish, even with ITE group. In these cases, alternative method of completing the courses without taking part in the lectures will be offered in the small groups and we'll do our best to notify of such instances in advance. Otherwise at the master's level courses for **Education and Globalisation (EDGLO)** and **Learning, Education and Technology (LET)** are always offered in English.

When preparing your study plan please use the information provided under the **Courses** tab in this catalogue. Read carefully the information of each course you wish to take (language of instruction, target group, course content, timing, preceding studies, additional information etc.).

For information on the exchange application process please see [www.oulu.fi/university/studentexchange](http://www.oulu.fi/university/studentexchange). All exchange applicants must submit their exchange application through SoleMOVE by the deadline given, proposed study plan is attached to the on-line application.

Accepted exchange students are required to register to all courses. Course registration takes place once you have received your University of Oulu login information close to the start of your exchange period. When registering you will be able to find detailed information on teaching and schedule under **Instruction** tab.

Individual course codes include information on the level of course.

xxxxxP, xxxxxY = basic, introductory level courses

xxxxxA = for 2-3 year students, Bachelor level courses

xxxxxS = for 4-5 year students, Master level courses

Please note, that with some courses, there is a limit on how many exchange students are able to participate. This applies especially to arts, music, physical education and drama courses.

It is also possible that more courses are added to or removed from the list and the Faculty of Education reserves a right to make changes to the courses offered.

Information about the assessment criteria at the University of Oulu is available here: <http://www.oulu.fi/english/studying/assessment>

### Teaching periods for 2017-18

#### Autumn term 2017

Period 1: Sept 4 - Oct 27, 2017

Period 2: Oct 30 – Dec 22, 2017

#### Spring term 2018

Period 3: Jan 8 – March 9, 2018

Period 4: March 12 – May 11, 2018

For arrival and orientation dates see [www.oulu.fi/university/studentexchange/academic-calender](http://www.oulu.fi/university/studentexchange/academic-calender)

Any questions on courses at the Faculty of Education should be addressed to:

Jani Haapakoski

jani.haapakoski(at)oulu.fi

Further information on the application process and services for incoming exchange students:

<http://www.oulu.fi/english/studentexchange>

international.office(at)oulu.fi

## Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

407080A: Ball Games/Sports for Primary School P.E., 2 op

407041A: Basic Course in Qualitative Research, 5 op

407040A: Basic Course in Quantitative Research, 5 op

406043A-02: Basic Phenomena in Nature, 5 op

406045A-01: Basics of Art Teaching 1, 3 op

406045A-02: Basics of Art Teaching 2, 3 op

407525A-01: Comparative Education I, 4 op

407525A-02: Comparative Education II, 4 op

408527S: Comparative Educational Research, 5 op

413320S: Current trends in LET research, 5 op

407510A: Curriculum, Planning and Evaluation, 3 op

407530A: Defining Education in the Globalised World, 5 op

402134A: Diversity in Education, 5 op

406021A: Drama Education, 2 op

407511A: Early Childhood Education, 3 op

442184A: Early Learning and Education in Multicultural Contexts, 11 op

#### *Compulsory*

442184A-01: Early Childhood Education and Care in Finland and in Other Countries, 5 op

442184A-04: Project Work, 3 op

442184A-05: Internship in a Pre-School/Kindergarten, 3 op

407532A: Economics of Education, 5 op

407519A: Education and Change, 5 op

407517P: Education as a Science, 5 op

407520P: Educational Philosophy and Ethics, 5 op

408529S: Educational leadership and Administration, 5 op

413322S: Entrepreneurship in education, 5 op

408513S: Ethics and education, 5 op

418023P: Foundations of learning, 5 op

408525S: Global Education and Development, 5 op

406022A: History, 3 op

407518P: Human Development and Learning, 5 op

405520Y: ICONS and Professional English, 10 op  
 407509A: Inclusive and Special Education, 3 op  
 418025P: Learning environments and technologies, 5 op  
 406043A-01: Man and the Environment, 4 op  
 406052A: Mathematics, 5 op  
 406042A-02: Mathematics Education, part II, 4 op  
 408514S: Nordic education in the European and global context, 5 op  
 406046A-04: Orienteering and Outdoor Ball Games, 1 op  
 408512S: Perspectives on Globalisation, 5 op  
 407073A: Research on Gender and Sexuality, 5 op  
 407521P: Society, Education and Culture, 5 op  
 900017Y: Survival Finnish Course, 2 op

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

#### 407080A: Ball Games/Sports for Primary School P.E., 2 op

**Voimassaolo:** 01.08.2016 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS

**Language of instruction:**

English

**Timing:**

4th period (week 11)

**Learning outcomes:**

Upon completion of the course, students will have gained basic familiarity with, and access to, a set of resources for the teaching of ball games / sports to primary aged children.

Associated warm-up and cool-down activities will also be included.

Students will have gained in confidence and knowledge in how to deliver modules of ball sports / games to primary school aged children as part of a school based physical education curriculum.

Students will also gain knowledge of the role that such activities play in the holistic development of the child.

**Contents:**

Practical and theory elements of:

- Warming up.
- Cooling down.
- Low level games.
- Cooperative games.
- Lead up games.
- Modified sports.
- Major sports.
- Games for understanding.

**Mode of delivery:**

8 hours of practical / activity based learning.

20 hours of student independent learning.

**Learning activities and teaching methods:**

Mostly practical participation, with associated theoretical learning activities.

**Target group:**

All the students within the Faculty of Education.

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

- Why small sided games work! <http://learning.gaa.ie/node/269023>
- What kids learn from team sports <http://www.schooldays.ie/articles/What-kids-learn-from-team-sports-and-its-not-all-about-health>

**Assessment methods and criteria:**

- Ongoing assessment through participation in practical and theoretical activities.
- Leadership of class in chosen appropriate activities.
- Attendance to lessons.

**Grading:**

Pass/fail

**Person responsible:**

Richard Leeming

**Working life cooperation:**

None

**Other information:**

Suitable clothing and footwear required (for light / moderate physical activity).

## 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, English for ITE

**Timing:**

2nd or 3rd 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
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

**Contents:**

- starting-points of qualitative research
- theories and concepts in qualitative research
- different approaches to qualitative research
- formulation and shaping of research questions in qualitative research
- progression and main stages of the research process
- data in qualitative research
- research plan

**Mode of delivery:**

Face-to-face teaching, lectures and small group teaching

**Learning activities and teaching methods:**

Lectures 18h, small group sessions 14h, independent work approx. 100h

**Target group:**

All students in the faculty pursuing Intermediate Studies in Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The study module is part of the intermediate studies in education/psychology and it supports the writing of a Bachelor's thesis

**Recommended or required reading:**

Applicable parts:

Eskola, J. & Suoranta, J. (1998) Johdatus laadulliseen tutkimukseen. Tampere: Vastapaino. Especially chapters 1-3 ja 5-6.

Aaltola, J. & Valli, R. (eds.) (2015) Ikkunoita tutkimusmetodeihin I: Metodien valinta ja aineistonkeruu, virikkeitä aloittelevalle tutkijalle. Jyväskylä: PS-kustannus.

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus.

Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).

Alasuutari, P. (2011). Laadullinen tutkimus 2.0. Tampere: Vastapaino. (also Ellibs).

As agreed, other works and videotaped expert lectures can also be used as learning materials.

**Assessment methods and criteria:**

Lectures:

The students compose learning assignments, either alone or in pairs, with the goal of applying the contribution of the lectures and literature to the formulation of the theme or problem setting of their own Bachelor's theses.

Exercises:

The students compose either alone or in pairs a research plan for their Bachelor's thesis.

**Grading:**

The lecture assignments are graded Pass or Fail.

The research plan composed in a small group is graded on a scale from 0 to 5.

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**Other information:**

Students in the Education and Special Education programmes: if Qualitative Research Methods has been completed in the major subject studies, the student will sit a literature exam requiring equivalent credits in an intermediate-level minor subject, OR takes part in the activities of a research group in the faculty, OR completes an equivalent amount of content courses for a minor subject (choosing from among the optional courses in the broadly-based Master's programme).

**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, English for ITE

**Timing:**

2. or 3. year

**Learning outcomes:**

Having completed the course, the student knows how to

- describe and analyze the foundations of quantitative research in the philosophy of science, its characteristics, and the main stages in the progress of a research process
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

**Contents:**

- starting-points of quantitative research and the main stages of the research process
- reliability of quantitative research
- representation of a one- and two-dimensional empirical distribution
- basics of statistical reasoning
- estimation
- statistical testings

**Mode of delivery:**

Face-to-face or blended teaching

**Learning activities and teaching methods:**

Lectures 24h, small group teaching 14h, independent work 90h

**Target group:**

Students in the Faculty of Education and students pursuing minor subject studies in education

**Prerequisites and co-requisites:**

Basic studies in education/psychology

**Recommended optional programme components:**

The study module is part of the intermediate studies in education/psychology and supports the writing of a Bachelor's thesis

**Recommended or required reading:**

As agreed, other works and videotaped expert lectures may also be used as learning materials.

**Assessment methods and criteria:**

The students carry out a learning assignment, either independently or in small groups, based on the lecture and other teaching in the course, the video materials compiled from the expert lectures, and literature. The learning assignment is planned and elaborated through work in small groups with the help of the teacher and other students, and the work is finally presented to the other students in a poster session, for instance. The learning assignment can also consist of several smaller parts.

In concrete terms, the learning assignment can be a small-scale quantitative study, analysis or summary of quantitative studies conducted by others on a certain theme, an analysis of an available quantitative data set, or an essay analyzing a special issue in quantitative research.

As agreed, the course can also be arranged and credits earned in some other way, for instance by taking part in the activities of a research group in the faculty.

Criteria for course performance:

0 = unfinished and fragmented, matters presented are not essentially connected with the topic, the use of sources is almost non-existent and there is no successful concretization of the basic principles of research.

1 = highly superficial, matters are presented detached from one another, the use of sources is one-sided and superficial.

2 = superficial, matters are presented partly in detachment from each other, the use of sources is satisfactory.

3 = reflective and matters are related to each other to some extent, the core argument is to be seen and the use of sources is mainly good.

4 = quite an analytical and partly successful whole, matters are related to each other well, and the use of sources is mainly very good.

5 = a systematic and analytical whole, in which the matters are related to each other very well, and the use of sources is mainly excellent.

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**Other information:**

Students in the education programme and in the specialization option of special education: If a similar course has been taken by the student in his/her major subject studies, s/he shall, instead of the research methodology studies, sit a literature exam of a similar scope in a minor subject at the level of intermediate studies (education /psychology) OR study a similar scope of content courses toward a minor subject, choosing such courses from among those offered in the optional studies in the broadly-based Master's programme.

## 406043A-02: Basic Phenomena in Nature, 5 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate 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/English

### **Timing:**

(1st. or) 2nd year, whole semester (Autumn or Spring)

### **Learning outcomes:**

Natural sciences includes topics of physics, chemistry, biology, geography and health education.

Upon completion of the course, the student knows how to

- critically judge the applicability of teaching materials of science education
- evaluate the central goals, subject knowledge, teaching methods and assessing of elementary level physics and chemistry
- plan teaching and evaluation of natural sciences on elementary school grades 0-6 and taking different kind of learners, experimental working, safety issues and integration between different subjects into consideration
- explain simple everyday phenomena according to physics and chemistry
- show positive attitudes towards physics and chemistry education

### **Contents:**

The course includes the following:

- natural sciences, specially physics and chemistry in Finnish national core curriculum for basic education
- teaching materials of natural science
- safety issues
- characteristics of natural scientific knowledge
- getting acquainted with teaching methods of natural science
- studying the phenomena, concepts and experimental working of the following topics from the viewpoint of didactics of physics and chemistry education: water, air, space, forms of energy, motion, light, sound, electricity, magnetism, intoxicants and structure of matter

### **Mode of delivery:**

Face-to-face teaching

### **Learning activities and teaching methods:**

Small group teaching 40 h and self and group study 95h.

### **Target group:**

Primary teacher education students

### **Prerequisites and co-requisites:**

Natural sciences II Human and Environment

### **Recommended optional programme components:**

The course is part of the Multidisciplinary Studies in the Subjects and Cross-curricular Themes Taught in Basic Education

### **Recommended or required reading:**

Virrankoski, M., Hänninen, K. & Markkanen, T. 2002. Luonnontiedettä luokanopettajille -kemiaa, fysiikkaa ja tähtitiedettä.

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

### **Assessment methods and criteria:**

Active participation in contact teaching, group work and voluntary exam

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

### **Grading:**

0 - 5

### **Person responsible:**

Sari Harmoinen and Emilia Manninen

### **Working life cooperation:**

None

## 406045A-01: Basics of Art Teaching 1, 3 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate 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:**

The objectives of this course are that the student

- knows how to apply the basic techniques of drawing and painting in her/his work
- knows how to evaluate and analyse the starting points for planning art education
- understands the starting-points of learning processes in visual arts

**Contents:**

Teaching in the course is based on the content areas of the Core Curriculum for Basic Education 2004.

In the Art course the student develops her/his visual, didactic and pedagogical thinking by applying the means of visual expression.

The course includes the following contents: drawing and painting, basics of visual construction and design

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Primary teacher students at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Multidisciplinary Studies in primary teacher education.

**Recommended or required reading:**

Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen: Ann-Chistina Forsman & Liisa Piironen

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

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments

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

**Grading:**

0 - 5

**Person responsible:**

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

**Working life cooperation:**

None

## 406045A-02: Basics of Art Teaching 2, 3 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate 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, English for ITE and exchange students

**Timing:**

1st and 2nd year

**Learning outcomes:**

The objective of the course is that the student knows how to

- apply the techniques and materials of graphics and three-dimensional work in her/his own work
- plan and implement teaching in visual arts in grades 0 - 6.
- evaluate curricula
- analyse didactic and pedagogical methods in visual arts

**Contents:**

Teaching in the course is based on the Core Curriculum for Basic Education 2004.

In the Visual Arts course the student develops her/his visual, didactic and pedagogical thinking by applying the means of visual expression.

The course includes the following contents: ceramics, construction and school graphics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and small group sessions 30 h, independent work 51 h

**Target group:**

Primary teacher students at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The studies are part of the "Multidisciplinary Studies in Subjects and Cross-Curricular Themes Taught in Basic Education"

**Recommended or required reading:**

Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen: Ann-Christina Forsman & Liisa Piironen

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

**Assessment methods and criteria:**

Active participation in contact teaching, assignments

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

**Grading:**

0 - 5

**Person responsible:**

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

**Working life cooperation:**

None

**407525A-01: Comparative Education I, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

4 cr

**Language of instruction:**

English

**Timing:**

2<sup>nd</sup> years autumn

**Learning outcomes:**

- Identify the main ideas of comparative research tradition
- Examine the relationship between culture, society and education
- Discuss educational systems, policies and practices in the Nordic countries and in Europe in relation to different historical, geographic and demographic circumstances on national, international and transnational level

- Examine the relationship between culture, society and education with special foci on the northern dimension and the impact of the EU
- Identify trends in Nordic and European societies affecting planning, implementing and evaluating education with special reference to minorities and stateless nations

**Contents:**

- Comparative education I: Nordic countries

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Comparative education I: Nordic countries. Lectures 20 h, seminars 20 h, 67 hours of reading and assignment preparation.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the intermediate studies in education.

**Recommended or required reading:**

reading will be informed at course start

**Assessment methods and criteria:**

Active participation in the seminars, essay or examination. Study journals, essays, exams.

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

**Grading:**

0-5

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

None

**407525A-02: Comparative Education II, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

4 credits

**Language of instruction:**

English

**Timing:**

2<sup>nd</sup> year spring

**Learning outcomes:**

- Identify the main ideas of comparative research tradition
- Examine the relationship between culture, society and education
- Discuss educational systems, policies and practices in the Nordic countries and in Europe in relation to different historical, geographic and demographic circumstances on national, international and transnational level
- Examine the relationship between culture, society and education with special foci on the northern dimension and the impact of the EU
- Identify trends in Nordic and European societies affecting planning, implementing and evaluating education with special reference to minorities and stateless nations

**Contents:**

- Comparative education II: Europe (History of Europe; the EU and its educational policy)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Comparative education II Europe (History of Europe; the EU and its educational policy). Lectures 20 h and seminars 20 h, 68 hours of reading and assignment preparation.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Education.

**Recommended or required reading:**

Comparative education II: For reference purposes:

- Davies, N (1997) Europe: a history
- Minahan, J. (2000) One Europe, many nations

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

**Assessment methods and criteria:**

Active participation in the seminars, essay or examination. Study journals, essays, exams.

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

**Grading:**

0-5

**Person responsible:**

Maria Järvelä

**Working life cooperation:**

None

**408527S: Comparative Educational Research, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

1st year, 2nd semester

**Learning outcomes:**

After completion of the course, students are able to:

- Define the field of comparative educational research with reference to central characteristics and approaches
- Recognize the possibilities and challenges in comparative research
- Map different theoretical and methodological frameworks in the field
- Analyse implications in knowledge/power production related to North-South-East-West relations
- Discuss current themes in debates about comparative education

**Contents:**

- Theoretical debates on research in comparative education
- Methodologies of comparative education research
- Implication of knowledge production and power relations in the field of education
- Political economy of knowledge production

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20h lectures, 20h seminars, 95h independent work

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

1st and 2nd year EdGlo courses: 408512S, 408513S, 408514S, , 408528S and 408516S

**Recommended or required reading:**

Bray, M., Adamson, B., & Mason, M. (Eds.). (2007). Comparative education research approaches and methods. Hong Kong: Springer.

Other study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

## Method of assessment

Active participation in lectures and seminars and the completion of given tasks. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

## Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

## Criteria for assessment of the seminar work / presentation:

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0 - 5

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

No

**413320S: Current trends in LET research, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Essi Vuopala

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

1st year, 4th period

**Learning outcomes:**

After completion of this course, the student is able to

- Identify and elaborate some of the current trends in the field of learning sciences
- Justify their own research interest and locate it in the field of current research
- Compose and critically evaluate scientific text

**Contents:**

- Current trends in the field of learning sciences
- Ongoing research projects in LET

**Mode of delivery:**

Face-to-face: 20h: 10h lectures, 10h practice

Individual: 115h

**Learning activities and teaching methods:**

Seminars where different researchers present their research in the field of learning and educational technology. Individual assignment will be written based on the seminars and current and relevant scientific articles.

**Target group:**

First year LET master students, other Master's or PhD level students in the Faculty of Education.

**Prerequisites and co-requisites:**

Basic studies in learning, education and technology or other educational sciences.

**Recommended or required reading:**

Current scientific articles in the field of learning sciences and educational technology, will be announced in the beginning of the course.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching and successful completion of the individual learning assignment.

5= The student has participated actively in all face-to-face meetings and done the required individual task according to the course requirements. The task represents very good familiarity with course contents and relevant additional materials.

4= The student has participated actively in all face-to-face meetings and done the required individual task according to the course requirements. The task represents good familiarity with course contents and relevant additional materials.

3= The student has participated actively in most of the face-to-face meetings and done the required individual task according to the course requirements. The task represents familiarity with course contents and relevant additional materials.

2= The student has participated in several face-to-face meetings and done the individual task. The task represent only some familiarity with course contents and additional reading materials.

1= The student has participated in some face-to-face meetings and done the individual task. The task is related to the course contents and some additional reading material has been used.

**Grading:**

1-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

The course is tightly connected to the current work of researchers in the LET research unit. During the course students get practical information, ideas and real examples of research work in the field of learning sciences.

**Other information:**

The specific contents and lecturers of this course will vary between academic years.

**407510A: Curriculum, Planning and Evaluation, 3 op**

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

3rd year, autumn

**Learning outcomes:**

- explain the role of curriculum in education and the principles that guide curriculum construction and implementation
- compare curricula from different educational fields and institutions in Finland and other countries
- identify the demands that cultural, political and other factors set on curriculum planning
- design and use the curricula in lesson planning and in evaluating student and teacher activities

**Contents:**

- philosophical and pedagogical principles of curriculum planning and implementation
- curricula with emphasis on Intercultural and Immigrant Education on both national and global level
- curricula with emphasis on Inclusive Education on national and global level
- Finnish national curriculum for the Comprehensive School and curricula for International Schools

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

12 h lectures and 12 h seminars, examination, 57 hours of reading and assignment preparation.

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the intermediate studies in education.

**Recommended or required reading:**

The reading list will be given to the students before the course start.

**Assessment methods and criteria:**

Active participation in the seminars and examination.

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

**Grading:**

pass/fail

**Person responsible:**

Maria-Liisa Järvelä

**Working life cooperation:**

None

## 407530A: Defining Education in the Globalised World, 5 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

1st year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Describe the main paradigms and define the key concepts of educational sciences

- Discuss the focus areas, the role and the tasks of educational sciences in the globalised world
- Define inclusive education and recognise marginalised groups in education
- Examine the relation between the development of educational sciences, societal changes and educational contexts

**Contents:**

- Education as a phenomenon
- The main paradigms and key concepts of educational sciences
- Education for sustainable development and inclusive education as focuses in educational contexts.
- Educational institutions in relation to socio-economically marginalised groups.
- Role of educational professionals developing educational settings

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 10 h seminars, 95 h independent work

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

Egan, K. (2008). *Future of Education: Reimagining our schools from the ground up*. New Haven: Yale University Press. (Oulu University e-library)

Osler, A. & Starkey, H. (2005). *Changing citizenship: Democracy and inclusion in education*. Maidenhead: Open University Press. (Oulu University e-library)

Other study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:****Method of assessment**

Active participation in lectures and seminars and the completion of given tasks. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

**Assessment criteria**

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the seminar work / presentation:

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

Pass/fail

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

No

**402134A: Diversity in Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**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:**

English

**Timing:**

Autumn term

**Learning outcomes:**

The student

- understands the effects of diversity and special needs into the work, pedagogical choices and communication of a teacher.
- understands the demands of equality, equity and design for all to education.
- will learn to take the various cultural and language backgrounds of pupils into consideration.
- sees them as individuals in their community also in multicultural situations.

**Contents:**

- Encountering diverse children and youngsters at educational situations.
- Concepts related to multiculturalism, documents dealing with related issues, various approaches, fulfilling social justice, diverse families, cultures and values.
- Guidelines to design for all and equality act.
- Equality between genders, sexual and gender minorities.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lessons 14 h and individual work

**Target group:**

Students of special education, International students

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

This is part of intermediate or advanced studies in special education.

**Recommended or required reading:**

Together 3 books or 2 books and 2 articles. Choose two from these:

- Obiakor, F. E. 2006. *Multicultural Special Education: Culturally Responsive Teaching*. Pearson: Ohio. s. 297.
- Banks, J. A. & McGee Banks, C. A. 2013. *Multicultural Education: Issues and Perspectives*. John Wiley & Sons. Usa. 348 s.
- Gabel, S. L. & Lang, P. 2010. *Disability Studies in Education: Readings in Theory and Method*. Peter Lang Publishing.

Choose one from these:

- Abu-Hanna, Umayya. 2012. *Multikulti: Monikulttuurisuuden käsikirja*. Helsinki: Siltala.
- Niemi, A-M. Mietola, R. & Helakorpi, J. 2010. *Erytysluokka elämäntilussa Selvitys peruskoulussa erityisluokalla opiskelleiden 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
- 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](http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys_brage_14543/1/pigga%20KORJ1-5-9.pdf)
- Kivirauma, J. (toim.) 2016. *Vammaisten elämä & elämäkerta. Tulkintoja vammaisuudesta 1900-luvun Suomessa*. Kynnys ry.

2 articles from the list (can also be suggested by the teacher)

- Jaatinen, R-E. 2015. Promoting Interculturalism in Primary School Children through the Development of Encountering Skills: A Case Study in Two Finnish Schools. *Education*, 43(6), 731-742.
- Holm, G. & Londen, M. 2010. The Discourse on Multicultural Education in Finland: Education for Whom? *Intercultural Education*, 21(2), 107-120.
- Acquah, E. O.; Tandon, M.; Lempiinen, S. 2016. Teacher Diversity Awareness in the Context of Changing Demographics. *European Educational Research Journal*, 15(2), 218-235.

**Assessment methods and criteria:**

Accepted course demands participation in lectures and participating in an exam of 3 books or two books and 2 articles.

**Grading:**

Evaluation 0-5.

**Person responsible:**

Professor Marjatta Takala

**Working life cooperation:**

None



## 406021A: Drama Education, 2 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 ECTS cr

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student is familiar with the premises of drama pedagogy in basic education. S/he knows how to apply to his work as a teacher the genre of drama and theatre education that s/he learnt in this course.

**Contents:**

The course deals with drama and theatre as a form of learning and as a method of artistic performance in school.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group sessions 20 h and independent work 30 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Heikkinen, H. (2005 tai uudemmat painokset). Draamakasvatus - opetusta, taidetta, tutkimista.

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

**Assessment methods and criteria:**

Participation in contact teaching and as a final project either a drama group work or an independent written work.

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

**Grading:**

pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

None

## 407511A: Early Childhood Education, 3 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

2.year´s 1.and 2. period

**Learning outcomes:**

- a student can describe the meaning of play on a child´s social growth, development and learning in the preschool and lower primary education contexts.
- a student identifies a change of a child´s role and growth environment in the transition process to school and is able to co-operate with the professionals in the different growth environments.
- a student knows the continuum of a child´s growth- and learning process from the preschool education to the primary school education
- a student knows the theoretical and practical basis and methods of the child´s teaching and learning to read and write.
- a student understands a learning to read and write as a part of linguistic development, communication and interaction.

**Contents:**

- Preschool education and lower primary education as a child´s growth and learning contexts.
- Child´s learning process as a continuum from early childhood education to preschool and lower primary education.
- The meaning of a play of a preschool and lower primary school child in his social growth, development and learning.
- A child´s transition process to school with a co-operation between home, preschool and school.
- A child´s learning to read and write as a part of linguistic development, communication and interaction.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact lessons 30h

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Will be confirmed in the beginning of the course.

**Assessment methods and criteria:**

Active participating in contact lessons

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

**Grading:**

0 - 5

**Person responsible:**

Taina Kyrönlampi

**Working life cooperation:**

None

**Other information:**

Students who don't speak Finnish must agree on completing the course with the lecturers.

## 442184A: Early Learning and Education in Multicultural Contexts, 11 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

11 credits

**Language of instruction:**

english

**Timing:**

spring term

**Learning outcomes:**

- identify the main features of the Finnish educational system and early childhood education and care (ECEC)
- compare ECEC in different cultures and be aware of cultural diversity
- analyze early learning and young children's' development

**Contents:**

- orientation to the Finnish educational system
- introduction to the Early Childhood Education and Care (ECEC)
- Early Childhood education and Care in theory and practice
- research-based ECEC
- cultural diversity in ECEC

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminars, visits, observations

**Target group:**

Degree and exchange students of the Faculty of Education

**Recommended optional programme components:**

Study module consists of a whole of 10 credits + optional studies 3-9 credits. Optional studies are 442184A-04 Project work, 3 credits and 442184A-05 Internship in a Pre-school/Kindergarten, 3-6 credits.

Study module 442184A, Early Learning and Education in Multicultural Contexts is part of the Faculty of Education optional studies.

**Recommended or required reading:**

Will be confirmed in the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, essays, reports

**Grading:**

pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Observations in day-care centers, teaching practice (optional)

*Compulsory*

**442184A-01: Early Childhood Education and Care in Finland and in Other Countries, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

english

**Timing:**

spring term

**Learning outcomes:**

- identify the main features of the Finnish educational system and early childhood education and care (ECEC)
- compare ECEC in different cultures and be aware of cultural diversity
- analyze early learning and young children's' development

**Contents:**

- orientation to the Finnish educational system
- introduction to the Early Childhood Education and Care (ECEC)
- Early Childhood education and Care in theory and practice
- research-based ECEC

- cultural diversity in ECEC

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminars, reading circle, visits, observations

**Target group:**

Degree and exchange students of the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education, early childhood education or behavioral sciences

**Recommended optional programme components:**

Is part of 442184A Early learning and Education in Multicultural Contexts

**Recommended or required reading:**

Will be confirmed in the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, essays, reports

**Grading:**

pass /fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Observations in day-care centers

**442184A-04: Project Work, 3 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

english

**Timing:**

spring term

**Learning outcomes:**

- compare ECEC in different cultures and be aware of cultural diversity
- analyze early learning and young children's' development

**Contents:**

- Early Childhood education and Care in theory and practice
- research-based ECEC
- cultural diversity in ECEC

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminars

**Target group:**

Degree and exchange students of the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education, early childhood education or behavioral sciences

**Recommended optional programme components:**

Is part of 442184A Early learning and Education in Multicultural Contexts optional studies.

**Recommended or required reading:**

Will be confirmed in the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, reports

**Grading:**

pass/ fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

No

**442184A-05: Internship in a Pre-School/Kindergarten, 3 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

3-6 credits

**Language of instruction:**

English

**Timing:**

Spring term

**Learning outcomes:**

- identify the main features of the Finnish educational system and early childhood education and care (ECEC)
- learn to work as a teacher with small children

**Contents:**

- personal experience in the Finnish Early Childhood Education and Care (ECEC)
- teaching practice

**Mode of delivery:**

Practical work in day-care center

**Learning activities and teaching methods:**

Supervised teaching practice

**Target group:**

Degree and exchange students of the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education, early childhood education or behavioral sciences

**Recommended optional programme components:**

Is part of 442184A Early learning and Education in Multicultural Contexts optional studies.

**Recommended or required reading:**

No

**Assessment methods and criteria:**

Active participation

**Grading:**

pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Practical work in day-care center

**407532A: Economics of Education, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

2nd year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Identify and discuss the relationship between education and economics
- Describe political, societal and economic conditions of educational planning and implementation
- Analyse different economic models to assess the quality and effectiveness of education
- Analyse political trends in evaluation and economics of education

**Contents:**

- Models to evaluate the productivity and effectiveness of education
- Economic efficiency as a quality factor in education
- Budgeting and sources of financing in education
- Human and social capital in educational policy and planning
- Effects of political decision making on educational planning and implementation

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 20 h seminars, 95 h independent work

**Target group:**

2nd year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

Exam book: Belfield, C. (2000). *Economic principles for education: theory and evidence*.

Cheltenham: Edward Elgar.

Other study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:****Method of assessment**

Active participation in lectures and seminars and the completion of given tasks. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

**Assessment criteria**

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the seminar work / presentation:

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0 - 5

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

No

## 407519A: Education and Change, 5 op

**Voimassaolo:** 01.01.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

2nd year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Summarize current debates related to education in the 21st century and critically analyse their implications
- Identify the relations between educational change and changes in policies on global, regional and state level
- Examine the causes, processes and outcomes of educational transformation in various fields and sectors of education.
- Examine differences and convergences of approaches to educational change in relation to the role of education in North-South-East-West dialogue

**Contents:**

- major contemporary debates on education in XXI century and postmodernity
- key theorists promoting educational reforms
- various causes of educational transitions and their implications for curriculum design and educational practices
- educational transformations in all the sectors of education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 20 h seminars, 95 h independent work

**Target group:**

2nd year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

Study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

**Method of assessment**

Active participation in lectures and seminars. Open-book exam.

**Assessment criteria**

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the seminar work / presentation:

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0 - 5

**Person responsible:**

University lecturer/Global Education

**Working life cooperation:**

No

## 407517P: Education as a Science, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

1st year autumn

**Learning outcomes:**

- Describe the main paradigms and define the basic concepts of educational sciences
- Identify some of the most influential, past and contemporary educational theorists
- Consider the role of practical and theoretical knowledge in teacher's profession
- Apply the acquired knowledge in classroom discussions on international and multicultural learning and teaching contexts
- Is able to read academic texts on education and write a short academic essay

**Contents:**

- Theories and concepts of mainstream educational sciences and intercultural education
- Formal education, informal and non-formal education
- Epistemology: forms of knowledge and knowledge production, cultural impact on knowledge construction
- Teacher's professional development and teacher's identity formation
- Basics of academic writing

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 20h, seminars 10h, and independent study 105h

**Target group:**

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Assessment methods and criteria:**

Method of assessment

Active participation in lectures and seminars based on the lectures, seminars and study material. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.



Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

Pass/Fail

**Person responsible:**

Elina Lehtomäki

## 407520P: Educational Philosophy and Ethics, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

1st year Spring

**Learning outcomes:**

- Summarize and contrast central concepts and approaches of educational philosophy
- Compare international perspectives on ethics
- Apply concepts related to philosophy and ethics to discuss educational tasks and relationships in global contexts
- Describe their current educational philosophy and explain and illustrate their approach to professional ethics

**Contents:**

- Western and non-western schools of educational philosophy
- Perspectives on global and professional ethics
- Educational implications of different approaches
- Ethical dilemmas in educational contexts

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 20h, seminars 10h, and independent study 105h

**Target group:**

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Recommended or required reading:**

- Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Oxford: Rowman & Littlefield Publishers.

Noddings, N. (2005). *Challenge to care in Schools*. 2 nd ed. New York: Teachers' College Press.

**Assessment methods and criteria:**

Method of assessment

Active participation in lectures and seminars based on the lectures, seminars and study material. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

Seminar phase of the course work includes observation task on field.

## 408529S: Educational leadership and Administration, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

### ECTS Credits:

5 credits

### Language of instruction:

English

### Timing:

5th year Autumn

### Learning outcomes:

Upon completion the student is expected to be able to:

- Define the functions of educational policy and the tensions between policy making and implementation.
- Analyse national and international policies and discuss the processes of decision making, planning and implementation at national and international levels.
- Apply key concepts in informed decision making in relation to problem-solving tasks in educational policy, planning and leadership.
- Demonstrate principles of socially responsible educational leadership.
- Laws and statutes regulating schools, teaching and teachers
- Other guidelines and documents regulating school work
- Teachers' duties, responsibilities and rights

### Contents:

- current issues in educational politics
- educational policy and planning in different contexts
- strategic management, implementation and leadership
- educational policy in Finland: historical stages and key documents
- the role of international organizations in educational policy
- different theories of leadership and change
- julkishallinnon virkamiestyön sekä kouluhallintoon ja opetukseen liittyvän lainsäädännön perusteet
- opettajan työn oikeudet ja velvollisuudet opetustyössä

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

Lectures 20h, seminars 20h and independent work 95h

### Target group:

Intercultural Teacher Education

### Prerequisites and co-requisites:

Intermediate studies in Education

### Recommended optional programme components:

The course is part of Advanced Studies in Education

### Recommended or required reading:

West –Burnham, John (2009) Rethinking educational leadership: from improvement to transformation.

University of Oulu, e-library

And other material given during the course

### Assessment methods and criteria:

Learning activities and teaching methods:

Individual work will include pre-course reading assignment focusing on key-concepts.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance

Assessment criteria:

The assessment criteria are based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

Special attention is paid on the question of work-life relevance.

## 413322S: Entrepreneurship in education, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Niina Impiö

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

2<sup>nd</sup> year 3<sup>rd</sup> period

**Learning outcomes:**

After completion of this course, the student is able to

- define the key concepts related to entrepreneurship and entrepreneurship education
- connect entrepreneurship education to the theoretical perspectives of learning sciences and technology-enhanced learning
- identify and evaluate their own entrepreneurial competences
- recognize the potential and opportunities for educational entrepreneurship
- recognize the possibilities for supporting entrepreneurial competences in different educational settings

**Contents:**

- Entrepreneurial competences and recognizing one's own expertise and potential
- Different perspectives and key concepts of entrepreneurship in education
- Educational experts as entrepreneurs
- Educators and teachers as promoters of entrepreneurial competences

**Mode of delivery:**

Face-to-face: 10h lecture

Individual: 125h

**Learning activities and teaching methods:**

Course consists mainly of web-based studying both individually and collaboratively. Learning activities includes watching video-clips, participating in group discussions and other collaborative activities, and doing individual assignments.

**Target group:**

2nd year LET Master's Degree students

**Recommended optional programme components:**

Possibility to include more advanced studies on the theme to the optional studies in the student's personal study plan.

**Assessment methods and criteria:**

Criteria for passing the course: The student participates actively in all the learning activities both face-to-face and online. The student participates in collaborative activities, and is able to contribute to the group task significantly. His or her contribution indicates good familiarity with the learning materials. The student has accomplished all individual tasks.

Criteria for failing the course: The student is passive or absent from face-to-face meetings and online activities. The student participates infrequently in collaborative activities, and his/her contribution to the group task is minor. S/he has not accomplished all individual tasks, and s/he cannot prove his or her familiarity with the learning materials of the course.

**Grading:**

pass/fail

**Person responsible:**

Niina Impiö

**Working life cooperation:**

The course is implemented in cooperation with different experts and organizations in and outside of the university.

## 408513S: Ethics and education, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

1st year, 1st semester

**Learning outcomes:**

After completion of the course, students are able to

- Discuss the multi-dimensional relationships between education, ethics and globalisation
- Analyse educational policies, practices and societal changes from ethical perspectives
- Critically examine issues in global ethics, including human rights, equity and peace
- Discuss the role of international organisations, forums and global agendas in ethics and education
- Recognize possible tensions between common ethical principles and respecting various cultural traditions

**Contents:**

- Education as an ethical and value-laden activity
- Professional ethics in education
- Key debates in equality, justice, interdependence and sustainability
- Global ethics, human rights and universalism
- International organisations, forums and global agendas for common goals

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20h lectures, 20h seminars, 95h independent work

**Target group:**

Students in the Master's Programme in Education and Globalisation

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

This study unit is a part of advanced studies in Education

**Recommended or required reading:**

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Oxford: Rowman & Littlefield Publishers.

Purpel, D. E. & McLaurin jr., W. M. (2004). *Reflections on the moral and spiritual crisis on education. Counterpoints (Book 262)*. New York: Peter Lang International Academic Publishers.

Other study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

**Method of assessment**

Active participation in lectures and seminars and the completion of given tasks. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

**Assessment criteria**

The assessment criteria is based on the learning outcomes of the course.

**Criteria for assessment of the seminar work / presentation:**

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0-5

**Person responsible:**

Johanna Lampinen

**Working life cooperation:**

No

**418023P: Foundations of learning, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Essi Vuopala

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

1<sup>st</sup> year, 1<sup>st</sup> period

**Learning outcomes:**

After completion of this course, the student is able to

- describe the basic concepts of learning sciences,
- name the main theories in learning and instruction,
- explain educational use of technology over time, and work in various multicultural groups.

**Contents:**

- Basic concepts and theories of learning and instruction
- Introduction to how people learn individually and in groups
- History and current trends of technology-enhanced learning

**Mode of delivery:**

Learning activities include both individual and collaborative studying supported by technology. There will also be lectures and short expert presentations by the teachers and researchers in the field of learning sciences.

**Learning activities and teaching methods:**

Face-to-face and online teaching, 40h: lectures 15, practice 25

Individual and collaborative studies, 95h

**Target group:**

1st year students on the LET Master's Programme

**Recommended or required reading:**

- [How People Learn: Brain, Mind, Experience, and School: Expanded Edition. \(2000\). Washington, DC: The National Academies Press.](#)
- The Cambridge Handbook of The Learning Sciences. (2006). New York: Cambridge University Press.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching, and collaborative and independent work. It also requires successful completion of all the learning assignments and exercises. Learning outcomes are assessed through group and individual assignments.

5: All course assignments are comprehensive in terms of the contents of the course, and they represent very deep and wide familiarity with course materials. The student is able to express that s/he has understood and is able to combine key concepts and theories of learning sciences. The learning assignments are reflective in nature. The student participates very actively in group work, and contributes to the group assignments.

4: All course assignments are comprehensive in terms of the contents of the course, and they represent good familiarity with course materials. The student is able to express that he has understood and is able to combine key concepts and theories of learning sciences. S/he participates actively in group work, and contributes to the group assignments.

3: All course assignments are comprehensive in terms of the main contents of the course, and they represent familiarity with course materials. The student is able to express that s/he has understood the key concepts and theories of learning sciences. S/he participates very actively in group work, and contributes to the group assignments.

2: The student has done most course assignments, but they do not cover all contents of the course and the use of course materials is mostly superficial. The student is able to express his understanding about some of the key concepts and theories in learning sciences. S/he participates in most of the group meetings, but his contribution to the group activities is not clearly indicated.

1: The student hasn't done all course assignments or the assignments are superficial in terms of the main course contents and the use of course materials. S/he is able to express his understanding of a few concepts and theories in the field of learning sciences, but on a very superficial level. The student's participation in group work is passive, and his/her contribution to the group activities is not clearly indicated.

**Grading:**

1-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

Group tasks are case examples from actual working life.

## 408525S: Global Education and Development, 5 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

5th year, autumn

**Learning outcomes:**

Upon completion the student is expected to be able to:

- Examine the different conceptualizations of global education
- Identify the sub-areas of global education such as development education, peace education, human rights education, education for sustainable development and intercultural education
- Finnish and international policies of global education
- Apply, choose and adapt global education approaches and resources in school settings
- Demonstrate an awareness of educational theories that promote an ethical relationship to individuals and communities

**Contents:**

- Histories, definitions and strategies of global education internationally
- Global education in Finnish context
- Different theories of development and Finnish and international development co-operation
- Knowledge, skills and attitudes in teaching of global education and areas connected to such as citizenship education, democracy education, development education, peace education, human rights education, education for sustainable development and intercultural education

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20h, seminars 20h and independent work 95h

**Target group:**

Students in the Intercultural Teacher Education Programme

**Prerequisites and co-requisites:**

Intermediate studies in Education

**Recommended optional programme components:**

The course is part of the advanced studies in education.

**Recommended or required reading:**

Audrey Osler and Hugh Starkey: Changing citizenship : democracy and inclusion in education. Maidenhead, England : Open University Press, 2005. Oulu University e-library.

And other material given during the course

**Assessment methods and criteria:**

Learning activities and teaching methods:

Individual work will include pre-course reading assignment focusing on key-concepts.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance

Assessment criteria:

The assessment criteria are based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

Pass/Fail

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

Special attention is paid on the question of work-life relevance

## 406022A: History, 3 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 ECTS cr

**Language of instruction:**

Finnish. For ITE students, the small group sessions are in English.

**Timing:**

(1st or) 2nd year

**Learning outcomes:**

Having completed the course, the student has a basic competence to plan and give lessons in history. The student understands what history didactics means and how and why history is taught. The student knows how to plan and implement history teaching using different working methods and tools. S/he knows how to apply several data acquisition methods in the planning of his/her teaching. The student knows what goals and contents the national core curriculum for basic education places on the history teaching.

**Contents:**

The special characteristics of the history subject from the viewpoints of school, society and the curriculum and basic teaching competence.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10h, and small group sessions 20 h.

For ITE-students 10 h lectures and 10 h seminars.

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of "Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education".

**Recommended or required reading:**

Asunmaa, M. (1994) Kotiseutu tutuksi. Paikalliskulttuurin tutkiminen koulussa.

**TAI**

Löfström, Jan (toim.). Kohti tulevaa menneisyyttä. 2002.

**SEKÄ**

Maailmanhistorian pikkujättiläinen. 2005. s. 1-220.

Suomen historian pikkujättiläinen (uudistettu laitos), 2003. s.1-220.

for ITE-students

- James, A. & Phillips, R. (Eds.) (2000) Issues in History Teaching.(e-Book)
- Pendry, A. (1998) History teachers in the making.
- The core curriculum for pre-primary and basic education

**Assessment methods and criteria:**

Active participation in the course, exam

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

0 - 5

**Person responsible:**

Jari Honkanen

For ITE students, Elina Lehtomäki

**Working life cooperation:**

None

**407518P: Human Development and Learning, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** English



**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

1st year Autumn

**Learning outcomes:**

- Identify the most prominent paradigms and their representatives of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments
- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing

**Contents:**

- The most prominent paradigms and their representatives of psychology
- Age- and culture-specific issues of developmental psychology
- The impact of educational psychology in intercultural and inclusive education

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 20h, seminars 10h, and independent study 105h

**Target group:**

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Recommended or required reading:**

Crain: Theories of Development: concepts and applications. 6 th ed. 2011

**Assessment methods and criteria:**

Method of assessment

Active participation in lectures and seminars based on the lectures, seminars and study material. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

Pass/ fail

**Person responsible:**

Johanna Lampinen

**Working life cooperation:**

Seminar phase of the course work includes observation task on field.

**405520Y: ICONS and Professional English, 10 op**

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

**ECTS Credits:**

10 credits

**Language of instruction:**

English

**Timing:**

1st year autumn

**Learning outcomes:**

After finishing this course the student is able to

- Plan their own studies both alone and in cooperation with the rest of the study community.
- Understand their own programme's course structure, contents, and study practices.
- Become a part of their own student group
- Apply communication and negotiation skills to collaborate with peers using communication technology
- Promote understanding of how to apply ICT in a meaningful context in learning and instruction.
- Recognise the transdisciplinary skills and is able to apply them as a part of learning and teaching.
- Analyze contemporary political issues and their relationship to education
- Identify key actors in the domestic and international political arenas
- Demonstrate English language skills in the field of education using different media through different registers
- Identify and use the academic APA standard and style

**Contents:**

- Matters related to the beginning of the studies, PSP
- The key goals, structures, and contents of the studies
- The ethical principles of studying and study culture
- pedagogical & didactical application of ICT
- modern technology-based environments
- contemporary global politics and ideologies
- diplomatic consultation and dialogue
- composing reports
- registers of English
- writing essays using academic APA-style

**Mode of delivery:**

blended learning, contact teaching, independent studies, simulation

**Learning activities and teaching methods:**

40h lectures, 40h seminars and independent 190h work

Orientation to studies: 10h seminars,

ICONS simulation: lectures 20h and seminars 20h,

ICT and 21st century skills: 10h seminars,

Professional English: 20h lectures.

**Target group:**

1st year ITE students

**Person responsible:**

Elina Lehtomäki, Jari Laru

**407509A: Inclusive and Special Education, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

English

**Timing:**

ITE: 2nd year, spring

EdGlo: 1st year, spring

**Learning outcomes:**

After completion of the course, students are able to:

- analyse the current state and challenges of special education and inclusion.
- compare local and global approaches to special education, and evaluate the implemented policies and practices that are meant to provide equal possibilities for all people
- identify the current trends of the UNESCO Education for All (EFA) initiative
- discuss the challenges of implementation of EFA, and the Millennium Development Goals (MDGs)

**Contents:**

- special educational needs
- inclusion as a policy and practice
- the United Nations Millennium Development Goals
- UNESCO Education for All initiative

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24 h lectures/seminars, 56 h independent study

**Target group:**

- Intercultural Teacher Education students
- 1st year on the Master's Degree in Education and Globalisation pursuing minor studies "Education in Transition"
- Other students pursuing minor studies "Education in Transition"

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Course is part of the Special level Studies (ITE programme) and part of the Education in Transition (EDGLO students)

Other courses in Education in Transition:

- 407509P Defining Education, Educational Sciences and their tasks, 5 credits
- 407512P Comparative Educational Research, 5 credits
- 407510P Economics of Education, 5 credits
- 407511P Seminar: Education in Transition, 5 credits
- 407518A Global Citizenship Education, 5 credits
- 408502S Development and Education, 4 credits
- 407523P Plurilingualism and Education in the 21st century, 5 credits
- 407524P Critical Literacy in Education, 5 credits

**Recommended or required reading:**

Peterson, M. & Hattie, M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Boston: Allyn & Bacon.

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

Other study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

Active participation in lectures/seminars and an exam

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

**Grading:**

Pass/fail

**Person responsible:**

Johanna Lampinen, Marko Kielinen, Marjatta Takala (special education)

**Working life cooperation:**

No

**Other information:**

No

**418025P: Learning environments and technologies, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Jari Laru

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

1st year, 1st and 2nd period

### Learning outcomes:

After completion of this course, the student is able to

- apply theoretical ideas of learning sciences to the context of emerging technologies,
- use emerging technologies as teaching and learning tools,
- set-up a Personal Learning Environment (PLE) or Personal Teaching Environment (PTE),
- apply the PLE/PTE in educational context, and
- work in technology-rich teaching and learning environments as administrator, teacher or student.

### Contents:

- Basic concepts and ideas of how to use technology for problem-solving, reflection, sharing and collaboration.
- Basic concepts and ideas of using technological tools and environments for technology-enhanced learning, such as a) learning management systems, cloud computing, and social media, b) production and distribution of digital media, and c) classroom infrastructure and wireless Internet devices.
- Future and trends in technology-enhanced learning
- Design and setup of personal learning environment or personal teaching environment and digital portfolio.

### Mode of delivery:

- Mode of delivery is blended learning which consists of Flipped classroom (online), 8h, Technology workshops (computer class, face-to-face) 32h, online, individual and collaborative learning (blended) 95h.

### Learning activities and teaching methods:

Learning activities include hands-on workshops with classroom infrastructure, wireless internet learning devices and software. There will also be flipped classroom phases where topics and/or technologies are presented before the actual workshop.

In this course students design their own personal learning and/ or teaching environment which is a collection of tools for supporting their learning activities. In addition to that, students also design and set up their individual digital portfolios where they also reflect on their course tasks and their own learning.

### Target group:

1st year students on the LET Master's Programme and students in minor subject studies in learning and educational technology.

### Recommended optional programme components:

[407061A](#) Open workshop (5 credits)

### Recommended or required reading:

Fischer, F., Wild, F., Sutherland, R., & Zirn, L. (2014). *Grand Challenges in Technology Enhanced Learning: Outcomes of the 3rd Alpine Rendez-Vous*. Springer International Publishing.

Laru, J., Naykki, P., & Jarvela, S. (2015). Four stages of research on the educational use of ubiquitous computing. *Learning Technologies, IEEE Transactions on*, 8(1), 69-82.

Pea, R. D., & Maldonado, H. (2006). WILD for learning: Interacting through new computing devices anytime, anywhere. *The Cambridge handbook of the learning sciences*, 852-886.

### Assessment methods and criteria:

Completion of the course requires active participation in face-to-face teaching, and collaborative and independent work. It also requires successful completion of all the learning assignments and exercises, and writing posts for their personal digital portfolios.

Learning outcomes are assessed through group and individual assignments.

5: All course assignments are comprehensive in terms of the contents of the course, and they represent very deep and wide familiarity with course materials, environments and technologies. The student is able to express that he has understood and is able to combine technological tools and theories of learning sciences. Learning assignments are reflective in nature. The student participates very actively in group work, and contributes to the group assignments. Individual products represent very deep knowledge and are an exceptional contribution to the field of the learning environments and technologies.

4: All course assignments are comprehensive in terms of the contents of the course, and they represent good familiarity with course materials, environments and technologies. The student is able to express that he has understood and is able to combine technological tools and theories of learning sciences. A student participates very actively in a group work, and contributes to the group assignments. Individual products represent deep knowledge and are very contribution to the field of the learning environments and technologies.

3: All course assignments are comprehensive in terms of the main contents of the course, and they represent familiarity with course materials, environments and technologies. The student is able to express that he has understood the key concepts and theories of learning sciences in the context of learning environments and technologies. The student participates actively in group work, and contributes to the group assignments. Individual products represent good knowledge and are a good contribution to the field of the learning environments and technologies.

2: The student has done most course assignments, but they do not cover all the contents of the course and the use of course materials, environments and technologies is mostly superficial. The student is able to express his understanding of some of the key concepts and theories in learning sciences in the context of learning environments and technologies. S/he participates in most of the group meetings, but his contribution to the group

activities is not clearly indicated. Individual products represent mostly superficial expertise and are not a clear contribution to the field of the learning environments and technologies.

1: The student has not done all the course assignments or the assignments are superficial in terms of the main course contents and the use of course materials, environments and technologies. The student is able to express his or her understanding of a few concepts and theories of the learning sciences in the context of learning environments and technologies, but on a very superficial level. Her/his participation in group work is passive, and his contribution to the group activities is not clearly indicated. S/he participates in most of the group meetings, but his contribution to the group activities is not clearly indicated. Individual products represent superficial expertise and do not contribute to the field of the learning environments and technologies.

**Grading:**

1-5

**Person responsible:**

Jari Laru

**Working life cooperation:**

- 1) Course participants will use online professional development communities and networks as a support function for their learning activities.
- 2) Technology choices in these course reflect the socio-technical context in the average workplace of an educational expert

## 406043A-01: Man and the Environment, 4 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

1st or 2nd year

**Learning outcomes:**

Natural sciences includes topics of physics, chemistry, biology, geography and health education.

After passing this course the student

- is able to explain the aims and contents of primary school natural sciences on the basis of national curriculum.
- is able to compare different kind of teaching and learning viewpoints in natural sciences.
- is able to create a lesson plan and execute and evaluate teaching and learning.
- is able to evaluate his/her own growth and development as a teacher of natural sciences and is able to improve his/her teaching skills from the viewpoint of sustainable development.
- is able to interpret biological and geographical information related to natural, built and cultural environment.
- is able to distinguish his/her attitudes towards natural sciences and remodel new point of views towards natural sciences.

**Contents:**

The course includes the following:

- Natural sciences, especially biology, geography and health education in the primary education core curriculum
- Methods and evaluation of natural sciences
- Key concepts of biology and geography through following entities i.a.
  - life's biological bases, structure and functions of organisms, relevance of genetics
  - maps, planetary system, biomes, natural resources and human-environment interaction

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Exercises and lectures 40 h and self and group study about 60 h

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of the Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education.

**Recommended or required reading:**

- Cantell, H., Rikkinen, H. & Tani, S. 2007. *Maailma minussa - minä maailmassa. Maantieteen opettajan käsikirja.*
- Eloranta, V., Jeronen, E. & Palmberg, I. (toim.) 2005. *Biologia eläväksi. Biologian didaktiikka.*
- Jeronen, E., Välimaa, R., Tyrväinen, H. & Maijala, H. (toim.) 2009. *Terveystietoa oppimaan ja opettamaan.*
- Harlen, W. & Qualter, A. 2004. *The Teaching of Science in Primary Schools.*
- Tilbury, D. & Williams, M. 1997. *Teaching and Learning Geography.*

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

**Assessment methods and criteria:**

Active participation in contact teaching, completion of assignments and exam/literary work.

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

**Grading:**

0 - 5

**Person responsible:**

Anne Pellikka

**Working life cooperation:**

None

## 406052A: Mathematics, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Emilia Manninen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Learning outcomes:**

Having completed the study module, the student knows how to:

- develop calculation routines for the contents of primary mathematics
- describe the contents of maths as part of transversal competence and phenomenon-based learning
- explain maths assessment in primary school
- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- analyze the learning of maths contents and learning problems in primary school and apply it in the planning and evaluation of teaching
- apply and evaluate critically mathematics teaching methods, learning materials and tools

**Contents:**

Contents of primary mathematics:

- thinking skills
- numbers, operations and algebra
- geometry
- data processing, statistics, probability

View of mathematics

Mathematics learning tools

Essential methods of work in primary mathematics

Differentiation in mathematics

Mathematics didactics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4h. small group teaching 36h, and independent work 95h

**Target group:**

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

**Recommended optional programme components:**

The study module is part of the multidisciplinary studies in primary teacher education.

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics: teaching developmentally / John A. Van de Walle, Karen S. Karp; Jennifer M. Bay-Williams; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

In addition materials agreed together at the start of the course

**Assessment methods and criteria:**

Active participation in teaching

Completion of independent assignments

Production of learning materials

Self- and peer assessment

0

The student's performance is incomplete or deficient and it does not indicate any learning in line with the expected learning outcomes.

1

The student shows a minor degree of learning in line with the learning outcomes, but his/her attainment remains superficial or lacking in terms of one or more objectives. The student is not really applying or using essential theoretical course materials at all.

2

The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow and limited assimilation of the theoretical substance on the level of retention.

3

The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials at the level of retention and description, but without being able to apply or analyze them.

4

The student's performance is in line with the expected outcomes. S/he shows that s/he has a comprehensive familiarity with the essential theoretical substance of the course, and knows how to apply it in an appropriate manner.

5

The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner. S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply them in an appropriate manner.

**Grading:**

0-5

**Person responsible:**

Emilia Manninen

**Working life cooperation:**

None

**406042A-02: Mathematics Education, part II, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish/English

**Timing:**

(1st or) 2nd year, after Mathematics Education, part I. Whole semester.

**Learning outcomes:**

After passing this course the student

- can explain and evaluate the key goals, contents, teaching methods and assessment of primary mathematics and apply this knowledge to his/her teaching
- is able to apply his/her knowledge of mathematics education when making a medium term plan
- can apply the knowledge about differentiation and integration in his/her teaching
- can critically evaluate different learning aids and their applicability for teaching

**Contents:**

The course includes the following:

- Teaching percentage
- Teaching algebra
- Teaching statistics and graphs
- Teaching estimation
- Problem solving and its teaching
- The semantic classification of word problems
- Mathematical knowledge: conceptual and procedural knowledge
- Assessing mathematical knowledge, differentiation and integration

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small group teaching 28 h and self and group study 79 h

**Target group:**

Primary teacher education students

**Prerequisites and co-requisites:**

Mathematics Education, part I

**Recommended optional programme components:**

Mathematics Education, part I

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics : teaching developmentally / John A. Van de Walle, Karen S. Karp ; Jennifer M. Bay-Williams ; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

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

**Assessment methods and criteria:**

Voluntary Exam, group work, reading and commenting articles, calculation exercises

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

**Grading:**

0 - 5

**Person responsible:**

Emilia Manninen

**Working life cooperation:**

None

**408514S: Nordic education in the European and global context, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

EdGlo: 1st year, 2nd semester

**Learning outcomes:**

After completion of the course, students are able to



- Recognize the basic principles of Finnish education
- Discuss specific issues in education in the Nordic countries
- Identify trends in Nordic societies compared with education in the European and global context
- Discuss models of educational structures and best practices

**Contents:**

- Basic principles and development of Finnish education
- Specific educational issues in the Nordic countries
- Comparative approach to educational systems
- Visits to educational institutions

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20h lectures, 20h seminars, 95h independent work

**Target group:**

- 1st year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

1st and 2nd year EdGlo courses: 408512S, 408513S, 408527S and 408516S

**Recommended or required reading:**

Study material will be confirmed and provided at the beginning of the course.

**Assessment methods and criteria:**

Method of assessment

Active participation in lectures and seminars and the completion of given tasks. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the seminar work / presentation:

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0 - 5

**Person responsible:**

Maria Järvelä

**Working life cooperation:**

no

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS cr

**Language of instruction:**

Finnish. For ITE students, small group teaching is in English

**Timing:**

2nd year, autumn

**Learning outcomes:**

The student

- is able to name the objectives and contents of orienteering and outdoor ball games
- is able to name the core elements of orienteering and outdoor ball games
- is able to describe different methods of teaching physical education

**Contents:**

Orienteering (4h)

- the main skills of reading a map
- practical exercises of orienteering on basic education grades from 0 to 6

Outdoor ball games (6h)

- basics of Finnish baseball, football and
- elementary playing

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical exercises 10h, independent work

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is part of 6 ECTS cr Physical education studies.

**Recommended or required reading:**

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Peruskoulun opetussuunnitelman perusteet, liikunnan osuus. ( [http://www.oph.fi/saadokset\\_ja\\_ohjeet/opetussuunnitelmien\\_ja\\_tutkintojen\\_perusteet/perusopetus](http://www.oph.fi/saadokset_ja_ohjeet/opetussuunnitelmien_ja_tutkintojen_perusteet/perusopetus))
- Opetushallitus ja NuoriSuomi 2008 Fyysisen aktiivisuuden suositus kouluikäisille 7-18 vuotiaille. ( [http://www.nuorisuomi.fi/fyysisen\\_aktiivisuuden\\_suosituksset](http://www.nuorisuomi.fi/fyysisen_aktiivisuuden_suosituksset))
- Ojanaho M., ym. 2003 Sportfolio - liikunnan opetuksen aapinen.( <http://ktk.ulapland.fi/sportfolio/>)
- Syväoja H. ym 2012 Liikunta ja Oppiminen.( [http://www.oph.fi/julkaisut/2012/liikunta\\_ja\\_oppiminen](http://www.oph.fi/julkaisut/2012/liikunta_ja_oppiminen))
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Material given during the course.

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

**Assessment methods and criteria:**

Active participation in the small groups, individual tasks.

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

**Grading:**

Pass/fail

**Person responsible:**

Niina Loukkola

**Working life cooperation:**

None

## 408512S: Perspectives on Globalisation, 5 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

EdGlo: 1st year, 1st semester

**Learning outcomes:**

After completion of the course, students are able to

- Analyse globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Compare and evaluate the different views and theories of globalisation
- Map and evaluate the effects of globalisation on educational policies and practices
- Differentiate the positive and negative aspects of globalisation
- Examine education's role in global change
- Discuss globalisation in the context of global ethics

**Contents:**

- Theories of international relations and world politics
- Globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Debates about the nature, tensions and the conflicting values of globalisation
- Politics of knowledge production, equity, neo-colonialism
- Commercialisation of education
- Effects of globalisation on educational systems, policies and practices
- Issues of global and local governance

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20h lectures, 20h seminars, 95h independent work

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

1st and 2nd year EdGlo courses: 408513S, 408514S, 408527S and 408516S

**Recommended or required reading:**

Held, D. & McGrew, A. (Eds.). (2003). Global transformations reader: An introduction to the globalization debate. (2nd ed). Cambridge: Polity Press.

Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.). (2007). Globalization theory. Cambridge: Polity Press.

Jones, A. (2010). Globalization: Key Thinkers. Cambridge: Polity Press

Other study material will be confirmed at the beginning of the course.

**Assessment methods and criteria:**

Method of assessment

Active participation in lectures and seminars and the completion of given tasks. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the seminar work / presentation:

0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.

1 = it is very superficial, disconnected matters are presented, and references are weakly used.

2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.

3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.

4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0 - 5

**Person responsible:**

University lecturer/Global Education

**Working life cooperation:**

No

**Other information:**

No

## 407073A: Research on Gender and Sexuality, 5 op

**Voimassaolo:** 01.08.2016 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English (medium of instruction), English or Finnish (essay)

**Timing:**

Spring 2018, I and II period

**Learning outcomes:**

- After the course, student is able to
- present the key features of feminist research
- recognize some of the most important developers of feminist research
- discuss the theoretical perspectives and practical implications of gender and sexuality in various contexts

**Mode of delivery:**

Contact hours 30 , group work and independent work

**Learning activities and teaching methods:**

20h lectures, period I ;10h seminars, period II; essay, period II; reading circles (10h) organized and reported by by students

**Target group:**

All the students in the faculty of Education

**Recommended or required reading:**

Reading list will be given to the students at course start

**Assessment methods and criteria:**

Active participation in contact hours (lectures and seminars), active participation in reading circles and writing the report, essay:

Students write an essay on any topic related to one, or several themes. Essays can be written in English, or in Finnish; 2000 words; if written in pairs, 3000 words. Essays are handed in to the teacher within 2 weeks after the last seminar.

**Grading:**

Pass/Fail

**Person responsible:**

Maria Järvelä

**Other information:**

Special target group: exchange students

**Themes introduced by the teachers:**

- Introduction of the course
- Gender and sexuality

Maria Järvelä  
Jose Gardona Lopez

- Masculinities Sebastiao Teatini
- Gender and sustainability Rosalind Cooper
- Gender and economy Anu Railasto-Moran
- Gender and Education Anu Railasto-Moran
- Doing research on gender and sexuality Maria Järvelä
- Some specific issues that are of interest Maria Järvelä

#### TIMETABLE AND TEACHERS

- 11.01.18 Introduction Maria Järvelä  
thu 16.15-18.00 KTK215
- 12.01.18 Fluidity of Sexuality Jose Cardena Lopez  
fri 14.30-16.00 KTK215
- 18.01.18 Gender and Sustainability Rosalind Cooper  
thu 16.15-18.00 KTK215
- 19.01.18 Gender and Education Anu Railasto-Moran  
fri 14.30-16.00 KTK215
- 24.01.18 Gender and Economy Anu Railasto-Moran  
wed 16.15-18.00 KTK215
- 26.01.18 Masculinities Sebastiao Teatini  
fri 14.30-16.00 KTK215
- 02.02.18 Doing research on gender and sexuality Maria Järvelä  
fri 14.30-16.00 KTK215
- 09.02.18 Specific dilemmas 1: pornography and prostitution Maria Järvelä  
fri 14.30-16.00 KTK215
- 13.02.18 Specific dilemmas 2: informed later Maria Järvelä  
tue 16.15-18.00 KTK215
- 20.02.18 N.B! **SEMINAR** on Gender and Sustainability Rosalind Cooper  
tue 16.15-18.00 KTK215

#### SEMINARS

- 15.03.18  
thu 16.15-18.00 KTK215 Gender and Education Anu Railasto-Moran
- 16.03.18  
fri 14.30-16.00 KTK215 Gender and Economy Anu Railasto-Moran
- 22.03.18  
thu 16.15-18.00 KTK215 Masculinities Sebastiao Teatini
- 23.03.18  
fri 14.30-16.00 KTK215 Essay topics; Summing up Maria Järvelä
- 29.03.18 CANCELLED (due to Easter)  
thu 16.15-18.00 KTK215

## 407521P: Society, Education and Culture, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

**Arvostelu:** 1 - 5, pass, fail

**Opettajat:** Anu Railasto-Moran

**Opintokohteen kielet:** English

#### ECTS Credits:

5 credits

#### Language of instruction:

English

#### Timing:

1st year Spring

#### Learning outcomes:

- Identify the most prominent paradigms and their representatives of sociology
- Apply acquired knowledge of sociological theories in classroom discussions
- Relate educational systems to different societal and cultural contexts and teaching environments
- Compare different perspectives of educational sociology focusing on social-, societal and culture-specific aspects in education and upbringing

- analyze the role of educational professionals in society

**Contents:**

- the most prominent paradigms and their representatives in sociology
- social-, societal- and culture-specific issues in educational sociology
- globalization and migration in national, international and transnational education contexts
- teacher's profession in national, international and transnational contexts
- intercultural education from sociological perspective

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures 20h, seminars 10h, and independent study 105h

**Target group:**

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Assessment methods and criteria:**

Method of assessment

Active participation in lectures and seminars based on the lectures, seminars and study material. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

Seminar phase of the course work includes observation task on field.

## 900017Y: Survival Finnish Course, 2 op

**Voimassaolo:** 01.08.1995 -

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

**Vastuuyksikkö:** Languages and Communication

**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay900017Y Survival Finnish Course (OPEN UNI) 2.0 op

**Proficiency level:**

A1.1

**Status:**

The course is intended for the international students in every faculty of Oulu University.

**Required proficiency level:**

No previous Finnish studies.

**ECTS Credits:**

2 ECTS credits

**Language of instruction:**

Finnish and English

**Timing:**

-

**Learning outcomes:**

By the end of the course the student can understand and use some very common everyday expressions and phrases, and s/he can locate informational content in simple texts and messages. The student also knows the basic characteristics of Finnish language and Finnish communication styles.

**Contents:**

This is an introductory course which aims to help students to cope with the most common everyday situations in Finnish. During the course, students learn some useful everyday phrases, some general features of the vocabulary and grammar, and the main principles of pronunciation.

The topics and communicative situations covered in the course are: general information about the Finnish language, some politeness phrases (how to greet people, thank and apologize), introducing oneself, giving and asking for basic personal information, numbers, some time expressions (how to tell and ask the time, days of the week, time of day), food, drink and asking about prices.

The structures studied are: personal pronouns and their possessive forms, forming affirmative, negative and interrogative sentences, the conjugation of some verbs, the basics of the partitive singular and some local cases for answering the 'where'-question.

**Mode of delivery:**

Multi-modal teaching (Contact teaching, on-line teaching and independent work)

**Learning activities and teaching methods:**

Lessons 1–2 times a week (12–14 h) and guided self study (36 h)

**Target group:**

International degree and post-graduate degree students and exchange students of the University

**Prerequisites and co-requisites:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

Will be provided during the course.

**Assessment methods and criteria:**

Regular and active participation in the weekly lessons (twice a week), homework assignments and written exam at the end of the course will be observed in assessment.

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

**Grading:**

Grading scale is 1-5.

**Person responsible:**

Anne Koskela

**Working life cooperation:**

-

**Other information:**

Sign-up in WebOodi.