

Opasraportti

FEdu - Early Childhood Education, BA (Education) (2017 - 2018)

The Early Childhood Education Programme is one of the programmes in the Degree Programme in Teaching and Education. The degree programme includes common studies in education, and advanced professional studies that are different in each programme. In the Early Childhood Education Programme, the students first complete the Degree Programme in Teaching and Education (3 years) followed by the broadly-based Master's programme in education (2 years), in which an early childhood education student typically chooses specialization in pedagogical institutions and expertise.

The students in the Early Childhood Education Programme graduate as pedagogical experts in the growth, development and learning of small children for various tasks in the fields of education, teaching, research and development.

- The student is granted the right to study in a five-year Master's programme, as part of which s/he can pursue studies for 60 credits of pedagogical studies for teachers and choose minor subjects from the plentiful choices offered by the university.
- The student acquires strong professional competence and basic theoretical knowledge to allow him or her to think and act in a critical and creative way.
- The programme qualifies the students to function in the positions of kindergarten and pre-school teacher.

The degree of Bachelor of Arts in the Early Childhood Education Programme consists of language and communication studies (10 credits), orientation studies (5 credits), basic (25 credits) and intermediate studies (45 credits) in education, especially early childhood education, professional studies in early childhood education (65 credits), minor subject studies (25 credits), and optional studies (5 credits).

The degree of Master of Arts consists of advanced studies in education specific to the specialization (80 credits), minor subject studies (25 credits) and optional studies (15 credits).

CHOOSE TO COURSES TAB TO SEE THE DEGREE STRUCTURE, COURSES AND COURSE DESCRIPTIONS.

You can also find all the current study guides and timing tables on the Faculty website at <http://www oulu.fi/ktk/opinto-opas>

Tutkintorakenteet

Early Childhood Education, BA (Education)

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

Orientation Studies (5 ECTS cr) (vähintään 5 op)

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Language and Communication Studies (10 ECTS cr) (vähintään 10 op)

A200031: Language and Communication Studies, 10 op

e1

900102Y: Communicate with Impact, 5 op

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

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

902130Y: Foreign Language (English), 3 op

Basic studies, education (25 ECTS cr) (vähintään 25 op)

Early childhood education students select courses Research areas and basics of early childhood education and orientating practice in daycare center.

A250504: Education, Basic Studies, 25 op

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

410085P: Growth, Development and Learning, 5 op

410086P: Teaching and Educational Interaction, 5 op

410087P: Sociocultural Contexts of Education, 5 op

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

Intermediate Studies in Education, Especially Early Childhood Education (45 ECTS cr) (vähintään 45 op)

A251505: Early Childhood Education, Intermediate Studies, 40 - 45 op

e1

407040A: Basic Course in Quantitative Research, 5 op

407041A: Basic Course in Qualitative Research, 5 op

407045A: Bachelor's Thesis, 10 op

407047A: Maturity Test, 0 op

442190A: Early Childhood Special Education and the Challenges of Learning, 5 op

442191A: Childhood as a Social and Cultural Phenomenon, 5 op

442192A: Kindergarten Teacherhood as a Profession, 10 op

442193A: Diversity in Early Childhood Education, 5 op

Professional Studies in Early Childhood Education (65 ECTS cr) (vähintään 65 op)

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

Compulsory

442423A: Pedagogical Practice I, 10 op

442424A: Pedagogical Practice II, 10 op

442425A: Pedagogical Planning of Early Childhood Education, 5 op

442426A: Supervision of a Group of Children in an Educator Team, 5 op

442427A: Art Pedagogy in Early Childhood Education, 5 op

442428A: Art, Crafts and Science 1: Music, Literary Art and Drama Education, 5 op

442429A: Art, Crafts and Science 2: Crafts, Design and Visual Arts Education, 5 op

442430A: Art, Crafts and Science 3: Mathematics, Science and Physical Education, 5 op

442431A: Art, Crafts and Science 4: Literary Art, Drama, Crafts and Design Education, 5 op

442432A: Art, Crafts and Science 5: Physical and Music Education, 5 op

442433A: Art, Crafts and Science 6: Visual Arts and Environmental Education, 5 op

Minor studies (25 ECTS cr) (vähintään 25 op)

You can choose minor studies freely from among those offered by the University of Oulu.

Choose at least one (25 credits) minor subject to be included in your Bachelor's degree.

Optional Studies (5 ECTS cr) (vähintään 5 op)

The student can choose any higher education -level courses.

A200090: Other Studies, 0 - 25 op

Electives

- 410050Y: Educational research and information seeking systems I, 1 op
- 410051Y: Educational research and information seeking systems II, 1 op
- 407061A: Open workshop, 5 op
- 407078A: Experimental and Inventive Crafts, 5 op
- 407082A: Advanced Studies in Visual Arts, 5 op
- 407079A: Physical Exercise in Support of Wellbeing and Learning, 5 op
- 407062A: Programming in Basic Education, 5 op
- 407051A: Finnish as a Second Language, Optional, 5 op
- 404022A: Optional Practising, 1 - 10 op
- 407081A: Community Music Education, 5 op
- 413060S: Edusemiotics, 5 op
- 413066S: Adult Education and Pedagogical Supervision, 5 op
- 413067S: Sociology of education, 5 op
- 415042S: Special course in educational psychology, 5 op
- 415041S: Organizational psychology, 5 op
- 415048S: Psychology of learning, 5 op
- 413312S: Collaborative Learning, 5 op
- 418025P: Learning environments and technologies, 5 op
- 407530A: Defining Education in the Globalised World, 5 op
- 407540P: Language, Education, Society, 5 op
- 408502S: Development and Education, 5 op
- 408057S: CAD/CAM in Basic Education, 5 op
- 405048S: Literature Circle, 3 op
- 405047A: Creative Arts Oriented Studies, Part 1, 5 op
- 407073A: Research on Gender and Sexuality, 5 op

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

- 405047S: Applied Drama Education, 3 op
- 405044A: Art, Education and Philosophy, 2 op
- 413068S: Comparative education and educational research, 5 op
- 402756P: Culture and education, 5 op
- 413058S: Current Issues in Education, 5 op
- 413320S: Current trends in LET research, 5 op
- 402108P: Diversity of Learning, 5 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
- 418023P: Foundations of learning, 5 op
- 408051S: Future Working Life Skills and Technology Education, 4 op
- 405030S: History of Arts, 3 op
- 407084A: Multiliteracy in Phenomena in Various Learning Environments, 5 op
- 407083A: Personal Growth, 5 op
- 408052S: Programmable Logics and Logical Reasoning, 4 op

418024P: Self-regulated learning, 5 op
 405051A: Technology Education Research, 5 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay405028Y Technology-Enhanced Learning and Orientation to Studies (OPEN UNI) 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st year, autumn

Learning outcomes:

Having completed the course, the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and teaching
- identify the skills of transversal competence (21st century skills) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and teaching when planning and implementing practical teaching and learning situations
- apply the phenomena of technology-supported learning and teaching to solve challenges in practical working life

Having attended the informative orientation lectures and small group sessions, the student

- knows how to plan his/her studies on his/her own and in collaboration with the student community.
- understands the degree structures, contents and studying practices in his/her degree programme..
- becomes a member of his/her own small group

Contents:

- Orientation to the studies: issues related to starting to study, objectives, course, structure and contents of the studies, ethical principles and studying culture, constructing a personal study plan, group formation and integration to the university community and your own faculty
- Research subjects, basic concepts and developmental trends in technology-supported learning and teaching
- Core skills of the 21st century and the skills of transversal competence in the basic education curriculum
- Practical applications of technology-supported learning and teaching: a) learning environments, cloud services and office softwares, b) production and distribution of digital materials, c) hardware and networks, d) introduction to programming
- Making competence visible: digital portfolio and open badges

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Orientation to studies, 1 credit

Information lectures and supervision sessions by senior tutor and in small groups, 20-30h. PLEASE NOTE! In the course implementation of the Open University, the Orientation to Studies part of the study module is replaced by a separate additional assignment that is given in connection with the appropriate course.

Technology-Supported Learning, 4 credits

Technology-supported learning and teaching comprises three sections:

- introduction (10h of large group sessions, 20h of workshop exercises, 40h of group or individual work),
- study integration (30h of independent or group work), and
- sharing (a 4h session + 10h of independent or group work)

1) The large group sessions common to all (10h) in the Introduction part consist of expert talks that are implemented through blended teaching as applicable, making use of the newest available technology. The exercise workshops (20h) concentrate on exercises in the phenomena and applications of technology-supported learning and teaching. In connection with this part, various exercises are made and the student starts composing his/her personal portfolio comprising (40h of group and/or individual work)..

2) In the part of the course integrated in the studies, students apply the skills and knowledge learnt in the introductory part in practical teaching, learning and interaction situations. Such situations arise, among other things, in connection with the intermediate, multidisciplinary and professional studies. (This integrative phase is supported by a support person on duty, and it includes 30h of independent or group work)

3) In the sharing part, competences are made visible in three ways:

- a) The student share their productions making use of tools assigned for the purpose. The productions and other performances shared are created during the introductory and integrated parts of the course.
- b) Competence is made visible by means of digital open badges, for instance, for which applications are made in return for performances. When a sufficient number of badges proving practical competence have been gathered, the student is automatically awarded a certificate of competence.
- c) The student creates a digital portfolio that functions both as a tool of personal reflection and as a bank of materials.

(A 4h joint session + 20h of independent or group work have been reserved for the sharing part)

Target group:

Students of education in the various degree programmes

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the orientation studies

Recommended or required reading:

Available in the learning environment used in the study module

Assessment methods and criteria:

Course methods: Participation in blended learning, construction of a personal study plan (PSP), discussion on the PSP with senior tutor, and completion and sharing of technology-supported learning assignments.

The achievement of learning outcomes is assessed on the basis of the materials produced by the student, the open badges and/or the portfolio

To complete the course with a pass, the student shows that s/he is familiar with the main tools, concepts and approaches of technology-supported learning and teaching, and their development. The student also shows that s/he is familiar with the 21st century core skills (in terms of the curriculum, the skills of transversal competence) as part of the frame of reference of technology-supported learning and teaching. S/he knows how to make systematic use of applications and tools as part of learning, teaching and interaction. The student knows how to evaluate his/her own production critically and how to present suggestions for improvement. S/he is capable of making his/her competence visible by means of a portfolio, open badges and sharing of productions.

In a failed course, the student has not shown any competence as described in the course instructions. His/her productions are unfinished, fragmentary and superficial. The student does not show familiarity with the basic tools, concepts and approaches of technology-supported learning and teaching. S/he also does not perceive the meaning of the 21st century core skills (skills of transversal competence in the basic education curriculum) in the frame of reference of technology-supported teaching and learning. The student has not made her competence visible by means of a portfolio, open badges and/or shared productions.

Grading:

Pass/Fail

Person responsible:

Jari Laru & education coordinators

Working life cooperation:

The student has an opportunity to earn some of the course credits in working life environments. Some of the course studies are also integrated with the intermediate, multidisciplinary or professional studies (depending on the degree programme) or they can be implemented as a project, for instance, in a field-specific working context (such as school).

Other information:

The study module is connected with the multidisciplinary studies in primary teacher education and professional studies in early childhood education.

Related courses: Programming in Basic Education and Open Workshop

A200031: Language and Communication Studies, 10 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: General Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

e1

900102Y: Communicate with Impact, 5 op

Voimassaolo: 01.01.2017 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

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

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

901060Y	Second Official Language (Swedish), Written Skills	1.0 op	
ay901032Y	Second Official Language (Swedish), Written Skills (OPEN UNI)		1.0 op

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

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

901061Y	Second Official Language (Swedish), Oral Skills	1.0 op	
ay901033Y	Second Official Language (Swedish), Oral Skills (OPEN UNI)		1.0 op

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

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

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

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

ECTS Credits:

3 ECTS, workload is 80 hrs (36 hrs of contact teaching + 44 hrs of independent study).

Language of instruction:

English

Timing:

See the study guide of your study programme.

Learning outcomes:

Objectives:

- to develop students' English language skills needed for effective communication on different topics related to education and teaching,
- to practice comprehending and producing academic oral presentations and written texts

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

- to summarize, interpret and discuss academic texts on topics related to the field of education,
- to write short essays and summaries on topics related to education and teaching,
- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas

Contents:

- reading strategies and techniques with academic texts,
- academic writing practice,
- oral presentation practice,
- multicultural awareness activities

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

Classroom sessions, individual assignments (essays and summaries), an oral presentation in pairs and homework tasks.

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher in electronic form.

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework. An end-of-course examination.

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

Grading:

The evaluation scale is 0-5.

Person responsible:

See [contact teachers](#)

Working life cooperation:

-

A250504: Education, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ulvinen, Veli-Matti Terho

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250504 Education, Basic Studies (OPEN UNI) 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish or English

Timing:

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

Learning outcomes:

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

Contents:

Consists of the following courses:

[410084P](#) Education as an Object of Scientific Research 5 ECTS cr

[410085P](#) Growth, Development and Learning 5 ECTS cr

[410086P](#) Teaching and Educational Interaction 5 ECTS cr

[410087P](#) Sociocultural Contexts of Education 5 ECTS cr

[410088P](#) Philosophical and Ethical Foundations and Objectives of Education 5 ECTS cr

The courses are divided into the following areas:

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

Mode of delivery:

Face-to-face and mixed teaching

Learning activities and teaching methods:

Lectures and seminar sessions

Target group:

Students pursuing major or minor studies in education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

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

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

Grading:

pass/fail

Other information:

None

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410084P Education as an Object of Scientific Research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. English for the ITE students

Timing:

1st year

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:

Active participation,
Essay

Grading:

Pass/Fail

Person responsible:

Sari Harmoinen

410085P: Growth, Development and Learning, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanni-Mari Muukkonen-van der Meer

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410085P Growth, Development and Learning (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

1st year

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:

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

Assessment methods and criteria:

Active participation,
Essay

Grading:

Pass/Fail

Working life cooperation:

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

410086P: Teaching and Educational Interaction, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Järvelä Sanna

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410086P Teaching and Educational Interaction (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. For ITE students English

Timing:

1st year

Learning outcomes:

- Summarize the historical development of paradigms in learning sciences
- Identify the most significant paradigms of learning sciences and the most influential theorists
- Relate the different cultural circumstances on pedagogical solutions in learning and teaching situations with special focus on intercultural competence
- Discuss the possibilities offered by ICT in teaching and learning situations

Contents:

- historical overview of the development of learning paradigms
- theories of intercultural/ transformative/ experiential and social learning and critical pedagogy
- the impact of cultural factors on learning and teaching
- learning and teaching as individual and social-psychological phenomena
- the role of ICT in learning and teaching

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:

Active participation,
Essay

Grading:

Pass/fail

Person responsible:

Sanna Järvelä

Working life cooperation:

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

410087P: Sociocultural Contexts of Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Vesa Puuronen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410087P Sociocultural Contexts of Education (OPEN UNI) 5.0 op

Voidaan suorittaa useasti: Kyllä**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish. English for the ITE students.

Timing:

1st year

Learning outcomes:

After completion the student is able

- to use the central concepts of social sciences in educational research and analyze the related basic issues in various contexts of education and growth
- to apply social, multicultural and juridical issues related to education and schooling in everyday life situations
- to describe the historical, socio-political and professional starting points of Finnish education system and educational politics

Contents:

Contents

- The basics of social sciences in educational research
- The possibilities and limitations of education and growth determined by the context, i.e. culture, society and environment
- The social, multicultural and juridical issues related to education
- Education systems as part of the historical development of society
- Education politics as a part of social politics

Mode of delivery:

Face-to-face teaching / blended teaching and learning

Learning activities and teaching methods:

Basic part 3 ECTS: Lectures for all 14 h, independent working 67 h

The basic part is composed of studying pre-given material, expert lectures (possibly by guest lecturers), and learning task. In addition, the adoption of learning outcomes are measured by separate assignment (e.g. examination or essay).

Seminar part 2 ECTS: Contact teaching in small study programme groups 10 h, independent working 44 h

The assignment can be for instance learning portfolio, which combines the contents of basic part and student's own life-world experiences.

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

(in applicable parts; to be negotiated with instructor):

- Arum, R., Beattie, I. R. & Ford, K. (Eds.). (2011). The Structure of schooling: Readings in the sociology of education. Los Angeles: SAGE.
- Ballantine, J. H. & Spade, J. Z. (Eds.). (2012). Schools and society: A sociological approach to education. Los Angeles: SAGE.
- Demaine, J. (Ed.). (2001). Sociology of education today. London: Palgrave.
- Simola, H. (Ed.). (2014). Finnish education mystery: Historical and sociological essays on schooling in Finland. London: Routledge.
- Verdugo, R. R. (Ed.). (2014). Educational reform in Europe: History, culture, and ideology. Information Age Publishing.
- Original text from one of these theorists: Louis Althusser, Basil Bernstein, Pierre Bourdieu, Michel Foucault, Henry Giroux, Jürgen Habermas, Axel Honneth, Peter Jarvis, Peter McLaren, Paul Willis, or Thomas Ziehe.

Assessment methods and criteria:

Basic part 3 ECTS.

Assessment method: Both learning task and examination or essay based on the learning material and lectures.

Seminar part 2 ECTS.

Assessment method: Learning portfolio in study group working

The assessment criteria are weighted in the following way:

- first learning outcome is highlighted in learning task (Basic part)
- all three learning outcomes are highlighted in examination or essay (Basic part)
- third learning outcome is highlighted in portfolio (Seminar part)

In approved (Pass) completion of the course, the use of central concepts of social sciences in educational research and analytical handling of basic issues in various contexts of education and growth is clearly structured, and matters are connected to each other at least to some degree. The handling of social, multicultural and juridical issues related to education and schooling in everyday life situations is reflective, and connections between matters are handled at least to some degree. In addition, the description of the historical, socio-political and professional starting points of Finnish education system and educational politics is clear and appropriate. In all assignments, there has to be a visible plot and mainly the use of references has to be at a good level.

In not approved (Fail) completion of the course, student's study products are unfinished, fragmentary and superficial, matters are presented in disconnected way, or the presentation does not show own thinking nor acquisition to the core themes of the course. Study material is not utilized sufficiently, and references are weakly used.

Grading:

pass/fail

Person responsible:

Vesa Puuronen (Veli-Matti Ulvinen)

Working life cooperation:

The seminar part contains working life cooperation.

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eetu Pikkarainen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410088P Philosophical and Ethical Foundations and Objectives of Education (OPEN UNI) 5.0
op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish. For ITE students: English

Timing:

1st year

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:

Active participation,
Essay

Grading:

Pass/Fail

Person responsible:

Jouni Peltonen, Eetu Pikkarainen

Working life cooperation:

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

A251505: Early Childhood Education, Intermediate Studies, 40 - 45 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anna-Maija Puroila

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

45 ECTS cr

Language of instruction:

Finnish

Timing:

1st - 3rd years

Learning outcomes:

Upon completion of the Intermediate Studies in Education, specifically early childhood education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable of scientific information acquisition and argumentation and knows how to report scientific results. S/he is capable of functioning in various expert duties in early childhood education in different communities.

Contents:

see under each course

Mode of delivery:

Face- to- face teaching

Learning activities and teaching methods:

Specified in more detail for each specific course.

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Specified in more detail for each specific course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

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

Grading:

pass/fail 0-5

Person responsible:

Puroila Anna-Maija

Working life cooperation:

None

Other information:

None

e1

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.

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 aloittelevalla tutkijalle. Jyväskylä: PS-kustannus.

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalla 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).

407045A: Bachelor's Thesis, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-01 Bachelor's thesis 8.0 op

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish/ English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student

- knows how to define a research problem
- knows how to compose a research plan on the topic of his or her thesis
- knows how to use literature on his or her own research topic to provide a theoretical scrutiny of the topic
- is familiar with the basics of scientific writing and knows how to apply them to write his or her thesis
- knows how to compose a Bachelor's degree
- knows how to act as an opponent to the Bachelor's thesis written by another student

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test

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

Grading:

0–5

Person responsible:

Tapio Tenhu and the leaders of seminar groups

Working life cooperation:

None

Other information:

Students submit their finalized theses to the Laturi system for review and approval. Website laturi.oulu.fi

A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at www.oulu.fi/ktk/opinnaytetyot

407047A: Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

442164A-03 Maturity Test 0.0 op

ECTS Credits:

0 credits

Language of instruction:

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

Timing:

3rd year

Learning outcomes:

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

Learning activities and teaching methods:

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

Target group:

Students in the Faculty of Education

Recommended optional programme components:

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

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

442190A: Early Childhood Special Education and the Challenges of Learning, 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:

Finnish

Timing:

3rd year, autumn

Mode of delivery:

Face-to-face teaching

Prerequisites and co-requisites:

Education, Basic Studies

Grading:

0 – 5

442191A: Childhood as a Social and Cultural Phenomenon, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Anna-Maija Puroila**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

After completing the course the student is able:

- to analyze her/his conception of childhood
- to analyze childhood as a societally and culturally constructed phenomenon
- to recognize methodological and ethical challenges in childhood research
- to evaluate risks in children's social environments and needs for child protection

Contents:

- Childhoods in different times and cultures
- Theoretical, methodological and ethical questions in childhood research
- The basics of social pedagogy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20 h, visits 8 h, seminars 10 h, feedback 2 h, independent working 80 h (learning diary / exam)

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Basic studies in education

Recommended optional programme components:

Part of intermediate studies in education

Recommended or required reading:

Scientific articles agreed in the beginning of the course

Assessment methods and criteria:

Active participation to the visits and seminars, learning diary / exam.

Criteria for evaluation: Learning outcomes are evaluated with learning diaries / exam. In the diary / exam, the text about the theme of the course:

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

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

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

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

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

5 = is 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:

Anna-Maija Puroila

Working life cooperation:

None

442192A: Kindergarten Teacherhood as a Profession, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

442193A: Diversity in Early Childhood Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pekkarinen, Asko Sakari

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year, autumn

Learning outcomes:

- is familiar with the principles of equality and human rights and their requirements on the teaching and educational community
- is familiar with the connection between culture and children's identity and education
- identifies practices and discourses of inequality and mechanisms of otherization and knows how to influence them
- knows how to identify intercultural competence and how to view him/herself and his/her own activities by its means
- learns to discuss the contents of global education as a teacher and educator in his/her work

Contents:

- human rights, equality and social justice in an educational community
- main concepts of intercultural education
- essential contents of global education

- culture as a dynamic phenomenon, culture- and gender-sensitive pedagogy
- intercultural competence

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 14 h
- small group sessions 24 h
- independent work 97 h

Target group:

Students in the Early Childhood Education Programme

Recommended optional programme components:

The study module is part of the intermediate studies in education.

Recommended or required reading:

- Heinonen, H. et al. (2016). Lapsen oikeudet ja aikuisen vastuut varhaiskasvatuksessa. Osa 3.
- Jokikokko, K. & Karikoski, H. (2016). Exploring the narrative of a Finnish early childhood education teacher on her professional intercultural learning. Journal of Early Childhood Education Research, 5: 1. s.92-114. <http://jecer.org/fi/exploring-narrative-finnish-early-childhood-education-teacher-professional-intercultural-learning/>
- Paavola, H. (2007) Monikulttuurisuuskasvatus päiväkodin monikulttuurisessa esiopetusryhmässä. Helsingin yliopisto. Käyttätymistieteellinen tiedekunta. Tutkimuksia 283.
- YK:n yleissopimus lapsen oikeuksista (1998). https://unicef.studio.crasman.fi/pub/public/pdf/LOS_A5fi.pdf

Assessment methods and criteria:

Active participation in teaching, lecture and literature exam, completion of project work

0 = the exam does not show that the student has familiarized him/herself with the lecture and literature materials, the practical exercises are missing or have been completed in a highly deficient form.

1 = the exam shows that the student has familiarized him/herself to a very small extent with the issues presented in the lectures and literature, essential concepts are not defined and the answer includes factual errors, and there are shortcomings in the practical exercises

2 = the exam shows that the students has familiarized with the matters raised in the lectures and literature to some extent, his or her definition of the main concepts is deficient, and the answer includes some factual errors

3 = the answer shows that the student has familiarized him/herself with the matters presented in the lectures and literature, s/he has discussed the main concepts and the topic is discussed at a good level, with some reflection, the practical exercises have been completed well

4 = the exam shows that the students has familiarized him/herself well with the matters presented in the lectures and literature, has defined well the main concepts, and the discussion contains reflection based on the student's own materials, the practical exercises show serious commitment to doing the work.

5 = the exam shows that the student has familiarized him/herself very thoroughly with the issues raised up in the lectures and literature and has analyzed them him/herself systematically, and has completed the practical exercises in an excellent manner.

Grading:

0-5

Person responsible:

Asko Pekkarinen

Working life cooperation:

None

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

65 credits

Language of instruction:

Finnish

Timing:

1st and 2nd years

Contents:

see under each course

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

600 h contact lessons

independent work

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

see under each course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

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

Grading:

pass/fail

Working life cooperation:

Pedagogical Practice I

Pedagogical Practice II

Other information:

None

Compulsory

442423A: Pedagogical Practice I, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, spring

Learning outcomes:

Having completed the course, the student

- knows how to determine targets for his or her learning and reflect on them
- is familiar with theories, curricula and other documents connected with early childhood education
- is able to describe the kindergarten as a child's growth environment and work community
- is able to describe the educational partnership implemented in early childhood education
- based on observation, knows how to plan and implement pedagogical activities in a small group
- knows how to observe play, physical activity, arts and everyday cultural activities in pedagogy
- is familiar with the stages of a child's language development
- understands the significance of language and interaction as part of a child's holistic development in early childhood education

Contents:

- determination of and reflection on the student's own learning objectives
- important theories, curricula and other documents related to early childhood education
- the kindergarten as a child's growth environment
- collaboration in early childhood education
- the kindergarten as a work community
- observation, planning and implementation of pedagogical activity in a small group in the kindergarten
- the child's language development and interaction
- the educator as a promoter of language development and interaction
- literature and literary art as part of a child's language development

Mode of delivery:

Face-to-face teaching and kindergarten practice

Learning activities and teaching methods:

- 150 h practical work in a kindergarten
- 6 h group supervision for practical training
- 14 h lectures and 36 h small group sessions
- 64 h independent work

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

As far as the practical training is concerned, the assessment is based on self-assessment by the student as well as assessment by the kindergarten teacher supervising the practice and by the supervising teacher in the early childhood education programme. Pedagogical practice is assessed in relation to the set goals and the work plan. The goals set for him/herself by the student, his/her work plan and practical work issues are specified and assessed in supervision discussions on the basis of the student's own documentation, among other things. The student shall take actively part in evaluating his or her own activities and learning. S/he shall be keeping a pedagogical diary during the practice period.

To achieve a pass for lectures and exercises: active participation in face-to-face teaching, successful completion of assignments.

Grading:

Pass/Fail

Person responsible:

Lecturer in Early Childhood Education

Working life cooperation:

Practical training in a kindergarten, 150h.

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

Having completed the study module, the student:

- knows how to analyze and develop his/her own learning objectives based on Pedagogical Practice I
- knows how to apply the documents and curricula for early childhood and pre-primary education in practical educational and teaching work
- identifies the continuum of a child's growth and learning from pre-primary to primary education
- based on observation and documentation, knows how to plan, implement and evaluate pedagogical activities
- knows how to apply and develop his/her collaboration skills on the basis of the principles of educational partnership and dialogicality
- knows how to integrate play, physical activity, arts and everyday cultural activities in pedagogy
- is familiar with methods and processes of learning to read and write, and knows how to use them in his/her work as an educator and teacher

Contents:

- documents and curricula for early childhood and pre-primary education
- the continuum of a child's growth and learning from pre-primary to primary education
- observation and documentation of pedagogical activity, planning, implementation and evaluation
- collaboration in early childhood education
- play, integration
- development of a child's language and interaction
- educator as a promoter of language development and interaction
- methods of teaching to read, and literature and literary art in language development

Mode of delivery:

Face-to-face teaching and practical training in a kindergarten

Learning activities and teaching methods:

- practical work in a kindergarten 192 h
- group supervision for practical training 6 h
- lectures 12 h and small group sessions 26 h
- independent work 40 h

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

Successful completion of Pedagogical Practice I

Recommended optional programme components:

Part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

As far as the practical training is concerned, the assessment is based on self-assessment by the student as well as assessment by the kindergarten teacher supervising the practice and by the supervising teacher in the early childhood education programme. Pedagogical practice is assessed in relation to the set goals and the work plan. The goals set for him/herself by the student, his/her work plan and practical work issues are specified and assessed in supervision discussions on the basis of the student's own documentation, among other things. The student shall take actively part in evaluating his or her own activities and learning. S/he shall be keeping a pedagogical diary during the practice period.

To achieve a pass for lectures and exercises: active participation in face-to-face teaching, successful completion of assignments,

Grading:

Pass/Fail

Person responsible:

Satu Karjalainen

Working life cooperation:

Practical training in a kindergarten, 200 h

442425A: Pedagogical Planning of Early Childhood 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:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

Having completed the course, the student

- identifies and knows how to analyse the contextual nature of growth and education
- knows how to evaluate and develop growth and learning environments in a multitude of ways and apply play to pedagogy
- knows how to analyse and develop his or her own conception of the child from the viewpoint of the child's active agency
- knows how to describe and analyse the pedagogical process theoretically

Contents:

- conception of the child, child-centredness and the child's participation
- contextuality of growth, development and learning
- play as a basis for pedagogy
- observation, documentation and evaluation as the basis for pedagogical planning and implementation

Mode of delivery:

Face-to-face/flexible teaching

Learning activities and teaching methods:

face-to-face teaching, 40 h

lectures, 14 h, of small group teaching, 26 h, of independent work, 95 h

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching, completion of individual assignments, completion of online assignments.

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources

1 = enumerative style, highly superficial, insufficient use of sources

2 = superficial, sources used to a satisfactory extent

3 = reflective, connections between things brought up to some extent

4 = reflective, quite analytical, connections between things brought to surface

5 = reflective, systematic and analytical, mostly excellent use of sources

Grading:

0 – 5

Person responsible:

Satu Karjalainen

Working life cooperation:

None

442426A: Supervision of a Group of Children in an Educator Team, 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:

Finnish

Timing:

2nd year, spring

Learning outcomes:

Having completed the course, the student knows how to

- apply a variety of pedagogical methods when instructing a group of children
- analyse and argue for processes of growth and learning from the viewpoint of an individual child and a group of children
- evaluate, argue for and develop both the activities of an educational community and her own abilities as a kindergarten teacher in a team of educators

Contents:

- practical activity in a child group, application of pedagogical methods
- interaction in an educational community (peer interaction in a group of children and in a team, interaction between educator and child)
- teamwork theory

- reflection of one's own professional development as an individual process and as a group process

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

40h of face-to-face teaching

4h of lectures, 36h of small group teaching, 95h of independent work

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

none

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

Active participation in teaching and work in a group of children, completion of individual assignments

Active participation in teaching, completion of individual assignments, completion of online assignments.

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources, no contribution to group work

1 = enumerative style, highly superficial, insufficient use of sources, insufficient contribution to group work

2 = superficial, sources used to a satisfactory extent, participation in group work but not active

3 = reflective, connections between things brought up to some extent, active contribution to group work

4 = reflective, quite analytical, connections between things brought to surface, active and responsible contribution to group work

5 = reflective, systematic and analytical, mostly excellent use of sources, approach to work is responsible and promotes and develops the group's shared goals

Grading:

0 – 5

Person responsible:

Satu Karjalainen

Working life cooperation:

Work in a group of children

442427A: Art Pedagogy in Early Childhood Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year spring

Learning outcomes:

Having completed the course, the student

- knows how to plan for, implement and evaluate experiential and child-oriented Art pedagogy in early childhood education
- be able to describe the conclusion of the artistic process and to identify the part of the artistic making and experiencing the child's growth and well-being
- able to recognize and describe being in art educator as part of the role of early childhood educators, as well as to develop it as part of their professional identity

Contents:

- an introduction to the pedagogy of art education (lectures)
- music education, literary art and drama education and art education (Tutorial)
- play and artistic encounter
- artistic working and experience
- experimentalism, embodiment, sensation ?
- arts pedagogy and be an art educator in early childhood education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

4 h lectures

Small group teaching: music education 22 h, word art and drama pedagogy 7 h, art education 7 h

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

- Active participation to teaching
- Successful completion of independent tasks
- Evaluation of own individual abilities in the light of the learning outcomes

0= Student performance is unfinished or incomplete and does not demonstrate competence in accordance with the learning outcomes

1= The student shows little directional skills learning outcomes, but one or more of the objectives the know-how remains as missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= Student's performance has reflected the objectives but shows only a superficial knowledge. The performance shows the uptake of the content of the course and narrowly partially remembering level.

3= Student's performance has reflected the objectives. The student discusses and analyze the essence of the course of remembering and recording level, but without applied or analytical approach

4= Student performance is consistent with the learning outcomes. He shows he is aware of the essential content and methods of the course and apply them appropriately.

5= The student will demonstrate knowledge in accordance with the learning outcomes in depth, broad and versatile. He demonstrates the ability to describe, evaluate and analyze the essence of the course as well as to use and apply them in an appropriate manner.

Grading:

0 – 5

Person responsible:

Leena Poikela

Working life cooperation:

None

442428A: Art, Crafts and Science 1: Music, Literary Art and Drama Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

1st year autumn

Learning outcomes:

Having completed the study module, the student knows how to

- recognizes the importance of play for experiential learning
- be able to apply storytelling, literacy art and drama and music education in early childhood education, integrating them between different content areas
- is trained and encouraged self-expression, immersion and interaction skills
- to identify children's theater and arts in their pedagogical and expressive possibilities
- identify the music pedagogical and expressive possibilities
- able to name and identify the history of music genres
- is able to plan, implement and develop the music and drama education among different age groups of children in kindergarten

Contents:

- music education, literary art and the drama of early, pre-primary and primary education in supporting the overall personality of the child's age
- music education methods: singing, playing, movement, listening, integration with other areas of orientation, arts, literacy and drama
- history of music
- drama education, play, self-expression, communication skills, storytelling, children's drama

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h, small group teaching 36 h
- Music education: Lectures 2 h, small group teaching 22 h
- Literacy/ word arts and drama: Lectures 2 h, small group teaching 14 h
- The study module includes 95 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, design of a teaching episode and written output.

Fail

- The student has not completed the study module or deficiencies are revealed in her/his skills that do not meet the expected learning outcomes.

Pass

- Active participation in teaching
- Approved completion of assignments in the study module
- Evaluation of one's own performance in relation to the objectives of the module.
- Identifies the learning process connected with literacy arts and drama and music education.
- Identifies methods of work, data acquisition, research, interpretation and evaluation in literacy arts and drama and music education.
- Identifies, uses and applies methods of integration in arts education.
- Uses and applies possibilities of tools, materials and techniques of literacy / word art, drama and music education in an appropriate manner

Grading:

Pass / Fail

Person responsible:

Leena Poikela

Working life cooperation:

None

442429A: Art, Crafts and Science 2: Crafts, Design and Visual Arts Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Vastimo

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, autumn

Learning outcomes:

Having completed the study module, the student knows how to

- plan, evaluate and develop art and crafts education based on the curricula for early childhood and pre-primary education
- apply working, data acquisition, research, interpretation and evaluation skills typical of visual arts and crafts
- apply visual arts and crafts through integration across various content areas
- use materials, techniques and tools of visual arts and crafts that are appropriate for early childhood education.

Contents:

Contents of the study module

- Materials, tools and methods used in crafts, visual arts and design

- Planning, development and evaluation of pedagogical activity in visual arts and crafts education
- Aesthetics in crafts and art education
- Child's development in visual arts and crafts

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- 4 h lectures
- Visual arts: Small group teaching 14 h
- Crafts/Technical work: Small group teaching 8 h
- Crafts/Textile work: Small group teaching 14 h

The study module includes 95 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, design of a teaching episode and written output.

Fail

- The student has not completed the study module or deficiencies are revealed in her/his skills that do not meet the expected learning outcomes.

Pass

- Active participation in teaching
- Approved completion of assignments in the study module
- Evaluation of one's own performance in relation to the objectives of the module.
- Identifies the learning process connected with visual arts and crafts. Identifies methods of work, data acquisition, research, interpretation and evaluation in visual arts and crafts. Identifies, uses and applies methods of integration in visual arts and crafts. Uses and applies tools, materials and techniques of visual arts and crafts in an appropriate manner

Grading:

Pass/Fail

Person responsible:

Minna Vastimo

Working life cooperation:

None

442430A: Art, Crafts and Science 3: Mathematics, Science and Physical Education, 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 cr

Language of instruction:

Finnish

Timing:

2nd year, spring

Learning outcomes:

Having completed the course, the student

- knows how to shape the physical environment to attract a child in pre-school age to take various forms of physical exercise
- knows how to apply the didactic principles of physical education to support movement and exercise among children in pre-school age
- knows how to explain science concepts by means of an inquiring approach to work
- knows how to guide a child in pre-school age towards mathematical thinking by means of learning tools
- knows how to plan and implement mathematics and science teaching to children in pre-school age in various learning environments
- knows how to implement integrative early childhood education

Contents:

- a variety of forms and environments of physical exercise
- didactics of physical education in early childhood education
- didactics of mathematics and sciences in early childhood education
- child-centred inquiry

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Mathematics and sciences: Lectures 2 h, small group teaching 22 h
- Physical education: Lectures 2 h, small group teaching 14 h
- The study module includes 95 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is a self-contained entity and does not require that any other studies are pursued at the same time.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education.

Recommended or required reading:

- Sääkslahti, A. (2015) Liikunta varhaiskasvatuksessa.
- Iloa, leikkiä ja yhdessä tekemistä. Varhaisvuosien fyysisen aktiivisuuden suositukset. Opetus- ja kulttuuriministeriön julkaisuja 2016:21
- Other materials to be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching. Planning, implementation and assessment of a teaching episode.
Completion of independent assignments.

pass

- Takes actively part in teaching
- Completes the course assignments/examination successfully
- Makes an assessment of his/her skills and knowledge relative to the expected learning outcomes of the study module

fail

- The student's performance is unfinished or reveals shortcomings in knowledge and skills relative to the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Emilia Manninen

Working life cooperation:

None

442431A: Art, Crafts and Science 4: Literary Art, Drama, Crafts and Design Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the study module, the student

- identifies the genres of children's literature and the pedagogical and therapeutic possibilities offered by them
- identifies the significance of crafts as part of a child's development
- knows how to plan, implement and develop crafts and literary art education based on the early childhood and preprimary education plans
- knows how to apply crafts and literary art by integrating them across various content areas
- gets practice and encouragement in the skills of self-expression, empathy and interaction in crafts and literary art education

Contents:

- Planning, evaluation and development of pedagogical activity in crafts and literary art education
- Crafts materials and applicable methods from the viewpoint of sustainable development
- The meaning of crafts as an activity for the development of a child
- Children's literature, literary art and drama

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Literary art and drama: Lectures 2 h, small group teaching 22 h
- Crafts: Lectures 2 h, small group teaching 14 h
- The study module includes 95 h of independent work

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

The study module is an independent entity and does not require any simultaneously pursued studies.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, planning of a teaching episode, and written output.

Assessment criteria:

0 – The student has not completed the study module and his/her performance does not meet the standards indicated in the projected learning outcomes.

1 – The student manifests some performance in accordance with the expected learning outcomes, but her/his skills in terms of one or more goals are lacking/remain superficial.

2 - The student's performance is somewhat in agreement with the objectives, but it only shows superficial learning. It shows partial understanding of the contents of the module, but practical application is mechanical and detached in nature.

3 – The student's performance is in line with the objectives, showing an understanding of the contents of literary art and crafts education.

4 – The student's performance is in line with the objectives. S/he shows that s/he is familiar with the essential content areas of the module and is capable of applying them in practice.

5 – The student's knowledge and skills are in accordance with the objectives on a broad and varied scale. S/he manifests a capacity to describe, evaluate, analyze and develop the essential principles of literary art and crafts education and to apply them in practice.

Grading:

0 – 5

Person responsible:

Pirjo Suvilehto

Working life cooperation:

None

442432A: Art, Crafts and Science 5: Physical and Music Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Susanna Takalo

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, autumn

Learning outcomes:

Having completed the study module, the student

- knows how to plan for, evaluate and implement physical and music education to support the child's overall growth and development in an early childhood education environment
- knows how to apply and evaluate the meanings of family sports to support a child's physical development
- knows how to play music at his or her own skill level by singing, playing, using body, rhythm and 'laatta' instruments and by moving to the music that s/he is playing or listening to
- knows how to plan for, use and develop various fields of application and musical processes for early childhood music education through, among other things, stories, pictures, movement and drama plays
- knows how to implement integrative and expressive early childhood education

Contents:

Contents of the study module

- music and physical education and the overall growth and development of a primary and preprimary child
- the physical activity and welfare programme for early childhood education, and the recommendations for physical activity in the early years, family sports
- the viewpoint of music therapy in early years music education
- musical knowledge and skills as part of a student's professional growth
- planning, implementation and evaluation of pedagogical activity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h, small group sessions 36 h, independent work 95 h
- Physical education: Lectures 2 h, small group sessions 22 h
- Music education: Lectures 2 h, small group sessions 14 h

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

The study module is an independent entity and does not require other studies to be pursued at the same time.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

- Active participation in teaching.
- Successful completion of practical work included in the study module.
- Assessment of one's own performance with a view on the expected learning outcomes.

0= The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1= The student shows a low degree of learning in line with the expected outcomes, but it is missing or superficial in terms of one or more set objectives.

2= The performance is somewhat in line with the expected learning outcomes, but only shows superficial learning and there are shortcomings in the use of sources.

3= The student's performance is reflective and matters are related to each other to some extent; a common thread is to be seen and sources are used mainly well.

4 = The student's performance is quite analytical, matters are related to each other well, and the use of sources is mainly very good.

5 = The student's performance is systematic and analytical, issues are related to each other very well, and the use of sources is mainly excellent.

Grading:

0 – 5

Person responsible:

Susanna Takalo

Working life cooperation:

None

442433A: Art, Crafts and Science 6: Visual Arts and Environmental Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year spring

Learning outcomes:

After the course student is able to

- discuss, describe and construct his/hers own concept of art and art education
- analyze and develop his/hers relationship to environmental sustainable development???
- define and apply environmental and visual culture literacies and reflect and evaluate them in the early childhood education context
- apply, develop, evaluate visual art and environmental education objectives and methods in early childhood education

Contents:

Course content

- Holistic model of environmental education
- Esthetics and ethics in visual arts and environmental education
- Multimodal literacies in visual arts and environmental education
- Concept of art and being an art educator in early childhood education
- Objectives, contents and methods of visual arts and environmental education

Mode of delivery:

Face-to-face teaching

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

- Active participation to teaching
- Successful completion of independent tasks
- Evaluation of own individual abilities in the light of the learning outcomes

0= Student performance is unfinished or incomplete and does not demonstrate competence in accordance with the learning outcomes

1= The student shows little directional skills learning outcomes, but one or more of the objectives the know-how remains as missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= Student's performance has reflected the objectives but shows only a superficial knowledge. The performance shows the uptake of the content of the course and narrowly partially remembering level.

3= Student's performance has reflected the objectives. The student discusses and analyze the essence and methods of visual arts and environmental education in remembering and recording level, and is able to use them in practice without analytical approach.

4= Student performance is consistent with the learning outcomes. He shows he is aware of the essential content and methods of visual arts and environmental education and apply them appropriately.

5= The student will demonstrate knowledge in accordance with the learning outcomes in depth, broad and versatile. He demonstrates the ability to describe, evaluate and analyze the essence and methods of visual arts and environmental education as well as to use and apply them in an appropriate manner.

Grading:

0 – 5

Person responsible:

Jaakko Moilanen

Working life cooperation:

None

A200090: Other Studies, 0 - 25 op

Opiskelumuoto: Other Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

Electives

410050Y: Educational research and information seeking systems I, 1 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish/English

Timing:

During periods I, II, III & IV

Learning outcomes:

Upon completion of the course, the student will be able to search scientific information. The student will be able to use most important databases of the discipline and evaluate different information sources.

Contents:

- Transforming information need to search terms
- Most important databases of the discipline
- Search process: search techniques & analysing search results
- Using reference management software

Mode of delivery:

Face-to-face teaching or web-based teaching

Learning activities and teaching methods:

Several methods: lectures or web-based teaching, self study

Target group:

Major students of the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Recommended to take the course at the beginning of proseminar

Recommended or required reading:

None

Assessment methods and criteria:

Participation in classroom teaching and successful completion of the course assignments
 Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Information specialist at the Pegasus Library

Working life cooperation:

None

Other information:

Web pages: <http://www.oulu.fi/library/node/10695>

410051Y: Educational research and information seeking systems II, 1 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish/English

Timing:

During periods II & IV

Learning outcomes:

Upon completion of the course, the student will deepen his information searching skills. The student can search scientific information for his thesis. Furthermore, he uses evaluation tools to estimate the quality of scientific information and he understands the principles of scientific publishing. The student uses different features of the reference management software.

Contents:

- principles of informations search
- most important databases of the discipline
- different search techniques
- the central publication and information channels of the field
- saving searches in the databases
- keeping the track of new information using alert services offered by the databases
- the evaluation of scientific information
- RefWorks- bibliographic management program

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, self study

Target group:

Major students of the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Recommended to take the course at the beginning of pro gradu seminar

Recommended or required reading:

None

Assessment methods and criteria:

Participation in classroom teaching and successful completion of the course assignments
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Information specialist at the Pegasus Library

Working life cooperation:

None

Other information:

Web pages: <http://www.oulu.fi/library/node/10695>

407061A: Open workshop, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

Optional studies, the whole year continued non-stop course
Continuous registration.

Learning outcomes:

Upon completion of the course, the student will be able to

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning activities
- Use state-of-the art technology enhanced learning tools for supporting project work

Contents:

This course does consists of student projects and group meetings where project progress will be presented. Projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Mode of delivery:

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

Learning activities and teaching methods:

Group meetings: 30h (online and/or face-to-face meetings)

Individual or group work: 100h

Target group:

Students from Faculty of Education

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

Look at course www-pages: <http://bit.ly/avoинworkshop>

Assessment methods and criteria:

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

Grading:

0-5

Person responsible:

Jari Laru

Working life cooperation:

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Other information:

Optional studies / Look at course www-pages: <http://bit.ly/avoинworkshop>

407078A: Experimental and Inventive Crafts, 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:

Finnish

Learning outcomes:

Having completed the study module, the student:

- Knows how to deepen the working, data acquisition, interpretation, and evaluation skills typical of the crafts upon completion of the basic studies.
- Understands the meaning of a holistic design process and knows how to apply it in her/his own work.

Uses a variety of materials and techniques in a purposeful and appropriate manner in her/his own work.

Contents:

- During the study module, the student expands her/his competence to cover the techniques, materials and tools used in crafts.
- The student documents the basis and analysis of her/his learning process orally and in writing.

The contents will be specified in more detail as the study module starts.

The study module is recommended for students who are not studying textile work or technical work as a minor subject

Mode of delivery:

Lecture 4h, small group teaching 36h, independent work 95h

Learning activities and teaching methods:

Active participation in teaching and completion of course assignments.

Target group:

Student in primary teacher education

Recommended or required reading:

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityöopetus. WSOY: Porvoo.

Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisuja 36.

Inki, J., Lindfors, E. & Sohlo, J. (toim.) (2011). Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.

Opintojakson aikana jaettava materiaali.

Assessment methods and criteria:

Pass:

The student takes actively part in face-to-face teaching and completes the independent work included in the study module at a level consistent with the expected learning outcomes. The content and quality of the written assignment and reflection assignments show that the student's performance meets the learning outcomes of the study module.

Fail:

There are shortcomings in the student's participation in teaching, completion of independent work or written and reflection assignments such that do not prove her/his mastery of competence in line with the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Minna Vastimo

407082A: Avanced Studies in Visual Arts, 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:

Finnish

Learning outcomes:

Having completed the course, the student is able to

- use different methods of printing and photographing in his/ her own expression.
- apply various techniques and materials in grades 0-6 and in early childhood education.

Contents:

Content of visual arts (optional)

During the course the student deepens her/his visual and pedagogical knowledge specially about printing and photographing. Working during the course has a common topic.

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h
Practices 36h

Grading:

pass/fail

Person responsible:

Matti Lukkari

407079A: Physical Exercise in Support of Wellbeing and Learning, 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:

Finnish

Learning outcomes:

Student

- is able to plan and execute diverse P.E. in primary school

Contents:

- Circus Skills
- Plays and Games
- Adventure Education
- Utilization of Technological Applications
- Schools on the Move

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h, practical lessons 36 h, individual work 95 h

Target group:

Preferably primary teacher students

Recommended or required reading:

Will be agreed in the beginning of the course

Assessment methods and criteria:

Active participation in lectures and practical lessons. Completing individual work.

Grading:

pass/fail

Person responsible:

Ari Rahikkala

407062A: Programming in Basic Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407062A Programming in Basic Education (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Spring term 2018

Learning outcomes:

- Knows how to apply the working methods of collaborative problem solving in the context of programming.
- Knows how to design and implement entities based on the basic education curriculum with programming as part of learning.
- Is familiar with the principles of algorithmic thinking.
- Is familiar with the programming tools designed for beginners and has made deeper acquaintance with at least one of them.
- Understands the elements of automation.

Contents:

- Getting to know the theoretical frame of reference of collaborative problem solving
- Familiarization with the contents of programming in the basic education curriculum
- Practice with the principles of algorithmic thinking by programming both on computers and through application of different games and other exercises
- Introduction to basic programming tools, such as Computercraft, Scratch Jr, Scratch, Snap, Hour of Code
- Basic robotics: e.g. Lego WeDo, PicoBoard, Edison, Lego Mindstorms
- Planning for and exercise with the implementation of a programming and/or robotics club (The implementation can be put into effect within the framework of an Open Workshop course.)

Mode of delivery:

face-to-face teaching

Programming exercises

Applied assignments, self-regulated work

Learning activities and teaching methods:

Small group sessions and independent (group) work, including completion of programming exercises, totalling 133.5h.

Target group:

Students in faculty of education

Prerequisites and co-requisites:

None

Assessment methods and criteria:

To earn a pass for the study module, the student shall complete successfully the assignments in the small group sessions, the programming exercises and the project plan (for a club or something else applicable).

Grading:

pass/fail

Person responsible:

Jari Laru

407051A: Finnish as a Second Language, Optional, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

In different phases of the studies

Learning outcomes:

Having completed the study module, the student

- knows how to describe the goals, arrangements and assessment in the teaching, especially of Finnish as a second language, of people with immigrant background in curricula and in practice from the viewpoint of a primary teacher's work.
- knows how to explain the most important theoretical ways from the viewpoint of a teacher's work to perceive multilingualism, learning and teaching a second language, and the everyday life of a culturally diverse school.
- knows how to describe linguistically aware teaching and how to evaluate in his/her own work as a primary teacher the linguistic needs of a multilingual student in mainstream education, teaching Finnish as a second language, and in instruction preparing for basic education.
- is familiar with essential literature and materials in the field of Finnish as a second language

Contents:

The course deals with the teaching of Finnish as a second language in practice and theory, especially from the viewpoint of the work of a primary teacher; how, in practice, to teach Finnish and support the student linguistically in mainstream education, teaching of Finnish as a second language, and in instruction preparing for basic education.

The topics covered by the course include learning and teaching of Finnish, spoken and written language, Finnish as a second language in the curricula, assessment of language skills and the European frame of reference, a Finnish learner's learning to read and write and multiliteracy, the need for special support among multilingual learners, learning materials in Finnish as a second language, development of teaching Finnish as a second language, and utilization of the new technologies in the teaching of Finnish as a second language

Mode of delivery:

26 h face-to-face teaching and independent work

Learning activities and teaching methods:

- Familiarization with teaching Finnish as a second language using lecture materials and literature
- Active participation in lecture and small group teaching: asking questions, commenting, questioning, and sharing of one's own experiences and thoughts
- Taking part in the exercises
- Reading circle
- Guest speakers & conversation

Implementation of a learning assignment

Target group:

Primary Teacher Education Students, Early childhood education students and Special education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- Aalto, Eija – Mustonen, Sanna – Tukia, Kaisa 2009. *Funktionaalisuus toisen kielen opetuksen lähtökohdana*. Virittäjä 3/2009.
- *Eurooppalainen viitekehys 2003. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Euroopan neuvosto / WSOY.
- Jokinen, Päivi # Nissilä, Leena # Immonen-Oikkonen, Pirjo 2011. *Kommentoitu luettelo maahanmuuttajataustaisten opetuksen ja koulutuksen materiaaleista*. Opetushallitus.
- Kuukka, Ilona – Rapatti, Katriina 2009. *Yhteistä kieltä luomassa: suomea opetteleva opetusryhmässäni*. Opetushallitus.
- Latomaa, Sirkku (toim.) 2007. *Oma kieli kullaan kallis. Opas oman äidinkielen opetukseen*. Opetushallitus.
- Lehtinen, Kirsti 2006. *Maahanmuuttajataustainen oppilas äidinkielen ja kirjallisuuden tunneilla*. Teoksessa Grünthal, Satu – Pentikäinen, Johanna (toim.) *Kulmakivi. Luokanopettajan äidinkieli ja kirjallisuus*. Otava.

Assessment methods and criteria:

- Advance assignments for the lectures
- Keeping a learning diary and reflection on the literature to be used in the course
- Learning assignment
- A visit of at least two lessons to a situation of teaching Finnish as a second language

Preparation of questions to visitors

Grading:

Pass/fail

Person responsible:

Päivi Jokinen

Working life cooperation:

A visit to a session of instruction preparing for basic education & classroom assistance

Other information:

Continuous feedback

404022A: Optional Practising, 1 - 10 op

Voimassaolo: 01.08.2016 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1-10 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student knows how to

- choose a content and practice site that is meaningful for professional growth
- analyze his or her own needs for development
- evaluate and apply the significance of skills achieved in the practice period for his or her own growth into a teacher

Contents:

In this practice period, the student has an opportunity to get to know the teacher's field of work widely by choosing a content for the practice that is important for growth as a teacher. The practice consists of either educational, guidance or teaching activities.

The practice can be carried out in either general or vocational education, in educational and training organizations or projects also in an environment other than grades 0-6 of basic education.

The practice can also be about experimental, developmental or research activities with cooperating parties in the field of education.

In this practice the student plans, implements and evaluates his/her own working duties.

Mode of delivery:

Practice

Learning activities and teaching methods:

The student needs a supervisor for this practice period.

A practice plan needs to be approved before the practice is started.

The scope of the practice is 27h to 270h, including familiarization with literature, practical training and reports.

A practice report to be approved after the practice.

Target group:

Students in the Primary Teacher Education programme.

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the studies in the Primary Teacher Education programme.

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Pass:

The student's performance shows accomplishment that is in line with the expected learning outcomes. S/he deals with the theoretical materials of the study module analytically enough, and applies them in an appropriate manner.

Fail:

The student's performance is deficient in relation to the expected learning outcomes, or is incomplete.

Grading:

Pass/Fail

Person responsible:

Sari Harmoinen

407081A: Community Music Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

413060S: Edusemiotics, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eetu Pikkarainen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits / 133 hours of work by the student

Language of instruction:

Finnish/English

Timing:

Timing of the course is free.

Learning outcomes:

Upon completion of the course, the student will be able to

- present and discuss the basic semiotic approaches and conceptions from the point of view of education
- apply semiotic methods to educational research
- plan pedagogical action as meaningful and meaning mediated interaction

Contents:

Basic approaches and conceptions of semiotics and their history, action theoretical semiotics, application of semiotics to education and educational philosophy, pedagogical action as meaningful and meaning mediated interaction

Mode of delivery:

Web-based teaching

Learning activities and teaching methods:

Online work based on study materials and assignments

Target group:

Students pursuing advanced or doctoral studies in education.

Prerequisites and co-requisites:

Revision of the basics of semiotics and educational philosophy is recommended.

Recommended optional programme components:

The course is an independent entity and does not require additional studies carried out at the same time.

Recommended or required reading:

Applicable literature can be used as agreed in addition to the materials available in the learning environment.

Assessment methods and criteria:

The student shall complete the learning assignments in the online environment successfully, following the instructions, and the course grade is based on the written assignments that is the final course output.

Grading:

The course utilizes verbal grading scale "Pass with distinction/Pass/Fail".

Person responsible:

Eetu Pikkarainen

Working life cooperation:

None

413066S: Adult Education and Pedagogical Supervision, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Outi Kristiina Ylitapio-Mäntylä

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- identifies the pedagogical premises of learning in adults
- knows how to work in functions related to adult education and supervision of adults in various organisations
- knows how to apply his/her pedagogical activity to support adult supervision and learning.

Contents:

- Pedagogical principles of adult education
- Adult learning, evaluation and supervision
- Critical reflection of adult supervision and personal learning

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20h of lectures, 5h of small group teaching, 70h of independent work, on-the-job learning

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

Bachelor's degree in education

Recommended optional programme components:

The course is part of the advanced studies in education

Recommended or required reading:

Vehviläinen, Sanna (2014). Ohjaustyön opas: Yhteistyössä kohti toimijuutta. Gaudeamus.
 Scientific articles to be agreed on at the start of the course

Assessment methods and criteria:

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources

1 = highly superficial, things presented as detached from each other, insufficient use of sources

2 = superficial, things partly presented as detached from each other, sources used to a satisfactory extent

3 = reflective, things are related to each other to some extent, a common thread is to be seen, sources are mainly used well

4 = quite analytical, things are related to each other well, sources are mainly used very well

5 = systematic and analytical, things are related to each other very well, mostly excellent use of sources

Grading:

0 – 5

Person responsible:

Outi Ylitapio-Mäntylä

Working life cooperation:

On-the-job learning in an adult education organisation

413067S: Sociology of education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail

Opettajat: Ulvinen, Veli-Matti Terho

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish/English

Timing:

4th or 5th year

Learning outcomes:

Depending on the student's own choice and interests, s/he acquaints him/herself with a project related to the sociology of education. After completing the course the student is able

- to evaluate the meaning of expertise in sociology of education for working life in the fields of education
- to analyze different ways of promoting the development of the educational system

Contents:

The student completes the project work in sociology of education as a book exam, essay, a series of substitutive lectures or in some other way, for instance by participating in a research project or some project in the Faculty of Education for the development of educational expertise and working life skills. Agreement on the study method, literature and other issues related to project work shall be made with the instructor.

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work 135h

Target group:

Master's level students / Pedagogical Institutions and Expertise

Prerequisites and co-requisites:

Basic and intermediate studies in education

Recommended optional programme components:

The course is part of the optional advanced studies in education

Recommended or required reading:

Applicable parts of 5 books from the following:

- Aittola, T. (toim). (2012). Kasvatussosiologian suunnannäyttäjät. Helsinki: Gaudeamus.
- Apple, M. W., Ball, S. J. & Gandin, L. A. (Eds.). (2010). The Routledge international handbook of the sociology of education. New York: Routledge.
- Arum, R., Beattie, I. R. & Ford, K. (Eds.). (2011). The Structure of schooling: Readings in the sociology of education. Los Angeles: SAGE.
- Ballantine, J. H. & Spade, J. Z. (Eds.). (2012) Schools and society: A sociological approach to education. Los Angeles: SAGE.
- Demaine, J. (Ed.). (2001) Sociology of education today. London: Palgrave.
- Luhmann, N. & Schorr, K-E. (2000). Problems of reflection in the system of education. Münster: Waxmann.
- Rizvi, F. & Lingard, B. (2010). Globalizing education policy. London: Routledge.
- Simola, H. (Ed.) (2014). Finnish education mystery: Historical and sociological essays on schooling in Finland. London: Routledge.
- Torres, C. A. & Antikainen, A. (Eds.). (2003). The international handbook on the sociology of education: An international assessment of new research and theory. Maryland: Rowman & Littlefield.
- Verdugo, R. R. (Ed.). (2014). Educational reform in Europe: History, culture, and ideology. Information Age Publishing.

Assessment methods and criteria:

Examination, essay or other type of project work (to be negotiated with instructor).

Criteria for assessment:

- 0 = work is unfinished, fragmentary; presented matters are not connected to the theme of the course, only few references.
- 1 = work is very superficial, disconnected matters are presented, and references are weakly used.
- 2 = work is superficial, matters are disconnected in some places, references are satisfactorily used.
- 3 = work 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 = work is structured and presented in an analytical way, matters are well connected to each other, using references is mainly at a very good level.
- 5 = work is structured and presented 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:

Veli-Matti Ulvinen

415042S: Special course in educational psychology, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Mirka Hintsanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

The student

- familiarizes him/herself with current issues in educational technology and with expertise in education
- knows how to search for information related to psychology and educational psychology making use of international search channels
- knows how to evaluate research in educational psychology and the strength of research evidence
- knows how to interpret practical problem situations making use of research knowledge on educational psychology
- knows, based on research evidence and strength of proof, how to present summaries and recommendations on measures, i.e. knows how to apply research knowledge in practice

Contents:

Evaluation of research in educational psychology and assessment of the strength of proof, application of knowledge on educational psychology in practice, working in an expert position, varying current topics related to educational psychology.

Mode of delivery:

To be informed at the beginning of the semester

Learning activities and teaching methods:

Lectures and exercises a maximum of 24h, independent and group work approx. 110h.

Target group:

Students pursuing advanced studies in educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology OR a pre-exam/essay

Recommended optional programme components:

The study module is part of the studies for a Master's degree in education (majoring in educational psychology)

Recommended or required reading:

The course literature is announced at the start of the course. The materials for the pre-exam/essay are announced to those registered for the course when the deadline for enrolments has expired (PLEASE NOTE! You need not take the pre-exam, if you have completed the basic and intermediate studies in psychology).

Assessment methods and criteria:

Lectures and exercises, completion of independent and/or group assignments, exam. The course make use of various methods of learning in a group, for instance. More detailed methods are announced at the start of the course, and they can vary annually.

Assessment criteria:

0 = unfinished, fragmented, matters presented are not essentially connected with the range of topics, the use of sources is notably deficient. Does not show an understanding or an ability to apply.

1 = highly superficial, matters are presented in complete detachment from each other, and the use of sources is poor. Does not indicate understanding or ability to apply.

2 = superficial, matters are partly presented in detachment from each other, the use of sources is satisfactory. Only shows a limited ability to understand and apply.

3 = reflective and matters are related to each other to some extent; a common thread is to be seen and the use of sources is mainly good. Shows an ability to understand and apply.

4 = quite analytical, matters are related to each other well and the use of sources is mainly very good, Shows well an ability to understand and apply.

5 = systematic and analytical, matters are related to each other well and the use of sources is mainly excellent. Shows a deep understanding and an excellent ability to apply.

Grading:

0-5

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

Other information:

Offered as an optional course for the other specialization options in the broadly-based Master's programme.

415041S: Organizational psychology, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanni-Mari Muukkonen-van der Meer

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

The student:

- identifies the central elements of leadership and organisations and is able to apply knowledge on them in different tasks and duties in an organisation
- knows how to observe and reflect on his/her own action methods and apply knowledge of his/her own branch of science in a multi-professional group
- knows how to analyze and apply knowledge and practices connected with the operation of teams and organisation and with group dynamics

Contents:

- Work and organizational psychology as a research subject
- Organizational structures and cultures
- Leadership and management in organizations
- Group dynamics, team and group activity in organizations
- Project work and leadership

Mode of delivery:

Face-to-face/blended teaching, to be confirmed annually before the start of the course. Teaching is partly arranged in English.

Learning activities and teaching methods:

Lectures and exercises max. 24h and independent and group work approx. 110h.

Target group:

Students pursuing advanced studies in educational technology and students from other faculties .

Prerequisites and co-requisites:

Basic and intermediate studies in psychology, OR student pursuing advanced studies in another discipline

Recommended optional programme components:

The study module is part of the Master's studies in educational psychology

Recommended or required reading:

Bakker, A. (2013) *Advances in positive organizational psychology*. Bingley:Emerald.

Peeters, M.C.W., De Jonge, J., & Taris, T.W. (ed.) (2014). *An introduction to contemporary work psychology*. Chichester: Wiley-Blackwell.

Perttula, J. & Syväjärvi, A. (eds.) 2012. *Johtamisen psykologia - ihmisten johtaminen muuttuvassa työelämässä*. PS-Kustannus.

Assessment methods and criteria:

Assessment criteria:

0 = unfinished, fragmented, matters presented are not essentially connected with the range of topics, the use of sources is notably deficient. Does not show an understanding or an ability to apply.

1 = highly superficial, matters are presented in complete detachment from each other, and the use of sources is poor. Does not indicate understanding or ability to apply.

2 = superficial, matters are partly presented in detachment from each other, the use of sources is satisfactory. Only shows a limited ability to understand and apply.

3 = reflective and matters are related to each other to some extent; a common thread is to be seen and the use of sources is mainly good. Shows an ability to understand and apply.

4 = quite analytical, matters are related to each other well and the use of sources is mainly very good, Shows well an ability to understand and apply.

5 = systematic and analytical, matters are related to each other well and the use of sources is mainly excellent. Shows a deep understanding and an excellent ability to apply.

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

Grading:

0-5

Person responsible:

Hanni Muukkonen

Working life cooperation:

Project work, organization simulation

Other information:

Offered as an optional course for the other specialization options in the broadly-based Master's programme.

415048S: Psychology of learning, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanni-Mari Muukkonen-van der Meer

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

The student

- is familiar with the theoretical trends and approaches in learning psychology
- knows how to analyze and evaluate knowledge on the special characteristics of learning at different ages
- knows how to apply his/her knowledge of learning psychology in educational work and to support growth and development
- is able to work in collaboration and apply research knowledge and concepts to define and solve complicated problems and expert tasks

Contents:

- theoretical trends and historical background of learning psychology
- learning at different phases of age
- expertise and learning
- learning and learning difficulties
- collaborative learning and knowledge creation

Mode of delivery:

To be announced before the course starts.

Learning activities and teaching methods:

Lectures and exercises max. 24h, independent and group work about 110h

Target group:

Students pursuing advanced studies in educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology OR pre-exam/essay

Recommended optional programme components:

The study module is part of the Master's studies in education (majoring in educational psychology)

Recommended or required reading:

Corno, L. & Anderman, E.M. (2016). Handbook of Educational Psychology.

[Hmelo-Silver, C.E., Chinn, C.A., Chan, C., & O'Donnell, A.M. \(2013\). The International Handbook of Collaborative Learning, Routledge.](#)

Ericsson, K.A. et al. (eds.) (2006). The Cambridge handbook of expertise and expert performance.

Hakkarainen, K., Lonka, K., & Lipponen, L. (2004). Tutkiva oppiminen - järki, tunteet ja kulttuuri oppimisen sytyttäjinä. Sanoma Pro.

Applicable parts of the books and other literature to be agreed on in the course.

Assessment methods and criteria:

Assessment criteria:

Assessment criteria:

0 = unfinished, fragmented, matters presented are not essentially connected with the range of topics, the use of sources is notably deficient. Does not show an understanding or an ability to apply.

1 = highly superficial, matters are presented in complete detachment from each other, and the use of sources is poor. Does not indicate understanding or ability to apply.

2 = superficial, matters are partly presented in detachment from each other, the use of sources is satisfactory. Only shows a limited ability to understand and apply.

3 = reflective and matters are related to each other to some extent; a common thread is to be seen and the use of sources is mainly good. Shows an ability to understand and apply.

4 = quite analytical, matters are related to each other well and the use of sources is mainly very good, Shows well an ability to understand and apply.

5 = systematic and analytical, matters are related to each other well and the use of sources is mainly excellent. Shows a deep understanding and an excellent ability to apply.

Grading:

0-5

Person responsible:

Hanni Muukkonen

Working life cooperation:

None

413312S: Collaborative Learning, 5 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Advanced 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, 3rd period**Learning outcomes:**

After completion of this course, the student is able to

- name different theoretical approaches to collaborative learning,
- identify the interaction processes in collaborative learning situations,
- describe how a teacher can enhance collaborative learning, and
- apply theoretical knowledge of collaborative learning to real collaborative situations.

Contents:

- Socio-cognitive and socio-cultural perspectives on collaborative learning
- Interaction in collaborative learning situations
- Scaffolding collaborative learning

Mode of delivery:

- Face-to-face and online teaching, 40h: lecture 15h, practice 30h
- Online, individual and collaborative learning, 95h

Learning activities and teaching methods:

Learning activities consist mainly of collaborative activities supported by technology. Flipped classroom method is applied throughout the course.

Target group:

1st year students on the LET Master's Programme

Prerequisites and co-requisites:

No

Recommended optional programme components:

(418023P) Foundations of Learning

Recommended or required reading:

Dillenbourg, P. (1999). What do you mean by 'collaborative learning'? In P. Dillenbourg (Ed.), *Collaborative Learning: Cognitive and computational approaches*. Oxford UK, Elsevier, 1–19.

Enyedy, N. & Stevens, R. (2014). Analyzing collaboration. *The Cambridge Handbook of the Learning Sciences*. Cambridge University Press, 191-212.

The International Handbook of Collaborative Learning (2013). Oxford: Routledge.

Roschelle, J. (1992). Learning by collaborating: Convergent conceptual change. *The Journal of the Learning Sciences*, 2(3), 235–276.

Yvuopala, E., Hyvönen, P. & Järvelä, S. (2016). Interactional features in

successful collaborative learning in virtual learning spaces. Active Learning in Higher Education 1/2016. and/or other contemporary readings in the field of learning and educational technology, to 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 collaborative work. It also requires successful completion of all the learning assignments and exercises, and writing posts for the personal digital portfolio.

5: The student has participated very actively in face-to-face meetings and in collaborative work. S/he is able to express a deep and wide understanding of all the course contents both in group assignments and in the digital portfolio. All assignments are reflective in nature, and they represent deep familiarity with all course materials.

4: The student has participated very actively in face-to-face meetings and in collaborative work. S/he is able to express a deep understanding of all course contents both in group assignments and in the digital portfolio. All assignments are reflective in nature, and they represent familiarity with all course materials.

3: The student has participated actively in face-to-face meetings and in collaborative work. S/he is able to express an understanding of the core course contents both in group assignments and in the digital portfolio. All assignments represent familiarity with the main course materials.

2: The student has participated in most of the face-to-face meetings and in collaborative work. S/he is able to express an understanding of some of course contents both in the group assignments and in the digital portfolio. The assignments represent familiarity with the main course materials, but on a superficial level.

1: The student has been passive in face-to-face meetings and in collaborative work. S/he is able to express the understanding of some of the course contents, but only on a superficial level. The assignments represent familiarity with some of the course materials.

Grading:

1-5

Person responsible:

Essi Vuopala

Working life cooperation:

Teachers and other experts representing various educational levels are visiting the course and introducing how the idea of collaborative learning is applied.

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

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

407540P: Language, Education, Society, 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 ECTS

Language of instruction:

English

Timing:

1st year, autumn

Learning outcomes:

After completion of the course, students are able to

- Identify the relationships between language, language diversity, power and social justice
- Define critical literacy and discuss its use in educational contexts
- Analyse and evaluate their own experience of education in linguistically diverse contexts

- Examine and evaluate how intertwined language and sociocultural processes affect education

Contents:

- Language, knowledge and power relations
- Theories of linguistic diversity
- Competing discourses of language, migration and mobility
- The role of linguistic diversity in sociocultural processes
- Critical language awareness in educational contexts
- Critical literacies and global 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:

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

Recommended or required reading:

Piller, J. (2016). Linguistic Diversity and Social Justice. Oxford University Press.

Other study material will be confirmed at 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

408502S: Development and Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced 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, spring

Learning outcomes:

After completion of the course, students are able to

- Distinguish between different approaches and theories for development and development education
- Discuss Finnish and international policies and practices in the field of development and development education
- Identify the current trends and discuss the implementation of the sustainable education sector development co-operation
- Examine the different conceptualisations of global development education and its sub-areas

Contents:

- Development theories and approaches to development education
- Finnish and International policies and practices of development co-operation and development education
- Sustainable development and its various dimension such as social, cultural, ecological, and economical
- The United Nations Agenda 2030 and the role of NGOs for sustainable development
- Practicing education for sustainable development and global 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:

No

Recommended or required reading:

Harber, Clive (2014) Education and international development: Theory, practice and issues.

UN Agenda 2030 for Sustainable Development

Other study material will be confirmed at 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

408057S: CAD/CAM in Basic Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Timing:

4. year

Learning outcomes:

Having completed the course, the student knows how to

- draw simple technical drawings using 3D design software
- manufacture small-scale items with computer-controlled machines and equipment
- apply a CAD/CAM system in the teaching of technical work and technology in the lower grades of basic education

Contents:

Technical drawing, 3D design, CAD/CAM systems in the lower grades of basic education.

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students in the Technology Oriented Primary Teacher Education Programme

Prerequisites and co-requisites:

Completion of studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

Recommended optional programme components:

Studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

Research on Technology Education

School Applications of Technology Education

Robotics in Basic Education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

Active participation in teaching, completion of independent assignments

Grading:

pass/fail

Person responsible:

Jaakko Nykänen

405048S: Literature Circle, 3 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

Language of instruction:

Finnish

Timing:

4th year, spring, periods I and II

Learning outcomes:

Having completed the course, the student is able to discuss art education based on a classic and knows how to report on what s/he has read.

Contents:

The course familiarises the student with the classics of arts and crafts education.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h, independent work 34 h.

Target group:

Creative Arts Oriented Primary Teacher Education

Prerequisites and co-requisites:

Bachelor phase 405043A Introduction to the Basics and Practices of Arts and Crafts Education, 405044A Art, education and philosophy must have been completed,
Master phase 405049S Research of Arts and Art Education must have been completed.

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Participation in the literature circle and report on what you have read
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Marja Ervasti, Tapio Tenhu

Working life cooperation:

None

405047A: Creative Arts Oriented Studies, Part 1, 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:

Finnish

Timing:

3. year

Learning outcomes:

Having completed the study module, the student knows how to

- describe current phenomena in arts and their relationship to art education
- reflect on practices in art education from the viewpoint of learning and growth
- discuss and analyze art and artistic experiences from the viewpoints of his/her own world of experiences and theory

Contents:

Introduction to the research or art education and art theory from the viewpoint of phenomenology, narrativity and pragmatism. The course discusses art education from the viewpoint of knowledge and learning, and introduces the student to the theoretical models of art education. The dance workshop first provides an introduction to the phenomena and applications of dance in education, and familiarization with bodily phenomenology and embodiment from the viewpoint of dance.

Mode of delivery:

Lectures: Introduction to Research of Art Education and Arts

Workshops: Dance and embodiment

Learning activities and teaching methods:

Lectures 4h, face-to-face teaching 36h

Target group:

Students in the Creative Arts Oriented Primary Teacher Education Programme

Prerequisites and co-requisites:

none

Recommended or required reading:

Current literature. To be agreed on at the start of the course.

Assessment methods and criteria:

Pass:

The student's performance shows an acceptable level of learning in line with the expected learning outcomes. S/he knows how to view art and art education and his/her own experiences from the viewpoint of theories.

Fail:

The student's performance reveals deficiencies in his/her learning in view of the expected learning outcomes and is unfinished in terms of either the theoretical section or the workshop.

Grading:

Pass/Fail

Person responsible:

Tapio Tenhu

Working life cooperation:

Teaching in a team

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 | Maria Järvelä |
| • Gender and sexuality | 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

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

405047S: Applied Drama Education, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish/English as appropriate for the project.

Timing:

4th year, spring period 3 or 4

Learning outcomes:

Having completed the course, the student knows how to combine pedagogical projects and genres of applied drama in drama education. S/he knows how to design an entire applied drama project, such as forum theatre, community art or media education

Contents:

The students learn in the course

- functional working methods in applied drama in the context of primary school
- to create pedagogical artistic drama/theatre projects

Mode of delivery:

Face-to-face teaching / blended teaching

Learning activities and teaching methods:

24 h exercises and about 55 h independent work

Target group:

Students in the Creative Arts Oriented Primary Teacher Education Programme

Prerequisites and co-requisites:

- 1) basics of drama education
- 2) drama and theatre education

Recommended optional programme components:

The course is one of the programme-specific courses in the Creative Arts Oriented Primary Teacher Education Programme

Recommended or required reading:

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- VENTOLA, M.-R. & RENLUND, M. 2005. Draamaa ja teatteria yhteisöissä. Helsinki: Stadia.
- KOSKENNIEMI, P. 2007. Osallistava teatteri Devising ja muita merkillisyyksiä. Helsinki: Opintokeskus Kansalaisfoorumi.

Assessment methods and criteria:

Active participation in the course, carrying out the drama project and written assignment.

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

Grading:

1-5 OR pass/fail

Person responsible:

Hannu Heikkinen

Working life cooperation:

Yes, depending on each year's project and cooperation partners. It is possible that there are no work placements in a given year.

405044A: Art, Education and Philosophy, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

Finnish

Timing:

3rd year, spring, periods III and IV

Learning outcomes:

The student is able to

- identify the main concepts connected with aesthetics and its history
- discuss the nature, experience, meanings and interpretations of art

Contents:

The course discusses the nature of beauty, aesthetic values and justifications of criticism.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching 20 h, independent work 34 h

Target group:

Creative Arts Oriented Primary Teacher Education

Prerequisites and co-requisites:

Completion of 405043A Introduction to the Basics and Practices of Arts and Crafts Education

Recommended optional programme components:

None

Recommended or required reading:

Vuorinen, Jyri. Estetiikan klassikoita / Jyri Vuorinen.

Helsinki : Suomalaisen Kirjallisuuden Seura, 1993

Current literature as agreed

Assessment methods and criteria:

Active participation in contact teaching and independent assignment

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

Grading:

Pass/fail

Person responsible:

Marja Ervasti, Tapio Tenhu

Working life cooperation:

None

413068S: Comparative education and educational research, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pekkarinen, Asko Sakari

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

4th and 5th years

Learning outcomes:

Having completed the course, the student knows how to

- describe various methods of comparative and educational research
- analyze educational phenomena from an international perspective
- evaluate the significance of comparative and educational research in educational theory formation and education policy

Contents:

Familiarization with the methods of comparative research

Comparative research of education from an international perspective

Social significance of comparative research

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work, 135 hours

Target group:

Students doing their Master's studies / Pedagogical Institutions and Expertise

Prerequisites and co-requisites:

Basic and intermediate studies in education.

Recommended optional programme components:

The study module is part of the advanced studies in education

Recommended or required reading:

To be agreed on with the examiner which parts of the following books will be included in the exam

Arnove, R. F., Torres, C. A., & Franz, S. (2013). *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, (Md.): Rowman & Littlefield.

Bray, M., Adamson, B., & Mason, M. (2014). *Comparative education research: Approaches and methods* (Second edition.)

OECD, (2016). *Education at a Glance 2016. OECD Indicators*. OECD Publishing: Paris.

Tudge, J. (2008). *The Everyday Lives of Young Children. Culture, Class and Child Rearing in Diverse Societies*. Cambridge University Press

Articles, as agreed, in the *Comparative Education journal*

Assessment methods and criteria:

A book exam, or essay also making use of sources other than those mentioned in the learning materials

Criteria for assessment of course performance:

- # 0 = exam: the answer does not show that the student has read and understood the literature to be read for the exam; essay: the essay is unfinished, the matters dealt with are not essentially related to the theme and there is practically no use of sources
- # 1 = exam: the answer shows that the student has made very little acquaintance with the literature in question, with factual errors and no definition of essential concepts; essay: the essay is highly superficial, matters are presented fully detached from one another, and the use of sources is at a poor level
- # 2 = exam: the answer shows that the student has made some acquaintance with the literature, essential concepts are defined in a deficient manner, and the answer contains some factual errors; essay: the essay is superficial, matters are partly presented as if detached from each other, sources have been used satisfactorily.
- # 3 = exam: the answer shows that the student has become acquainted with the literature, essential concepts have been raised up, the topic is discussed well, and there is some personal reflection; essay: the essay shows a reflective approach and matters are related to one another to some extent; a common thread is to be seen and sources have been used mainly well.
- # 4 = exam: the answer shows that the student is well acquainted with the literature, the essential concepts have been defined well and the discussion includes reflection based on the student's own materials; essay: the essay is quite analytically structured, matters are related to each other well, and the use of sources is mainly very good.
- # 5 = exam: the answer shows that the student is very thoroughly acquainted with the literature and has systematically analyzed it him/herself, essay: the essay has been structured systematically and analytically, the matters are related to each other very well and the use of sources is mainly excellent.

Grading:

0-5

Person responsible:

Asko Pekkarinen

402756P: Culture and education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anna-Maija Puroila

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

After completing the course, the student is able:

- to analyze childhood as a multilevel and culturally constructed phenomenon
- to describe relationships between childhood, identity, development and culture.
- to combine theoretical knowledge and pedagogical competences in children's various cultural environments

Contents:

- Concept of culture
- Childhood and culture
- History of culture and childhood
- Construction of cultural identities

- Pedagogical applications of culture

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

4 h lectures, 36 h working in groups

95 h independent work

Target group:

Students in the Faculty of Education, primarily those in Primary Teacher Education and Early Childhood Education programmes

Prerequisites and co-requisites:

none

Recommended optional programme components:

Part of minor subject studies "Children's culture" (25 cr)

Recommended or required reading:

- Karlsson, L., Puroila, A-M., & Estola, E. (2016). Väkkeitä, valoja ja varjoja. Kertomuksia lasten hyvinvoinnista.
- Mustola, M., Mykkänen, J., Böök, M. & Kärjä, A-V. (2015).Visuaaliset menetelmät lapsuuden ja nuorisotutkimuksessa.
- Kurssin alussa sovittavia tieteellisiä artikkeleita / Scientific articles to be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in the course, approved completion of the independent tasks, learning diary or exam.

Criteria for assessment of the learning diary or exam:

0 = the text is unfinished, fragmented, not connected to the theme of the course, few references

1 = the text is very superficial, disconnected matters are presented, poor use of references are

2 = the text is superficial, matters are disconnected in some places, references are used satisfactorily

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

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

5 = the text is written in a systematic and analytical way, matters are connected to each other very well, the use of references is excellent

Grading:

0 - 5

Person responsible:

Anna-Maija Puroila

Working life cooperation:

None

413058S: Current Issues in Education, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ulvinen, Veli-Matti Terho

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

4th to 5th years, autumn

Learning outcomes:

Having completed the course, the student

- identifies current trends and special issues in education, and is able to evaluate them critically

- is familiar with her/his chosen current educational issue or special field

Contents:

The content of the course is defined by the current themes and by the student's own interests. For instance, the topics may be current developmental trends at different levels of the education system, or themes related to the values of education.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 12 h, seminars 8 h, independent work 115 h

Target group:

Master's level students / Pedagogical Institutions and Expertise

Prerequisites and co-requisites:

Basic and Intermediate Studies

Recommended optional programme components:

None

Recommended or required reading:

To be determined at the start of the course

Assessment methods and criteria:

Student participates actively in seminar work, completing the jointly agreed assignment set for the course. The student produces a seminar paper and presentation on selected topic around current issues on education.

Criteria for assessment of the seminar work and 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:

Veli-Matti Ulvinen

Working life cooperation:

None

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.

402108P: Diversity of Learning, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd period (spring semester)

Learning outcomes:

The student knows how to

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, 3h exam

Target group:

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

Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

Recommended optional programme components:

Other courses in the basic studies in Special Education:

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

Recommended or required reading:

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

AND

Teija Kujala, Christina M. Krause, Nina Sajaniemi, Maarit Silvén, Timo Jaakkola ja Kari Nyssölä. (toim.) 2012.

Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. s. 69. http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF

AND

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

OR

Takala, M. (2016) huom. uusi painos! Erityispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s

Assessment methods and criteria:

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

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

Grading:

1-5

Person responsible:

Leila Kairaluoma

Working life cooperation:

Yes, visitor

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

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:

1st year, 1st 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.

408051S: Future Working Life Skills and Technology Education, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

Fourth year, autumn term

Learning outcomes:

Upon completion of the course, the student knows how to...

- To assess how the world of work and know-how will change
- Create an image for themselves the demands of society change, and thus the requirements of the work for making
- To apply and analyze what kind of pedagogy for the future can be built
- Be able to create teaching material contents of the course
- To build the school and the surrounding community interaction elements and to promote co-operation with the local business life by participating in a company visit.
- And is able to combine technology education content and skills for working life
- To analyze the curricula from the perspective of the themes

Contents:

- The content is to create an individual's ability to change the ideas into action.
- In section deals with the problem-solving skills, planning skills, communication skills, mathematical skills, communication skills, self-management and evaluation skills, teamwork skills, technology, production, and work skills.
- Content related to specific skills and knowledge, the teacher needs to start functioning member of society. Skills needed in studies than in other areas of life to recognize the good life management conditions.
- Examples of how to apply entrepreneurship education, primary school education.
- Entrepreneurship education and research

- The EU and the Finnish guidelines for themes
- study visit and the law
- curriculum analysis
- your good financial management
- Learning in "Me & MyCity" (= Yrityskylä)

Mode of delivery:

Face-to-face teaching, company visits and group exercises. New ICT tools are used.

Learning activities and teaching methods:

Lectures 24 h and group work 12 hours Self-study 72 hours

Target group:

Technology oriented primary teacher education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Skills can be used on last training in training school.

Recommended or required reading:

Online material:

- The curriculum of the 2004 National Board of Education
- ORDER 129 Mapping of teachers' preparation for entrepreneurship education
- Guidelines for entrepreneurship education in 2009, Ministry of Education
- Rethinking education: investing in skills for better socio-economic outcomes

Other learning materials will be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in teaching, independent and group assignments. Competence is monitored by the new communications technology and learning tasks by doing.

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

Grading:

Pass /fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

Yes. Company visits / company participation in the visit

405030S: History of Arts, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

4th year, autumn, periods 1 and 2

Learning outcomes:

Having completed the course, the student is able to discuss different genres of art in the historical continuum (music/dance, visual art/architecture, theatre, literature). The student knows how to classify characteristics of art in different eras. The student knows how to combine the manifestations of art in different ages with the prevailing social situation in each age.

Contents:

The history of art is approached from the viewpoint of a few chosen phenomena (Kalevala, ancient mythologies, etc.)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching and independent work

Target group:

Creative Arts Oriented Primary Teacher Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Literature is agreed on according to theme or phenomenon chosen at the start of the course.

Assessment methods and criteria:

Active participation in face-to-face teaching, independent work as agreed at the start of the course.

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

Grading:

Pass/fail

Person responsible:

Arts, crafts and physical education staff

Working life cooperation:

None

407084A: Multiliteracy in Phenomena in Various Learning Environments, 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:

Finnish

Timing:

3. year, spring

Learning outcomes:

Having completed the course, the student knows how to

- plan and implement a project aiming at broadly based learning outcomes in a group
- apply subject-specific knowledge and skills in a varied manner
- analyze the project in a comprehensive manner

Contents:

The student plans and implements a project with a context obtained from the museum or science centre, which also functions as the learning environment. The contents are based on the basic education curriculum for the year 2014.

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, face-to-face teaching 16h, project implementation 20h, independent work 95h

Target group:

Primary and secondary teacher education students

Prerequisites and co-requisites:

None

Recommended or required reading:

National core curriculum for basic education 2014

Agreement on other materials to be made at the start of the course

Assessment methods and criteria:

Active participation in exercises and lectures.

Project planning, implementation, reporting and evaluation.

pass

The student's performance proves competence in tune with the expected learning outcomes at an acceptable level. S/he deals with the theoretical stuff of the study module with sufficient analysis, and applies it in an appropriate manner.

fail

The student's performance reveals deficiencies in skills and knowledge based on the expected learning outcomes, or is unfinished.

Grading:

Pass/Fail

Person responsible:

Sari Harmoinen

407083A: Personal Growth, 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:

Finnish

Timing:

Master's studies, autumn term

Learning outcomes:

- the student identifies his or her own skills and knowledge from the working life point of view
- the student constructs his/her professional identity together with the other students
- the student improves his/her self-knowledge
- the student acquires tools for coping at work
- the student is acquainted with professions in the field of education and with working life in general
- the student knows how to apply for a job and get networked, and is encouraged to make the transfer to working life

Contents:

The following issues are discussed in the study module:

- self-knowledge and how to support it
- how to identify one's own knowledge and skills
- construction of professional identity
- familiarization with the opportunities offered by training and working life
- the changing elements of working life
- networking

Mode of delivery:

Face-to-face teaching, independent work

Learning activities and teaching methods:

Large and small group teaching, working life visits totalling 40h.

Target group:

Master's level teacher students in the Faculty of Education

Prerequisites and co-requisites:

Bachelor's degree

Recommended optional programme components:

Practice periods and Master's studies in the major subject

Recommended or required reading:

Current materials and articles connected with the course

Assessment methods and criteria:

Active participation in the course exercises and visits, successful completion of the course assignments (including a learning diary) and conducting a theme interview/task. Instructions for the course assignments are given at the start of the course.

Grading:

Pass/Fail

For a pass to be awarded, the course grade needs to be at least 3.

Person responsible:

Academic Officers

Working life cooperation:

The study module does not include any practical training as such, but it is oriented to working life. Working life cooperation takes place through visitors and visits, for instance. The course orients the student to working life and is designed to make lower the students' threshold to move into working life.

Other information:

The course is an optional study module.

408052S: Programmable Logics and Logical Reasoning, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

5th year, autumn

Learning outcomes:

Upon completion of the course, the student will be able to

- explain the principles of programmable logics and present examples of them in every day life,
- compare and describe the most essential methods of logical reasoning in solving automation systems' functions,
- assess the feasibility of different levels of automation technology related problem-solving assignments to primary school pupils,
- present examples of learning mathematical and natural science concepts and contents in automation technology related assignments and
- design and build demonstration equipment suitable for teaching automation technology in primary school level.

Contents:

Programmable logics, methods of logical reasoning, problem-solving, open learning environment, child's intellectual development and logical reasoning ability, contents of mathematical and natural science subjects and technology education.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

Target group:

Technology-Oriented Teacher Education Students

Prerequisites and co-requisites:

- 406040A Craft, technical work and technology (6 cr)

Recommended optional programme components:

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)
- 404008S Robotics Applications (4 cr)

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, carrying out practical exercises and textual outputs.

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

Pass/ fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

418024P: Self-regulated 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 cr

Language of instruction:

English

Timing:1st year, 2nd period**Learning outcomes:**

After completion of this course, the student is able to

- define the concept of self-regulated learning
- identify the phases of self-regulated learning in different theoretical models
- recognize the role of motivation and emotions in learning
- define the concept of metacognition and explain its role in learning
- apply the basic principles of self-regulated learning to their own studying

Contents:

- The concept of self-regulated learning
- Theoretical models of self-regulated learning
- The role of motivation, emotions, cognition and metacognition in learning

Mode of delivery:

Learning activities consist of lectures and structured individual studying. The students develop their own self-regulatory skills during the course.

Learning activities and teaching methods:

Face-to-face and online teaching 30h: lectures 10h, practice 20h.

Individual and online studying, 105h.

Target group:

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

Recommended or required reading:

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2001). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. DOI: 10.3102/0002831207312909.

And/or other contemporary readings in the field of self-regulated learning, to 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 independent work. It also requires successful completion of all the learning assignments and exercises. Learning outcomes are assessed through participation and the quality of the 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 self-regulated learning. Learning assignments are reflective in nature.

4: All course assignments are comprehensive in terms of the contents of the course, and they represent a good familiarity with course materials. The student is able to express that s/e has understood and is able to combine key concepts and theories of self-regulated learning.

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 self-regulated learning.

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 is mostly superficial. The student is able to express his/her understanding of some of the key concepts and theories in self-regulated learning.

1: The student has done some of the course assignments but the assignments are superficial in terms of the main course contents and the use of course materials. The student is able to express his understanding of a few concepts and theories in the field of self-regulated learning, but on a very superficial level.

Grading:

1-5

Person responsible:

Jonna Malmberg

405051A: Technology Education Research, 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:

Finnish

Timing:

3. year

Learning outcomes:

Having completed the course, the student knows how to

- define the learning environment of technology education.
- take into consideration the special characteristics of technology education in research activities.
- make conclusions based on scientific consideration in choosing research and data collection methods in technology education.
- apply educational research methods to studies in technology education.

Contents:

Technology education learning environment, the essence and special characteristics of technology education from research point of view, structures of research on technology education, application of qualitative and quantitative methods to research in technology education, choice of research method in technology education, construction of a research plan.

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 6h, small group teaching 34h, independent work 95h.

Target group:

Students in the Technology Oriented Primary Teacher

Prerequisites and co-requisites:

Completion of studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

Recommended optional programme components:

Studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts

- Arts and Crafts Education V: Crafts and Music

School Applications of Technology Education

Robotics in Basic Education

CAD/CAM in Basic Education

Recommended or required reading:

To be agreed on at the start of the study module.

Assessment methods and criteria:

Active participation in teaching, completion of written assignments and production of concrete materials.

Grading:

Pass/Fail

Person responsible:

Jaakko Nykänen