

Opasraportti

FEdu - Early Childhood Education, BA (Education) (2021 - 2022)

Tutkintorakenteet

Early Childhood Education, BA (Education) Group D,E and F

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

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

Alternative

902130Y: Foreign Language (English), 3 op

902179Y: Foreign language other than English, 3 op

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

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 (40 ECTS cr) (vähintään 40 op)

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

e1

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

- 442191A: Childhood as a Social and Cultural Phenomenon, 5 op
- 442194A: Developing expertise of early childhood education teacher, 10 op
- 407041A: Basic Course in Qualitative Research, 5 op
- 407040A: Basic Course in Quantitative Research, 5 op
- 407045A: Bachelor's Thesis, 10 op
- 407047A: Maturity Test, 0 op

Professional Studies in Early Childhood Education (45 ECTS cr) (vähintään 75 op)

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

Compulsory

- 442450A: Pedagogic Working Environment of Early Childhood Education, 5 op
- 442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op
- 442427A: Art Pedagogy in Early Childhood Education, 5 op
- 442452A: Visual Arts Education, 5 op
- 442453A: Music Education, 5 op
- 442454A: Literary and Drama Education, 5 op
- 442455A: Craft and Design Education, 5 op
- 442456A: Physical Education, 5 op
- 442457A: Children examining environment, 5 op
- 442458A: Pedagogical Process in Early Childhood Education, 5 op
- 442459A: Collaborative work in a child group as a pedagogic process, 5 op
- 442460A: Growth and Development in Early Childhood Education, 5 op
- 442461A: Cooperation in Early Childhood Education, 5 op
- 442462A: Teacherhood and shared expertise in Early Childhood Education, 5 op
- 442463A: Diversity in 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.

Early Childhood Education, BA (Education) Group A,B and C

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

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

Alternative

- 902130Y: Foreign Language (English), 3 op
- 902179Y: Foreign language other than English, 3 op

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

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 (40 ECTS cr) (vähintään 40 op)

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

e1

- 442190A: Early Childhood Special Education and the Challenges of Learning, 5 op
- 442191A: Childhood as a Social and Cultural Phenomenon, 5 op
- 442194A: Developing expertise of early childhood education teacher, 10 op
- 407041A: Basic Course in Qualitative Research, 5 op
- 407040A: Basic Course in Quantitative Research, 5 op
- 407045A: Bachelor's Thesis, 10 op
- 407047A: Maturity Test, 0 op

Professional Studies in Early Childhood Education (45 ECTS cr) (vähintään 75 op)

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

Compulsory

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- 442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op
- 442427A: Art Pedagogy in Early Childhood Education, 5 op
- 442452A: Visual Arts Education, 5 op
- 442453A: Music Education, 5 op
- 442454A: Literary and Drama Education, 5 op
- 442455A: Craft and Design Education, 5 op
- 442456A: Physical Education, 5 op
- 442457A: Children examining environment, 5 op
- 442458A: Pedagogical Process in Early Childhood Education, 5 op
- 442459A: Collaborative work in a child group as a pedagogic process, 5 op
- 442460A: Growth and Development in Early Childhood Education, 5 op
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Early Childhood Education, BA (Education) (1000+)

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e1

900102Y: Communicate with Impact, 5 op

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

Alternative

902130Y: Foreign Language (English), 3 op

902179Y: Foreign language other than English, 3 op

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A250504: Education, Basic Studies, 25 op

Compulsory

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Professional Studies in Early Childhood Education (45 ECTS cr) (vähintään 75 op)

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

Compulsory

442450A: Pedagogic Working Environment of Early Childhood Education, 5 op

442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op

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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 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the technology enhanced learning part of the course (4cr), the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and computational thinking
- identify the future skills from different competency frameworks (g. 21st century skills, digital competency framework etc) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and computational thinking when planning and implementing practical teaching and learning situations
- evaluate and categorise contemporary and future technologies from the pedagogical point of view.

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 (1 cr):

- 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

Technology enhanced learning –part (4cr)

- Concepts and methods in technology enhanced learning
- STEAM (science, technology, engineering, arts, mathematics) in early childhood education and primary schools, especially digital fabrication and maker education
- Technologies, tools and application which can be used to support learning or teaching
- Programming, robotics and computational thinking
- Design of learning materials and using learning environments

Mode of delivery:

- Lectures and expert talks
- Independent work: individual and collaborative work

Learning activities and teaching methods:**Orientation to studies, 1 credit**

- Information lectures and supervision sessions by senior tutor and in small groups, 20-30h.

Technology-Supported Learning, 4 credits

- 10h lectures (5x2h)
- 20h workshops (4x4h in digital learning lab + 4h in online workshop)
- 70h of independent work: individual or collaborative learning

Course design can include small tasks which can be done in daycare center, school, afterschool club or in other working life context.

Target group:

Students of education in the various degree programmes

Recommended optional programme components:

- Programming in primary school (voluntary course)
- Open workshop (voluntary course)
- STEAM minor studies (basic and intermediate studies)

Recommended or required reading:

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. Essential series. MIT Press.
- Näykki, Piia & Laru, Jari & Vuopala, Essi & Siklander, Pirkko & Järvelä, Sanna. (2019). Affective Learning in Digital Education – Case Studies of Social Networking Systems, Games for Learning and Digital Fabrication. *Frontiers in Education*. 4. 10.3389/educ.2019.00128. (Open Access)
- Papers above are examples of recommended readings

Assessment methods and criteria:

Course methods: Participation in lessons, 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

Working life cooperation:

Expert talks from the representatives of working life, fab lab assignments and possible other working life connections

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

Proficiency level:

This course is not offered in English. It is only Finnish-speaking students.

Language of instruction:

Finnish

Person responsible:

Anu Laurikkala

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

Other information:

This course is only for Finnish speaking students with CEFR-level A2-B1 in Swedish language. There are no beginners' courses in Swedish at the university.

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

Alternative

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 the A1 or A2 language at school or equivalent English skills acquired otherwise.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term, period 1)

Kako/Kapsy: second year (spring term, period 3)

Luko: second year (autumn or spring term, period 1 or 3)

Muko: first year (spring term, period 4)

Vaka: second year (autumn or spring term, period 2 or 4).

Learning outcomes:**Objectives:**

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

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

- to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education
- to write assignments on topics related to education and teaching
- to search for information on a chosen educational theme as well as analyse and explain the ideas
- to better understand the concept of diversity in education
- to better communicate with parents / colleagues of foreign background

Contents:

- texts and short videos related to education and teaching
- formal and semi-formal writing practice
- oral presentation practice
- communicative activities

Mode of delivery:

Contact teaching and independent study

Learning activities and teaching methods:

28 hrs of contact teaching + 8 hours of online studies + 44 hrs of independent study. Classroom sessions, online studies, individual assignments, group activities, an oral presentation in pairs or small groups, 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 (a policy of 100% participation in lessons, with compensatory work in case of occasional absence).

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

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:

Attendance is compulsory for ALL students in the first lesson.

902179Y: Foreign language other than English, 3 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Pohjola-Effe

Opintokohteen kielet: English

Proficiency level:

CEFR-level B1/B2

Status:

Obligatory foreign language course for students of the Faculty of Education who choose German as their foreign language.

Required proficiency level:

German must have been the B2, A1 or A2 language at school or equivalent German skills acquired otherwise. If you received in "long German" the grade **L or E** in the matriculation exam, you can be exempted from the **Written Communication** part of the course.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

German

Timing:

Free / Autumn and spring term

Learning outcomes:

Upon completion of the course the student should be able to understand standard language texts as well as scientific texts related to education and teaching. He/she should be able to comment on the content of texts and summarise them in Finnish. He/she should be able search for information on a chosen

educational theme as well as analyse and explain the ideas. The student should be conversant with various reading strategies and be familiar with the distinctive features of written German expression. The student is expected to be able to discuss on topics related to the field of education.

Contents:

The student reads texts of his/her own choosing and completes various exercises related to the texts. Communicative activities and short oral presentations.

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

The written part will be completed by participating in the course [903000Y Reading Comprehension in German](#) 1.5 ECTS cr (CEFR-level B1/B2).

The oral part will be completed by participating in one of the following courses:

903041Y Intercultural Communication / Tandem German–Finnish, 1,5 ECTS cr (CEFR-level B1)

903042Y Intermediate Course in German 3, 1,5 ECTS cr (CEFR-level B1)

903048Y Intermediate Course in German 4, 1,5 ECTS cr (CEFR-level B1/B2).

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level.

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher during the course.

Assessment methods and criteria:

Regular participation in contact teaching and completion of all required coursework. Read more about the assessment criteria at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Marja Pohjola-Effe

Working life cooperation:

-

Other information:

Registration in WebOodi. If the registration has closed the student can sign up by contacting the teacher by e-mail.

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 the 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

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:

1-5

Person responsible:

Ulvinen Veli-Matti

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: Katariina Holma

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- identify basic concepts and approaches in education

- identify the main research areas of educational research
- describe the main traditions and research approaches in education
- apply educational concepts and research findings in describing and analyzing educational practices

Contents:

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

Target group:

Students in Education from different training programs

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of basic studies in education

Recommended or required reading:

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntauokset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

Requirements: Active participation in lectures and independent study of the study material. Written assignment.

Seminar Part 2 ECTS

Requirements: Active participation in seminars. Tasks given by the seminar teacher. The achievement of learning outcomes is assessed on the basis of a written assignment.

To pass the course, the student has to be able to summarize the key themes, concepts and research topics relevant to educational research, and to consider their significance in educational practices or educational research. The student is also expected to relate educational concepts and approaches to each other and apply them in analyzing practical educational situations.

Grading:

0-5

Person responsible:

Katariina Holma

Working life cooperation:

In seminar groups

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 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational 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
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

Contents:

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 14 h, seminars 10 h, and independent study 111 h

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 Basic Studies in Education

Recommended or required reading:

- Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.
- Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

Assessment methods and criteria:

Active participation, essay

Grading:

0-5

Person responsible:

Hanni Muukkonen

Working life cooperation:

Seminar phase of the course work includes observation task in educational settings.

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

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 Basic Studies in Education

Recommended or required reading:

- Brandsford, J.D., Brown, A. Cocking, R. R. (2004). Miten opimme: Aivot, mieli, kokemus ja koulu. Helsinki: WSOY. (tai englanninkielinen versio: Brandsford, J.D., Brown, A. Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school. National Academies Press.)
- Hakkarainen, K., Lonka, K. Lipponen, L. (2004). Tutkiva oppiminen: Järki, tunteet ja Kulttuuri oppimisen sytyttäjinä. Helsinki: WSOY. (vuoden 2001 painos käy myös)
- Luvut 4, 5, 6, 7, ja 8: How People Learn II Learners, Contexts, and Cultures (2018). Washington, DC: The National Academies Press. doi:10.17226/24783. Löydettävissä: <https://www.nap.edu/read/24783/chapter/1>

Assessment methods and criteria:

Active participation,
Essay

Grading:

0-5

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

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student will be 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.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).
- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

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 (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

Mode of delivery:

Blended teaching and learning. The course is implemented in Moodle learning environment.

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

Learning activities are composed of studying lectures (contact/online/recorded) and their materials, course literature, and carrying out the learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. The learning task is sketched in Moodle workspace of the course, together with the support and guidance by peer students and teacher.

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:

Antikainen, A., Rinne, R. & Koski, L. (2000 tai myöhempi painos). Kasvatussosiologia. Jyväskylä: PS-kustannus. (myös e-kirjana)

Saresma, T., Rossi, L-M. & Juvonen, T. (toim.). (2010 tai myöhempi painos). Käsikirja sukupuoleen. Tampere: Vastapaino. (myös e-kirjana)

Assessment methods and criteria:

The adoption of learning outcomes is measured by learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences.

Assessment criteria are:

In approved (Pass) completion of the course, the handling is clearly structured, and matters are connected to each other at least to some degree. The handling is reflective, and connections between matters are handled at least to some degree. There must be a visible plot in the handling and mainly the use of references must be at a good level.

In not approved (Fail) completion of the course, student's product is 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:

0-5

Person responsible:

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

Working life cooperation:

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

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: Hanna-Maija Huhtala

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

Timing:

1st year

Learning outcomes:

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

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

Course essay

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

Preferably the last course of the Basic Studies in Education or at least completed after the course Education as an Object of Scientific Research

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

0 - Based on the student's performance, it cannot be concluded that he/she has achieved the expected learning outcomes. The content produced by him/her is fragmented and it is not essentially related to the topic and contents of the course.

1 - The student has achieved the expected learning outcomes of the course in a marginally acceptable manner. S/he has discussed the course contents in a highly superficial and fragmented manner. His/her use of sources is at a poor level.

2 - The student has achieved the expected learning outcomes of the course in an adequate manner. S/he has discussed the course contents superficially, the connections between issues remain somewhat vague, and independent reflection is somewhat deficient. His/her use of sources is mostly at a poor or fair level.

3 - The student has achieved the expected learning outcomes of the course well. S/he has a good command of the course contents, and his/her discussion of the contents is reflective and keeps issues in perspective. His/her use of sources is mostly in accordance with the instructions.

4 - The student appears to have achieved the expected learning outcomes of the course very well. S/he has discussed the course contents quite analytically and systematically, including some well-justified independent thinking and also showing a command of general academic skills. His/her use of sources is mostly very good.

5 - The student has achieved the expected learning outcomes excellently both with regard to the course and more generally in academic terms. The student shows very good mastery of the course contents, and his/her treatment of them is well structured and analytical, including his/her own reflection that is well-justified, relevant and critical. His/her use of sources is mostly excellent.

Grading:

0-5

Person responsible:

Hanna-Maija Huhtala (Finnish course)

Katri Jokikokko (ITE) (seminar teacher Audrey Paradis)

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: Jaana Juutinen

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

40 ECTS cr

Language of instruction:

Finnish

Timing:

1st and 3rd study year

Learning outcomes:

The student can act as a pedagogical expert of the child's growth, development and learning after having completed the intermediate studies of the educational sciences, especially early childhood education. The student can act responsibly and ethically in the interaction with the children, families and many multi-professional networks. The student is able to analyse childhood and early childhood education and the factors which are related to the children's welfare and the challenges of the learning from the points of view of an individual, community and society. The student is familiar with the research approaches of the educational sciences and is able to adapt them in scientific acquisition of information and in argumentation and reporting of research results

Contents:

see under each course

Mode of delivery:

see under each course

Learning activities and teaching methods:

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

Basic studies in education

Recommended or required reading:

see under each course

Assessment methods and criteria:

see under each course

Read more about assessment criteria at the University of Oulu webpage

Grading:

1-5

Person responsible:

Juutinen Jaana

Working life cooperation:

Yes (see under each course)

e1

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

Opettajat: Elina Viljamaa

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, spring

Learning outcomes:

After completing the course, the student:

- has adopted a basic knowledge of the challenges in a child's development and learning and of the various work tasks and actors in the field of early childhood special education
- knows how to analyse the challenges of a child's wellbeing, development and learning from the viewpoints of the individual, environmental factors and interaction
- identifies the needs for support, knows how to give pedagogical support and refer the child to appropriate services
- is capable of cooperation with parents and other parties working with the child
- identifies and is capable of analysing the values and starting points forming the basis for early childhood special education

Contents:

- key concepts of special education and early childhood special education
- documents regulating and guiding early childhood special education
- challenges of growth, development and learning
- support and evaluating the need for support in early childhood special education and preschool education
- multi-professional and multidisciplinary cooperation
- Finnish as a second language (S2)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16h, small group teaching 14h, independent work 105h, examination

Target group:

Early childhood education students and other students in the degree programme

Prerequisites and co-requisites:

Basic studies in Education

Recommended or required reading:

1. Pihlaja, P. & Viitala, R. 2018 ja 2019. Varhaiserityiskasvatus. PS-kustannus. 366 p.
2. Articles mentioned at the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of assignments, study visits and exam.

Grading 0-5:

The way the student covers the subject is

- 0 = incomplete, fragmentary, issues discussed are not essentially connected with the theme
- 1 = very superficial, issues covered are fully unconnected
- 2 = superficial, issues covered are partly unconnected
- 3 = reflective, issues covered are put together to some extent; a common thread is recognisable
- 4 = somewhat analytical, versatile, and consistent, the issues covered are put together well
- 5 = systematic and analytical, issues covered are put together in an excellent way

Grading the assignments (pass/fail)

Pass: The student has presented the key issues in accordance with the assignment. Theory has been applied in an appropriate manner, and the subject matter has been discussed from different perspectives. The assignment proceeds in a lucid and consistent manner. The use of literature is diverse, and the citations are relevant. The student shows her own reflection.

Fail: The student's discussion is fragmentary, one-sided and unconnected. The student's own reflection and application of theory are lacking or scanty. There is little use of reference materials, and citations are deficient.

Grading:

0 – 5

Person responsible:

Marja-Leena Vuorinen

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: Jaana Juutinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is conducted twice a year, in 1. and 3. period

Learning outcomes:

After completing the course, the student is able:

- to recognise the key concepts of childhood studies and methodological and ethical challenges
- to analyze childhood as a societally and culturally constructed phenomenon
- to analyze her/his conception of childhood
- interpret the elements of children's wellbeing from the perspectives of individual, community and society

Contents:

- Theoretical, methodological and ethical questions in childhood research
- Childhoods in different times and cultures
- Perspectives to children's well-being

Mode of delivery:

Face-to-face teaching and web-based teaching (in Moodle)

Learning activities and teaching methods:

Face-to-face teaching: lectures 10 h, exercise in groups 8 h

Web-based teaching: lectures 10 h, exercise in groups 12 h

Independent work: 95 h

Target group:

Part of the study module intermediate studies in education, especially 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:

Research literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in contact and web-based teaching, completing the assignments set for the course.

Learning outcomes are assessed through the course by smaller assignments.

Assessment is conducted by self assessment, peer assessment and assessment given by the course teacher.

Grading:

Pass - Fail

Person responsible:

Jaana Juutinen

Working life cooperation:

no

Other information:

Web-based teaching is conducted in Moodle during the teaching period

442194A: Developing expertise of early childhood education teacher, 10 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

ECTS Credits:

10 cr

Language of instruction:

Finnish

Timing:

3rd study year

Learning outcomes:

Having completed the course, the student knows how to

- to analyse and to develop one's own learning objectives and learning process as a teacher in early childhood education and care
- to argue the expertise of teacher in early childhood education and care as a part of the multi-professional community and broader societal context
- to work in the profession of teacher in early childhood education and care goal-oriented, responsibly and comprehensively
- to act as teacher in early childhood education and care paying attention to the points of view which are related to the welfare of an individual and community

Contents:

- examining and reflecting one's teacherhood individually and in peer group
- expertise of teacher in early childhood education and care in communal and broader social contexts
- comprehensive carrying out of the tasks of the teacher in early childhood education and care utilising diverse pedagogical methods
- participation both in the activities in early childhood education centre's community and external cooperation

Mode of delivery:

Learning at work

Learning activities and teaching methods:

Info lecture 2h

Learning at work in early childhood education centre 228 h

Practicum- group supervising 6 h

Independent work 36 h

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

Successfully completed courses 442450A Pedagogic Working Environment of Early Childhood Education and 442451A Early childhood education and pedagogy of pre-primary education

Recommended optional programme components:

Part of the study module Intermediate Studies in Education, Especially Early Childhood Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning

Grading:

Pass/Fail

Person responsible:

Satu Karjalainen

Working life cooperation:

Yes

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 credits

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
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made 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

Learning activities and teaching methods:

Lectures 18 h, seminars 16, independent work app. 100 h

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:

English literature on request. Contact the teacher responsible for the course.

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:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

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 96h

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:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

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

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

ECTS Credits:

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue, if the language is Finnish or Swedish. In other cases the language used is English.

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. If either language is not the student's mother tongue, the test is completed in English.

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

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

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

75 credits

Language of instruction:

Finnish

Timing:

1st and 3rd years

Learning outcomes:

Having completed the studies, student is able

- to recognize the foundations of his/her professional identity and development from wide-ranging expertise of teacher in early childhood education from their own
- to recognize early childhood education and pre-primary education in changing society as part of the educational system
- to apply theory into practice in pedagogy and in the development of own work and work community in early childhood education
- to work in the role of a teacher in early childhood education as a pedagogic expert of a small child's growth, development and learning in collaboration with children, parents and other partners in cooperation
- to recognize the importance of art education, craft education and physical education for child's growth and to integrate them in pedagogy
- to observe the needs of a child and the child group, and acknowledge them as the premise of the planning, implementation and assessment
- to evaluate sustainable development as part of early childhood education acknowledging the cultural, social, economic and ecologic aspects

Contents:

- 442450A Pedagogic Working Environment of Early Childhood Education 5 cr
- 442451A Pedagogy of Early Childhood Education and Pre-Primary Education 5 cr
- 442427A Art Pedagogy in Early Childhood Education 5 cr
- 442452A Visual Arts Education 5 cr
- 442453A Music Education 5 cr
- 442454A Literary and Drama Education 5 cr
- 442455A Craft and Design Education 5 cr
- 442456A Physical Education 5 cr
- 442457A Children examining environment 5 cr
- 442458A Pedagogical Process in Early Childhood Education 5 cr
- 442459A Collaborative work in a child group as a pedagogic process 5 cr
- 442460A Growth and Development in Early Childhood Education 5 cr
- 442461A Cooperation in Early Childhood Education 5 cr
- 442462A Teacherhood and shared expertise in Early Childhood Education 5 cr
- 442463A Diversity in Education 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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:**

1-5

Person responsible:

Karjalainen Satu

Working life cooperation:

Pedagogic Working Environment of Early Childhood Education

Pedagogy of Early Childhood Education and Pre-Primary Education

Other information:

None

*Compulsory***442450A: Pedagogic Working Environment of Early Childhood Education, 5 op****Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Practical training**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jaakko Moilanen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

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

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

Mode of delivery:

face-to-face learning,

Learning activities and teaching methods:

120h work period in ECE centers

10h small group teaching

10h independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

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 beginning of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning.

Grading:

pass/fail

Person responsible:

Jaakko Moilanen

Working life cooperation:

yes

442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Taina Kyrönlampi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

- apply the documents and curricula for early childhood and pre-primary education in practical education and teaching work
- identify the meaning of the transition phase from pre-primary to primary education for a child's growth, development and learning
- based on observation and documentation, implement and evaluate pedagogical activities in pre-primary education through integration of the possibilities offered by play, physical exercise, arts and technology
- apply and use his/her collaboration skills based on the principles of dialogicality
- apply methods and processes of learning to read and write as educator and teacher

Contents:

- documents and curricula for early childhood and pre-primary education
- transition phase from pre-primary to primary education
- observation and documentation, planning, implementation and evaluation of pedagogical activity in pre-primary and primary education
- collaboration in pre-primary and primary education
- integration of play with the pedagogy of pre-primary education
- main principles of learning to read and write
- multidisciplinary/multiprofessional collaboration and cooperation with families in everyday pre-primary and primary education

Learning activities and teaching methods:

Lectures 12 h

Small group sessions 16 h

On-the-job learning in pre-primary education 50 h

Independent work 96 h

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:

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2

Esi- ja alkuopetuksen käsikirja (2010)

Leikkipedagogiikan käsikirja (2014)

Assessment methods and criteria:

As regards on-the-job learning, the evaluation is based on student's self-assessment and on an assessment by the teachers supervising the practice. On-the-job learning is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning. During the course, the student shall be keeping a pedagogical diary. The on-the-job learning period shall be completed successfully.

Lectures and small group sessions: the student needs to take part actively in face-to-face teaching and complete the assignments successfully

Grading:

Pass/fail

Person responsible:

Taina Kyrönlampi

Working life cooperation:

On-the-job learning 50 h

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: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

After completing the course, student is able to

- plan for, implement and evaluate experiential and child-oriented Art pedagogy in early childhood education
- 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
- 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
- play and art
- artistic working and experience
- experimentalism, embodiment, sensation
- being an arts educator in early childhood education
- music instrument studies

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

8h lectures

20h small group teaching, 8h music instrument studies, 4h seminar in small groups 95h 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 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:

Jaakko Moilanen

Working life cooperation:

None

442452A: Visual Arts Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jaakko Moilanen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

finnish

Learning outcomes:

After the course, the student is able to

- plan, evaluate and develop visual arts education based on the curricula for early childhood and pre-primary education
- Use working data acquisition, research, interpretation and evaluation skills, which are typical for visual arts
- plan visualarts through integration across various content areas
- use materials, techniques and tools of visual arts that are appropriate for early childhood education and pre-primary education.
- describe his/hers own concept of art and art education

Contents:

- Materials, tools and methods used in visual arts
- Planning, implementing and assessing of pedagogy of visual arts education
- Aesthetics in crafts and art education
- Child's development in visual arts and crafts
- Visual culture literacy
- Concepts of art and art education in early childhood education
- Objectives of Visual Arts Education in

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50 hours of face to face teaching

85 hours of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

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 beginning of the study module

Assessment methods and criteria:

Active participation in exercises ja succesfull completion of assignments, succesful completion of individual assignments

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
- Identifies methods of work, data acquisition, research, interpretation and evaluation that are appropriate in visual arts
- Identifies, uses and applies methods of integration in visual arts
- Uses and applies tools, materials and techniques of visual arts in an appropriate manner

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen

442453A: Music Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

Language of instruction:

Finnish

Timing:

1st year, autumn (3 groups) and spring (3 groups)

Learning outcomes:

Having completed the course, the student

- recognizes the importance of play for experiential learning, is able to apply music education in early childhood education, integrating it between different content areas is trained and encouraged in self-expression, immersion, and emotional and interaction skills
- identifies the pedagogical and expressive possibilities and meanings of music in early childhood music education and in the development of a child (e.g. emotional and interaction skills)
- has familiarized him/herself with the elements of music theory, has familiarized him/herself with music history and knows how to apply it in early childhood education environments
- knows how to play music at his or her own skill level by singing, playing, using body, rhythm and percussion instruments and by moving to the music that s/he is playing or listening to
- knows how to plan for, use and develop different application areas and musical processes for early childhood music education through, for instance, stories, pictures, movement and play, taking into account the child's various developmental phases and the emotional and interaction skills of a child

Contents:

- music education in support of the overall development and social-emotional abilities of a child at different ages
- methods of music education: singing, playing, movement, listening, integration with other areas of orientation, arts, children's literature (fairytales, stories, poems) and other content areas
- elements of music theory
- music history for children

- play, self-expression, emotional and interaction skills in music education
- viewpoint of music therapy in early childhood music education
- music knowledge and skills as part of student's professional growth

Mode of delivery:

Lectures 2h
 Small group teaching 48h
 Independent work
 Learning diary based on classes and literature

Learning activities and teaching methods:

Lectures and Face-to-face teaching

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended or required reading:

Lindeberg-Piiroinen A. & Ruokonen I. (Eds.) 2017. Musiikki varhaiskasvatuksessa, and other literature to be announced at a later date

Assessment methods and criteria:

Active participation in face-to-face teaching. Successful completion of assignments (learning diary)

Grading:

Pass/fail

Person responsible:

Leena Poikela

442454A: Literary and Drama Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Upon completion of the study module, the student:

- identifies the meaning of play in experiential learning
- knows how to apply storytelling, literary art and drama
- has been trained and encouraged in the skills of self-expression, empathy and interaction
- identifies the genres of children's theatre and literature and the pedagogical, expressive and therapeutic possibilities offered by them
- knows how to plan, implement and develop literary art and drama education in day care among children of different ages

Contents:

- Basic concepts and methods of children's literature and drama in support of the overall personality of an early childhood child
- Drama and literature education, play, self-expression, interaction skills, storytelling, genres of children's drama and children's literature, bibliotherapy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 36h, including 98h of independent work
Exercises in small groups

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 beginning of the course

Assessment methods and criteria:

Active participation in exercises, completion of independent assignments, planning of a teaching episode and written part.

Grading:

pass/fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

none

Other information:

Contact teaching consists of 2 hours of lectures, 4 hours of exercises taught in the drama studio.

442455A: Craft and Design Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Vastimo

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

- recognizes the importance of handicrafts and the concept of a complete piece of handicraft as part of a child's development
- knows how to plan, implement, evaluate and develop teaching in handicrafts based on the curricula for early childhood and pre-primary education
- knows how to use handicrafts materials, techniques and tools suitable for early childhood education in a safe and versatile manner

Contents:

- handicrafts materials and applicable methods from the viewpoint of sustainable development
- techniques, tools and safe working practices in handicrafts

- development of a child's skills in handicrafts
- planning, evaluation and development of pedagogical activities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h
- Handicrafts/Technical work: Small group teaching 10 h
- Handicrafts/Textile work: Small group teaching 36 h
- The study module includes 85 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 handicrafts.
- Identifies methods of work, data acquisition, research, interpretation and evaluation in handicrafts.
- Identifies, uses and applies methods of integration in handicrafts.
- Uses and applies tools, materials and techniques of handicrafts in an appropriate manner

Grading:

pass/fail

Person responsible:

Minna Vastimo

Working life cooperation:

none

442456A: Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Susanna Takalo

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn and spring

Learning outcomes:

Having completed the course, the student

- knows how to shape the physical environment to attract a child under the age of eight to take various forms of physical activity
- knows how to apply the didactic principles of physical education to support physical activity among children under the age of eight
- knows how to plan for, implement and evaluate physical education to support child's holistic growth and development in an early childhood education environment
- knows how to apply and evaluate the meanings of physical activities for families to support a child's physical development

Contents:

Contents of the study module

- different forms and environments of physical activity
- didactics of physical education in early childhood education
- planning, implementation and evaluation of physical education
- both physical education and holistic growth and development of child under the age of eight
- Joy, play and doing together – Recommendations for physical activity in early childhood, Physical activity in the curriculum for early childhood education and movement and Joy in Motion programme document - A national physical activity and well-being programme
- physical activities for families

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, small group sessions 46 h, independent work 85 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.

Passing an exam. Assessment of one's own performance with a view on the expected learning outcomes.

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:

Susanna Takalo

442457A: Children examining environment, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Learning outcomes:

knows how to

- explain science concepts by means of an inquiring approach to work a child in early childhood education age
- guide a child in early childhood education age towards mathematical thinking by means of learning tools and utilize mathematics in everyday activity
- plan and implement mathematics and science teaching to children in early childhood education age in various learning environments
- describe the theoretical basis of environmental education
- apply the goals and methods of environmental education in early childhood education to support child's environmental relationship towards sustainable development

Contents:

- the basis, methods and opportunities of environmental education in early childhood education
- the significance of personal environmental relationship
- sustainable way of life

Mode of delivery:

Face-to-face learning

Learning activities and teaching methods:

Lectures 4 h, small group teaching 36 h. The study module includes 95 h of independent work

Recommended optional programme components:

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

Recommended or required reading:

Parikka-Nihti, M. & Suomela, L. (2017). Iloa ja ihmettelyä: Ympäristökasvatus varhaislapsuudessa. Jyväskylä: PS-kustannus.

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

442458A: Pedagogical Process in Early Childhood Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Karjalainen, Satu-Maarit Krist**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

2nd study year

Learning outcomes:

Having completed the course, the student

- knows how to describe and analyse the pedagogical process theoretically
- through observation and documentation, knows how to plan, implement and evaluate pedagogical activities
- knows how to analyse and develop his or her own pedagogical conception of the child from the viewpoint of the child's active agency
- knows how to evaluate and develop growth and learning environments in a multitude of ways

Contents:

- conception of the child and the child's agency and participation
- observation, documentation and evaluation as the basis for pedagogical planning and implementation
- Pedagogical growth and learning environments

Mode of delivery:

Online work

Learning activities and teaching methods:

Info lecture 2h

Online lectures 10 h

Online exercises and exam 28 h

Independent work 85h

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 online work, completion of assignments and exam

Grading:

0-5

Person responsible:

Satu Karjalainen

Working life cooperation:

none

442459A: Collaborative work in a child group as a pedagogic process, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Enni-Mari Ylikörkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held two times in a year, in the autumn semester during period 1-2, in the spring semester during period 3-4.

It is recommended to complete the course at the 2.nd semester

Learning outcomes:

Upon completion of the course, the student will be able 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 teacher in early childhood education and care 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:

The course consists of face-to-face teaching. Moodle is used as a learning environment of the course

Learning activities and teaching methods:

40 h face-to-face-teaching

95 h self-study

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

Grading:

0-5

Person responsible:

Enni-Mari Ylikörkkö

Working life cooperation:

Work in a group of children

442460A: Growth and Development in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Maria Peltola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st study year, 4. period

Learning outcomes:

Upon completion of the course, the student:

- through theories and observation, knows how to analyze the dynamics and processes of development and growth
- knows how to support the development of emotion regulation in the everyday life of early childhood education
- is familiar with the stages of a child's language development
- knows how to identify the potential of supporting language and development in the everyday life of early childhood education
- understands the significance of language and interaction as part of a child's holistic development

Contents:

- Dynamics and processes of development in early childhood
- Emotion regulation and its support in the everyday life of early childhood education
- 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:

Online and blended learning

Learning activities and teaching methods:

Lectures 10 h

Online lectures 12 h

Info and exercises 6 h

Online exercises and online work 32 h

Independent work 75 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:

Online material and literature appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and online work, completion of individual assignments and portfolio.
Read more about assessment criteria at the University of Oulu webpage.

Grading:

The course utilizes a numerical grading scale 0-5. In the numerical scale zero stands for a fail

Person responsible:

Maria Peltola

442461A: Cooperation in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjo Mäntyjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn/ spring

Learning outcomes:

- the student is familiar with the key theoretical starting points of cooperation and interaction in early childhood education and knows how to apply and develop his/her own way of interaction and cooperation based on them.
- the student is familiar with the laws and documents guiding cooperation in early childhood education
- the student identifies and knows how to analyze the meaning of cooperation as part of the pedagogical processes in early childhood education
- the student reflects on his/her own professional interaction and cooperation skills and becomes aware of the importance of his/her expertise as part of multi-disciplinary cooperation

Contents:

- theoretical approaches and topical research related to cooperation and interaction in early childhood education
- laws and documents guiding early childhood education guidance and related to cooperation
- interaction relationship and interaction skills in human relations work
- families and parenting
- cooperation with parents and families in different interaction situations in the child's early childhood education path
- child protection in early childhood education and identification of child protection needs
- multiprofessional and multidisciplinary cooperation

Mode of delivery:

Face-to-face teaching, with the Moodle learning environment in use

Learning activities and teaching methods:

Lectures 12h, exercises 26h and independent work 97h

Target group:

Students of Early Childhood Education

Recommended optional programme components:

Part of the professional studies in Early Childhood Education.
 442190A Early Childhood Special Education and the Challenges of Learning
 442191A Childhood as a Social and Cultural Phenomenon
 442459A Collaborative work in a child group as a pedagogic process

Recommended or required reading:

Nummenmaa, A.R & Karila, K. (2011). Ammatilliset keskustelut varhaiskasvatuksessa. Helsinki: WSOYpro Oy.

Scientific articles appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of individual assignments and portfolio writing
 A numerical grading scale (0-5) will be used when assessing the portfolios

Grading:

A numerical scale (0-5) will be used in assessing the course

Person responsible:

Paula Loukkola

442462A: Teacherhood and shared expertise in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Outi Kristiina Ylitapio-Mäntylä

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

Having completed the course, the student know how to

- reflect on working as a teacher on a professional ethical and theoretical basis
- evaluate professionalism and develop the work community from the viewpoint of equality
- describe the expertise of his/her own profession in (multi)professional and multidisciplinary cooperation
- name the most important documents and key laws guiding his/her work
- plan for, implement and evaluate three-tier support as part of preprimary and primary education
- explicate the meaning of individual and collective student welfare work as part of preprimary and primary education

Contents:

The teacher's professional identity

- the professional ethical and theoretical basis of an early education teacher and special education teacher,
- expertise in early childhood education and special education as part of professional, multi-professional and multidisciplinary cooperation
- practical equality planning from the point of view of gender and other related differences in everyday practice
- laws and documents guiding work, three-tier support and pedagogical documents, individual and collective student welfare work from the viewpoint of multidisciplinary cooperation

Mode of delivery:

Online lectures and practices

Learning activities and teaching methods:

Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

None

Assessment methods and criteria:

Lecture assignments, practices, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Evaluation criteria to be announced at the start of the course

Grading:

0-5

Person responsible:

Outi Ylitapio-Mäntylä

442463A: Diversity in Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Kess

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year, autumn

Learning outcomes:

After the course, the student is able to:

- define and analyze diversity and the concepts and theories related to diversity
- discuss critically their own values, attitudes and ideas of diversity
- describe the principles of equality, social justice and human rights and responsibilities resulted from them and apply them in educational communities
- analyze the ways diversity affects teacher's work, pedagogical choices and interaction in educational community
- recognize unequal practices and discourses and the mechanisms of othering and influence them

Contents:

- human rights, equality and social justice in educational communities
- diversity and central concepts related to it: intersectionality, intercultural competence, culture as a dynamic phenomenon, diversity of identity, diversity of gender and sexual diversity, diversity of world views, linguistic diversity, othering
- reflection of the student's own diversity, attitudes and abilities to respect diversity
- pedagogical skills and applications to recognize and acknowledge diversity
- unequal practices and mechanisms of othering and tools to deconstruct them

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

lectures at least 16 h, practical work 24 h at the most and 95 h independent work

Target group:

Students in the Early Childhood Education Programme

Recommended optional programme components:

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

Recommended or required reading:

Literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching, lecture and literature exam, completion of other assignments from the course.

The exam is assessed on numerical scale 0-5 and other assignments pass/fail.

Grading:

0-5

Person responsible:

Riikka Kess

Working life cooperation:

Yes (possible visiting lecturers)

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 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the technology enhanced learning part of the course (4cr), the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and computational thinking
- identify the future skills from different competency frameworks (g. 21st century skills, digital competency framework etc) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and computational thinking when planning and implementing practical teaching and learning situations
- evaluate and categorise contemporary and future technologies from the pedagogical point of view.

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

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

Contents:

Orientation to the studies (1 cr):

- 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

Technology enhanced learning –part (4cr)

- Concepts and methods in technology enhanced learning
- STEAM (science, technology, engineering, arts, mathematics) in early childhood education and primary schools, especially digital fabrication and maker education
- Technologies, tools and application which can be used to support learning or teaching
- Programming, robotics and computational thinking
- Design of learning materials and using learning environments

Mode of delivery:

- Lectures and expert talks
- Independent work: individual and collaborative work

Learning activities and teaching methods:**Orientation to studies, 1 credit**

- Information lectures and supervision sessions by senior tutor and in small groups, 20-30h.

Technology-Supported Learning, 4 credits

- 10h lectures (5x2h)
- 20h workshops (4x4h in digital learning lab + 4h in online workshop)
- 70h of independent work: individual or collaborative learning

Course design can include small task which can be done in daycare center, school, afterschool club or in other working life context.

Target group:

Students of education in the various degree programmes

Recommended optional programme components:

- Programming in primary school (voluntary course)
- Open workshop (voluntary course)
- STEAM minor studies (basic and intermediate studies)

Recommended or required reading:

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. Essential series. MIT Press.
- Näykki, Piia & Laru, Jari & Vuopala, Essi & Siklander, Pirkko & Järvelä, Sanna. (2019). Affective Learning in Digital Education – Case Studies of Social Networking Systems, Games for Learning and Digital Fabrication. *Frontiers in Education*. 4. 10.3389/educ.2019.00128. (Open Access)
- Papers above are examples of recommended readings

Assessment methods and criteria:

Course methods: Participation in lessons, 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

Working life cooperation:

Expert talks from the representatives of working life, fab lab assignments and possible other working life connections

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

Proficiency level:

This course is not offered in English. It is only Finnish-speaking students.

Language of instruction:

Finnish

Person responsible:

Anu Laurikkala

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

Other information:

This course is only for Finnish speaking students with CEFR-level A2-B1 in Swedish language. There are no beginners' courses in Swedish at the university.

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

Alternative

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 the A1 or A2 language at school or equivalent English skills acquired otherwise.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term, period 1)

Kako/Kapsy: second year (spring term, period 3)

Luko: second year (autumn or spring term, period 1 or 3)

Muko: first year (spring term, period 4)

Vaka: second year (autumn or spring term, period 2 or 4).

Learning outcomes:

Objectives:

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

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

- to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education
- to write assignments on topics related to education and teaching
- to search for information on a chosen educational theme as well as analyse and explain the ideas
- to better understand the concept of diversity in education
- to better communicate with parents / colleagues of foreign background

Contents:

- texts and short videos related to education and teaching
- formal and semi-formal writing practice

- oral presentation practice
- communicative activities

Mode of delivery:

Contact teaching and independent study

Learning activities and teaching methods:

28 hrs of contact teaching + 8 hours of online studies + 44 hrs of independent study. Classroom sessions, online studies, individual assignments, group activities, an oral presentation in pairs or small groups, 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 (a policy of 100% participation in lessons, with compensatory work in case of occasional absence).

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

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:

Attendance is compulsory for ALL students in the first lesson.

902179Y: Foreign language other than English, 3 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Pohjola-Effe

Opintokohteen kielet: English

Proficiency level:

CEFR-level B1/B2

Status:

Obligatory foreign language course for students of the Faculty of Education who choose German as their foreign language.

Required proficiency level:

German must have been the B2, A1 or A2 language at school or equivalent German skills acquired otherwise. If you received in "long German" the grade **L or E** in the matriculation exam, you can be exempted from the **Written Communication** part of the course.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

German

Timing:

Free / Autumn and spring term

Learning outcomes:

Upon completion of the course the student should be able to understand standard language texts as well as scientific texts related to education and teaching. He/she should be able to comment on the content of texts and summarise them in Finnish. He/she should be able search for information on a chosen educational theme as well as analyse and explain the ideas. The student should be conversant with various reading strategies and be familiar with the distinctive features of written German expression. The student is expected to be able to discuss on topics related to the field of education.

Contents:

The student reads texts of his/her own choosing and completes various exercises related to the texts. Communicative activities and short oral presentations.

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

The written part will be completed by participating in the course [903000Y Reading Comprehension in German](#) 1.5 ECTS cr (CEFR-level B1/B2).

The oral part will be completed by participating in one of the following courses:

903041Y Intercultural Communication / Tandem German–Finnish, 1,5 ECTS cr (CEFR-level B1)

903042Y Intermediate Course in German 3, 1,5 ECTS cr (CEFR-level B1)

903048Y Intermediate Course in German 4, 1,5 ECTS cr (CEFR-level B1/B2).

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level.

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher during the course.

Assessment methods and criteria:

Regular participation in contact teaching and completion of all required coursework. Read more about the assessment criteria at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Marja Pohjola-Effe

Working life cooperation:

-

Other information:

Registration in WebOodi. If the registration has closed the student can sign up by contacting the teacher by e-mail.

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 the 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

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:

1-5

Person responsible:

Ulvinen Veli-Matti

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: Katariina Holma

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- identify basic concepts and approaches in education
- identify the main research areas of educational research
- describe the main traditions and research approaches in education
- apply educational concepts and research findings in describing and analyzing educational practices

Contents:

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

Target group:

Students in Education from different training programs

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of basic studies in education

Recommended or required reading:

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntaukset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

Requirements: Active participation in lectures and independent study of the study material. Written assignment.

Seminar Part 2 ECTS

Requirements: Active participation in seminars. Tasks given by the seminar teacher. The achievement of learning outcomes is assessed on the basis of a written assignment.

To pass the course, the student has to be able to summarize the key themes, concepts and research topics relevant to educational research, and to consider their significance in educational practices or educational research. The student is also expected to relate educational concepts and approaches to each other and apply them in analyzing practical educational situations.

Grading:

0-5

Person responsible:

Katariina Holma

Working life cooperation:

In seminar groups

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 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational 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
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

Contents:

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 14 h, seminars 10 h, and independent study 111 h

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 Basic Studies in Education

Recommended or required reading:

- Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.
- Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

Assessment methods and criteria:

Active participation, essay

Grading:

0-5

Person responsible:

Hanni Muukkonen

Working life cooperation:

Seminar phase of the course work includes observation task in educational settings.

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

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 Basic Studies in Education

Recommended or required reading:

- Brandsford, J.D., Brown, A. Cocking, R. R. (2004). Miten opimme: Aivot, mieli, kokemus ja koulu. Helsinki: WSOY. (tai englanninkielinen versio: Brandsford, J.D., Brown, A. Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school. National Academies Press.)
- Hakkarainen, K., Lonka, K. Lipponen, L. (2004). Tutkiva oppiminen: Järki, tunteet ja Kulttuuri oppimisen sytyttäjänä. Helsinki: WSOY. (vuoden 2001 painos käy myös)

- Luvut 4, 5, 6, 7, ja 8: How People Learn II Learners, Contexts, and Cultures (2018). Washington, DC: The National Academies Press. doi:10.17226/24783. Löydettävissä: <https://www.nap.edu/read/24783/chapter/1>

Assessment methods and criteria:

Active participation,
Essay

Grading:

0-5

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

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student will be 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.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).
- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

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 (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

Mode of delivery:

Blended teaching and learning. The course is implemented in Moodle learning environment.

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

Learning activities are composed of studying lectures (contact/online/recorded) and their materials, course literature, and carrying out the learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. The learning task is sketched in Moodle workspace of the course, together with the support and guidance by peer students and teacher.

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:

Antikainen, A., Rinne, R. & Koski, L. (2000 tai myöhempi painos). Kasvatustieteologia. Jyväskylä: PS-kustannus. (myös e-kirjana)

Saresma, T., Rossi, L-M. & Juvonen, T. (toim.). (2010 tai myöhempi painos). Käsikirja sukupuoleen. Tampere: Vastapaino. (myös e-kirjana)

Assessment methods and criteria:

The adoption of learning outcomes is measured by learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences.

Assessment criteria are:

In approved (Pass) completion of the course, the handling is clearly structured, and matters are connected to each other at least to some degree. The handling is reflective, and connections between matters are handled at least to some degree. There must be a visible plot in the handling and mainly the use of references must be at a good level.

In not approved (Fail) completion of the course, student's product is 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:

0-5

Person responsible:

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

Working life cooperation:

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

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: Hanna-Maija Huhtala

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

Timing:

1st year

Learning outcomes:

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

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

Course essay

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

Preferably the last course of the Basic Studies in Education or at least completed after the course Education as an Object of Scientific Research

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

0 - Based on the student's performance, it cannot be concluded that he/she has achieved the expected learning outcomes. The content produced by him/her is fragmented and it is not essentially related to the topic and contents of the course.

1 - The student has achieved the expected learning outcomes of the course in a marginally acceptable manner. S/he has discussed the course contents in a highly superficial and fragmented manner. His/her use of sources is at a poor level.

2 - The student has achieved the expected learning outcomes of the course in an adequate manner. S/he has discussed the course contents superficially, the connections between issues remain somewhat vague, and independent reflection is somewhat deficient. His/her use of sources is mostly at a poor or fair level.

3 - The student has achieved the expected learning outcomes of the course well. S/he has a good command of the course contents, and his/her discussion of the contents is reflective and keeps issues in perspective. His/her use of sources is mostly in accordance with the instructions.

4 - The student appears to have achieved the expected learning outcomes of the course very well. S/he has discussed the course contents quite analytically and systematically, including some well-justified independent thinking and also showing a command of general academic skills. His/her use of sources is mostly very good.

5 - The student has achieved the expected learning outcomes excellently both with regard to the course and more generally in academic terms. The student shows very good mastery of the course contents, and

his/her treatment of them is well structured and analytical, including his/her own reflection that is well-justified, relevant and critical. His/her use of sources is mostly excellent.

Grading:

0-5

Person responsible:

Hanna-Maija Huhtala (Finnish course)

Katri Jokikokko (ITE) (seminar teacher Audrey Paradis)

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: Jaana Juutinen

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

40 ECTS cr

Language of instruction:

Finnish

Timing:

1st and 3rd study year

Learning outcomes:

The student can act as a pedagogical expert of the child's growth, development and learning after having completed the intermediate studies of the educational sciences, especially early childhood education. The student can act responsibly and ethically in the interaction with the children, families and many multi-professional networks. The student is able to analyse childhood and early childhood education and the factors which are related to the children's welfare and the challenges of the learning from the points of view of an individual, community and society. The student is familiar with the research approaches of the educational sciences and is able to adapt them in scientific acquisition of information and in argumentation and reporting of research results

Contents:

see under each course

Mode of delivery:

see under each course

Learning activities and teaching methods:

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

Basic studies in education

Recommended or required reading:

see under each course

Assessment methods and criteria:

see under each course

Read more about assessment criteria at the University of Oulu webpage

Grading:

1-5

Person responsible:

Juutinen Jaana

Working life cooperation:

Yes (see under each course)

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**Opettajat:** Elina Viljamaa**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, spring

Learning outcomes:

After completing the course, the student:

- has adopted a basic knowledge of the challenges in a child's development and learning and of the various work tasks and actors in the field of early childhood special education
- knows how to analyse the challenges of a child's wellbeing, development and learning from the viewpoints of the individual, environmental factors and interaction
- identifies the needs for support, knows how to give pedagogical support and refer the child to appropriate services
- is capable of cooperation with parents and other parties working with the child
- identifies and is capable of analysing the values and starting points forming the basis for early childhood special education

Contents:

- key concepts of special education and early childhood special education
- documents regulating and guiding early childhood special education
- challenges of growth, development and learning
- support and evaluating the need for support in early childhood special education and preschool education
- multi-professional and multidisciplinary cooperation
- Finnish as a second language (S2)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16h, small group teaching 14h, independent work 105h, examination

Target group:

Early childhood education students and other students in the degree programme

Prerequisites and co-requisites:

Basic studies in Education

Recommended or required reading:

1. Pihlaja, P. & Viitala, R. 2018 ja 2019. Varhaiserityiskasvatus. PS-kustannus. 366 p.
2. Articles mentioned at the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of assignments, study visits and exam.

Grading 0-5:

The way the student covers the subject is

- 0 = incomplete, fragmentary, issues discussed are not essentially connected with the theme
- 1 = very superficial, issues covered are fully unconnected
- 2 = superficial, issues covered are partly unconnected
- 3 = reflective, issues covered are put together to some extent; a common thread is recognisable
- 4 = somewhat analytical, versatile, and consistent, the issues covered are put together well
- 5 = systematic and analytical, issues covered are put together in an excellent way

Grading the assignments (pass/fail)

Pass: The student has presented the key issues in accordance with the assignment. Theory has been applied in an appropriate manner, and the subject matter has been discussed from different perspectives. The assignment proceeds in a lucid and consistent manner. The use of literature is diverse, and the citations are relevant. The student shows her own reflection.

Fail: The student's discussion is fragmentary, one-sided and unconnected. The student's own reflection and application of theory are lacking or scanty. There is little use of reference materials, and citations are deficient.

Grading:

0 – 5

Person responsible:

Marja-Leena Vuorinen

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: Jaana Juutinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is conducted twice a year, in 1. and 3. period

Learning outcomes:

After completing the course, the student is able:

- to recognise the key concepts of childhood studies and methodological and ethical challenges
- to analyze childhood as a societally and culturally constructed phenomenon
- to analyze her/his conception of childhood
- interpret the elements of children's wellbeing from the perspectives of individual, community and society

Contents:

- Theoretical, methodological and ethical questions in childhood research
- Childhoods in different times and cultures
- Perspectives to children's well-being

Mode of delivery:

Face-to-face teaching and web-based teaching (in Moodle)

Learning activities and teaching methods:

Face-to-face teaching: lectures 10 h, exercise in groups 8 h

Web-based teaching: lectures 10 h, exercise in groups 12 h

Independent work: 95 h

Target group:

Part of the study module intermediate studies in education, especially 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:

Research literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in contact and web-based teaching, completing the assignments set for the course. Learning outcomes are assessed through the course by smaller assignments. Assessment is conducted by self assessment, peer assessment and assessment given by the course teacher.

Grading:

Pass - Fail

Person responsible:

Jaana Juutinen

Working life cooperation:

no

Other information:

Web-based teaching is conducted in Moodle during the teaching period

442194A: Developing expertise of early childhood education teacher, 10 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

ECTS Credits:

10 cr

Language of instruction:

Finnish

Timing:

3rd study year

Learning outcomes:

Having completed the course, the student knows how to

- to analyse and to develop one's own learning objectives and learning process as a teacher in early childhood education and care
- to argue the expertise of teacher in early childhood education and care as a part of the multi-professional community and broader societal context
- to work in the profession of teacher in early childhood education and care goal-oriented, responsibly and comprehensively
- to act as teacher in early childhood education and care paying attention to the points of view which are related to the welfare of an individual and community

Contents:

- examining and reflecting one's teacherhood individually and in peer group
- expertise of teacher in early childhood education and care in communal and broader social contexts
- comprehensive carrying out of the tasks of the teacher in early childhood education and care utilising diverse pedagogical methods
- participation both in the activities in early childhood education centre's community and external cooperation

Mode of delivery:

Learning at work

Learning activities and teaching methods:

Info lecture 2h

Learning at work in early childhood education centre 228 h

Practicum- group supervising 6 h

Independent work 36 h

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

Successfully completed courses 442450A Pedagogic Working Environment of Early Childhood Education and 442451A Early childhood education and pedagogy of pre-primary education

Recommended optional programme components:

Part of the study module Intermediate Studies in Education, Especially Early Childhood Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning

Grading:

Pass/Fail

Person responsible:

Satu Karjalainen

Working life cooperation:

Yes

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 credits

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
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made 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

Learning activities and teaching methods:

Lectures 18 h, seminars 16, independent work app. 100 h

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:

English literature on request. Contact the teacher responsible for the course.

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:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

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 96h

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:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

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

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

ECTS Credits:

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue, if the language is Finnish or Swedish. In other cases the language used is English.

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. If either language is not the student's mother tongue, the test is completed in English.

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

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

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

75 credits

Language of instruction:

Finnish

Timing:

1st and 3rd years

Learning outcomes:

Having completed the studies, student is able

- to recognize the foundations of his/her professional identity and development from wide-ranging expertise of teacher in early childhood education from their own
- to recognize early childhood education and pre-primary education in changing society as part of the educational system
- to apply theory into practice in pedagogy and in the development of own work and work community in early childhood education
- to work in the role of a teacher in early childhood education as a pedagogic expert of a small child's growth, development and learning in collaboration with children, parents and other partners in cooperation
- to recognize the importance of art education, craft education and physical education for child's growth and to integrate them in pedagogy
- to observe the needs of a child and the child group, and acknowledge them as the premise of the planning, implementation and assessment
- to evaluate sustainable development as part of early childhood education acknowledging the cultural, social, economic and ecologic aspects

Contents:

- 442450A Pedagogic Working Environment of Early Childhood Education 5 cr
- 442451A Pedagogy of Early Childhood Education and Pre-Primary Education 5 cr
- 442427A Art Pedagogy in Early Childhood Education 5 cr
- 442452A Visual Arts Education 5 cr
- 442453A Music Education 5 cr
- 442454A Literary and Drama Education 5 cr
- 442455A Craft and Design Education 5 cr
- 442456A Physical Education 5 cr
- 442457A Children examining environment 5 cr
- 442458A Pedagogical Process in Early Childhood Education 5 cr
- 442459A Collaborative work in a child group as a pedagogic process 5 cr
- 442460A Growth and Development in Early Childhood Education 5 cr

- 442461A Cooperation in Early Childhood Education 5 cr
- 442462A Teacherhood and shared expertise in Early Childhood Education 5 cr
- 442463A Diversity in Education 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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:

1-5

Person responsible:

Karjalainen Satu

Working life cooperation:

Pedagogic Working Environment of Early Childhood Education

Pedagogy of Early Childhood Education and Pre-Primary Education

Other information:

None

Compulsory

442450A: Pedagogic Working Environment of Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

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

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

Mode of delivery:

face-to-face learning,

Learning activities and teaching methods:

120h work period in ECE centers

10h small group teaching

10h independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

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 beginning of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning.

Grading:

pass/fail

Person responsible:

Jaakko Moilanen

Working life cooperation:

yes

442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Taina Kyrönlampi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

- apply the documents and curricula for early childhood and pre-primary education in practical education and teaching work

- identify the meaning of the transition phase from pre-primary to primary education for a child's growth, development and learning
- based on observation and documentation, implement and evaluate pedagogical activities in pre-primary education through integration of the possibilities offered by play, physical exercise, arts and technology
- apply and use his/her collaboration skills based on the principles of dialogicality
- apply methods and processes of learning to read and write as educator and teacher

Contents:

- documents and curricula for early childhood and pre-primary education
- transition phase from pre-primary to primary education
- observation and documentation, planning, implementation and evaluation of pedagogical activity in pre-primary and primary education
- collaboration in pre-primary and primary education
- integration of play with the pedagogy of pre-primary education
- main principles of learning to read and write
- multidisciplinary/multiprofessional collaboration and cooperation with families in everyday pre-primary and primary education

Learning activities and teaching methods:

Lectures 12 h

Small group sessions 16 h

On-the-job learning in pre-primary education 50 h

Independent work 96 h

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:

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2

Esi- ja alkuopetuksen käsikirja (2010)

Leikkipedagogiikan käsikirja (2014)

Assessment methods and criteria:

As regards on-the-job learning, the evaluation is based on student's self-assessment and on an assessment by the teachers supervising the practice. On-the-job learning is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning. During the course, the student shall be keeping a pedagogical diary. The on-the-job learning period shall be completed successfully.

Lectures and small group sessions: the student needs to take part actively in face-to-face teaching and complete the assignments successfully

Grading:

Pass/fail

Person responsible:

Taina Kyrönlampi

Working life cooperation:

On-the-job learning 50 h

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: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

After completing the course, student is able to

- plan for, implement and evaluate experiential and child-oriented Art pedagogy in early childhood education
- 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
- 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
- play and art
- artistic working and experience
- experimentalism, embodiment, sensation
- being an arts educator in early childhood education
- music instrument studies

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

8h lectures

20h small group teaching, 8h music instrument studies, 4h seminar in small groups 95h 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 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:

Jaakko Moilanen

Working life cooperation:

None

442452A: Visual Arts Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

finnish

Learning outcomes:

After the course, the student is able to

- plan, evaluate and develop visual arts education based on the curricula for early childhood and pre-primary education
- Use working data acquisition, research, interpretation and evaluation skills, which are typical for visual arts
- plan visualarts through integration across various content areas
- use materials, techniques and tools of visual arts that are appropriate for early childhood education and pre-primary education.
- describe his/hers own concept of art and art education

Contents:

- Materials, tools and methods used in visual arts
- Planning, implementing and assessing of pedagogy of visual arts education
- Aesthetics in crafts and art education
- Child's development in visual arts and crafts
- Visual culture literacy
- Concepts of art and art education in early childhood education
- Objectives of Visual Arts Education in

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50 hours of face to face teaching

85 hours of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

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 beginning of the study module

Assessment methods and criteria:

Active participation in exercises ja succesfull completion of assignments, succesful completion of individual assignments

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
- Identifies methods of work, data acquisition, research, interpretation and evaluation that are appropriate in visual arts
- Identifies, uses and applies methods of integration in visual arts
- Uses and applies tools, materials and techniques of visual arts in an appropriate manner

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen

442453A: Music Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

Language of instruction:

Finnish

Timing:

1st year, autumn (3 groups) and spring (3 groups)

Learning outcomes:

Having completed the course, the student

- recognizes the importance of play for experiential learning, is able to apply music education in early childhood education, integrating it between different content areas is trained and encouraged in self-expression, immersion, and emotional and interaction skills
- identifies the pedagogical and expressive possibilities and meanings of music in early childhood music education and in the development of a child (e.g. emotional and interaction skills)
- has familiarized him/herself with the elements of music theory, has familiarized him/herself with music history and knows how to apply it in early childhood education environments
- knows how to play music at his or her own skill level by singing, playing, using body, rhythm and percussion instruments and by moving to the music that s/he is playing or listening to

- knows how to plan for, use and develop different application areas and musical processes for early childhood music education through, for instance, stories, pictures, movement and play, taking into account the child's various developmental phases and the emotional and interaction skills of a child

Contents:

- music education in support of the overall development and social-emotional abilities of a child at different ages
- methods of music education: singing, playing, movement, listening, integration with other areas of orientation, arts, children's literature (fairytales, stories, poems) and other content areas
- elements of music theory
- music history for children
- play, self-expression, emotional and interaction skills in music education
- viewpoint of music therapy in early childhood music education
- music knowledge and skills as part of student's professional growth

Mode of delivery:

Lectures 2h
 Small group teaching 48h
 Independent work
 Learning diary based on classes and literature

Learning activities and teaching methods:

Lectures and Face-to-face teaching

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended or required reading:

Lindeberg-Piironen A. & Ruokonen I. (Eds.) 2017. Musiikki varhaiskasvatuksessa, and other literature to be announced at a later date

Assessment methods and criteria:

Active participation in face-to-face teaching. Successful completion of assignments (learning diary)

Grading:

Pass/fail

Person responsible:

Leena Poikela

442454A: Literary and Drama Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Upon completion of the study module, the student:

- identifies the meaning of play in experiential learning
- knows how to apply storytelling, literary art and drama
- has been trained and encouraged in the skills of self-expression, empathy and interaction
- identifies the genres of children's theatre and literature and the pedagogical, expressive and therapeutic possibilities offered by them
- knows how to plan, implement and develop literary art and drama education in day care among children of different ages

Contents:

- Basic concepts and methods of children's literature and drama in support of the overall personality of an early childhood child
- Drama and literature education, play, self-expression, interaction skills, storytelling, genres of children's drama and children's literature, bibliotherapy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 36h, including 98h of independent work

Exercises in small groups

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 beginning of the course

Assessment methods and criteria:

Active participation in exercises, completion of independent assignments, planning of a teaching episode and written part.

Grading:

pass/fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

none

Other information:

Contact teaching consists of 2 hours of lectures, 4 hours of exercises taught in the drama studio.

442455A: Craft and Design Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Vastimo

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

- recognizes the importance of handicrafts and the concept of a complete piece of handicraft as part of a child's development
- knows how to plan, implement, evaluate and develop teaching in handicrafts based on the curricula for early childhood and pre-primary education
- knows how to use handicrafts materials, techniques and tools suitable for early childhood education in a safe and versatile manner

Contents:

- handicrafts materials and applicable methods from the viewpoint of sustainable development
- techniques, tools and safe working practices in handicrafts
- development of a child's skills in handicrafts
- planning, evaluation and development of pedagogical activities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h
- Handicrafts/Technical work: Small group teaching 10 h
- Handicrafts/Textile work: Small group teaching 36 h
- The study module includes 85 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 handicrafts.
- Identifies methods of work, data acquisition, research, interpretation and evaluation in handicrafts.
- Identifies, uses and applies methods of integration in handicrafts.
- Uses and applies tools, materials and techniques of handicrafts in an appropriate manner

Grading:

pass/fail

Person responsible:

Minna Vastimo

Working life cooperation:

none

442456A: Physical Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Susanna Takalo**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn and spring

Learning outcomes:

Having completed the course, the student

- knows how to shape the physical environment to attract a child under the age of eight to take various forms of physical activity
- knows how to apply the didactic principles of physical education to support physical activity among children under the age of eight
- knows how to plan for, implement and evaluate physical education to support child's holistic growth and development in an early childhood education environment
- knows how to apply and evaluate the meanings of physical activities for families to support a child's physical development

Contents:

Contents of the study module

- different forms and environments of physical activity
- didactics of physical education in early childhood education
- planning, implementation and evaluation of physical education
- both physical education and holistic growth and development of child under the age of eight
- Joy, play and doing together – Recommendations for physical activity in early childhood, Physical activity in the curriculum for early childhood education and movement and Joy in Motion programme document - A national physical activity and well-being programme
- physical activities for families

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, small group sessions 46 h, independent work 85 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.
 Passing an exam. Assessment of one's own performance with a view on the expected learning outcomes.

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:

Susanna Takalo

442457A: Children examining environment, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Learning outcomes:

knows how to

- explain science concepts by means of an inquiring approach to work a child in early childhood education age
- guide a child in early childhood education age towards mathematical thinking by means of learning tools and utilize mathematics in everyday activity
- plan and implement mathematics and science teaching to children in early childhood education age in various learning environments
- describe the theoretical basis of environmental education
- apply the goals and methods of environmental education in early childhood education to support child's environmental relationship towards sustainable development

Contents:

- the basis, methods and opportunities of environmental education in early childhood education
- the significance of personal environmental relationship
- sustainable way of life

Mode of delivery:

Face-to-face learning

Learning activities and teaching methods:

Lectures 4 h, small group teaching 36 h. The study module includes 95 h of independent work

Recommended optional programme components:

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

Recommended or required reading:

Parikka-Nihti, M. & Suomela, L. (2017). Iloa ja ihmettelyä: Ympäristökasvatus varhaislapsuudessa. Jyväskylä: PS-kustannus.

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

442458A: Pedagogical Process in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd study year

Learning outcomes:

Having completed the course, the student

- knows how to describe and analyse the pedagogical process theoretically
- through observation and documentation, knows how to plan, implement and evaluate pedagogical activities
- knows how to analyse and develop his or her own pedagogical conception of the child from the viewpoint of the child's active agency
- knows how to evaluate and develop growth and learning environments in a multitude of ways

Contents:

- conception of the child and the child's agency and participation
- observation, documentation and evaluation as the basis for pedagogical planning and implementation
- Pedagogical growth and learning environments

Mode of delivery:

Online work

Learning activities and teaching methods:

Info lecture 2h

Online lectures 10 h

Online exercises and exam 28 h

Independent work 85h

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 online work, completion of assignments and exam

Grading:

0-5

Person responsible:

Satu Karjalainen

Working life cooperation:

none

442459A: Collaborative work in a child group as a pedagogic process, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Enni-Mari Ylikörkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held two times in a year, in the autumn semester during period 1-2, in the spring semester during period 3-4.

It is recommended to complete the course at the 2.nd semester

Learning outcomes:

Upon completion of the course, the student will be able 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 teacher in early childhood education and care 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:

The course consists of face-to-face teaching. Moodle is used as a learning environment of the course

Learning activities and teaching methods:

40 h face-to-face-teaching

95 h self-study

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

Grading:

0-5

Person responsible:

Enni-Mari Ylikörkkö

Working life cooperation:

Work in a group of children

442460A: Growth and Development in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Maria Peltola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st study year, 4. period

Learning outcomes:

Upon completion of the course, the student:

- through theories and observation, knows how to analyze the dynamics and processes of development and growth
- knows how to support the development of emotion regulation in the everyday life of early childhood education
- is familiar with the stages of a child's language development
- knows how to identify the potential of supporting language and development in the everyday life of early childhood education
- understands the significance of language and interaction as part of a child's holistic development

Contents:

- Dynamics and processes of development in early childhood
- Emotion regulation and its support in the everyday life of early childhood education
- 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:

Online and blended learning

Learning activities and teaching methods:

Lectures 10 h

Online lectures 12 h

Info and exercises 6 h

Online exercises and online work 32 h

Independent work 75 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:

Online material and literature appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and online work, completion of individual assignments and portfolio.

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

Grading:

The course utilizes a numerical grading scale 0-5. In the numerical scale zero stands for a fail

Person responsible:

Maria Peltola

442461A: Cooperation in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjo Mäntyjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn/ spring

Learning outcomes:

- the student is familiar with the key theoretical starting points of cooperation and interaction in early childhood education and knows how to apply and develop his/her own way of interaction and cooperation based on them.
- the student is familiar with the laws and documents guiding cooperation in early childhood education
- the student identifies and knows how to analyze the meaning of cooperation as part of the pedagogical processes in early childhood education
- the student reflects on his/her own professional interaction and cooperation skills and becomes aware of the importance of his/her expertise as part of multi-disciplinary cooperation

Contents:

- theoretical approaches and topical research related to cooperation and interaction in early childhood education
- laws and documents guiding early childhood education guidance and related to cooperation
- interaction relationship and interaction skills in human relations work

- families and parenting
- cooperation with parents and families in different interaction situations in the child's early childhood education path
- child protection in early childhood education and identification of child protection needs
- multiprofessional and multidisciplinary cooperation

Mode of delivery:

Face-to-face teaching, with the Moodle learning environment in use

Learning activities and teaching methods:

Lectures 12h, exercises 26h and independent work 97h

Target group:

Students of Early Childhood Education

Recommended optional programme components:

Part of the professional studies in Early Childhood Education.

442190A Early Childhood Special Education and the Challenges of Learning

442191A Childhood as a Social and Cultural Phenomenon

442459A Collaborative work in a child group as a pedagogic process

Recommended or required reading:

Nummenmaa, A.R & Karila, K. (2011). Ammatilliset keskustelut varhaiskasvatuksessa. Helsinki: WSOYpro Oy.

Scientific articles appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of individual assignments and portfolio writing

A numerical grading scale (0-5) will be used when assessing the portfolios

Grading:

A numerical scale (0-5) will be used in assessing the course

Person responsible:

Paula Loukkola

442462A: Teacherhood and shared expertise in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Outi Kristiina Ylitapio-Mäntylä

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

Having completed the course, the student know how to

- reflect on working as a teacher on a professional ethical and theoretical basis
- evaluate professionalism and develop the work community from the viewpoint of equality
- describe the expertise of his/her own profession in (multi)professional and multidisciplinary cooperation
- name the most important documents and key laws guiding his/her work
- plan for, implement and evaluate three-tier support as part of preprimary and primary education

- explicate the meaning of individual and collective student welfare work as part of preprimary and primary education

Contents:

The teacher's professional identity

- the professional ethical and theoretical basis of an early education teacher and special education teacher,
- expertise in early childhood education and special education as part of professional, multi-professional and multidisciplinary cooperation
- practical equality planning from the point of view of gender and other related differences in everyday practice
- laws and documents guiding work, three-tier support and pedagogical documents, individual and collective student welfare work from the viewpoint of multidisciplinary cooperation

Mode of delivery:

Online lectures and practices

Learning activities and teaching methods:

Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

None

Assessment methods and criteria:

Lecture assignments, practices, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Evaluation criteria to be announced at the start of the course

Grading:

0-5

Person responsible:

Outi Ylitapio-Mäntylä

442463A: Diversity in Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Kess

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year, autumn

Learning outcomes:

After the course, the student is able to:

- define and analyze diversity and the concepts and theories related to diversity
- discuss critically their own values, attitudes and ideas of diversity

- describe the principles of equality, social justice and human rights and responsibilities resulted from them and apply them in educational communities
- analyze the ways diversity affects teacher's work, pedagogical choices and interaction in educational community
- recognize unequal practices and discourses and the mechanisms of othering and influence them

Contents:

- human rights, equality and social justice in educational communities
- diversity and central concepts related to it: intersectionality, intercultural competence, culture as a dynamic phenomenon, diversity of identity, diversity of gender and sexual diversity, diversity of world views, linguistic diversity, othering
- reflection of the student's own diversity, attitudes and abilities to respect diversity
- pedagogical skills and applications to recognize and acknowledge diversity
- unequal practices and mechanisms of othering and tools to deconstruct them

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

lectures at least 16 h, practical work 24 h at the most and 95 h independent work

Target group:

Students in the Early Childhood Education Programme

Recommended optional programme components:

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

Recommended or required reading:

Literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching, lecture and literature exam, completion of other assignments from the course.

The exam is assessed on numerical scale 0-5 and other assignments pass/fail.

Grading:

0-5

Person responsible:

Riikka Kess

Working life cooperation:

Yes (possible visiting lecturers)

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 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the technology enhanced learning part of the course (4cr), the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and computational thinking
- identify the future skills from different competency frameworks (g. 21st century skills, digital competency framework etc) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and computational thinking when planning and implementing practical teaching and learning situations
- Evaluate and categorise contemporary and future technologies from the pedagogical point of view.

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

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

Contents:

Orientation to the studies (1 cr):

- 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

Technology enhanced learning –part (4cr)

- Concepts and methods in technology enhanced learning
- STEAM (science, technology, engineering, arts, mathematics) in early childhood education and primary schools, especially digital fabrication and maker education
- Technologies, tools and application which can be used to support learning or teaching
- Programming, robotics and computational thinking
- Design of learning materials and using learning environments

Mode of delivery:

- Lectures and expert talks
- Independent work: individual and collaborative work

Learning activities and teaching methods:**Orientation to studies, 1 credit**

- Information lectures and supervision sessions by senior tutor and in small groups, 20-30h.

Technology-Supported Learning, 4 credits

- 10h lectures (5x2h)
- 20h workshops (4x4h in digital learning lab + 4h in online workshop)
- 70h of independent work: individual or collaborative learning

Course design can include small tasks which can be done in daycare center, school, afterschool club or in other working life context.

Target group:

Students of education in the various degree programmes

Recommended optional programme components:

- Programming in primary school (voluntary course)
- Open workshop (voluntary course)
- STEAM minor studies (basic and intermediate studies)

Recommended or required reading:

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. Essential series. MIT Press.
- Näykki, Piia & Laru, Jari & Vuopala, Essi & Siklander, Pirkko & Järvelä, Sanna. (2019). Affective Learning in Digital Education – Case Studies of Social Networking Systems, Games for Learning and Digital Fabrication. *Frontiers in Education*. 4. 10.3389/feduc.2019.00128. (Open Access)
- Papers above are examples of recommended readings

Assessment methods and criteria:

Course methods: Participation in lessons, 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

Working life cooperation:

Expert talks from the representatives of working life, fab lab assignments and possible other working life connections

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

Proficiency level:

This course is not offered in English. It is only Finnish-speaking students.

Language of instruction:

Finnish

Person responsible:

Anu Laurikkala

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

Other information:

This course is only for Finnish speaking students with CEFR-level A2-B1 in Swedish language. There are no beginners' courses in Swedish at the university.

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

*Alternative***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 the A1 or A2 language at school or equivalent English skills acquired otherwise.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term, period 1)

Kako/Kapsy: second year (spring term, period 3)

Luko: second year (autumn or spring term, period 1 or 3)

Muko: first year (spring term, period 4)

Vaka: second year (autumn or spring term, period 2 or 4).

Learning outcomes:**Objectives:**

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

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

- to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education
- to write assignments on topics related to education and teaching
- to search for information on a chosen educational theme as well as analyse and explain the ideas
- to better understand the concept of diversity in education
- to better communicate with parents / colleagues of foreign background

Contents:

- texts and short videos related to education and teaching
- formal and semi-formal writing practice
- oral presentation practice
- communicative activities

Mode of delivery:

Contact teaching and independent study

Learning activities and teaching methods:

28 hrs of contact teaching + 8 hours of online studies + 44 hrs of independent study. Classroom sessions, online studies, individual assignments, group activities, an oral presentation in pairs or small groups, 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 (a policy of 100% participation in lessons, with compensatory work in case of occasional absence).

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

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:

Attendance is compulsory for ALL students in the first lesson.

902179Y: Foreign language other than English, 3 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Pohjola-Effe

Opintokohteen kielet: English

Proficiency level:

CEFR-level B1/B2

Status:

Obligatory foreign language course for students of the Faculty of Education who choose German as their foreign language.

Required proficiency level:

German must have been the B2, A1 or A2 language at school or equivalent German skills acquired otherwise. If you received in "long German" the grade **L or E** in the matriculation exam, you can be exempted from the **Written Communication** part of the course.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

German

Timing:

Free / Autumn and spring term

Learning outcomes:

Upon completion of the course the student should be able to understand standard language texts as well as scientific texts related to education and teaching. He/she should be able to comment on the content of texts and summarise them in Finnish. He/she should be able search for information on a chosen educational theme as well as analyse and explain the ideas. The student should be conversant with various reading strategies and be familiar with the distinctive features of written German expression. The student is expected to be able to discuss on topics related to the field of education.

Contents:

The student reads texts of his/her own choosing and completes various exercises related to the texts. Communicative activities and short oral presentations.

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

The written part will be completed by participating in the course [903000Y Reading Comprehension in German](#) 1.5 ECTS cr (CEFR-level B1/B2).

The oral part will be completed by participating in one of the following courses:
 903041Y Intercultural Communication / Tandem German–Finnish, 1,5 ECTS cr (CEFR-level B1)
 903042Y Intermediate Course in German 3, 1,5 ECTS cr (CEFR-level B1)
 903048Y Intermediate Course in German 4, 1,5 ECTS cr (CEFR-level B1/B2).

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level.

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher during the course.

Assessment methods and criteria:

Regular participation in contact teaching and completion of all required coursework. Read more about the assessment criteria at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Marja Pohjola-Effe

Working life cooperation:

Other information:

Registration in WebOodi. If the registration has closed the student can sign up by contacting the teacher by e-mail.

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 the 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

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:

1-5

Person responsible:

Ulvinen Veli-Matti

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:** Katariina Holma**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- identify basic concepts and approaches in education
- identify the main research areas of educational research
- describe the main traditions and research approaches in education
- apply educational concepts and research findings in describing and analyzing educational practices

Contents:

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

Target group:

Students in Education from different training programs

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of basic studies in education

Recommended or required reading:

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntaukset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

Requirements: Active participation in lectures and independent study of the study material. Written assignment.

Seminar Part 2 ECTS

Requirements: Active participation in seminars. Tasks given by the seminar teacher. The achievement of learning outcomes is assessed on the basis of a written assignment.

To pass the course, the student has to be able to summarize the key themes, concepts and research topics relevant to educational research, and to consider their significance in educational practices or

educational research. The student is also expected to relate educational concepts and approaches to each other and apply them in analyzing practical educational situations.

Grading:

0-5

Person responsible:

Katariina Holma

Working life cooperation:

In seminar groups

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 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational 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
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

Contents:

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 14 h, seminars 10 h, and independent study 111 h

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 Basic Studies in Education

Recommended or required reading:

- Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.
- Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

Assessment methods and criteria:

Active participation, essay

Grading:

0-5

Person responsible:

Hanni Muukkonen

Working life cooperation:

Seminar phase of the course work includes observation task in educational settings.

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

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 Basic Studies in Education

Recommended or required reading:

- Brandsford, J.D., Brown, A. Cocking, R. R. (2004). Miten opimme: Aivot, mieli, kokemus ja koulu. Helsinki: WSOY. (tai englanninkielinen versio: Brandsford, J.D., Brown, A. Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school. National Academies Press.)
- Hakkarainen, K., Lonka, K. Lipponen, L. (2004). Tutkiva oppiminen: Järki, tunteet ja Kulttuuri oppimisen sytyttäjinä. Helsinki: WSOY. (vuoden 2001 painos käy myös)
- Luvut 4, 5, 6, 7, ja 8: How People Learn II Learners, Contexts, and Cultures (2018). Washington, DC: The National Academies Press. doi:10.17226/24783. Löydettävissä: <https://www.nap.edu/read/24783/chapter/1>

Assessment methods and criteria:

Active participation,
Essay

Grading:

0-5

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

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student will be 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.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).
- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

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 (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

Mode of delivery:

Blended teaching and learning. The course is implemented in Moodle learning environment.

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

Learning activities are composed of studying lectures (contact/online/recorded) and their materials, course literature, and carrying out the learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. The learning task is sketched in Moodle workspace of the course, together with the support and guidance by peer students and teacher.

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:

Antikainen, A., Rinne, R. & Koski, L. (2000 tai myöhempi painos). Kasvatussosiologia. Jyväskylä: PS-kustannus. (myös e-kirjana)

Saresma, T., Rossi, L-M. & Juvonen, T. (toim.). (2010 tai myöhempi painos). Käsikirja sukupuoleen. Tampere: Vastapaino. (myös e-kirjana)

Assessment methods and criteria:

The adoption of learning outcomes is measured by learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences.

Assessment criteria are:

In approved (Pass) completion of the course, the handling is clearly structured, and matters are connected to each other at least to some degree. The handling is reflective, and connections between matters are handled at least to some degree. There must be a visible plot in the handling and mainly the use of references must be at a good level.

In not approved (Fail) completion of the course, student's product is 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:

0-5

Person responsible:

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

Working life cooperation:

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

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: Hanna-Maija Huhtala

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

Timing:

1st year

Learning outcomes:

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

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

Course essay

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

Preferably the last course of the Basic Studies in Education or at least completed after the course Education as an Object of Scientific Research

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

0 - Based on the student's performance, it cannot be concluded that he/she has achieved the expected learning outcomes. The content produced by him/her is fragmented and it is not essentially related to the topic and contents of the course.

1 - The student has achieved the expected learning outcomes of the course in a marginally acceptable manner. S/he has discussed the course contents in a highly superficial and fragmented manner. His/her use of sources is at a poor level.

2 - The student has achieved the expected learning outcomes of the course in an adequate manner. S/he has discussed the course contents superficially, the connections between issues remain somewhat

vague, and independent reflection is somewhat deficient. His/her use of sources is mostly at a poor or fair level.

3 - The student has achieved the expected learning outcomes of the course well. S/he has a good command of the course contents, and his/her discussion of the contents is reflective and keeps issues in perspective. His/her use of sources is mostly in accordance with the instructions.

4 - The student appears to have achieved the expected learning outcomes of the course very well. S/he has discussed the course contents quite analytically and systematically, including some well-justified independent thinking and also showing a command of general academic skills. His/her use of sources is mostly very good.

5 - The student has achieved the expected learning outcomes excellently both with regard to the course and more generally in academic terms. The student shows very good mastery of the course contents, and his/her treatment of them is well structured and analytical, including his/her own reflection that is well-justified, relevant and critical. His/her use of sources is mostly excellent.

Grading:

0-5

Person responsible:

Hanna-Maija Huhtala (Finnish course)

Katri Jokikokko (ITE) (seminar teacher Audrey Paradis)

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: Jaana Juutinen

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

40 ECTS cr

Language of instruction:

Finnish

Timing:

1st and 3rd study year

Learning outcomes:

The student can act as a pedagogical expert of the child's growth, development and learning after having completed the intermediate studies of the educational sciences, especially early childhood education. The student can act responsibly and ethically in the interaction with the children, families and many multi-professional networks. The student is able to analyse childhood and early childhood education and the factors which are related to the children's welfare and the challenges of the learning from the points of view of an individual, community and society. The student is familiar with the research approaches of the educational sciences and is able to adapt them in scientific acquisition of information and in argumentation and reporting of research results

Contents:

see under each course

Mode of delivery:

see under each course

Learning activities and teaching methods:

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

Basic studies in education

Recommended or required reading:

see under each course

Assessment methods and criteria:

see under each course

Read more about assessment criteria at the University of Oulu webpage

Grading:

1-5

Person responsible:

Juutinen Jaana

Working life cooperation:

Yes (see under each course)

e1

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

Opettajat: Elina Viljamaa

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, spring

Learning outcomes:

After completing the course, the student:

- has adopted a basic knowledge of the challenges in a child's development and learning and of the various work tasks and actors in the field of early childhood special education
- knows how to analyse the challenges of a child's wellbeing, development and learning from the viewpoints of the individual, environmental factors and interaction
- identifies the needs for support, knows how to give pedagogical support and refer the child to appropriate services
- is capable of cooperation with parents and other parties working with the child
- identifies and is capable of analysing the values and starting points forming the basis for early childhood special education

Contents:

- key concepts of special education and early childhood special education
- documents regulating and guiding early childhood special education
- challenges of growth, development and learning
- support and evaluating the need for support in early childhood special education and preschool education
- multi-professional and multidisciplinary cooperation
- Finnish as a second language (S2)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16h, small group teaching 14h, independent work 105h, examination

Target group:

Early childhood education students and other students in the degree programme

Prerequisites and co-requisites:

Basic studies in Education

Recommended or required reading:

1. Pihlaja, P. & Viitala, R. 2018 ja 2019. Varhaiserityiskasvatus. PS-kustannus. 366 p.
2. Articles mentioned at the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of assignments, study visits and exam.

Grading 0-5:

The way the student covers the subject is

- 0 = incomplete, fragmentary, issues discussed are not essentially connected with the theme
- 1 = very superficial, issues covered are fully unconnected
- 2 = superficial, issues covered are partly unconnected
- 3 = reflective, issues covered are put together to some extent; a common thread is recognisable
- 4 = somewhat analytical, versatile, and consistent, the issues covered are put together well
- 5 = systematic and analytical, issues covered are put together in an excellent way

Grading the assignments (pass/fail)

Pass: The student has presented the key issues in accordance with the assignment. Theory has been applied in an appropriate manner, and the subject matter has been discussed from different perspectives. The assignment proceeds in a lucid and consistent manner. The use of literature is diverse, and the citations are relevant. The student shows her own reflection.

Fail: The student's discussion is fragmentary, one-sided and unconnected. The student's own reflection and application of theory are lacking or scanty. There is little use of reference materials, and citations are deficient.

Grading:

0 – 5

Person responsible:

Marja-Leena Vuorinen

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: Jaana Juutinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is conducted twice a year, in 1. and 3. period

Learning outcomes:

After completing the course, the student is able:

- to recognise the key concepts of childhood studies and methodological and ethical challenges
- to analyze childhood as a societally and culturally constructed phenomenon
- to analyze her/his conception of childhood
- interpret the elements of children's wellbeing from the perspectives of individual, community and society

Contents:

- Theoretical, methodological and ethical questions in childhood research
- Childhoods in different times and cultures
- Perspectives to children's well-being

Mode of delivery:

Face-to-face teaching and web-based teaching (in Moodle)

Learning activities and teaching methods:

Face-to-face teaching: lectures 10 h, exercise in groups 8 h

Web-based teaching: lectures 10 h, exercise in groups 12 h

Independent work: 95 h

Target group:

Part of the study module intermediate studies in education, especially 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:

Research literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in contact and web-based teaching, completing the assignments set for the course.

Learning outcomes are assessed through the course by smaller assignments.

Assessment is conducted by self assessment, peer assessment and assessment given by the course teacher.

Grading:

Pass - Fail

Person responsible:

Jaana Juutinen

Working life cooperation:

no

Other information:

Web-based teaching is conducted in Moodle during the teaching period

442194A: Developing expertise of early childhood education teacher, 10 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

ECTS Credits:

10 cr

Language of instruction:

Finnish

Timing:

3rd study year

Learning outcomes:

Having completed the course, the student knows how to

- to analyse and to develop one's own learning objectives and learning process as a teacher in early childhood education and care
- to argue the expertise of teacher in early childhood education and care as a part of the multi-professional community and broader societal context
- to work in the profession of teacher in early childhood education and care goal-oriented, responsibly and comprehensively
- to act as teacher in early childhood education and care paying attention to the points of view which are related to the welfare of an individual and community

Contents:

- examining and reflecting one's teacherhood individually and in peer group
- expertise of teacher in early childhood education and care in communal and broader social contexts
- comprehensive carrying out of the tasks of the teacher in early childhood education and care utilising diverse pedagogical methods
- participation both in the activities in early childhood education centre's community and external cooperation

Mode of delivery:

Learning at work

Learning activities and teaching methods:

Info lecture 2h

Learning at work in early childhood education centre 228 h

Practicum- group supervising 6 h

Independent work 36 h

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

Successfully completed courses 442450A Pedagogic Working Environment of Early Childhood Education and 442451A Early childhood education and pedagogy of pre-primary education

Recommended optional programme components:

Part of the study module Intermediate Studies in Education, Especially Early Childhood Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning

Grading:

Pass/Fail

Person responsible:

Satu Karjalainen

Working life cooperation:

Yes

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:

ECTS Credits:

5 ECTS credits

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
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made 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

Learning activities and teaching methods:

Lectures 18 h, seminars 16, independent work app. 100 h

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:

English literature on request. Contact the teacher responsible for the course.

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:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

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 96h

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:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

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

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

ECTS Credits:

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue, if the language is Finnish or Swedish. In other cases the language used is English.

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. If either language is not the student's mother tongue, the test is completed in English.

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

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

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

75 credits

Language of instruction:

Finnish

Timing:

1st and 3rd years

Learning outcomes:

Having completed the studies, student is able

- to recognize the foundations of his/her professional identity and development from wide-ranging expertise of teacher in early childhood education from their own
- to recognize early childhood education and pre-primary education in changing society as part of the educational system
- to apply theory into practice in pedagogy and in the development of own work and work community in early childhood education
- to work in the role of a teacher in early childhood education as a pedagogic expert of a small child's growth, development and learning in collaboration with children, parents and other partners in cooperation
- to recognize the importance of art education, craft education and physical education for child's growth and to integrate them in pedagogy
- to observe the needs of a child and the child group, and acknowledge them as the premise of the planning, implementation and assessment
- to evaluate sustainable development as part of early childhood education acknowledging the cultural, social, economic and ecologic aspects

Contents:

- 442450A Pedagogic Working Environment of Early Childhood Education 5 cr

- 442451A Pedagogy of Early Childhood Education and Pre-Primary Education 5 cr
- 442427A Art Pedagogy in Early Childhood Education 5 cr
- 442452A Visual Arts Education 5 cr
- 442453A Music Education 5 cr
- 442454A Literary and Drama Education 5 cr
- 442455A Craft and Design Education 5 cr
- 442456A Physical Education 5 cr
- 442457A Children examining environment 5 cr
- 442458A Pedagogical Process in Early Childhood Education 5 cr
- 442459A Collaborative work in a child group as a pedagogic process 5 cr
- 442460A Growth and Development in Early Childhood Education 5 cr
- 442461A Cooperation in Early Childhood Education 5 cr
- 442462A Teacherhood and shared expertise in Early Childhood Education 5 cr
- 442463A Diversity in Education 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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:

1-5

Person responsible:

Karjalainen Satu

Working life cooperation:

Pedagogic Working Environment of Early Childhood Education

Pedagogy of Early Childhood Education and Pre-Primary Education

Other information:

None

Compulsory

442450A: Pedagogic Working Environment of Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

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

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

Mode of delivery:

face-to-face learning,

Learning activities and teaching methods:

120h work period in ECE centers

10h small group teaching

10h independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

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 beginning of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning.

Grading:

pass/fail

Person responsible:

Jaakko Moilanen

Working life cooperation:

yes

442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Taina Kyrönlampi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

- apply the documents and curricula for early childhood and pre-primary education in practical education and teaching work
- identify the meaning of the transition phase from pre-primary to primary education for a child's growth, development and learning
- based on observation and documentation, implement and evaluate pedagogical activities in pre-primary education through integration of the possibilities offered by play, physical exercise, arts and technology
- apply and use his/her collaboration skills based on the principles of dialogicality
- apply methods and processes of learning to read and write as educator and teacher

Contents:

- documents and curricula for early childhood and pre-primary education
- transition phase from pre-primary to primary education
- observation and documentation, planning, implementation and evaluation of pedagogical activity in pre-primary and primary education
- collaboration in pre-primary and primary education
- integration of play with the pedagogy of pre-primary education
- main principles of learning to read and write
- multidisciplinary/multiprofessional collaboration and cooperation with families in everyday pre-primary and primary education

Learning activities and teaching methods:

Lectures 12 h

Small group sessions 16 h

On-the-job learning in pre-primary education 50 h

Independent work 96 h

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:

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2

Esi- ja alkuopetuksen käsikirja (2010)

Leikkipedagogiikan käsikirja (2014)

Assessment methods and criteria:

As regards on-the-job learning, the evaluation is based on student's self-assessment and on an assessment by the teachers supervising the practice. On-the-job learning is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning. During the course, the student shall be keeping a pedagogical diary. The on-the-job learning period shall be completed successfully.

Lectures and small group sessions: the student needs to take part actively in face-to-face teaching and complete the assignments successfully

Grading:

Pass/fail

Person responsible:

Taina Kyrönlampi

Working life cooperation:

On-the-job learning 50 h

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: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

After completing the course, student is able to

- plan for, implement and evaluate experiential and child-oriented Art pedagogy in early childhood education
- 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
- 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
- play and art
- artistic working and experience
- experimentalism, embodiment, sensation
- being an arts educator in early childhood education
- music instrument studies

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

8h lectures

20h small group teaching, 8h music instrument studies, 4h seminar in small groups 95h 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 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:

Jaakko Moilanen

Working life cooperation:

None

442452A: Visual Arts Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

finnish

Learning outcomes:

After the course, the student is able to

- plan, evaluate and develop visual arts education based on the curricula for early childhood and pre-primary education
- Use working data acquisition, research, interpretation and evaluation skills, which are typical for visual arts
- plan visualarts through integration across various content areas
- use materials, techniques and tools of visual arts that are appropriate for early childhood education and pre-primary education.
- describe his/hers own concept of art and art education

Contents:

- Materials, tools and methods used in visual arts
- Planning, implementing and assessing of pedagogy of visual arts education
- Aesthetics in crafts and art education
- Child's development in visual arts and crafts
- Visual culture literacy
- Concepts of art and art education in early childhood education
- Objectives of Visual Arts Education in

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50 hours of face to face teaching

85 hours of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

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 beginning of the study module

Assessment methods and criteria:

Active participation in exercises ja succesfull completion of assignments, succesful completion of individual assignments

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
- Identifies methods of work, data acquisition, research, interpretation and evaluation that are appropriate in visual arts
- Identifies, uses and applies methods of integration in visual arts
- Uses and applies tools, materials and techniques of visual arts in an appropriate manner

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen

442453A: Music Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

Language of instruction:

Finnish

Timing:

1st year, autumn (3 groups) and spring (3 groups)

Learning outcomes:

Having completed the course, the student

- recognizes the importance of play for experiential learning, is able to apply music education in early childhood education, integrating it between different content areas is trained and encouraged in self-expression, immersion, and emotional and interaction skills

- identifies the pedagogical and expressive possibilities and meanings of music in early childhood music education and in the development of a child (e.g. emotional and interaction skills)
- has familiarized him/herself with the elements of music theory, has familiarized him/herself with music history and knows how to apply it in early childhood education environments
- knows how to play music at his or her own skill level by singing, playing, using body, rhythm and percussion instruments and by moving to the music that s/he is playing or listening to
- knows how to plan for, use and develop different application areas and musical processes for early childhood music education through, for instance, stories, pictures, movement and play, taking into account the child's various developmental phases and the emotional and interaction skills of a child

Contents:

- music education in support of the overall development and social-emotional abilities of a child at different ages
- methods of music education: singing, playing, movement, listening, integration with other areas of orientation, arts, children's literature (fairytales, stories, poems) and other content areas
- elements of music theory
- music history for children
- play, self-expression, emotional and interaction skills in music education
- viewpoint of music therapy in early childhood music education
- music knowledge and skills as part of student's professional growth

Mode of delivery:

Lectures 2h

Small group teaching 48h

Independent work

Learning diary based on classes and literature

Learning activities and teaching methods:

Lectures and Face-to-face teaching

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended or required reading:

Lindeberg-Piironen A. & Ruokonen I. (Eds.) 2017. Musiikki varhaiskasvatuksessa, and other literature to be announced at a later date

Assessment methods and criteria:

Active participation in face-to-face teaching. Successful completion of assignments (learning diary)

Grading:

Pass/fail

Person responsible:

Leena Poikela

442454A: Literary and Drama Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Upon completion of the study module, the student:

- identifies the meaning of play in experiential learning
- knows how to apply storytelling, literary art and drama
- has been trained and encouraged in the skills of self-expression, empathy and interaction
- identifies the genres of children's theatre and literature and the pedagogical, expressive and therapeutic possibilities offered by them
- knows how to plan, implement and develop literary art and drama education in day care among children of different ages

Contents:

- Basic concepts and methods of children's literature and drama in support of the overall personality of an early childhood child
- Drama and literature education, play, self-expression, interaction skills, storytelling, genres of children's drama and children's literature, bibliotherapy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 36h, including 98h of independent work

Exercises in small groups

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 beginning of the course

Assessment methods and criteria:

Active participation in exercises, completion of independent assignments, planning of a teaching episode and written part.

Grading:

pass/fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

none

Other information:

Contact teaching consists of 2 hours of lectures, 4 hours of exercises taught in the drama studio.

442455A: Craft and Design Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Vastimo

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

- recognizes the importance of handicrafts and the concept of a complete piece of handicraft as part of a child's development
- knows how to plan, implement, evaluate and develop teaching in handicrafts based on the curricula for early childhood and pre-primary education
- knows how to use handicrafts materials, techniques and tools suitable for early childhood education in a safe and versatile manner

Contents:

- handicrafts materials and applicable methods from the viewpoint of sustainable development
- techniques, tools and safe working practices in handicrafts
- development of a child's skills in handicrafts
- planning, evaluation and development of pedagogical activities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h
- Handicrafts/Technical work: Small group teaching 10 h
- Handicrafts/Textile work: Small group teaching 36 h
- The study module includes 85 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 handicrafts.
- Identifies methods of work, data acquisition, research, interpretation and evaluation in handicrafts.
- Identifies, uses and applies methods of integration in handicrafts.
- Uses and applies tools, materials and techniques of handicrafts in an appropriate manner

Grading:

pass/fail

Person responsible:

Minna Vastimo

Working life cooperation:

none

442456A: Physical Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Susanna Takalo**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn and spring

Learning outcomes:

Having completed the course, the student

- knows how to shape the physical environment to attract a child under the age of eight to take various forms of physical activity
- knows how to apply the didactic principles of physical education to support physical activity among children under the age of eight
- knows how to plan for, implement and evaluate physical education to support child's holistic growth and development in an early childhood education environment
- knows how to apply and evaluate the meanings of physical activities for families to support a child's physical development

Contents:

Contents of the study module

- different forms and environments of physical activity
- didactics of physical education in early childhood education
- planning, implementation and evaluation of physical education
- both physical education and holistic growth and development of child under the age of eight
- Joy, play and doing together – Recommendations for physical activity in early childhood, Physical activity in the curriculum for early childhood education and movement and Joy in Motion programme document - A national physical activity and well-being programme
- physical activities for families

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, small group sessions 46 h, independent work 85 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.

Passing an exam. Assessment of one's own performance with a view on the expected learning outcomes.

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:

Susanna Takalo

442457A: Children examining environment, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Learning outcomes:

knows how to

- explain science concepts by means of an inquiring approach to work a child in early childhood education age
- guide a child in early childhood education age towards mathematical thinking by means of learning tools and utilize mathematics in everyday activity
- plan and implement mathematics and science teaching to children in early childhood education age in various learning environments
- describe the theoretical basis of environmental education
- apply the goals and methods of environmental education in early childhood education to support child's environmental relationship towards sustainable development

Contents:

- the basis, methods and opportunities of environmental education in early childhood education
- the significance of personal environmental relationship
- sustainable way of life

Mode of delivery:

Face-to-face learning

Learning activities and teaching methods:

Lectures 4 h, small group teaching 36 h. The study module includes 95 h of independent work

Recommended optional programme components:

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

Recommended or required reading:

Parikka-Nihti, M. & Suomela, L. (2017). Iloa ja ihmettelyä: Ympäristökasvatus varhaislapsuudessa. Jyväskylä: PS-kustannus.

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

442458A: Pedagogical Process in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Karjalainen, Satu-Maarit Krist

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd study year

Learning outcomes:

Having completed the course, the student

- knows how to describe and analyse the pedagogical process theoretically
- through observation and documentation, knows how to plan, implement and evaluate pedagogical activities
- knows how to analyse and develop his or her own pedagogical conception of the child from the viewpoint of the child's active agency
- knows how to evaluate and develop growth and learning environments in a multitude of ways

Contents:

- conception of the child and the child's agency and participation
- observation, documentation and evaluation as the basis for pedagogical planning and implementation

- Pedagogical growth and learning environments

Mode of delivery:

Online work

Learning activities and teaching methods:

Info lecture 2h

Online lectures 10 h

Online exercises and exam 28 h

Independent work 85h

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 online work, completion of assignments and exam

Grading:

0-5

Person responsible:

Satu Karjalainen

Working life cooperation:

none

442459A: Collaborative work in a child group as a pedagogic process, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Enni-Mari Ylikörkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held two times in a year, in the autumn semester during period 1-2, in the spring semester during period 3-4.

It is recommended to complete the course at the 2.nd semester

Learning outcomes:

Upon completion of the course, the student will be able 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 teacher in early childhood education and care 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:

The course consists of face-to-face teaching. Moodle is used as a learning environment of the course

Learning activities and teaching methods:

40 h face-to-face-teaching

95 h self-study

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

Grading:

0-5

Person responsible:

Enni-Mari Ylikörkkö

Working life cooperation:

Work in a group of children

442460A: Growth and Development in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Maria Peltola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st study year, 4. period

Learning outcomes:

Upon completion of the course, the student:

- through theories and observation, knows how to analyze the dynamics and processes of development and growth
- knows how to support the development of emotion regulation in the everyday life of early childhood education
- is familiar with the stages of a child's language development

- knows how to identify the potential of supporting language and development in the everyday life of early childhood education
- understands the significance of language and interaction as part of a child's holistic development

Contents:

- Dynamics and processes of development in early childhood
- Emotion regulation and its support in the everyday life of early childhood education
- 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:

Online and blended learning

Learning activities and teaching methods:

Lectures 10 h

Online lectures 12 h

Info and exercises 6 h

Online exercises and online work 32 h

Independent work 75 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:

Online material and literature appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and online work, completion of individual assignments and portfolio.
Read more about assessment criteria at the University of Oulu webpage.

Grading:

The course utilizes a numerical grading scale 0-5. In the numerical scale zero stands for a fail

Person responsible:

Maria Peltola

442461A: Cooperation in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjo Mäntyjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn/ spring

Learning outcomes:

- the student is familiar with the key theoretical starting points of cooperation and interaction in early childhood education and knows how to apply and develop his/her own way of interaction and cooperation based on them.

- the student is familiar with the laws and documents guiding cooperation in early childhood education
- the student identifies and knows how to analyze the meaning of cooperation as part of the pedagogical processes in early childhood education
- the student reflects on his/her own professional interaction and cooperation skills and becomes aware of the importance of his/her expertise as part of multi-disciplinary cooperation

Contents:

- theoretical approaches and topical research related to cooperation and interaction in early childhood education
- laws and documents guiding early childhood education guidance and related to cooperation
- interaction relationship and interaction skills in human relations work
- families and parenting
- cooperation with parents and families in different interaction situations in the child's early childhood education path
- child protection in early childhood education and identification of child protection needs
- multiprofessional and multidisciplinary cooperation

Mode of delivery:

Face-to-face teaching, with the Moodle learning environment in use

Learning activities and teaching methods:

Lectures 12h, exercises 26h and independent work 97h

Target group:

Students of Early Childhood Education

Recommended optional programme components:

Part of the professional studies in Early Childhood Education.

442190A Early Childhood Special Education and the Challenges of Learning

442191A Childhood as a Social and Cultural Phenomenon

442459A Collaborative work in a child group as a pedagogic process

Recommended or required reading:

Nummenmaa, A.R & Karila, K. (2011). Ammatilliset keskustelut varhaiskasvatuksessa. Helsinki: WSOYpro Oy.

Scientific articles appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of individual assignments and portfolio writing

A numerical grading scale (0-5) will be used when assessing the portfolios

Grading:

A numerical scale (0-5) will be used in assessing the course

Person responsible:

Paula Loukkola

442462A: Teacherhood and shared expertise in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Outi Kristiina Ylitapio-Mäntylä

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

Having completed the course, the student know how to

- reflect on working as a teacher on a professional ethical and theoretical basis
- evaluate professionalism and develop the work community from the viewpoint of equality
- describe the expertise of his/her own profession in (multi)professional and multidisciplinary cooperation
- name the most important documents and key laws guiding his/her work
- plan for, implement and evaluate three-tier support as part of preprimary and primary education
- explicate the meaning of individual and collective student welfare work as part of preprimary and primary education

Contents:

The teacher's professional identity

- the professional ethical and theoretical basis of an early education teacher and special education teacher,
- expertise in early childhood education and special education as part of professional, multi-professional and multidisciplinary cooperation
- practical equality planning from the point of view of gender and other related differences in everyday practice
- laws and documents guiding work, three-tier support and pedagogical documents, individual and collective student welfare work from the viewpoint of multidisciplinary cooperation

Mode of delivery:

Online lectures and practices

Learning activities and teaching methods:

Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

None

Assessment methods and criteria:

Lecture assignments, practices, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Evaluation criteria to be announced at the start of the course

Grading:

0-5

Person responsible:

Outi Ylitapio-Mäntylä

442463A: Diversity in Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Kess

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year, autumn

Learning outcomes:

After the course, the student is able to:

- define and analyze diversity and the concepts and theories related to diversity
- discuss critically their own values, attitudes and ideas of diversity
- describe the principles of equality, social justice and human rights and responsibilities resulted from them and apply them in educational communities
- analyze the ways diversity affects teacher's work, pedagogical choices and interaction in educational community
- recognize unequal practices and discourses and the mechanisms of othering and influence them

Contents:

- human rights, equality and social justice in educational communities
- diversity and central concepts related to it: intersectionality, intercultural competence, culture as a dynamic phenomenon, diversity of identity, diversity of gender and sexual diversity, diversity of world views, linguistic diversity, othering
- reflection of the student's own diversity, attitudes and abilities to respect diversity
- pedagogical skills and applications to recognize and acknowledge diversity
- unequal practices and mechanisms of othering and tools to deconstruct them

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

lectures at least 16 h, practical work 24 h at the most and 95 h independent work

Target group:

Students in the Early Childhood Education Programme

Recommended optional programme components:

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

Recommended or required reading:

Literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching, lecture and literature exam, completion of other assignments from the course.

The exam is assessed on numerical scale 0-5 and other assignments pass/fail.

Grading:

0-5

Person responsible:

Riikka Kess

Working life cooperation:

Yes (possible visiting lecturers)