

# Opasraportti

## FEdu - Early Childhood Special Education Teacher, MA (Education) (2020 - 2021)

University's new study guide for academic year 2020-2021 is published at <https://opas.peppi oulu.fi>.

The study guide includes information on degrees, curriculums, courses and course timetables. Course registrations are still done in Oodi.

If you have questions on information in the study guide, please contact the study field's Academic Affairs Service Team <https://www oulu.fi/forstudents/faculty-study-affairs>.

### Early Childhood Special Education Teacher

The Early Childhood Special Education Teacher programme is one of the programmes in the degree programme in education retraining kindergarten and early childhood education teachers into early childhood special education teachers and special education teachers.

The main branches of science in this programme are special education, education, psychology, logopaedics, and sociology. The programme focuses on inclusion (=full participation and equality), lifelong learning, sense of community, emotional and interaction skills, and the meaning of collaboration. The contents of the programme include the various needs for support among children and adolescents, three-tier support, the prerequisites for good development and learning, as well as the various interventions and pedagogical approaches to support the growth, development and learning of children and adolescents.

The programme in special education provides competencies for expert duties in special education, research and counselling.

The programme aims to respond to the needs for training and research in special education in all of northern Finland especially in the field of early childhood education. The studies are implemented through lectures and group teaching, blended learning, learning assignments, independent work, and various occupational and participatory working methods. The studies also include practice periods in early childhood and basic education.

The extent of the programme is 120 credits. The intermediate and advanced studies in special education include studies for qualification as (early childhood) special education teacher. It is also possible to complete 60 credits of pedagogical studies forming part of the studies in the major subject.

The programme aims at educating experts in education mainly for tasks requiring competences in special education in early childhood education. The graduates have diverse skills in special education and good skills for collaboration and interaction.

Having completed the Master's degree, the student

- knows how to produce and apply research knowledge and solve professional challenges based on research
- knows how to search for, develop and apply pedagogical solutions for the needs of different learners based on research
- knows how to act constructively as a pedagogical expert in professional multidisciplinary collaboration with parents and other parties
- understands professional growth in terms of lifelong learning

- understands the meaning of society and institutions for an individual's growth and development
- understands the meaning of inclusive values
- knows how to act in a participatory, ethical and responsible manner.

For the degree structure of this programme with a timing diagram, see <https://www oulu.fi/opiskelijalle/tiedekuntien-opinto-oppaat#6193>.

## Tutkintorakenteet

### Early Childhood Special Education Teacher, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2020-21

Lukuvuoden alkamispäivämäärä: 01.08.2020

#### Special Education, Advanced Studies (75-80 ECTS cr) (vähintään 75 op)

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

##### *Compulsory*

- 413069S: Orientation to Master's Studies, 5 op
- 402140S: Learning Dimensions and Assessment, 5 op
- 402143S: Work Community and Leadership in Special Education, 5 op
- 402142S: Society and Inclusive Education, 5 op
- 402141S: Senses and Communication, 5 op
- 402146S: Practice 3 - Consultative Special Education, 5 op
- 402147S: Practice 4 - Final practice, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

##### *Choose 413030S or 413031S*

- 413030S: Advanced course in quantitative research, 5 op
- 413031S: Advanced course in qualitative research, 5 op

##### *Choose 402149S or 408014S*

- 402149S: Cooperation and Professional Interaction, 5 op
- 408014S: Pedagogical Challenges in Research: Literature Course, 5 op

#### Special Education, Intermediate Studies (35 ECTS cr) (vähintään 35 op)

A255131: Special Education, Intermediate Studies (VEO), 35 op

##### *Compulsory*

- 402120A: Expertise in Special Education, 5 op
- 402121A: Learning Difficulties in Reading and Writing, 5 op
- 402122A: Learning Difficulties in Mathematics, 5 op
- 402136A: Supporting Behaviour, 5 op
- 402132A: Practice: Special Education in Early Childhood Education, 5 op
- 402133A: Research in Early Childhood Special Education, 5 op
- 402138A: Supporting Skills and Communication, 5 op

#### Other Studies (10 ECTS cr) (vähintään 10 op)

Courses 406049A and 406052A are compulsory.

406052A: Mathematics, 5 op

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

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

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjatta Takala

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 ECTS cr

**Language of instruction:**

Finnish and English

**Timing:**

Master's stage

**Learning outcomes:**

After performing the studies, the student is able to

- argue about inclusion, think of its challenges and possibilities from different viewpoints.
- analyze the meaning and importance of consultative way of working, multiprofessional work and collaboration with caregivers from the point of view of a pupils in need of support
- evaluate the development of children and youngsters and challenges in it as well as plan and execute individual support
- discuss the contextuality of various learning models
- plan support for visually and hearing impaired children and youngsters
- use various communication methods
- use various research methods in thesis.

**Contents:**

- 413069S Orientation to Madter´s Studies
- 402140S Learning Dimensions and Assessment 5 cr
- 402143S Work Community and Leadership in Special Education 5 cr
- 402142S Society and Inclusive Education 5 cr
- 402141S Senses and Communication 5 cr
- 402146S Practice 3 - Consultative Special Education 5 cr
- 402147S Practice 4 - Final practice 5 cr
- 408043S Master's Thesis 30 cr
- 408044S Thesis Seminar 5 cr
- 408045S Abstract / Maturity Test 0 cr
- Optional course a OR b
- 413030S a) Advanced Course in Quantitative Research, 5 cr
- 413031S b) Advanced Course in Quantitative Research, 5 cr
- Optional course a OR b
- 402149S Cooperation and Professional Interaction 5 cr
- 408014S Pedagogical Challenges in Research: Literature Course 5 cr

**Mode of delivery:**

Contact teaching and independent work

**Learning activities and teaching methods:**

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

**Target group:**

Students majoring in special education

**Prerequisites and co-requisites:**

Introductory and intermediate studies in special education

**Recommended optional programme components:**

None

**Recommended or required reading:**

For course-specific details, see course descriptions.

**Assessment methods and criteria:**

0 = The students' output is unfinished and fragmented, the response shows no familiarity with the core themes and materials of the course. The output does not correspond to the assignment at all.

1 = The students' output is highly superficial, and the use of course materials is superficial and limited. The response has been structured incoherently.

2 = The students' output is quite superficial. They have made use of some of the core materials, but the use of source materials is coincidental and summary. The response is in accordance with the assignment. The structure of the response is mostly clear and logical.

3 = The students' output covers the core themes of the courses, and the style of writing is reflective and critical in places. The response makes thorough use of all the core materials of the course, and it is fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' output is wide-ranging and in-depth. In addition to the core materials of the course, national and international research materials have also been used to some extent. The style of writing is mainly reflective, argumentative and critical. The response is fully in line with the assignment. The structure of the output is scientific, proceeds logically and is easy to read.

5 = The students' output is a very wide-ranging and scientific entity that manifests a deep and broadly-based understanding of the themes of the course. Research materials are used in a wide-ranging, critical and analytical manner. The structure is in line with the requirements of scientific writing.

**Grading:**

The study module is assessed 1-5.

**Person responsible:**

Professor Marjatta Takala

**Working life cooperation:**

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

*Compulsory*

**413069S: Orientation to Master's Studies, 5 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year of master studies

**Learning outcomes:**

The course equips the student as a future expert of education and learning. It combines two themes obvious to master level studies – the questions connected to work life and scientific production of

knowledge. The course helps the student to recognize and strengthen their own expertise. It also provides experiences of finding, reading and producing scientific knowledge.

Having passed the course, the student is able to:

- find information regarding their own studies and future career, as well as to plan them
- analyze and produce scientific text
- perceive different ways of conducting educational research and producing academic knowledge
- present and compare different kinds of educational expertise and profile oneself in relation to them
- concern oneself as a future conductor of research and as a professional acting based on scientific knowledge

**Contents:**

- Study and career planning and counselling
- Presenting faculty research
- Expert talks
- General master's thesis information
- Master's thesis groups' information
- Information services
- Seminars and teacher tutor sessions
- Independent work
- STEAM in master studies

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Contact lessons minimum 20h, including lectures 16h. Independent study 100-115, depending on the amount of contact teaching. Total amount of work 135h.

**Target group:**

All master level students (with the exception of students from music education programme)

**Prerequisites and co-requisites:**

no

**Recommended or required reading:**

Active participation in the joint sessions, assessment is done in the seminar groups and depends on the working methods of the seminar

**Assessment methods and criteria:**

Active participation in the joint sessions, assessment is done in the seminar groups and depends on the working methods of the seminar

**Grading:**

Pass/Fail

**Person responsible:**

TOV (Mirka Hintsanen), SUV (seminars)

**Working life cooperation:**

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

**402140S: Learning Dimensions and Assessment, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Kielinen, Marko Esa Juhani

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching and small groups.

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

ERKO-student: Basic studies in special education.

Major student: basic and intermediate studies in special education.

**Recommended optional programme components:**

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

**Recommended or required reading:**

3 books ja 2 articles:

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

AND

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

AND

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

AND

Jolly, J. & Hughes, C. E. 2015. Beyond Stereotypes: Understanding, Recognizing, and Working With Twice-Exceptional Learners. *Teaching Exceptional Children*, 47(4), 187-189. or article choose by teacher

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on 3 books, 1 article and the lectures.

**Grading:**

0-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None.

**402143S: Work Community and Leadership in Special Education, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nina Heräjärvi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

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

- describe the collaboration networks in the work community
- identifies power hierarchies and different types of interaction
- explain the concepts of organizational culture, learning organization, and s/he finds ways to support its development
- s/he develops her or his models and methods of interaction, gets an idea of the models of leadership and management, and identifies the requirements of leadership in special education
- explain the administrative structures, administrative activities, decision-making as well as the economics of education
- tell the meeting practices, responsibilities of various functionaries, and identify her or his competence and her or his individual development needs

**Contents:**

Types and requirements of collaboration in the work community, models of leadership, administration, the concept and different forms of consultation. Special education leadership, knowledge-based management. Organizational culture.

**Mode of delivery:**

Lectures and small group sessions in flexible alternation

**Learning activities and teaching methods:**

Lectures 14h, small group sessions 10h

**Target group:**

Students pursuing major subject studies in special education

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education

**Recommended optional programme components:**

The course is part of the advanced studies in special education

**Recommended or required reading:**

- Law, H. (2013). The psychology of coaching, mentoring and learning. Second edition. Malden, USA: John Wiley & Sons. (282 pages).
- Perttula, J. & Syväjärvi, A. (2012). Johtamisen psykologia. Jyväskylä: PS-kustannus. (243 pages).
- Articles selected by the teacher.

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching, making one interview and an exam covering three books and the lectures

**Grading:**

0-5

**Person responsible:**

Nina Heräjärvi

**Working life cooperation:**

Yes

**Other information:**

The course has a connection with the early childhood education course 443195S Leadership in educational organisations

**402142S: Society and Inclusive Education, 5 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Marjatta Takala**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

The student understands the meaning of educational institutions, such as kindergarten and school, for the development of a human being. The student perceives the significance of social change for human development and the contribution of the near and distant environment to the goals, contents and forms of human activity. The student gets to know the sciences related to special education and s/he familiarises him/herself with current dialogue between society and special education. S/he familiarizes him/herself with international development of inclusion, and is informed of the stages and process nature of inclusive education. His/her conception of man and the meaning of values in education globally are clarified.

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12h

**Target group:**

Students pursuing major subject studies in special education

**Prerequisites and co-requisites:**

Intermediate studies in special education

**Recommended optional programme components:**

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

**Recommended or required reading:**

3 books for exam:



- Forlin: 2010. Teacher Education for Inclusion. Changing Paradigms and Innovative Approaches, Taylor & Francis, S. 259.
- Lintuvuori, M. 2019. Perusopetuksen oppimisen ja koulunkäynnin tuen järjestelmän kehitys tilastojen ja normien kuvaamar Helsingin yliopisto.
- Takala, M. Lakkala, S. & Äikäs, A. 2020. Mahdoton inkluusio- tunnista haasteet ja mahdollisuudet. PS-Kustannus.
- Pesonen, H. 2016. Pesonen, H. 2016. Sense of belonging for students with intensive special education needs - An exploration of students' belonging and teachers' role in implementing support. University of Helsinki.

**Assessment methods and criteria:**

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

**Grading:**

0-5.

**Person responsible:**

Marjatta Takala

**Working life cooperation:**

Yes, international visitors

**402141S: Senses and Communication, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjatta Takala

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

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

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education or, in the case of students qualifying as special education teachers, basic studies

**Recommended optional programme components:**

The course is part of the advanced or intermediate studies in special education, depending on the year in which the student started his/her studies. The course is also part of the professional studies in special education.

**Recommended or required reading:**

4 books:

- Takala, M. & Sume, H. (toim.) 2016. Kieli, kuulo ja oppiminen. Kuurojen ja huonokuuloisten lasten opetus. Finn Lectura. Tampere: Tammer-Paino. 3. täysin uudistettu painos.  
and
- Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 s. (osa III, vain luvut 15, 16, 19,20)  
AND one on these
- Baron-Cohen, S. (2008). Autism and Asperger Syndrome. Oxford University press. 127 s.
- Alant, Erna. 2017. Augmentative and alternative communication : engagement and participation Luvut 1-5. <https://oula.finna.fi/Record/oula.1660124>

**Assessment methods and criteria:**

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

**Grading:**

0-5

**Person responsible:**

Marjatta Takala

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

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nina Heräjärvi, Leila Kairaluoma

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the practice period, the student knows how to

- knows how to compare different outlooks on teaching and education
- knows how to apply the theories, curricular contents and pedagogical documents s/he has learnt to children's individual needs in his/her work as a teacher and education
- knows how to analyse and use the consultative approach to work as a tool in the working environments of special education
- knows how to reflect on her/himself as a teacher and educator and enhance and maintain her/his own professional growth and coping at work
- is familiar with and has used models of co-teaching

**Contents:**

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

**Mode of delivery:**

Practice and face-to-face teaching

**Learning activities and teaching methods:**

Teaching practice in the Teacher Training School, 4 weeks, and group supervision, 8h. (The practice includes 1.5h of individual supervision per student.) As far as possible, the practice is implemented in the form of pair practice.

Lessons given by the student, about 10h/week; monitoring of lessons and working as a pair with a special education teacher with supervision by the teacher. The student will be spending a minimum of three full supervisor working days at the practice site every week. S/he will also produce a written output.

The practice of 5 ECTS credits includes 133.5h of work by the student

**Target group:**

Students in the 2 and 5 year Programmes in Special Education

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education

**Recommended optional programme components:**

Course is part of the advanced studies in special education

**Recommended or required reading:**

Article chosen by supervisor

**Assessment methods and criteria:**

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

**Grading:**

Pass/Fail/To be supplemented

**Person responsible:**

Leila Kairaluoma / Ossi Helander

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

**Working life cooperation:**

Yes

**Other information:**

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

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

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

**402147S: Practice 4 - Final practice, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Kielinen, Marko Esa Juhani, Elina Viljamaa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the practice period, the student knows how to

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

**Contents:**

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

**Mode of delivery:**

Practice and face-to-face teaching

**Learning activities and teaching methods:**

The practice is implemented in a unit of special education chosen by the student and approved by the supervisor, such as a school, special school or organisation for the disabled.

Practice among regional actors in a single 4-week period, and 8h of group supervision. The supervisor at the practice site will provide supervision for 3h/week to each pair of students.

The total of time spent in practice is 133h. Some 20h of this is spent in group supervision and on a written output/presentation.

**Target group:**

Students in the 2 and 5 year Programmes in Special Education

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education

**Recommended optional programme components:**

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

**Recommended or required reading:**

Article chosen by the supervisor

**Assessment methods and criteria:**

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

**Grading:**

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

**Person responsible:**

Marko Kielinen and Elina Viljamaa

**Working life cooperation:**

Yes

**408043S: Master's Thesis, 30 op****Voimassaolo:** 01.08.2015 -**Opiskelumuoto:** Advanced Studies**Laji:** Diploma thesis**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Voidaan suorittaa useasti:** Kyllä**Other information:**

"See 408044S Thesis Seminar"

**408044S: Thesis Seminar, 5 op****Voimassaolo:** 01.08.2015 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS + 30 ECTS Thesis

**Language of instruction:**

Finnish and English (especially in the ITE programme)

**Timing:**

1th and 2th years

**Learning outcomes:**

The student

- gets practice in using the basic concepts of his/her branch of science and knows how to determine and analyze the main research results in his/her field of science and how to evaluate them in relation to his/her own research
- masters the research methods chosen by him/herself and is able to describe the scientific traditions of the educational and social sciences, especially education and educational psychology
- knows how to compose alone, in pairs or in a group an educational thesis that show familiarity with its topic and proves a readiness for scientific thinking
- knows how to evaluate studies made by others and take part in scientific debate and defend his/her own thesis

**Contents:**

5 credits: seminar session and 30 credits: writing a thesis

1. Composing your own research plan and presenting it in a seminar.
2. Presenting an international (or domestic) refereed article related to your own thesis in a seminar (to be agreed on with the supervisor)
3. Presenting an intermediate stage of your own thesis (e.g. methodological solutions/basis of analysis - to be agreed on with the supervisor)
4. Presenting your Master's thesis and responding to an opponent's criticisms.
5. Acting as an opponent to another student's thesis
6. Other activities in the seminars
7. Finishing your own thesis

**Mode of delivery:**

Seminar and supervision meetings agreed on with the supervisor

**Learning activities and teaching methods:**

Seminars and supervision

**Target group:**

Students in the Faculty of Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Method: Active participation in seminars, completion of individual assignments and successful completion of the assignments connected with the seminar (5 credits). A major effort is the Master's thesis (30 credits), with criteria on the faculty website <http://www oulu.fi/ktk/opinnaytetyot>.

**Grading:**

0-5

For the assessment criteria, see the faculty website <http://www oulu.fi/edu/theses>.

**Person responsible:**

Hannu Heikkinen and the leaders of thesis groups

**408045S: Abstract / Maturity Test, 0 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

*Choose 413030S or 413031S*

**413030S: Advanced course in quantitative research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

English (ITE)

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student

- knows how to analyse and interpret typical educational and psychological quantitative research data by using research methods designed for the examination of one-, two- or more dimensional distributions
- knows how to describe the basic ideas of research data analysis based on structural equation modelling and how to interpret models created by others
- knows how to assess the credibility, reliability and ethical aspects of her/his own research and research done by others

**Contents:**

- statistical testing
- classic multivariate methods
- modelling by means of linear structural equations
- publishing the results of statistical methods of analysis in a research report

**Mode of delivery:**

Teaching and independent study

**Learning activities and teaching methods:**

Lectures 18h, small group sessions 14h, independent work 96h

**Target group:**

Students pursuing advanced studies in the Faculty of Education

**Prerequisites and co-requisites:**

Basic course in quantitative research 5 cr. or equivalent studies in statistics

**Recommended optional programme components:**

The study module is part of the advanced studies in the education programme and supports the writing of a Master's Thesis

**Recommended or required reading:**

Metsämuuronen, J. (2003 or later edition) Tutkimuksen tekemisen perusteet ihmistieteissä (pages 273-764)  
OR

Kerlinger, F. & Lee, H. (2003 or later edition) Foundations of behavioral research. Fourth edition.  
OR

Hair, J.F., Anderson, R.E, Tatham, R.L. & Black, W.C. (1998 or later edition) Multivariate data analysis.

**Assessment methods and criteria:**

The students carry out, either independently or in small groups, assignments of analyzing quantitative data, in which the basis and materials are provided by the lectures, literature and other sources whenever possible (such as recordings of expert lectures). In concrete terms, a learning assignment can consist, for instance, of the analysis of data collected for the student's own thesis, or of sample data used in the course. By agreement, the course can also be arranged and carried out in other ways, such as by taking part in the activities of a research group in the faculty.

The student's course performance is

0 = unfinished and fragmented, with no concretization of the basic principles of analyzing quantitative research data

1 = highly superficial, the analysis is very superficial and contains lots of mistaken interpretations and erroneous conclusions

2 = superficial, the analysis is superficial and contains some mistaken interpretations and erroneous conclusions

3 = reflective. the analysis is justified and the results do not reveal many mistaken interpretations or erroneous conclusions

4 = an analytical and partly very successful whole, in which the proper methods of analysis were chosen for each situation, the student knew how to interpret the results mainly right without any significant erroneous conclusions

5 = a systematic and analytical whole, in which the proper methods were chosen for each situation, the student knew how to interpret the result correctly without any erroneous conclusions

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**413031S: Advanced course in qualitative research, 5 op**

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (ITE)

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student

- knows how to describe and interpret qualitative data analysis methods used in education and psychology and their background
- knows how to analyse and interpret typical educational and psychological research data
- knows how to assess the credibility, reliability and ethicality of her/his own research and research done by others

**Contents:**

- the meaning of different paradigms and research traditions in the planning and implementation of qualitative research
- different reading methods in the analysis and interpretation of qualitative research data
- proving credibility in qualitative research
- research reporting in qualitative research
- ethical issues in qualitative research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 18h, small group sessions 16h, independent work approx. 100h

**Target group:**

Students in the Faculty of Education.

**Prerequisites and co-requisites:**

Completion of the Basic course in Qualitative Research (5 ECTS) or an equivalent course

**Recommended optional programme components:**

The study module is a part of the advanced studies and supports the writing of a Master's thesis

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Lectures: Students write a lecture diary, based on the lectures and the literature either alone or in pairs. In the lecture diary, students are also expected to discuss their own research ideas.

Seminars: Students practice the analysis of research material, either alone or in pairs. Students may utilize their own research material (if available) or some other material. Analysis reports are presented and discussed in the seminars.

Completion of the course requires active participation in face-to-face teaching and successful completion of all individual learning tasks:

5: The student has participated actively in all face-to-face meetings and done all required individual tasks according to the course requirements. All tasks represent very good familiarity with course contents, course materials, and additional materials. The student is able to express deep understanding of core course contents in the digital portfolio.

4: The student has participated actively in all face-to-face meetings and done all required individual tasks according to the course requirements. All tasks represent good familiarity with course contents and course materials. The student is able to express understanding of core course contents in the digital portfolio.

3: The student has participated actively in most of the face-to-face meetings and done all required individual tasks. Tasks mostly represent good familiarity with course contents and core course materials. The student is able to express understanding of core course contents in the digital portfolio.



2: The student has participated in several face-to-face meetings and done individual tasks, but there are a few tasks missing. Tasks are done mostly based on one's own experiences and opinions, not on course literature and other course materials. Reflection of one's own learning in the digital portfolio is mostly superficial.

1: The student has been passive in face-to-face meetings, and there are assignments missing or they represent superficial understanding of the course content. The student is able to express the understanding of some course content either in the digital portfolio or in individual tasks, but the level of reflection is superficial and irrelevant, and it does not represent familiarity with the course materials.

**Grading:**

Lecture diary: Pass/Fail

Analysis report: 0-5

**Person responsible:**

Anu Alanko

**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.

*Choose 402149S or 408014S*

**402149S: Cooperation and Professional Interaction, 5 op**

**Voimassaolo:** 01.08.2019 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nina Heräjärvi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn semester

**Learning outcomes:**

After finishing the course the student

- can define the main concepts of the course (multidisciplinary cooperation, inclusion, pedagogical consultation, co-teaching, solution-focused professional interaction skills)
- can apply the main concepts to the real-life cases about school life and can analyze them critically
- has practiced and got readiness both to participate in multidisciplinary digital cooperation and plan and evaluate the progress of the cooperation
- has practiced and got readiness for solution-focused professional interaction in digital environment

**Contents:**

Content of the course comes from the special education research as well as from the educational psychological research about counseling and interaction.

- Professional interaction
- Solution-focusedness
- Inclusion
- Co-teaching
- Pedagogical consultation
- Multidisciplinary cooperation

**Mode of delivery:**

Delivered as an e-course, the only contact meeting is in the beginning of the course. Carried out in cooperation with educational psychology, teacher education and special education programmes.

**Learning activities and teaching methods:**

Lectures, article reading, independent and group work online 135h. On the course students proceed in groups. The course consists of modules which include weekly assignments (both individual and group assignments). Completing the course requires committing to the group work and following the module timetable. Groups organize their group work as they prefer so contact meetings during the course are not required.

**Target group:**

Students in educational sciences, especially special needs teacher and class teacher students

**Prerequisites and co-requisites:**

Basic studies in education

**Recommended optional programme components:**

None

**Recommended or required reading:**

Informed on the course area in Moodle

**Assessment methods and criteria:**

Assessment (0-5) is based on the final group essay.

Assessment criteria of the final group essay:

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

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

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

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

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

5 = systematic and analytical, matters are related to each other well and the use of sources is mainly excellent. Shows a deep understanding and an excellent ability to apply. Shows the whole group has participated in shared knowledge-creation.

**Grading:**

0-5

**Person responsible:**

Nina Heräjärvi

**Working life cooperation:**

None

**Other information:**

The course starts with an orientation meeting (2 hours) and there are no other contact meetings.

The course will possibly be carried out as a MOOC during the summer period but so that there would be no guidance or group work but the materials are studied independently online.

**408014S: Pedagogical Challenges in Research: Literature Course, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Minna Uitto

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

After completing this course, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

- The student acquaints her/himself with research carried out in the various research groups of the faculty and with modern educational literature.
- The student is capable of deepening the topics of her/his Bachelor's or Master's thesis
- The student enhances her/his pedagogical skills to respond to the challenges offered by current themes.

**Contents:**

The literature packages familiarize the student with various pedagogical challenges in the field of education. The student chooses one of the literature packages.

**Mode of delivery:**

Independent and face-to-face teaching

**Learning activities and teaching methods:**

The literature course is carried through in the spring term, but the course ends at the start of the next autumn term. It is thus possible to study in the summer to complete the course. The student chooses one of the available literature packages. Each package has a responsible leader of its own representing one of the faculty's research groups. The course consists of independent work and includes 2-3 meetings in a small group. The course starts with an information meeting, after which registrations for the course are allowed: the students register for their chosen package on Weboodi.

The literature course comprises

- an information meeting 2 h
- small group sessions 6 h
- independent work 127 h

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

You may utilise the course literature in your Master's thesis.

**Recommended or required reading:**

To be handed out/agreed on at the start of the course.

**Assessment methods and criteria:**

Participation in small group sessions and familiarisation with the chosen literature. Either a literature exam, or essays written on the literature.

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

**Grading:**

0 - 5

**Person responsible:**

Minna Uitto

**Working life cooperation:**

None

**A255131: Special Education, Intermediate Studies (VEO), 35 op**

Voimassaolo: 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Elina Viljamaa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

35 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st year of the Master's Programme

**Learning outcomes:**

After intermediate studies, the student can

- search for knowledge of the various challenges related to children's growth, development and learning.
- evaluate the meaning of professional and multiprofessional cooperation and collaboration with parents in supporting the child.
- reflect on one's own cooperating and interaction.
- reflect on one's own expertise in special education.
- reflect on methodological and ethical questions related to the foundation of research and science, the nature of scientific knowledge and doing research.

**Contents:**

- 402120A Expertise in Special Education 5 cr
- 402121A Learning Difficulties in Reading and Writing, 5 cr
- 402122A Learning Difficulties in Mathematics, 5 cr
- 402136A Supporting Behaviour 5 cr
- 402132A Practice: Special Education in Early Childhood Education 5 cr
- 402133A Research in Early Childhood Special Education, 5 cr
- 402138A Supporting Skills and Communication 5 cr

**Mode of delivery:**

Face-to-face teaching and independent work

**Learning activities and teaching methods:**

Large group teaching or lectures, small group sessions, independent work, practice

**Target group:**

Students in the Master's Programme in Special Education aiming to become special teachers in early childhood education

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

Connection with other study modules in the Master's programme. The intermediate studies include some of the professional studies in early childhood education.

**Recommended or required reading:**

See each study module

**Assessment methods and criteria:**

See each study module

**Grading:**

0-5

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

Yes. The studies include practical training.

*Compulsory*

#### **402120A: Expertise in Special Education, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Riikka Sirkko, Elina Viljamaa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

finnish

**Timing:**

Early childhood special education: 1st year, 3rd period

Special education: 2nd year, spring

**Learning outcomes:**

Having completed the course, the student knows 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, 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:**

Early childhood special education: Flexible teaching and groups

Special education: Lectures and groups

**Learning activities and teaching methods:**

Early childhood special education: Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Special education: Lectures, groups, assignments, personal skills portfolio

**Target group:**

Students majoring in special education and students qualifying as special education teachers, also special teachers in early childhood education

**Recommended optional programme components:**

Early childhood special education: Implemented in cooperation with the early childhood education course 442462A Teachership and shared expertise in early childhood education. Also connected with the course 402132A Practice – Special Education in Early Childhood Education.

Special education: Connection with the primary teacher education course 407049A Special Education in Basic Education. Participation in the multidisciplinary cooperation afternoon.

**Recommended or required reading:**

Heiskanen Noora (2019) Children's needs for support and support measures in pedagogical documents of early childhood education and care. Väitöskirja. Jyväskylän yliopisto.

Jahnukainen, M.; Kontu, E. & Thuneberg, H. 2015. Erytyisopetuksesta oppimisen ja koulunkäynnin tukeen. Suomen kasvatustieteellinen seura. Kasvatusalan tutkimuksia, osa 67. (205 s.)

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

Kurssin alussa ilmoitettavat tieteelliset artikkelit

**Assessment methods and criteria:**

Early childhood special education: Lecture assignments, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Special education: Participation and assignments, examination as agreed at the beginning. Evaluation criteria to be announced at the start of the course

**Grading:**

0-5

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

Early childhood special education: Connection with Practice – special education in early childhood education

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

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Leila Kairaluoma

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn term

**Learning outcomes:**

- The student is familiar with and knows how to identify readiness and risk factors for learning to read and write.
- The student knows the basic methods of teaching to read and write and understands their connection to different languages.
- The student is familiar with the typical development of learning to read and write in a person's life cycle, and identifies development deviating from it in terms of technical reading, spelling, productive writing and reading comprehension.
- In addition to theoretical knowledge, the student also knows how to use tools for assessment of difficulties in reading and writing and how to interpret individual results from the support point of view.
- The student is familiar with various research-based reading and writing intervention methods and knows how to use them effectively, applying them to the individual support needs among pupils of different ages.
- The student understands the far-reaching significance of support and the importance of reading generally and specifically.
- The student knows and understands the importance of multiprofessional collaboration and collaboration with parents.

**Contents:**

Readiness to learn to read and write and the identifiable risk factors before school age, teaching and learning to read and write, dyslexia, theoretical background of dyslexia and poor reading skills, identification of dyslexia, individual assessment, giving support and monitoring the effectiveness of support. There is an emphasis on pre-emptive support for dyslexia in early childhood education. Reinforcement of reading motivation with different methods generally and specifically. Multiprofessional collaboration and collaboration with parents.

**Mode of delivery:**

Face to face teaching

**Learning activities and teaching methods:**

Large group teaching 16 h, small group teaching 14 h.

**Target group:**

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

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

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

**Recommended or required reading:**

Takala, M. & Kairaluoma, L. 2019. Lukivaikkeudesta lukitukseen. Gaudeamus.

JA

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

JA

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

TAI

Khateb, A. & Bar-Kochva, I. (toim.) 2016. Reading Fluency : Current Insights from Neurocognitive Research and Intervention Studies. Springer. (Soveltuvien osin)

JA

Yksi tieteellinen artikkeli opettajan ohjeiden mukaan.

**Assessment methods and criteria:**

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

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes

**402122A: Learning Difficulties in Mathematics, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Leila Kairaluoma

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn or spring

**Learning outcomes:**

- The student is familiar with the developmental phases of mathematical skills and the difficulties in learning mathematics from early childhood to adulthood. She or he becomes familiar with the theoretical background of the phenomenon, identification of difficulties, individual assessment and research-based intervention methods.

- The student identifies needs for support and knows how to plan for and implement focused support and assess its effectiveness.
- The student knows and understands the importance of multiprofessional collaboration and collaboration with parents.
- The student is familiar with and capable of using research-based assessment and teaching materials.

**Contents:**

- development and assessment of mathematical skills (e.g. number-sequence skills, development of logic mathematical thinking, sub-processes of calculation)
- learning difficulties in mathematics
- comorbidity of other learning difficulties
- identification of difficulties, assessment, support, and monitoring the effectiveness of support

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Large group teaching 14 h, small group teaching 12 h and independent work

**Target group:**

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

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

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

**Recommended or required reading:**

- Mononen, R., Aunio, P., Väisänen- Korhonen, J., Tapola: Matemaattiset oppimisvaikeudet
- Joutsenlahti, Jorma & Silfverberg, Harry & Räsänen, Pekka. 2018. Matematiikan opetus ja oppiminen
- Dowker, A. (ed) 2008. Mathematical Difficulties – Psychology and Intervention. Elsevier. 244 s.
- Berch, D. B. & Mazzocco, M. M.M. (2007). Why is Math So Hard for Some Children? TAI
- Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P. & Flojo, J. (2008). Mathematics Instruction for students with learning disabilities or difficulty learning mathematics. A synthesis of the intervention research. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Another article will be agreed on with teacher.

**Assessment methods and criteria:**

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

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

None

**402136A: Supporting Behaviour, 5 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nina Heräjärvi

**Opintokohteen kielet:** Finnish



**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

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

- differentiate socio-emotional challenges and adaptation difficulties related to developmental, personality and environmental factors
- apply the special educational and child psychiatric knowledge and different methods to support child and youth development
- develop educational materials, pedagogical solutions and organize cooperation when planning early intervention and special educational arrangements
- analyze behavioral disorders from pedagogical, psychological, psychiatric, neurological and community frames of reference

**Contents:**

- concepts, diagnostics, and interpretations of behavioral disorders
- emotional and behavioral disorders in different contexts
- research in special education and child psychiatry
- the connection between children's and youth's neurological backgrounds (e. g. ADHD) with the behavior
- identifying mental disorders and the rehabilitative methods
- guiding and supporting the behavior in different educational contexts
- multi-professional cooperation and cooperation with parents and carers to support children and youth

**Mode of delivery:**

Face-to-face teaching, an excursion possible

**Learning activities and teaching methods:**

Large group teaching 16 h, small group sessions 14 h, exam 3 h

**Target group:**

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

**Prerequisites and co-requisites:**

Basic studies in Special Education

**Recommended optional programme components:**

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

**Recommended or required reading:**

- Kauffman, J.M. & Landrum, T.J. (2013). Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, New Jersey: Merrill/Pearson. Part 1: chapters 1,2,3,4 (pp. 1-93). Part 2: chapters 6,7 (pp. 116-155). Part 3: chapters 9,10,11,12 (pp. 177-293), (10th edition). Total 248 pages.
- Kumpulainen, K., Aronen, E., Ebeling, H., Laukkanen, E. et al. (eds.). (2016). Lastenpsykiatria ja nuorisopsykiatria. Duodecim. Part III (s. 194-425) and from the Part V chapters 36-44 (pp. 544-624). Total 311 pages.
- Sinkkonen, J. (2018). Kiintymyssuhteet elämänkaareissa. Duodecim. 223 pages.
- Supplemental literature: Ahtola, A-R. (2016). Psykkinen hyvinvointi ja oppiminen. Jyväskylä: PS-kustannus. 318 pages.

**Assessment methods and criteria:**

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

**Grading:**

0-5

**Person responsible:**

Nina Heräjärvi

#### **402132A: Practice: Special Education in Early Childhood Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**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:**

1st year, spring term

#### **Learning outcomes:**

##### **The student is able to**

- observe and analyse the ways to implement the practises and pedagogy of early childhood special education
- reflect on and discuss his or her observations with other students and the supervising early childhood special education teacher
- explain the importance of cooperation and networking in the work an early childhood special education teacher
- name cooperating partners in the field of early childhood special education

#### **Contents:**

- Pedagogical structures, methods and documents in early childhood special education
- Job description of a special teacher in early childhood education
- Professional, multiprofessional and multidisciplinary cooperation in the context of early childhood education
- Interventions and support methods in early childhood special education

#### **Mode of delivery:**

Practice and face-to-face teaching

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

We will reserve four weeks for the internship. Typically, the students will do their internship in pairs. The student shall be present in a daycare centre full working days every week, until the required number of hours has been met. They will follow the daily work of an early childhood special education teacher and take part in planning and implementing the work tasks as soon as possible. The students will familiarise themselves as far as possible with the professional, multiprofessional and multidisciplinary cooperation partners and networks of an early childhood special education teacher.

During the internship, the student is required, as agreed beforehand, to do an assignment in a group of children. The student will also take part in group supervision at the university. He or she is also required to write an individual report (approximately 7 pages long) on the internship. The report should describe the daycare centre where the internship was done and how special pedagogies are executed there. The total hours spent by the student in the daycare centre should be shown in the report. Using the literature provided, the student also reflects on what she or he had learnt. The early childhood special education teacher supervising the internship will read and sign the report, after which the report is submitted to the supervisory teacher at the university.

#### **Target group:**

1st year special education Master's students in the programme for prospective early childhood special education teachers

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

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

**Recommended or required reading:**

Uusitalo-Malmivaara, L. & Vuorinen, K. 2016. Huomaa hyvä. Näin ohjaat lasta ja nuorta löytämään luonteenvahvuutensa. PS-Kustannus.

**Assessment methods and criteria:**

For a student to pass the course s/he needs to keep a practice diary, observe and take actively part in supervision, sessions and negotiations, and participate in group supervision.

**Grading:**

The study module is assessed on the scale Pass/Fail/To be supplemented.

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

Yes

**Other information:**

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

**402133A: Research in Early Childhood Special Education, 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:**

1st year

**Learning outcomes:**

Having completed the course, the student knows how to pursue studies in a university. S/he also knows how to find high-quality publications and how to use them to do research and maintain his/her professional skills. S/he knows how to write a scientific study from the viewpoint of and focusing on special education. S/he is familiar with statistical methods and understands the approach required by small samples. The student acquires new knowledge about quantitative and qualitative research methods (changed annually, e. g. case studies, action research, interviews, ethnographic studies, role playing, the focus group method, qualitative content analysis). The student is acquainted with new publications on the field and international arenas of special education.

**Contents:**

Issues connected with starting to study, introduction to university studies, different forms of qualitative and quantitative research, consideration of research setups, triangulation, the skill of reading research.

**Mode of delivery:**

Face-to-face teaching (5 credits), personal project (3 credits) and literature (2 credits)

**Learning activities and teaching methods:**

Lectures 12h, exercises 12h

**Target group:**

1st year special education Master's students taking part in the programme for prospective special kindergarten teachers

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:****Recommended or required reading:**

Halinen, I., Hotulainen, R., Kauppinen, E., Nilivaara, P., Raami, A. & Vainikainen, M-P. 2016. Ajattelun taidot ja oppiminen. PS-Kustannus.

AND

Laine, M., Bamberg, J. & Jokinen P. (toim.) 2007. Tapaustutkimuksen taito. Helsinki: Gaudeamus.

OR

Metsämuuronen, J. 2004. Pienten aineistojen analyysi (metodologia 9). International Methelp Oy.

OR

Aaltonen, S. & Högbacka, R. (toim.) 2015. Umpikujasta oivallukseen. refleksiivisyys empiirisessä tutkimuksessa. Nuorisotutkimusseuran julkaisuja 164. Tampere University press: Tampere.

In addition, two select articles.

**Assessment methods and criteria:**

To gain a pass for this course, the student needs to take part in the groups, complete his/her own project work (in groups of 2 to 4) and sit a literature exam (with two books), present the results of two articles in a) a summary and b) a presentation, and participate in a tutorial group.

**Grading:**

0-5

**Person responsible:**

Elina Viljamaa

**Working life cooperation:****402138A: Supporting Skills and Communication, 5 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjatta Takala

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Autumn term in the 5-year programme, spring term in the early childhood special education programme

**Learning outcomes:**

The student

- knows how to apply arts and crafts in support of pupils
- knows how to use some alternative and augmentative communication methods, such as picture and object communication and (speech supporting) signs
- understands the meaning of touch in communication and has familiarized him/herself with tactile communications
- has acquainted him/herself with intense special support

**Contents:**

In annual alternation, linking of drama education, music education or other arts and crafts with special education. Practice in the use of picture, sign and object communication. Practice in providing motivation and support. Development of the student's own skills of expression.

**Learning activities and teaching methods:**

Lectures 8h, exercises 10h

**Target group:**

Students majoring in special education

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

The course is part of the intermediate studies in special education

**Recommended or required reading:**

Four articles as selected by the teacher

**Assessment methods and criteria:**

A pass for the course requires participation in face-to-face teaching

**Grading:**

Pass/fail

**Person responsible:**

Marjatta Takala

**Working life cooperation:**

Cooperation in the shape of visits

## 406052A: Mathematics, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Emilia Manninen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

First year studies

**Learning outcomes:**

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

- calculation routines for the contents of primary mathematics
- explain maths assessment in primary school
- analyze the learning of maths contents and learning problems in primary school

- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- use mathematics teaching methods, learning materials and tools in the context of primary school

**Contents:**

- Contents of primary mathematics: f. e. numbers, operations algebra and geometry
- Using of Mathematics learning materials and tools
- Essential methods of work in primary mathematics
- Differentiation in mathematics
- Mathematics didactics
- View of mathematics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

In addition materials agreed together at the start of the course

**Assessment methods and criteria:**

Active participation in teaching

Completion of independent assignments

Production of learning materials

Self- and peer assessment

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Emilia Manninen

**Working life cooperation:**

None

**406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op**

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sääsکیlahti, Minna Susanna

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr ECTS

**Language of instruction:**

Finnish

**Timing:**

1. year

**Learning outcomes:**

Having completed the course, student

- knows the basic principles of teaching literacy and multiliteracy
- is able to support and evaluate the development of pupils' literacy skills so that s/he takes into consideration the age-specific developmental level of the child and the national core curriculum.
- is able to apply different teaching methods and learning environments in developing pupils' literacy skills
- knows how to apply language knowledge to guide children to make observations on language and consciously consider language structure
- is able to describe the premises of teaching Finnish as a second language

**Contents:**

- literacy and multiliteracy
- average features and challenges of children's language development
- development and evaluation of reading and writing skills
- process reading and writing and genre pedagogy
- developing language awareness in primary school
- teaching Finnish as a second language

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h, exercises 30 h and independent work 94 h

**Target group:**

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

**Recommended optional programme components:**

Course is a part of the primary teacher education multidisciplinary studies

**Recommended or required reading:**

Agreed on in the beginning of the course

**Assessment methods and criteria:**

Active participation in teaching and completion of independent assignments

**Grading:**

0-5

**Person responsible:**

Minna Sääsکیlahti

**Working life cooperation:**

No