

Opasraportti

FEdu - Educational Sciences, BA (Education) (2021 - 2022)

Tutkintorakenteet

Educational Sciences, Bachelor's degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

Orientation Studies (5 ECTS) (5 op)

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

Language and communication (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 in the major subject (25 ECTS cr)

The student selects either education or educational psychology as the major subject for his/her Bachelor's degree. Choose the basic studies which are appropriate for your Bachelor's degree

Basic Studies in Education, 25 credits

OR

Basic Studies in Psychology, 25 credits

General Studies in Education Sciences (25 ECTS cr)

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

Psychology, basic studies (25 ECTS cr)

A250603: Psychology, Basic Studies, 25 op

Compulsory

- 412070P: Basics of Psychological Research, 5 op
 412054P: Developmental Psychology I, 5 op
 412071P: Personality Psychology I, 5 op
 412056P: Basics of Cognitive and Neuropsychology, 5 op
 412057P: Clinical Psychology: Psychology of Health and Mental Health, 5 op

Intermediate studies in the major subject (50- 55 ECTS cr)

The student selects either education or educational psychology as the major of his/her Bachelor's degree. Choose intermediate studies appropriate to your major for your Bachelor's degree

Intermediate Studies in Education, 50 credits

OR

Intermediate Studies in Psychology, 50 credits

Intermediate Studies in Educational Sciences (50 ECTS cr)

A250505: Education, Intermediate Studies, 35 - 50 op

Compulsory

- 411004A: Educational and Cultural Theory, 5 op
 411005A: Theoretical Foundations of Education, 5 op
 411007A: Educational systems I, 5 op
 411008A: Introduction to the Economics of Education, 5 op
 411020A: Methodology of theoretical and philosophical research, 5 op

Following courses belong to Educational Science main subject: 407040A, 407041A, 411014A, 407045A and 407047A. Course 411016A and 411021A belongs to minor subject.

- 407040A: Basic Course in Quantitative Research, 5 op
 407041A: Basic Course in Qualitative Research, 5 op
 407045A: Bachelor's Thesis, 10 op
 407047A: Maturity Test, 0 op
 411014A: Paths to Working Life, 5 op
 411016A: Proseminar, 5 op
 411021A: Educational planning, 5 op

Intermediate Studies in Psychology (55 ECTS cr)

A250604: Psychology, Intermediate Studies, 35 - 55 op

Compulsory

- 412072A: Cognitive and neuropsychology II, 5 op
 412059A: Developmental psychology II, 5 op
 412077A: Clinical Psychology II: Psychological disorders and psychological interventions, 5 op
 412078A: Social psychology, 5 op
 412079A: Work and Organizational Psychology I, 5 op

Electives

- 412074A: Bachelor's Thesis in Educational Psychology, 10 op
 407047A: Maturity Test, 0 op
 411014A: Paths to Working Life, 5 op
 407040A: Basic Course in Quantitative Research, 5 op
 407041A: Basic Course in Qualitative Research, 5 op
 412067A: Psychology of counselling I, 5 op
 412084A: Personality Psychology II, 5 op
 412085A: Geropsychology, 5 op

Minor studies (75-85 ECTS cr)

There are no strict stipulations on the minor subjects of degrees at the Program of Educational Sciences. You may select your minor subjects freely from among those offered by the University of Oulu. A Bachelor's or Master's degree shall include at least one minor subject with the scope of intermediate studies.

You may choose to do minor subjects of 3x25 credits OR 1x60 and 1x25 credits to be included in your Bachelor's degree.

Optional studies (5-15 ECTS cr)

Depending on the scope of the minor subjects, you need 5-15 credits of optional studies to complete your Bachelor's degree. These can include any studies at university level.

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 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 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). 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.

A250603: Psychology, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Mirka Hintsanen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250603 Psychology, Basic Studies (OPEN UNI) 25.0 op

ECTS Credits:

25 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

At the end of the module, the student will be expected to be able to perceive and describe psychological phenomena by using the basic concepts and theories of psychology. The student knows how to make use of the various academic learning and working methods and is able to conduct independent literary work.

Contents:

These studies consist of the following courses:

412070P Basics of Psychological Research (5 credits)

412054P Developmental Psychology I (5 credits)

412071P Personality Psychology (5 credits)

412056P Basics of Cognitive and Neuropsychology (5 credits)

412057P Applications of Psychology I: Psychology of Health and Mental Health (5 credits)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching. The studies also include participation in psychological research.

Target group:

Students majoring or minoring in Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

To be determined during the courses.

Assessment methods and criteria:

Exams, lecture diaries, essay papers

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

Grading:

1-5

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

*Compulsory***412070P: Basics of Psychological Research, 5 op****Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Mirka Hintsanen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay412070P Basics of psychological research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- The student knows how to describe psychology as a field of science, the scientific traditions of psychology, the theory of psychology as a science, and its position in the field of sciences
- The student knows how to explain and use the basic concepts related to psychological research.
- The student knows how to explain (i.e. understand) the basis of psychological scientific thinking and the principles of science.
- The student knows, on a basic level, how to evaluate psychological scientific research and the methods and procedures used in it.
- The student knows how to describe the meaning of methodological knowledge in the work of specialist in psychology.

Contents:

Psychology as a field of science, general idea of research in the field of psychology, traditions of psychological science, theory and principles of science, basic concepts of psychological research, research setups, stages, methods and ethics of research, basics of psychological thinking

Mode of delivery:

Face-to-face teaching/distance learning / blended teaching) will be confirmed yearly in the beginning of the course

Learning activities and teaching methods:

Lectures and other teaching 24h, independent work approx. 110h.

Target group:

Students pursuing basic studies in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the basic studies in psychology and Bachelor of Psychology as well as Bachelor of Art (in education) studies (with educational psychology as the major).

Recommended or required reading:

For relevant parts as informed in the beginning of the course:

- Stanovich, K. E. (2014). How to Think Straight about Psychology (9. ed) Pearson.
- Cozby P. C. & Bates S. C. (2015). Methods in Behavioral Research (12. ed) McGraw-Hill.

- Breakwell G, Hammond S, Fife-Schaw C. and Smith JA (eds) (2012 tai 2006) Research Methods in Psychology (3rd ed) London: Sage

Assessment methods and criteria:

Lectures and exercises, completion of independent assignments and/or group assignments, exam. More detailed instructions are given in the first lecture.

Fail = Deficient, fragmented, unclear answers/texts which do not indicate understanding or an ability to use and apply what was learnt in the course.

1 = Highly superficial, matters are presented in complete detachment from each other, 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, 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, the use of sources is mainly excellent, shows a deep understanding and an excellent ability to apply

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

Grading:

0-5

Person responsible:

NN

Working life cooperation:

None

412054P: Developmental Psychology I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay412054P Developmental psychology I (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1. period

Learning outcomes:

- The student will be able to explain, evaluate and compare developmental psychological concepts and theories
- The student will be able to explain the developmental processes of different ages
- The student will be able to practice with the developmental psychological research data collection and report the results
- The student will be able to analyze the significance of factors affecting development and present applications of developmental psychology

Contents:

The aim of the course is to introduce the student to developmental psychological thinking. This is done by familiarizing student with the basic questions, concepts and key theories of developmental psychology. The aim of the course is that the student learns to use the concepts of developmental psychology research and

theories in understanding and supporting development. After completing the course, the student will have a basic knowledge of the key aspects of psychological development and the factors affecting development at different stages of life

- Key questions and theoretical concepts in developmental psychology
- Developmental psychological research settings and methods
- Psychological development, areas and stages of development
- The role of biological, social and cultural factors in development

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

Lectures and other teaching, a maximum of 24h, and approx. 110h of independent work

Target group:

Graduate students in psychology, educational psychology and non-degree students, open university students.

Prerequisites and co-requisites:

No

Recommended optional programme components:

The study module is part of the basic studies in psychology

Recommended or required reading:

Study material, applicable parts:

- 1) Berger, K.S. (2011 tai uudempi). The developing person through the life-span. (New York: Worth).
- 2) Nurmi, J-E., Ahonen, T., Lyytinen, H. ym. (2014). Ihmisen psykologinen kehitys. (Porvoo: WSOY).

Assessment methods and criteria:

0 = rejected, incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

Grading:

0-5

Person responsible:

Virva Siira

Working life cooperation:

None

Other information:

Implementation of the open university and Psykonet

412071P: Personality Psychology I, 5 op

Voimassaolo: 01.08.2008 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heli Kiema-Junes

Opintokohteen kielet: Finnish

Leikkaavuudet:

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- The student is familiar with the historical development of personality psychology and the common theories of personality
- The student understands the factors and the structure of personality
- The student is able to combine, search and organize basic concepts and theories of personality
- The students understand the meaning of personality in the life course
- The students is familiar with personality assessment methods and is able to estimate those critically

Contents:

The aim of the course is to introduce students the core concepts, theories and research in personality psychology. The student will understand the development, persistence and change of personality. In addition, the student gets acquainted with the role of personality for human life and life course.

Content

- The concepts and theories of personality psychology
- The research of personality psychology and personality assessment
- The biological base of personality and social interaction
- The role of personality in health and well-being

Mode of delivery:

Contact/multimethod teaching/, confirmed annually before the start of the course

Learning activities and teaching methods:

Lectures and other teaching max. 24 h, some 110h of independent work

Target group:

Master's students in psychology and educational psychology, minor students in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

Basic studies in psychology

Recommended or required reading:

Haslam (2007). Introduction to personality and intelligence. Sage. E-kirja: <https://ebookcentral.proquest.com/lib/tampere/detail.action?docID=370509>

Extra reading: Metsäpelto, R-L. & Feldt, T. (eds.) (2010). Meitä on moneksi. Persoonallisuuden psykologiset perusteet. Helsinki: PS-kustannus.

Assessment methods and criteria:

Assessment is based on the information given in the beginning of the course. One or more of following: lectures, assignments independently or in a group, practices, study diary, demonstration, seminar, exam or other in the beginning of the course informed method.

In an approved course, the student demonstrates knowledge of the main research topics, basic concepts, approaches, as well as the main trends and developments in the field of developmental psychology. Students will be able to relate concepts and approaches to each other. The student will be able to apply the basic concepts of personality psychology and research results when describing and analyzing practical interaction situations. The analysis of practical interaction situations is analytical and well-founded.

Approved = Sufficiently comprehensive, reasonably clearly formulated answers / texts / documents that demonstrate understanding and some ability to apply the lessons learned in the course.

In unsuccessful course work, the understanding of personality psychological research subjects, basic concepts, approaches, and major trends in the discipline is superficial. There is a lack of correlation between concepts and approaches. Analyzing and describing practical interaction situations is mechanical and superficial and fails to exploit the basic concepts and research findings of personality psychology.

Rejected = Concise, intermittent, unclear answers / texts / documents that do not demonstrate understanding or ability to use and apply the lessons learned in the course.

Grading:

0-5

Person responsible:

Heli Kiema-Junes

412056P: Basics of Cognitive and Neuropsychology, 5 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Seppo Laukka**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay412056P Basics of Cognitive and Neuropsychology (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

2nd period

Learning outcomes:

- Student can define the principles of sensory function and the nervous system
- Student can evaluate modern research methods in the field of cognitive and neuropsychology
- Student recognizes the structure and development of the nervous system, as well as the neural basis and neural mechanisms of cognitive processes
- Student can apply neuropsychological research and research methods in his / her own activities

Contents:

The following topics are covered:

- basic cognitive processes, perception, memory, thinking, learning, action control.
- cognitive processes and their neural basis and neural mechanisms.
- structure and development of the nervous system
- cognitive and neuropsychological research and research methods.

Mode of delivery:

Contact teaching and distance learning (PsykoNet)

Learning activities and teaching methods:

Max. 24 hours of lectures and individual work (PsykoNet)

Target group:

Undergraduate students in psychology (including students of the Open University)

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the basic studies in psychology

Recommended or required reading:

Kolb, B. & Whishaw, I. (2021). Fundamentals of Human Neuropsychology, 8. edition

Assessment methods and criteria:

The student participates in the teaching and the final examination

Grading:

A numerical scale of 0-5 is used to evaluate the course

Person responsible:

Seppo Laukka

Working life cooperation:

None

412057P: Clinical Psychology: Psychology of Health and Mental Health, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay412057P Clinical Psychology: Psychology of Health and Mental Health (OPEN UNI) 5.0 op

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

1st year, 4. period

Learning outcomes:

- Students will be able to define health promoting and recognize the importance of stress as a factor in quality of life.
- The student will be able to report the effects of health promotion interventions.
- The student will be able to name the main mental disorders and their risk and protective factors and draw conclusions about the role of mental disorders in the individual's behavior.
- The student will be able to describe forms of treatment and therapy for mental disorders.
- The student identifies health and mental health interventions related to the professional practice of a psychologist and is acquainted with the psychologist's expertise and its applications in health care.

Contents:

Objective: The student acquires knowledge about health, mental health and mental disorders and learns about various applications that produce well-being. The course deals with lifelong health and mental health factors. The aim is that the student learns to recognize features of health-promoting, normal and abnormal processes at the level of the individual's biological psycho-behavior and at the level of the family and the surrounding social environment.

- Fundamentals of Health Psychology and the Use of Psychological Information to Promote Health and Mental Health
- Mental health and mental disorders as psychological phenomena from childhood to old age
- Health and Mental Health Interventions
- Positive Psychology

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

A maximum of 24h of lectures and other teaching, some 110h of independent work

Target group:

Graduate students in psychology, educational psychology and non-degree students.

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is a part of educational psychology programme and belongs to optional basic studies of psychology

Recommended or required reading:

- Hilgard's introduction to psychology (14. painos). Belmont, CA: Wadsworth/Thomson. Luvut 14–16. tai uudempi painos
- Seikkula, J. & Arnkil, T.E. (2009). Dialoginen verkostotyö. (Helsinki: Tammi).
- Baumgardner, S. & Crothers, M. (2014). Positive psychology. Pearson (New International Edition).
- Saari, S. (2003 or later). Kuin salama kirkkaalta taivaalta. Kriisit ja niistä selviytyminen. (Helsinki: Otava).
- Sinikallio, S. (toim.). (2019). Terveysten psykologia. (Jyväskylä: PS-kustannus).

Assessment methods and criteria:

0 = rejected, incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

Grading:

Pass/fail

Person responsible:

nn

A250505: Education, Intermediate Studies, 35 - 50 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA250505 Education, Intermediate Studies (OPEN UNI) 35.0 op

ECTS Credits:

50 cr

Language of instruction:

Finnish

Timing:

1st to 3rd year

Learning outcomes:

At the end of the module, the student knows how to apply the approaches and theoretical foundations of educational and human sciences to research pedagogical phenomena. S/he is capable of independent scientific argumentation and Bachelor level academic work. S/he is also able to acquire knowledge in a flexible way and capable of analytical written work.

Contents:

The module consists of the following courses:

- 411004A Educational and Cultural Theory I, 5 cr

- 411005A Theoretical Foundations of Education, 5 cr
- 411007A Educational Systems I, 5 cr
- 411008A Introduction to the Economics of Education I, 5 cr
- 411020A Methodology of theoretical and philosophical research, 5 cr

In Education major (50 ECTS) also following courses:

- 407040A Basic course in quantitative research 5 cr
- 407041A Basic course in qualitative research 5 cr
- 407045A Bachelor's seminar 10 cr
- 407047A Maturity test 0 cr
- 411014A Paths to working life, 5 cr

In Education minor (35 ECTS) the following course:

- 411016A Proseminar 5 cr
- 411021A 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other face-to-face teaching

Target group:

Students of Ed. Sci

Prerequisites and co-requisites:

Basic Studies in Education

Recommended or required reading:

To be announced in connection with the courses

Assessment methods and criteria:

Exams, seminar work

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

Grading:

1-5

Person responsible:

Katariina Holma

Working life cooperation:

None

Other information:

The scope is 35 credits for minor subject students

Compulsory

411004A: Educational and Cultural Theory, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ari Kivelä

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411004A Educational and cultural theory I (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st and 2nd year

Learning outcomes:

After completion, the student will be able to identify the basic principles and concepts of educational thought and civilisation theory and their effect on the birth of modern educational sciences. The course will

also look into their distinctive styles of question formulation and conceptual and theoretical structuring. In addition, the student learns to adopt conceptual tools for use in professional pedagogical activity and in understanding the multiple forms it comes in as well as in critical reflection and development.

Contents:

The course focuses on the basic concepts and principles of modern educational thought and civilisation theory, and examines their effect on the birth of modern educational sciences. The course will also look into their distinctive styles of question formulation and conceptual and theoretical structuring. In addition, the student learns to adopt conceptual tools for use in professional pedagogical activity and in understanding the multiple forms it comes in as well as in critical reflection and development.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 22 h.

Target group:

Ed. sciences students in all faculties

Prerequisites and co-requisites:

Basic studies

Recommended or required reading:

Mollenhauer Klaus: *Forgotten Connections: On Culture and Upbringing*. Routledge (2014)

AND two of the following:

Siljander, P. (ed.) (1997). *Kasvatus ja sosialisatio*.

Siljander, P. (ed.) (2000). *Kasvatus ja sivistys*.

Kivelä, A. & Sutinen A. (toim.). 2009. *Teoria ja traditio*

Assessment methods and criteria:

Exam

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

Grading:

0-5

Person responsible:

Ari Kivelä

411005A: Theoretical Foundations of Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katariina Holma

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411005A Theoretical foundations of education (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. study year

Learning outcomes:

After passing the course, the student is able to

- analyze the philosophical assumptions underlying science and scientific knowledge production, and their background and justification
- analyze and compare educational research traditions
- understands the importance of philosophical assumptions and commitments to scientific research and is able to utilize this understanding in academic writing and in participating in scientific reasoning and discussion

Contents:

- the main philosophical and theoretical traditions of our time and their historical background
- the central paradigms of human research, their philosophical background
- the importance of philosophical and theoretical assumptions for research

Mode of delivery:

Teaching and discussion in seminars, independent study

Learning activities and teaching methods:

Seminars 20 hours. For each seminar session, students will read material which is discussed in the seminar.

Target group:

Ed.science study program students. Open to students from other programs up to 25 students.

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

Course is part of Intermediate studies in Education.

Recommended or required reading:

The essay assignment is based on approximately 350 pages of course literature. In agreement with the teacher, it is also possible to use other literature appropriate to the subject of the course.

Aaltola, J. 1994. Eräitä tieteenteorian peruskysymyksiä ihmistutkimuksen näkökulmasta.

Hilpelä, J. 1998. Kasvatustieteellinen ajattelu.

Kiikeri, M. & Ylikoski, P. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteentutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

Trigg, R. (1993) Rationality & Science. Can Science Explain Everything?

Trigg, R. (2000) Understanding Social Science. Philosophical Introduction to the Social Sciences.

Tschamler, H. (1983). Wissenschaftstheorie: Eine Einführung für Pädagogen.

Wulf, C. (2003). Educational science. Saatavana myös pdf-versiona netistä:

http://www.pedocs.de/volltexte/2010/1564/pdf/Educational_Science_final_D.pdf

Assessment methods and criteria:

Active participation in seminars. Writing an essay assignment.

Grading:

0-5

Person responsible:

Katariina Holma

411007A: Educational systems I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Henri Pettersson

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411007A Educational systems I (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student is able to

- Identify historical, political and economical factors influencing the Finnish educational system
- Consider the international connections of national educational systems, especially with regard to evaluation
- Analyse critically and constructively changes taking place in the national educational system

Contents:

The course introduces the Finnish educational system as part of national and international educational policies. Special attention is given to issues of assessment, the international dimensions of education, and economic and political factors with an impact on national educational systems.

Mode of delivery:

Face-to-face teaching and/or Moodle-environment

Learning activities and teaching methods:

Lectures 4 h Seminar 14 h

Target group:

Students in the educational sciences programme studying the Intermediate Studies (35-45 ECTS) in Education

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the Intermediate Studies (35-45 credits) in Education

Recommended or required reading:

Current scientific literature (journal articles and book chapters) on educational systems.

Assessment methods and criteria:

Active participation and completing seminar assignments

Grading:

0-5

Person responsible:

Teemu Hanhela

Working life cooperation:

None

411008A: Introduction to the Economics of Education, 5 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Kimmo Kontio**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay411008A Introduction to the Economics of Education (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student perceives the basic concepts, theories and models of economics of education and is able to utilize these analyzing the meaning of educational institutions promoting and furthering the economic and social well-being of individuals and society. Moreover, the student adopts conceptual tools for evaluating the interdependency of educational and economic decision making.

Contents:

During the course, the students are introduced to the economic definitions of education. The emphasis is to introduce the basic theories and models explaining the relationship between education and labor markets, the contribution of the education in the economic and social well-being of individuals and society and the role of the economics of education in educational decision making.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 22 h

Target group:

Students of Education subject studies

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

Course is part of subject studies in education

Recommended or required reading:

To be agreed on at the beginning of the course.

Assessment methods and criteria:

Exam

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

Grading:

0-5

Person responsible:

Kimmo Kontio

Working life cooperation:

None

411020A: Methodology of theoretical and philosophical research, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katariina Holma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish (possibly English some academic year)

Timing:

3. study year

Learning outcomes:

After passing the course the student will be able to

- identify the basic principles of theoretical and philosophical research methods
- apply some philosophical research method in her/his Master's Thesis

Contents:

- different methods of theoretical and philosophical research (eg concept analysis, argumentation analysis, philosophical argumentation, reconstruction and deconstruction)
- the relevance of theoretical and philosophical research to educational research and in understanding of educational activities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, exam. Students read material before the lectures.

Prerequisites and co-requisites:

Basic studies of Education

Recommended or required reading:

Fulford, A & Hodgson, N. (eds.) (2016). *Philosophy and Theory in Educational Research. Writing in the Margin*. London: Routledge.

Holma, K. & Mälkki, K. (2011) *Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa*. TAI Ruitenberg, C. (ed.), *What do Philosophers of Education do? (And how do they do it?)*, Oxford, Wiley-Blackwell

Rosenberg, J. (1996). *The practice of philosophy. A handbook for beginners*. New Jersey: Prentice Hall.

Grading:

0-5

Person responsible:

Katariina Holma

Following courses belong to Educational Science main subject: 407040A, 407041A, 411014A, 407045A and 407047A. Course 411016A and 411021A belongs to minor subject.

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.

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.

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

411014A: Paths to Working Life, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411014A Paths to working life (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, The student

- identifies her/his strengths, occupational interests in the field in s/he is studying, and thereby her/his choices of major and minor subjects, as well as her/his self-knowledge and professional identity and her/his placement in working life
- knows how to acquire knowledge on working life
- perceives the connections of and opportunities offered by education and working life (minor subjects, practice periods, Master's thesis, exchange programmes, work life requirements, jobs, etc.)
- knows how to describe and evaluate the field of educational work and working life in general (e.g. worklife competences, general skills and coping)

Contents:

During the course, the students search for information about working life and acquaint themselves with sources of worklife information. They search for information about their own field, strengths and interests. Issues related to well-being at work and personal coping are discussed.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching max. 40h, independent work approx. 95h. Introductory statements, visits, discussion, exercises and independent work

An alternative to the group is literature or other materials as agreed with the course coordinator.

Target group:

Students majoring education and educational psychology

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the intermediate major subject studies in education and educational psychology.

Recommended or required reading:

To be agreed on at the beginning of the course. Materials distributed during the course.

Assessment methods and criteria:

Active participation in seminar work, completion of the independent assignments, completion of online assignments, composing a learning journal.

Grading:

pass/fail

Person responsible:

Kimmo Kontio

Working life cooperation:

Yes. Visits to companies.

Other information:

The course is part of the major studies.

411016A: Proseminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eetu Pikkarainen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

After completion, the student knows how to compose a research plan in the field of education and implement it using methodologies relevant to the research problem. The student is able to take a part in academic debate and report on his/her research work according to the principles of scientific writing.

Contents:

The student composes a thesis on his/her chosen topic in the field of education. The thesis focuses on the mastery of the basics of scientific thinking, a scientific and theoretical approach to research, designing a research setup, and research methods. Seminar work will also focus on critical scientific writing and acting as an academic opponent. In designing the research setup, the student is encouraged to take an experimentally and developmentally minded attitude.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar work 16h, proseminar thesis.

Target group:

Students minoring in education

Recommended or required reading:

Research literature pertinent to research topic

Assessment methods and criteria:

Active participation in seminars and the proseminar thesis.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

Working life cooperation:

None

411021A: Educational planning, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student:

- perceives the traditional approaches on educational planning and the basics of strategic educational planning at different planning levels.
- Recognizes the current educational challenges and their impacts on the educational planning.

Contents:

During the course, the students are introduced to the basic concepts and approaches on educational planning. The emphasis is to perceive the traditional educational planning approaches – alternative human resource approaches and social demand approach – and the basics of strategic educational planning in micro-, macro-, and mega levels. In addition, the current national and supranational educational challenges are recognized and their impact on educational planning in educational sectors.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 22 h

Target group:

Students of Education subject studies

Prerequisites and co-requisites:

Basic studies

Recommended or required reading:

To be agreed on the course

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Kimmo Kontio

Working life cooperation:

no

A250604: Psychology, Intermediate Studies, 35 - 55 op**Opiskelumuoto:** Intermediate Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

55 cr

Language of instruction:

Finnish

Timing:

2nd and 3rd years

Learning outcomes:

At the end of the module, the student will be able to adapt psychological theories and concepts in analyzing human behavior in various settings. The student is able to utilize scientific research methods and has an analytical and problem based way of thinking so s/he is capable of working independently on a Master's thesis. The student is able to acquire psychological knowledge from different scientific publications and sources and is also capable of independent written expression and performance.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching. The studies also include participation in psychological research.

Target group:

Students majoring educational psychology and minor subject students

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

Basic studies

Recommended or required reading:

To be announced during each course.

Assessment methods and criteria:

Exams, participation, essay papers

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

1-5

Person responsible:

Mirka Hintsanen

Working life cooperation:

None

Other information:

These studies represent 50 credits for majoring students, and 35 credits for minor subject students.

*Compulsory***412072A: Cognitive and neuropsychology II, 5 op****Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail

Opettajat: Seppo Laukka

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

3th period

Learning outcomes:

- Student can explain cognitive processes and brain mechanisms and identify their research methods.
- Student can critically view people as recipients, processors and users of information.
- The student can evaluate different paradigms related to the research of cognitive psychology and neuropsychology.
- Student recognizes the relationship between cognitive and neuroscience and recognize theories of cognitive psychology.
- In addition, student can critically evaluate the concepts of basic cognitive processes.

Contents:

The course covers the following subjects:

- Theories and concepts of cognitive psychology in the area of the research of different basic cognitive processes; attention, perception, memory, cognitive skills such as language and thinking, learning, action control
- Research methods in cognitive psychology, relationship between cognitive psychology and cognitive neuroscience

Mode of delivery:

Contact teaching and distance learning

Learning activities and teaching methods:

Online lectures and individual assignments max. 24 hours as well as independent work. The course is implemented in cooperation with Psykonet.

Target group:

Major students in psychology (including students of the Open University)

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The course is part of the intermediate studies in psychology and the bachelor's degree

Recommended or required reading:

Kolb, B. & Wishaw, I. (2021). Fundamentals of Human Neuropsychology, 8. edition.

Assessment methods and criteria:

The student participates in the teaching and the final examination

0 = unfinished, fragmentary, issues presented are not essentially related to the topic, and there is almost no use of sources at all

1 = highly superficial, issues presented in full detachment from each other, poor use of sources

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

3 = reflective and issues are related to each other to some extent; a common thread is to be seen, and the use of sources is mainly good

4 = quite analytical, issues are related to each other well, and the use of sources is mainly very good

5 = systematic and analytical, issues are related to each other very well, and the use of sources is mainly excellent

Participation in lectures and other teaching. A lecture exam, a literature exam/essay.

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

Grading:

0-5

Person responsible:

Seppo Laukka

Working life cooperation:

None

412059A: Developmental psychology II, 5 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Virva Siira**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:

2. year, 1. period

Learning outcomes:

- The student will be able to name, classify and modify the concepts and theories of developmental psychology.
- The student will be able to generalize his / her developmental psychological skills at different stages of life to solve problems in individual cases.
- The student will be able to evaluate the effectiveness of practical applications developed on the basis of developmental psychological theories.
- The student is able to communicate in writing and orally about his / her expertise in the field to others.
- The student is able to evaluate and analyze research in developmental psychology.

Contents:

The course deals with the development of childhood and adolescence through adulthood and old age on the basis of different theoretical approaches to development. Students are introduced to the relationship between individual development and family structure, other social environments, and cultural factors. Students are helped to find different ways to consider and influence individuals of different ages and their development through psychological interventions.

- The links between key issues and theories of developmental psychology and developmental contexts
- Applications of developmental psychological research information
- The importance of the family as a mediator of psychological, biological, social and cultural factors in the development of different ages
- Knowledge of psychological development and professional skills in human services

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

Maximum of 24h of lectures and approx. 110h of independent work.

Target group:

Graduate students in psychology, educational psychology and non-degree students, open university implementation.

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended or required reading:

Applicable parts or other literature

- 1) Miller, P.H. (2011 or later). Theories of developmental psychology. (New York: Worth).
- 2) Willis, S. & Martin, M. (eds.) (2005 tai uudempi). Middle adulthood: A lifespan perspective. Thousand Oaks, CA: Sage.
- 3) Goldenberg, H. & Goldenberg, I. (2003 or later). Family therapy: an overview. (Belmont, CA: Thomson Brooks/Cole).
- 4) Oppimisen vaikeudet, Toimittajat: Timo Ahonen, Mikko Aro, Tuija Aro, Marja-Kristiina Lerkkanen & Tiina Siiskonen, Kustantaja: Niilo Mäki Instituutti, Vuosi: 2019

Assessment methods and criteria:

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

0 = incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

Grading:

0-5

Person responsible:

Virva Siira

412077A: Clinical Psychology II: Psychological disorders and psychological interventions, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. year, 4. period

Learning outcomes:

- The student recognizes the diagnostic classifications of mental disorders and the key features related to the disorders and is able to critically examine them and their classification systems.
- The student knows the basics of research into mental disorders and is able to evaluate them.
- The student knows psychological interventions

Contents:

During the course, students will be introduced to mental disorders, various diagnostic classifications, assessment of disorders and related challenges, mental health treatment methods and interventions, and service systems. The aim is for the student to become familiar with the differences between individuals and their diagnosis in terms of mental, cognitive and social functions.

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course.

Learning activities and teaching methods:

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

Target group:

Graduate students in psychology, educational psychology, non-degree students, and open university students.

Prerequisites and co-requisites:

Bachelor's basic courses in psychology

Recommended or required reading:

Applicable parts or other literature:

- 1) Corey, G. (2013 tai uudempi). Theory and Practice of Counseling and Psychotherapy. (Belmont, CA: Thomson Brooks/Cole).
- 2) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integratiivisen lähestymistavan perusteita. (Helsinki: Edita Publishing Oy).
- 3) Lönnqvist, J., Henriksson, M., Marttunen, M. & Partonen, T. (toim.) (2014 tai uudempi) Psykiatria (Helsinki: Duodecim).
- 4) Kumpulainen, K. ym. (toim.) (2016 tai uudempi). Lastenpsykiatria ja nuorisopsykiatria. (Helsinki: Duodecim).
- 5) Oppimisen vaikeudet, Toimittajat: Timo Ahonen, Mikko Aro, Tuija Aro, Marja-Kristiina Lerkkanen & Tiina Siiskonen, Kustantaja: Niilo Mäki Instituutti, Vuosi: 2019

Assessment methods and criteria:

0 = incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

Grading:

0-5

Person responsible:

Virva Siira

412078A: Social psychology, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

- The student is familiar with the basic concepts and theories of social psychology
- The student is acquainted with social psychology as science and is familiar with the basic research methods
- The student is familiar with common research results and orientations of social psychology

Contents:

- The basic concepts and theories in social psychology
- The basic research orientations in social psychology

Mode of delivery:

Lectures and other teaching max. 24h, some 110h of independent work

Target group:

Students majoring and minoring in psychology

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

The course is part of optional intermediate studies in psychology

Recommended or required reading:

- Franzoi, S. (2012). Social Psychology. Redding, CA: BWT Publishing.
- Helkama, K., Myllyniemi, R., Liebkind, K., Ruusuvuori, J., Lönnqvist, J-E., ... Lipponen, J. (2014). Johdatus sosiaalipsykologiaan. Helsinki: Edita

Research articles

Assessment methods and criteria:

Lectures and practices, individual and group tasks/ or essay, portfolio, exam. Specific introduction for course accomplishment and grading will be given in the first lecture.

Grading:

0-5

Person responsible:

N.N

412079A: Work and Organizational Psychology I, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heli Kiema-Junes

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

- The student is able to identify the basic issues and is able to define the basic concepts and theories related to basic organizational psychological issues
- The student is able to recognize factors that promote well-being at work and work motivation
- The student is familiar with group behavior dynamics and understands basic principles related to organizational change

Contents:

- Basic issues in work and organizational psychology
- Common work stress and job burnout theories

- Common factors and interventions in promoting well-being at work and work motivation

Mode of delivery:

Lectures and other teaching max. 24 hours

Target group:

Students majoring and minoring in psychology

Prerequisites and co-requisites:

Intermediate studies in psychology

Recommended or required reading:

- Mäkikangas, Mauno & Feldt (toim.) (2017). Tykkää työstä. Työhyvinvoinnin psykologiset perusteet. Jyväskylä: PS-kustannus.
- Chmiel, N., Fraccaroli, F., & Sverke, M (toim.) (2017). An introduction to work and organizational psychology: An international perspective (3. painos). Oxford: Wiley.

Grading:

0-5

Person responsible:

Heli Kiema-Junes

*Electives***412074A: Bachelor's Thesis in Educational Psychology, 10 op**

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Seppo Laukka, Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

10 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

- The student will be capable of critical and scientific writing and discussion
- The student will be capable of constructive collaboration by developing his/her own and other students' scientific thinking
- The student will be capable to apply one of the following topics related to research topics in educational psychology: 1) guidance, counseling, psychotherapy to development, 2) learning and learning difficulties, school and educational psychology issues, 3) development and interaction in social contexts, 4) theoretical and methodological issues in psychology and educational psychology

Contents:

At the bachelor's seminar, the student completes his or her bachelor's thesis, and after receiving the Laturi-permission, he/she writes maturity test on the topic of the thesis

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 16h

Target group:

Graduate students in educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology

Recommended optional programme components:

Bachelor's degree programme

Recommended or required reading:

Literature on the topic of seminar work

Assessment methods and criteria:

Seminar thesis, presentation, acting as an opponent

For more on the assessment of courses, consult the university website.

Grading:

0-5

Person responsible:

Virva Siira

Other information:

The course is part of the major subject studies.

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

411014A: Paths to Working Life, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411014A Paths to working life (OPEN UNI) 4.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, The student

- identifies her/his strengths, occupational interests in the field in s/he is studying, and thereby her/his choices of major and minor subjects, as well as her/his self-knowledge and professional identity and her/his placement in working life
- knows how to acquire knowledge on working life
- perceives the connections of and opportunities offered by education and working life (minor subjects, practice periods, Master's thesis, exchange programmes, work life requirements, jobs, etc.)
- knows how to describe and evaluate the field of educational work and working life in general (e.g. worklife competences, general skills and coping)

Contents:

During the course, the students search for information about working life and acquaint themselves with sources of worklife information. They search for information about their own field, strengths and interests. Issues related to well-being at work and personal coping are discussed.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Face-to-face teaching max. 40h, independent work approx. 95h. Introductory statements, visits, discussion, exercises and independent work

An alternative to the group is literature or other materials as agreed with the course coordinator.

Target group:

Students majoring education and educational psychology

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the intermediate major subject studies in education and educational psychology.

Recommended or required reading:

To be agreed on at the beginning of the course. Materials distributed during the course.

Assessment methods and criteria:

Active participation in seminar work, completion of the independent assignments, completion of online assignments, composing a learning journal.

Grading:

pass/fail

Person responsible:

Kimmo Kontio

Working life cooperation:

Yes. Visits to companies.

Other information:

The course is part of the major studies.

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.

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.

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heli Kiema-Junes

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

3. year

Learning outcomes:

The student knows how to

- identify the psychological principles of social interaction
- knows how to define the basic concepts, theories and trends of counselling, guidance and therapy
- identifies counselling, guidance and therapy as an activity
- knows how to apply basic methods of counselling to construct a counselling process
- knows how to give examples of ways to identify his/her own personal working prerequisites

Contents:

Upon completion of the study module, the student identifies the psychological principles of social interaction, knows how to make a difference between guidance, counselling, consultation and therapy, and understands the similarities between them. An effort towards this end is made by guiding the student to experiment with various methods of guidance, counselling, consultation and therapy, by familiarizing them with theory and practice, and by introducing them to identification of their own personal working prerequisites by means of practice and theory.

Contents

- Basic concepts, differences and similarities of guidance, counselling, consultation and therapy
- Guidance, counselling, consultation and therapy as activities, and practical applications
- Basic theories of guidance, counselling, consultation and therapy
- Psychological basis of social interaction

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Lectures and other teaching max 24h, independent work approx. 110h

Target group:

Students majoring in educational psychology, students minoring in psychology

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The study module is part of the intermediate studies in educational psychology

Recommended or required reading:

- 1) McLeod, J. (2013). An introduction to counselling. (5th ed). Maidenhead: Open University Press
- 2) Vehviläinen, S. (2014). Ohjaustyön opas. Yhteistyössä kohti toimijuutta. Helsinki:Gaudeamus.
- 3) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integriatiivisen lähestymistavan perusteita. Helsinki: Edita Publishing Oy.

Assessment methods and criteria:

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures. assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course.

0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answers is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

Grading:

0-5

Person responsible:

Heli Kiema-Junes

412084A: Personality Psychology II, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Mirka Hintsanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

3. year

Learning outcomes:

The student knows

- how to describe and explain the following with more depth as previously: personality psychology theories, personality as dynamic whole and personality development, stability and change
- how to describe the meaning of personality for well-being and life course
- how to apply personality psychology knowledge

Contents:

Central theories of personality psychology, personality development, research in personality psychology and current results, meaning of personality for well-being and life course, personality psychology applications

Mode of delivery:

Mode of delivery (face-to-face teaching/distance learning / blended teaching) will be confirmed yearly in the beginning of the course

Learning activities and teaching methods:

Lectures and other teaching maximum of 24h, independent work approx. 110h.

Target group:

Students pursuing optional subject studies in psychology (major and minor subject students)

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

The study module is part of the optional subject studies in psychology

Recommended or required reading:

Will be announced in the beginning of the course

Assessment methods and criteria:

Lectures and exercises, completion of independent assignments and/or group assignments, exam. More detailed instructions are given in the first lecture.

Fail = Deficient, fragmented, unclear answers/texts which do not indicate understanding or an ability to use and apply what was learnt in the course.

1 = Highly superficial, matters are presented in complete detachment from each other, 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, 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, the use of sources is mainly excellent, shows a deep understanding and an excellent ability to apply

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

Grading:

0-5

Person responsible:

Mirka Hintsanen

412085A: Geropsychology, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

The student identifies the factors influencing the development of cognitive abilities, personality, mental health and life management in the elderly.

The student understands the importance of the factors behind the differences between individuals in the later years.

The student describes the features of successful, normal, and morbid aging.

Contents:

Development of cognitive abilities and personality, mental health, well-being and life management, individual and environmental attitudes towards aging.

Learning activities and teaching methods:

Contact / multimethod teaching, confirmed annually before the start of the course.

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

Target group:

Graduate students in psychology

Prerequisites and co-requisites:

Bachelor's basic courses in psychology

Recommended or required reading:

Applicable parts and other literature

1) RAITANEN, T., HÄNNINEN, T., PAJUNEN, H. & SUUTAMA, T. (toim.) (2004) Geropsykologia # vanhenemisen ja vanhuuden psykologia. Helsinki: WSOY.

2) STUART#HAMILTON, I. (2006) The psychology of ageing, An introduction. Fourth edition. London: Jessica Kingsley Publishers.

3) Schaie, K. W. & Willis, S. L. (eds.) (2016). Handbook of the psychology of aging, 7th edition. Boston: Elsevier.

Assessment methods and criteria:

0 = incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply

Grading:

0-5

Person responsible:

N.N