

# Opasraportti

## FEdu - Educational Sciences, MA (Education) (2021 - 2022)

### Tutkintorakenteet

#### Educational Sciences, Master's degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

#### Advances studies in education (80 ECTS cr) (vähintään 80 op)

A250506: Education, Advanced Studies, 80 op

##### *Compulsory*

- 413069S: Orientation to Master's Studies, 5 op
- 413062S: Theory of Education and Bildung: Pedagogical Action, 5 op
- 413063S: Pedagogical Institutions, 5 op
- 413064S: Economics of Education, 5 op
- 443194S: Ethical and Political issues in Education, 5 op
- 413019S: Working Life Studies, 10 op
- 413030S: Advanced course in quantitative research, 5 op
- 413031S: Advanced course in qualitative research, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

#### Minor studies (25-35 ECTS cr) (25 - 35 op)

There are no strict stipulations on the minor subjects of degrees at the Program of Educational Sciences. You can choose your minor subjects from among those offered by the University of Oulu. A Bachelor's or Master's degree shall include at least one minor that is equivalent to intermediate studies in the subject.

You can select either 1x25 credits OR 1x35 credits worth of minor subjects to be completed as part of the Master's degree.

#### Optional studies (5-15 ECTS cr)

Depending on the scope of the minor subject studies, you need 5-15 credits of optional studies for your Master's degree. The studies can include any university-level studies. Optional studies can consist of following courses:

# Opintojaksojen kuvaukset

## Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

### A250506: Education, Advanced Studies, 80 op

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

Master's level

**Learning outcomes:**

Having completed the Advanced Studies in Education, the student knows how to critically evaluate the premises and approaches of scientific research. S/he has adopted an analytical way of thinking and knows how to apply the methods of data acquisition to research educational processes. S/he has the competence to function in expert duties in different educational organisations.

**Contents:**

Consists of the following courses:

413069S Orientation to Master's Studies 5 cr

413062S Theory of Education and Bildung: Pedagogical Action, 5 cr

413063S Pedagogical Institutions, 5 cr

413064S Economics of Education, 5 cr

443194S Ethical and Political issues in Education, 5 cr

413030S Advanced course in quantitative research, 5 cr

413031S Advanced course in qualitative research, 5 cr

413019S Working Life Studies, 10 cr

408043S Master's Thesis, 30 cr

408044S Thesis Seminar, 5 cr

408045S Abstract / Maturity Test, 0 cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminar sessions, practice

**Prerequisites and co-requisites:**

Basic and Intermediate Studies in Education

**Recommended optional programme components:**

no

**Recommended or required reading:**

To be announced in connection with the courses

**Assessment methods and criteria:**

Exams, seminar papers, reports

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

**Grading:**

0-5

**Working life cooperation:**

Yes. A 10-credit practice period. See description: 413019S.

*Compulsory*

**413069S: Orientation to Master's Studies, 5 op****Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Advanced Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year of master studies

**Learning outcomes:**

The course equips the student as a future expert of education and learning. It combines two themes obvious to master level studies – the questions connected to work life and scientific production of knowledge. The course helps the student to recognize and strengthen their own expertise. It also provides experiences of finding, reading and producing scientific knowledge.

Having passed the course, the student is able to:

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

no

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

Pass/Fail

**Person responsible:**

TOV (Mirka Hintsanen), SUV (seminars)

**Working life cooperation:**

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

**413062S: Theory of Education and Bildung: Pedagogical Action, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Ari Kivelä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student

- knows how to use on his/her own the theoretical concepts and starting-points of education to discuss pedagogical activity
- is capable of participating in theoretical debate in his/her branch of science and field of research
- knows how to interpret and evaluate critically recent theoretical debate in his/her branch of science and field of research

**Contents:**

In this study module the is familiarized with theoretical and conceptual ways to discuss pedagogical activity. It is essential to identify the special characteristics of pedagogical (educative and instructive) interaction which set it apart from other intercourse between people and forms of human activity. The student understands how pedagogical activity opens up possibilities for the development of subjectness in the growing person and for individual choices in life. The student adopts conceptual-theoretical tools which allow him/her to view the special characteristics of pedagogical activity from the frame of reference offered by educational theory formation, and to conceptualize the essential areas of competence from the viewpoint of professional pedagogical activity. The course helps the student to develop his/her professional competence, to evaluate critically and analytically both scientific research results on pedagogical activity and views arising from different practical experiences.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

24h lectures, independent work

**Target group:**

Master's level students in the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education

**Recommended or required reading:**

The student also chooses two of the following books:

- 1)
  - Stojanov, K. (2018) Education, Self-Consciousness and Social action. *Bildung* as a neo-Hegelian Concept. Routledge
  - Bakhurst, D. (2011) Formation of Reason. Wiley-Blackwell
- 2)

- Biesta, G. J.J. (2006) *Beyond Learning: Democratic Education for a Human Future*. Paradigm Publishers.
  - Biesta, G. J.J. (2013) *The Beautiful risk of Education*. Paradigm Publishers.
- 3)
- David, T., Gooch, K., & Powell, S. (Eds.) (2016) *The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care*. London: Routledge.
  - Lenz-Taguchi, H. (2010). *Going Beyond the Theory/Practice Divide in Early Childhood Education: Introducing an Intra-active Pedagogy*. London: Routledge.

**Assessment methods and criteria:**

Written assignment or exam

Assessment criteria:

0 = unfinished, fragmented, issues presented not essentially connected with the topic, the use of sources is non-existent.

1 = highly superficial, issues presented quite detached from each other, use of sources is poor.

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

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 at a good level.

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

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

**Grading:**

0-5

**Person responsible:**

Ari Kivelä

**413063S: Pedagogical Institutions, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Henri Pettersson

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

Autumn

**Learning outcomes:**

After the study module, the student

- Perceives the institutional and organizational forms of school systems in their political, historical, philosophical and educational theoretical contexts.
- Is able to make use of what s/he has learnt to analyze and evaluate the various forms of institutional education.
- The study module develops the preparedness of students to gravitate and work in the different levels of institutional education.

**Contents:**

The study module discusses the contents and forms of pedagogical institutions in the light of political, historical and pedagogical theories, and the student is familiarized through working life cooperation with certain educational and pedagogical institutions.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

12h lectures, 12h exercises, including small group sessions and independent work. In exercises, students organize visits in different educational institutions and compile the presentations of the visits. In addition, Students need to write an essay basing on the lectures and exercises to pass this course.

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education

**Recommended optional programme components:**

The study module is part of the advanced studies in education and themes of this course are also related with the contents of the courses of Educational systems I (411007A ), The Economics of education, Educational and Cultural Theory, Management and Development of Educational Organisations, and Working Life Studies (Practice).

**Recommended or required reading:**

As a basis for the essay assignment, at least half of the course literature is read as applicable. By agreement with the teacher, it is also possible to use other literature that suits the theme of the study module.

- Hamilton, D.; Zufiaurre, B. (2014) Blackboards and Bootstraps: Revisioning Education and Schooling. Sense Publishers.
- Hamilton, D. (2013). Towards a theory of schooling. Oxon: Routledge.
- Rinne, R et al. (eds.) (2011) Koulutuspolitiikan käytännöt kansallisessa ja ylikansallisessa kehityksessä.
- Kettunen, P & Simola, H. (2011). Tiedon ja osaamisen Suomi - kasvatust ja koulutus Suomessa 1960-luvulta 2000-luvulle - Suomen kasvatuksen ja koulutuksen historia.
- Siljander, P. et.al. (eds.) (2016) Schools in Transition. Sense Publishers.
- Välimaa, Jussi (2019). A History of Finnish Higher Education from the Middle Ages to the 21st Century. Higher Education Dynamics, 52. Cham: Springer. DOI: 10.1007/978-3-030-20808-0
- Haltia, N., Isopahkala-Bouret, U., Järvinen, T., Jauhiainen, A., Kinnari, H., Plamper, R., . . . Rinne, R. (2019). Kohti oppimisyhteiskuntaa: Koulutuspolitiikan uusi suunta ja korkeakoulutuksen muuttuva maisema.
- Rinne, R., Haltia, N., Lempinen, S. & Kaunisto, T. (2018). Eriarvoistuva maailma: Tasa-arvoistava koulu?

**Assessment methods and criteria:**

Active participation in lectures and exercises. Giving the presentation off the visits in educational institution and writing a course essay.

Assessment criteria:

0 = core materials of the materials to be read are not manifested by the essay

1 = matters are presented superficially, connections between issues remain unclear, poor use of sources.

2 = matters are presented quite superficially, connections between issues remain unclear to some extent, poor use of sources, little or no personal reflection

3 = subject content is mastered well, literature is considered in a reflective manner and matters are related to each other to some extent, the use of sources is mainly good

4 = subject content is mastered very well, topics are discussed quite systematically and analytically, matters are related well to each other and the use of sources is mainly excellent. There is also some well-grounded independent thinking.

5 = subject content is mastered excellently, topics are discussed systematically and analytically, matters are related very well to each other and the use of sources is excellent. There is also some well-grounded independent and critical thinking.

**Grading:**

0-5

**Person responsible:**

Teemu Hanhela

**Working life cooperation:**

Working life cooperation with pedagogical institutions

#### **413064S: Economics of Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Kimmo Kontio

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 ECTS credits

#### **Language of instruction:**

Finnish

#### **Learning outcomes:**

Having completed the course, the student:

- knows how to use independently the theoretical concepts of economics of education to analyze the economical dimensions of the activities of pedagogical institutions
- is able to participate in theoretical discussion on the economical basis of education
- knows how to interpret and evaluate critically economic decision-making on education and national and supranational definitions of educational policy

#### **Contents:**

The course familiarizes the student with the theoretical and conceptual ways of the economics of education to view education. It is essential to identify the issues concerning the economic tasks and impacts of education and the economy of the activities of pedagogical institutions in relation to the peculiarities of pedagogical activity, to identify the essential significance of education both from the viewpoint of the economic and social welfare of society and in enabling individual professional and career choices and labour market qualifications. The course offers conceptual-theoretical tools to allow examination of the economic significance of education and economy of pedagogical institutions and development of professional competence, a readiness to evaluate critically and analytically scientific research results in the economics of education, economic decision-making on pedagogical institutions, and international and supranational definitions of education policy.

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

Face-to-face teaching

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

Lectures 24 h

#### **Target group:**

Master's level students in the Faculty of Education

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

Candidate level studies in education

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

The study module is part of the orientation option of "Pedagogical Institutions and Expertise" in the Master's programme in education

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

Materials will be distributed during the course

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

Completion of individual assignments/exam

Assessment criteria:

0 = unfinished, fragmented, issues presented not essentially connected with the topic, the use of sources is non-existent.

1 = highly superficial, issues presented quite detached from each other, use of sources is poor.

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

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 at a good level.

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

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

**Grading:**

0-5

**Person responsible:**

Kimmo Kontio

**Working life cooperation:**

None

**443194S: Ethical and Political issues in Education, 5 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Karin Murriss

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

The course is held in the spring semester (IV period)

**Learning outcomes:**

At the end of the course, students will be able

- To know and be able to apply key concepts and theories in the field of ethics and politics of education
- To show awareness of and think through professional moral dilemmas and why they matter politically (incl. intersectionality and decolonisation)
- To conduct ethical enquiries in educational settings in small groups with peers
- To identify discourses about child(hood) and recognise why they matter politically in educational settings

**Contents:**

- Major and minor politics in education (epistemic injustice)
- The theory and practice of facilitating ethical enquiry in educational settings.
- Key political and ethical concepts, including authority, democracy, citizenship, animals, materials, environment, place, space and time.
- Current research from the social sciences, the natural sciences, engineering, health sciences, the arts, law and the humanities as relevant for the ethics and politics of education

**Mode of delivery:**

Half the course will be taught through a series of guest lectures by a wide range of local experts and through podcasts with international experts from the UK, Canada, Australia, South Africa and South America.

The other half of the course will be taught through a transdisciplinary fund of narratives (e.g. picturebooks), films and images.

Both parts will be followed by weekly small group seminars. Available during these seminars will be a range of art and other materials chosen to facilitate a transmodal expression of ideas.

Google and Whatsapp are used as a learning environment for the course, between the students, but also as a means of communication between the guest lecturers and podcast lecturers. When appropriate field trips or workshops outside will be included to support the theoretical work as part of the lectures or seminars

**Learning activities and teaching methods:**

24h lectures (12 lectures)  
 24h seminars (12 lectures)  
 10h field trips/outdoor workshops  
 40h online work with peers on Google and Whatsapp  
 17h visual essay and case-study writing  
 30h self- study

**Target group:**

Master-level students of early childhood education. & Master- level students of educational sciences

**Recommended optional programme components:**

Part of advanced studies

**Recommended or required reading:**

Internet searches will be integrated during all contact time so students can source reading directly relevant for the enquiries. In terms of recommended reading, the following books will inform the lectures and selected chapters and papers will be set during the course when appropriate:

- Campbell, E. (2003). *The Ethical Teacher*. Philadelphia: The Open University Press.
- Dahlberg, G. and Moss, P. (2005) *Ethics and Politics in Early Childhood Education*. London: Routledge.
- Dixon, K. (2011) *Literacy, Power and the Schooled Body: Learning in Time and Space*. New York: Routledge.
- Erion, G. E. *Engaging Student Relativism*. In: *Discourse*, Vol 5, No 1, Autumn 2005. pp 120-134.
- Garner, R. & O'Sullivan, S. (2016). *The Political Turn in Animal Ethics*. Rowman & Littlefield.
- Haraway, D.J. (2016), ' *Staying with the Trouble: Making Kin in the Chthulucen'*, Durham: Duke University Press.
- Moss, P. (2019) *Alternative Narratives in Early Childhood: An Introduction for Students and Practitioners*. London: Routledge.
- Murris, K. (2016) *The Posthuman Child: Educational Transformation through Philosophy with Picturebooks*. London: Routledge.
- Prinsloo, I.J. (2009) *Classroom management and Discipline*. Kate McCallum/MacMillian, Northlands (Gauteng).
- Rachels, J. (2007) *The Elements of Moral Philosophy* (5<sup>th</sup> ed by Stuart Rachels). McGraw-Hill Higher Education.
- Pacini-Ketchabaw, V. (2015). *Unsettling the Colonial Places and Spaces of Early Childhood Education*. New York: Routledge.
- Rollins Gregory, M., Haynes, J. & Murris, K. (2017) (Eds.) *The Routledge International Handbook of Philosophy for Children*. London: Routledge.
- Rollins, Gregory, M. & Laverty, M.J. (2018) *In Community of Inquiry with Ann Margaret Sharp: Childhood, Philosophy and Education*. London: Routledge.
- Warburton, N. (2004) *Right and Wrong*. In: *Philosophy The Basics*. London: Routledge

**Assessment methods and criteria:**

Assessment is made through:

- 1) 50%: a visual essay. Still or moving images constructed during the seminars will be the core of this assignment. A short written essay (1500-2500 words) needs to engage with the political and ethical dimensions of the artefact, thereby giving insight in how differences are made and unmade.
- 2) 50%: case-study of a professional dilemma (a 6-step template).

**Grading:**

0-5

**Person responsible:**

Karin Murris

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Teemu Suorsa

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st to 2nd years

**Learning outcomes:**

The student

- expands and deepens his/her professional identity, competence and expertise
- acquires a knowledge of the theoretical basis of his/her field of duties and knows how to apply and evaluate it professionally
- identifies and strengthens his/her networks and understands their meaning in expert work

**Contents:**

- Mapping of personal interests and strengths, application for and practical arrangements with a work practice site
- Familiarization with the theoretical starting-points and practical implementation of expertise required in the practice site
- Analysis of personal skills and working habits individually and in a group

**Mode of delivery:**

Face-to-face and blended teaching

**Learning activities and teaching methods:**

Practical training approx. 200h, pedagogical group guidance 8h, independent work 67h.

**Target group:**

Students pursuing advanced studies in early childhood education and education

**Prerequisites and co-requisites:**

Bachelor's degree

**Recommended optional programme components:**

The course is part of the advanced studies in early childhood education

**Recommended or required reading:**

To be agreed on at the start of the course. Literature connected with the student's own practice.

**Assessment methods and criteria:**

Participation in the seminars, completion of a practice report.

**Grading:**

pass/fail

**Person responsible:**

Suorsa Teemu (kako)

Juutinen Jaana (vaka)

**Working life cooperation:**

Practical training in a working place chosen by the student.

**Other information:**

Student is liable to present criminal record before the practical training begins if the training includes work with minors. The record must be presented to the secretary at the Academic Affairs Compass service point counter on the 1st floor. Please contact the secretaries and make an appointment via [study.education@oulu.fi](mailto:study.education@oulu.fi)

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

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 ECTS credits

#### **Language of instruction:**

Finnish

English (ITE)

#### **Timing:**

1st year

#### **Learning outcomes:**

Having completed the course, the student

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

#### **Contents:**

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

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

Teaching and independent study

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

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

#### **Target group:**

Students pursuing advanced studies in the Faculty of Education

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

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

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

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

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

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

OR

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

OR

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

**Assessment methods and criteria:**

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

The student's course performance is

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

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

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (ITE)

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students in the Faculty of Education.

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

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

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

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

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

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

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

**Grading:**

Lecture diary: Pass/Fail

Analysis report: 0-5

**Person responsible:**

Anu Alanko

**Other information:**

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

**408043S: Master's Thesis, 30 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Diploma thesis

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**Other information:**

"See 408044S Thesis Seminar"

#### **408044S: Thesis Seminar, 5 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS + 30 ECTS Thesis

**Language of instruction:**

Finnish and English

**Timing:**

1th and 2th years

**Learning outcomes:**

The student

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

**Contents:**

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

1. Composing your own research plan and presenting it in a seminar.

2. Presenting an international (or domestic) refereed article related to your own thesis in a seminar (to be agreed on with the supervisor)

3. Presenting an intermediate stage of your own thesis (e.g. methodological solutions/basis of analysis - to be agreed on with the supervisor)

4. Presenting your Master's thesis and responding to an opponent's criticisms.

5. Acting as an opponent to another student's thesis

6. Other activities in the seminars

7. Finishing your own thesis

**Mode of delivery:**

Seminar and supervision meetings agreed on with the supervisor

**Learning activities and teaching methods:**

Seminars and supervision

**Target group:**

Students in the Faculty of Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

0-5

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

**Person responsible:**

Hannu Heikkinen and the leaders of thesis groups

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish