

Opasraportti

FEdu - Intercultural Teacher Education, BA (2020 - 2021)

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

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

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

The Intercultural Teacher Education (ITE) programme responds to the challenges posed by multiculturalism in the Finnish educational system and gives the student competences for international tasks in the field of education. The programme provides qualification as primary teacher in Finland*. The language in the programme is English. The flexibility of the programme enables specialization in a variety of tasks. Similarly to the other teacher education programmes, this programme includes studies in the educational sciences and in the subjects taught in schools, including teaching practice, part of which can be taken abroad. The programme includes a compulsory period of at least three months abroad, during which time the student will be studying or working in an international institution or project.

A student who has completed the Bachelor's degree in the Intercultural Teacher Education programme

- knows how to consider the nature of education and teaching and the applicability of educational theory.
- knows how to consider assessment of learning and is conscious of the fact that learning is a lifelong process.
- knows how to explain the content knowledge of the various subjects to the pupils.
- knows how to deal with the personal teaching needs of individual pupils.
- is capable of adapting the way s/he works in different learning environments and teaching and educational situations.
- is capable of acting responsibly, empathetically and with pedagogical tact in teaching and educational situations.
- is capable of taking part in the planning and assessment of teaching.
- is capable of evaluating the different needs of pupils in multifaceted and changing societies and perceives the strategies required to supply their needs.
- is capable of perceiving, comparing and evaluating educational needs in intercultural and global education.
- is capable of carrying out research duties and producing academic text in English.

For the degree structure, courses and course descriptions, click on the tab Courses.

For the degree structure of this programme with a timing table, see [the study guides website](#).

* Requires the completion of the Master's degree as well. The Act on the Knowledge of Languages Required of Personnel in Public Bodies 424/2003 states that in order to be qualified for a permanent position in Finnish-medium primary or secondary education, the individual must have excellent ability to speak and write Finnish and satisfactory ability to speak and write Swedish. The reverse applies to Swedish-medium primary and secondary education in Finland. In education using English or some other language these rules do not necessarily apply.

Tutkintorakenteet

Intercultural Teacher Education, Bachelor's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2020-21

Lukuvuoden alkamispäivämäärä: 01.08.2020

Language, Communication and Orientation studies (15 ECTS cr) (vähintään 15 op)

Note on the optional Swedish language studies: The Intercultural Teacher Education BA degree is taught completely in English and students without knowledge in Finnish are able to complete the degree. The degree yields teaching qualification in Finland but for Finnish-medium schools, the qualification also requires knowledge of the two national languages of Finland, Finnish and Swedish. Those students who wish to have the qualification in Finnish-medium instructions, need to have C2 level in Finnish (on the Common European Framework of Reference for Languages (CEFR) scale) and prove a good command of Swedish by successfully completing the courses 901033Y Second Official Language (Swedish), Oral Skills (1 ECTS cr.) and 901032Y Second Official Language (Swedish), Written Skills (1 ECTS cr). Those unable to complete the Swedish studies can instead complete 2 cr. of any university-level language studies. Finnish or some other language are fine but not the student's mother tongue.

A200034: Language, Communication and Orientation Studies (ITE), 15 - 17 op

Compulsory

405522Y: Intercultural Education, Social Justice and Sustainability, 5 op

405521Y: Collaborative intercultural education project, 5 op

405523Y: Professional English and Academic Skills, 3 op

Alternative

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

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

405525Y: Foreign language, 2 op

Basic Studies in Education (25 ECTS cr) (vähintään 25 op)

A250508: Basic Studies in Education, 25 op

Compulsory

407517P: Education as a Science, 5 op

407518P: Human Development and Learning, 5 op

407519P: Teaching and Educational Interaction, 5 op

407520P: Educational Philosophy and Ethics, 5 op

407521P: Society, Education and Culture, 5 op

Intermediate Studies in Education (50 ECTS cr) (vähintään 50 op)

A250509: Intermediate Studies in Education, 50 op

Intermediate Studies include the following mandatory courses:

407041A: Basic Course in Qualitative Research, 5 op

407040A: Basic Course in Quantitative Research, 5 op

407045A: Bachelor's Thesis, 10 op

407047A: Maturity Test, 0 op

407534A: Nordic education, 5 op

407535A: Curriculum, Planning and Evaluation, 5 op

407545A: Linguistic diversity and education, 5 op

407539A: Inclusive and Special Education, 5 op

407540A: Early Childhood Education and Multiprofessional Collaboration, 5 op

407538A: Intercultural education and teaching as profession, 5 op

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (65 ECTS cr) (vähintään 65 op)

A256403: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Compulsory

- 406063A: Literary art and drama, 5 op
- 406051A: History, Social Studies and Religion/Ethics, 5 op
- 406052A: Mathematics, 5 op
- 406053A: Environmental Studies I: Living Environment, 5 op
- 406054A: Environmental Studies II: Natural Phenomena in the Environment, 5 op
- 406064A: Arts and Crafts Education I: Visual Arts and Physical Education, 5 op
- 406065A: Arts and Crafts Education II: Handicrafts and Music, 5 op
- 406066A: Arts and Crafts Education III: Music and Physical Education, 5 op
- 406067A: Arts and Crafts Education IV: Handicrafts and Music, 5 op
- 406068A: Arts and Crafts Education V: Visual Arts and Physical Education, 5 op
- 406060A: Phenomena, language awareness and problem solving, 5 op
- 407533A: School experience: Bachelor's level, 5 op

Optional study unit a or b

- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op
- 406062A: Language and literacy, 5 op

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

There are no strict stipulations on the minor subjects of degrees at the Faculty of Education. You may choose the minors from among the courses offered by the University of Oulu.

Choose one minor subject (25 credits) to be completed as part of the Bachelor's degree.

Completed during the 3rd year

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

902179Y: Foreign language other than English, 3 op

Opintojaksosten kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A200034: Language, Communication and Orientation Studies (ITE), 15 - 17 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.

Compulsory

405522Y: Intercultural Education, Social Justice and Sustainability, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

English

Timing:

1st year ITE students

Learning outcomes:

After completion of the course, students are able to

- Elaborate some basic concepts and dimensions of intercultural education and social justice
- Describe the basic approaches to intercultural education and social justice education
- Identify and analyse the complexities of diversities
- Acknowledge the necessity of sustainability in educational policies and practices
- Describe and critically analyse the interconnectedness of social justice, intercultural education and sustainability in education

Contents:

- Theoretical concepts and approaches related to intercultural education, social justice and sustainability (e.g. culture, diversity, identity, equality, equity and power)
- Current research findings and practices in the field of intercultural education, social justice and sustainability
- Concerns and debates connected to intercultural education, social justice and sustainability in educational practice

Mode of delivery:

Face-to- face teaching, possibly online components such as:

UN Sustainable development solutions network Europe (SDSN Northern Europe)

<https://www.unsdsn.org/northern-europe>

Finnish University Partnership for International Development (UniPID)

<https://www.unipid.fi/students/virtual-studies/>

Climate University (will have courses in English in the future, now only in Finnish):

<https://blogs.helsinki.fi/climateuniversity/>

Learning activities and teaching methods:

Lectures (20h), seminars (10h), independent work 75

Also included are:

Orientation to studies: 10h seminars,

ICT and 21st century skills: 10h seminars

Target group:

1st year ITE students

Recommended or required reading:

E.g.

Ayers, W., Quinn, T. & D. Stowall (Eds.) (2008). Handbook of social justice in education. London: Routledge.

Layne, H. Tre#mion, V. and F. Dervin (Eds.) (2015). Making the most of intercultural education. Newcastle upon Tyne: Cambridge Scholars Publishing 2015.

Trifonas, P. (2003). Pedagogies of difference: Rethinking education for social justice. NY: Routledge.

Assessment methods and criteria:

Method of assessment: Active participation in lectures and seminars based on the lectures, seminars and study material.

The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria: The assessment criteria is based on the learning outcomes of the course. Read more about assessment criteria at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Katri Jokikokko

405521Y: Collaborative intercultural education project, 5 op

Voimassaolo: 01.08.2019 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

3. year

Learning outcomes:

- take an active role in planning of and participating in a collaborative project in a multicultural context
- identify and discuss theoretical concepts and phenomena related to the project
- analyze one's own possibilities to contribute to social justice
- analyze one's competences to work in a multicultural setting

Contents:

- active participation in a collaborative project in a multicultural context
- different theoretical concepts and approaches in the field of intercultural communication, education and social justice.
- planning a collaborative project
- educators as change agents

Mode of delivery:

Face-to-face sessions, group work

Learning activities and teaching methods:

Lectures and seminars 10h, independent and collaborative work 125h.

Target group:

3rd ITE students

Assessment methods and criteria:

Assessment criteria: The assessment criteria are based on the learning outcomes of the course.

Grading:

Pass/fail

Person responsible:

Katri Jokikokko

Working life cooperation:

Yes

405523Y: Professional English and Academic Skills, 3 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS

Language of instruction:

English

Timing:

1st year

Learning outcomes:

- demonstrate oral and written academic English language skills in the field of education
- knows the basics of writing an academic text
- identify and use the academic APA standard and style

Contents:

- basics of academic writing
- oral presentation practice
- ethics of academic communication
- searching for suitable sources
- reading different academic texts
- critical approaches to reading
- writing essays using academic APA-style

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

10 hours lectures, 10h seminars

Target group:

ITE 1st year

Recommended or required reading:

Course material will be provided by the teacher

Assessment methods and criteria:

Assesment based on the learning outcomes

Grading:

Pass/fail

Person responsible:

Katri Jokikokko

*Alternative***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

405525Y: Foreign language, 2 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** General Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

A250508: Basic Studies in Education, 25 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

25cr

Language of instruction:

English

Timing:

1st study year

Learning outcomes:

- analyse and describe pedagogical phenomena on the basis of basic concepts and theories of educational sciences
- use various academic study methods
- work individually
- orientate towards educational professionalism
- analyse the issues of education and learning in diverse multicultural contexts

Contents:

- [407517P](#) Education as a Science
- [407518P](#) Human Development and Learning
- [407519P](#) Teaching and Educational Interaction
- [407520P](#) Educational Philosophy and Ethics
- [407521P](#) Society, Education and Culture

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Varies according to the study units

Target group:

ITE students

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Varies according to the study units

Assessment methods and criteria:

Varies according to the study units

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

Grading:

pass/ fail

Person responsible:

Katri Jokikokko

Working life cooperation:

Teaching and Educational Interaction contains practice

Compulsory

407517P: Education as a Science, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year autumn

Learning outcomes:

- Describe the main paradigms and define the basic concepts of educational sciences
- Identify some of the most influential, past and contemporary educational theorists
- Consider the role of practical and theoretical knowledge in teacher's profession

- Apply the acquired knowledge in classroom discussions on international and multicultural learning and teaching contexts
- Is able to read academic texts on education and write a short academic essay

Contents:

- Theories and concepts of mainstream educational sciences and intercultural education
- Formal education, informal and non-formal education
- Epistemology: forms of knowledge and knowledge production, cultural impact on knowledge construction
- Teacher's professional development and teacher's identity formation
- Basics of academic writing

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Assessment methods and criteria:

Method of assessment

Active participation in lectures and seminars based on the lectures, seminars and study material. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.

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

Grading:

Pass/Fail

Person responsible:

Katri Jokikokko

407518P: Human Development and Learning, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, autumn 2nd period

Learning outcomes:

- Identify different approaches to the study of human development
- Examine selected learning theories and their representatives

- Discuss different perspectives of learning and development focusing on different dimensions human diversity

Contents:

- Different approaches to human development
- Selected learning theories and their representatives
- Current debates and discussions related to human development and learning

Mode of delivery:

Face to face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h, independent work 105h.

Target group:

ITE first year student

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

Crain: Theories of Development: concepts and applications. 6 th ed. 2011
Other study material will be confirmed at the beginning of the course.

Assessment methods and criteria:

The assessment criteria are based on the learning outcomes of the course.

Grading:

Pass/ fail

Person responsible:

Katri Jokikokko

407519P: Teaching and Educational Interaction, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year Spring

Learning outcomes:

- Identifies and understands the basic processes and concepts of learning and teaching
- Understands the teachers' pedagogical thinking and action and the significance of interaction in education and teaching
- Applies theoretically justified principles in planning teaching and learning environments
- Relates 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:

- The basic concepts and approaches of teaching and learning
- Teacher's pedagogical thinking and action
- Interaction in educational situations
- 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:

Face-to-face teaching, teaching practice in OIS (2 weeks)

Learning activities and teaching methods:

Lectures 10h, seminars 20h, school practice & independent work 105h.

Target group:

1st year ITE students

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Assessment methods and criteria:

Assesment based on the learning outcomes

Grading:

0-5

Person responsible:

Katri Jokikokko

Working life cooperation:

Yes: School Experience I is part of this course

407520P: Educational Philosophy and Ethics, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katri Jokikokko

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year

Learning outcomes:

- Summarize and contrast central concepts and approaches of educational philosophy
- Compare international perspectives on ethics
- Apply concepts related to philosophy and ethics to discuss educational tasks and relationships in global contexts
- Describe their current educational philosophy and explain and illustrate their approach to professional ethics

Contents:

- Western and non-western schools of educational philosophy
- Perspectives on global and professional ethics
- Educational implications of different approaches
- Ethical dilemmas in educational contexts

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

- Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Oxford: Rowman & Littlefield Publishers.
- Noddings, N. (2005). Challenge to care in Schools. 2 nd ed. New York: Teachers' College Press.

Assessment methods and criteria:

Method of assessment

Active participation in lectures and seminars based on the lectures, seminars and study material. The assignment can be individual or group essay/ individual or book exam / learning journal/ portfolio / other assignment given in the beginning of the course.

Assessment criteria

The assessment criteria is based on the learning outcomes of the course.
Read more about assessment criteria at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Katri Jokikokko

Working life cooperation:

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

407521P: Society, Education and Culture, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year spring

Learning outcomes:

- Identify the paradigms and their representatives as well as theories and concepts of sociology of education
- Apply acquired knowledge of sociological theories and concepts in class discussions
- Discuss meaning of different societal and cultural contexts for teaching and learning
- Analyze the role of educational professionals in society

Contents:

- The paradigms and their representatives in sociology
- Main concepts applied in sociology of education
- Current debates on societal- and culture-specific issues in education such as socio-economic inequalities, globalization and migration

- Teacher's profession in national, and international contexts

Mode of delivery:

Face-to-face with possible online components

Learning activities and teaching methods:

20h lectures, 10h seminars, 105h independent work

Target group:

1st year ITE students

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

Suggested readings:

Ball, e. b. S. J. (2003). The RoutledgeFalmer reader in sociology of education. (chosen chapters)

Haralambos, M. & Holborn, M. (2008). Sociology: Themes and perspectives (7th ed.). London: Collins. (chosen chapters)

Other study material will be confirmed at the beginning of the course

Assessment methods and criteria:

The assessment criteria is based on the learning outcomes of the course.

Grading:

0-5

Person responsible:

Katri Jokikokko

Working life cooperation:

Seminar phase of the course work may include observation task on field.

A250509: Intermediate Studies in Education, 50 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

45-50 ECTS credits

Language of instruction:

English

Timing:

2nd and 3rd study year

Learning outcomes:

- apply, analyse and evaluate educational research on pedagogical phenomena
- practice academic argumentation
- write academic reports
- compare educational practices in different countries
- Students are able to assess the diverse needs of students within complex and changing societies and identify appropriate strategies to meet those needs
- Students are able to identify, compare and evaluate educational trends in intercultural and global education
- Students are able to carry out research tasks, and produce academic texts in English and Finnish (special conditions apply to non-Finnish speaking students)

Contents:

- [407041A](#) Basic Course in Qualitative Research, 5 op

- [407040A](#) Basic Course in Quantitative Research, 5 op
- [407045A](#) Bachelor's Thesis, 10 op
- [407047A](#) Maturity Test, 0 op
- [407534A](#) Nordic education, 5 op
- [407535A](#) Curriculum, Planning and Evaluation, 5 op
- 407545A Linguistic diversity and education, 5 op
- 407539A Inclusive and special education, 5 op
- 407540A Early childhood education and multiprofessional collaboration, 5 op
- [407538A](#) Intercultural education and teaching as profession, 5 op

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Varies according to the study units

Target group:

ITE students

Prerequisites and co-requisites:

Basic studies in education 25 cr

Recommended optional programme components:

No

Recommended or required reading:

Varies according to the study units

Assessment methods and criteria:

Varies according to the study units

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

Grading:

0 - 5

Person responsible:

Katri Jokikokko

Working life cooperation:

No

Intermediate Studies include the following mandatory courses:

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A Basic course in qualitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made by others

Contents:

- starting-points of qualitative research
- theories and concepts in qualitative research
- different approaches to qualitative research
- formulation and shaping of research questions in qualitative research
- progression and main stages of the research process
- data in qualitative research
- research plan

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

All students in the faculty pursuing Intermediate Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and it supports the writing of a Bachelor's thesis

Recommended or required reading:

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

Assessment methods and criteria:

Lectures:

The students compose learning assignments, either alone or in pairs, with the goal of applying the contribution of the lectures and literature to the formulation of the theme or problem setting of their own Bachelor's theses.

Exercises:

The students compose either alone or in pairs a research plan for their Bachelor's thesis.

Grading:

The lecture assignments are graded Pass or Fail.

The research plan composed in a small group is graded on a scale from 0 to 5.

Person responsible:

Anu Alanko

Working life cooperation:

None

Other information:

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

407040A: Basic Course in Quantitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A Basic course in quantitative research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

- describe and analyze the foundations of quantitative research in the philosophy of science, its characteristics, and the main stages in the progress of a research process
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

- starting-points of quantitative research and the main stages of the research process
- reliability of quantitative research
- representation of a one- and two-dimensional empirical distribution
- basics of statistical reasoning
- estimation
- statistical testings

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

Lectures 24h, small group teaching 14h, independent work 96h

Target group:

Students in the Faculty of Education and students pursuing minor subject studies in education

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

The study module is part of the intermediate studies in education/psychology and supports the writing of a Bachelor's thesis

Recommended or required reading:

As agreed, other works and videotaped expert lectures may also be used as learning materials.

Assessment methods and criteria:

The students carry out a learning assignment, either independently or in small groups, based on the lecture and other teaching in the course, the video materials compiled from the expert lectures, and literature. The learning assignment is planned and elaborated through work in small groups with the help of the teacher and other students, and the work is finally presented to the other students in a poster session, for instance. The learning assignment can also consist of several smaller parts.

In concrete terms, the learning assignment can be a small-scale quantitative study, analysis or summary of quantitative studies conducted by others on a certain theme, an analysis of an available quantitative data set, or an essay analyzing a special issue in quantitative research.

As agreed, the course can also be arranged and credits earned in some other way, for instance by taking part in the activities of a research group in the faculty.

Criteria for course performance:

0 = unfinished and fragmented, matters presented are not essentially connected with the topic, the use of sources is almost non-existent and there is no successful concretization of the basic principles of research.

1 = highly superficial, matters are presented detached from one another, the use of sources is one-sided and superficial.

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

3 = reflective and matters are related to each other to some extent, the core argument is to be seen and the use of sources is mainly good.

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

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

407045A: Bachelor's Thesis, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish/ English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

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

Grading:

0–5

Person responsible:

Tapio Tenhu and the leaders of seminar groups

Working life cooperation:

None

Other information:

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

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

407047A: Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

0 credits

Language of instruction:

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

Timing:

3rd year

Learning outcomes:

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish. If either language is not the student's mother tongue, the test is completed in English.

Learning activities and teaching methods:

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

Target group:

Students in the Faculty of Education

Recommended optional programme components:

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

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

407534A: Nordic education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 ECTS cr

Language of instruction:

English

Timing:

2nd year, autumn

Learning outcomes:

After completion of the course, students are able to

- Discuss educational systems, policies and practices in the Nordic countries and in Europe in relation to different historical, geographic and demographic circumstances
- Examine the relationship between culture, society and education with special foci on the northern dimension
- Discuss specific issues and themes in education in the Nordic countries
- Identify trends in Nordic and European societies affecting planning, implementing and evaluating education

Contents:

- Comparative approach to educational systems
- Specific educational issues in the Nordic countries
- Basic principles and development of Finnish education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, seminars, individual and/or group work

Target group:

2nd year ITE students

Recommended or required reading:

Study material will be confirmed at the beginning of the course.

Assessment methods and criteria:

Method of assessment:

Active participation in lectures and seminars and the completion of given tasks and exam/essay/ other assignment given at the beginning of the course.

Assessment criteria:

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the assignment:

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

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

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

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

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

5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

Grading:

Fail, 1-5

Person responsible:

Elina Lehtomäki

407535A: Curriculum, Planning and Evaluation, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

2nd year

Learning outcomes:

Upon completion the student is expected to be able to:

- to explain the role of curriculum in education and the principles that guide curriculum construction and implementation
- explore different aspects of curricula (explicit, hidden, absent)
- identify the demands that, political, economic, cultural and linguistic factors set on curriculum planning
- evaluate different student assessment methods

Contents:

- philosophical and pedagogical principles of curriculum planning and implementation
- recognizing diversity and differentiation in curriculum and assessment
- written, practiced, realized, experienced, assessed and hidden curriculum
- Finnish National Basic Education Core Curriculum and PYP and MYP curricula for International Schools
- Process of designing school based curriculum and individual education plans (IEPs)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 20h and independent work 95h

Target group:

Intercultural Teacher Education

Prerequisites and co-requisites:

Basic studies in Education

Recommended optional programme components:

The course is part of Intermediate Studies in Education

Recommended or required reading:

Finnish National Basic Education Core curriculum 2014.

Adamson, B., & Morris, P. (2007) Comparing Curricula. In

And other material given during the course

Assessment methods and criteria:

Learning activities and teaching methods:

Individual work will include pre-course reading assignment.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance.

Method of assessment:

Active participation in lectures and seminars and the assignment based on the lectures, seminars and study material. The assignment can be individual or group essay / individual or group book exam / learning journal / portfolio / other assignment given in the beginning of the course.

Assessment criteria:

The assessment criteria are based on the learning outcomes of the course.

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

Grading:

Pass/Fail

Person responsible:

Elina Lehtomäki

Working life cooperation:

Special attention is paid on the question of work-life relevance.

407545A: Linguistic diversity and education, 5 op

Voimassaolo: 01.01.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katri Jokikokko

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

2nd year Spring

Learning outcomes:

Upon completion the student is expected to be able to:

- Examine the role of language and language diversity in education, culture and society
- Discuss socio-linguistic theories in relation to bi/multi/plurilingualism
- Identify the aims and practices of education targeted at multilingual learners in basic education

- Evaluate the educational arrangements in the context of linguistically and culturally diverse learning environments
- Analyse their own experiences as language users, learners and teachers

Contents:

- language and power relations
- theories of linguistic diversity
- the role of linguistic diversity in sociocultural processes
- basic concepts in language teaching and learning
- singular and pluralistic approaches to language education
- language competence within the European framework

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 20h and independent work 95h.

Individual work will include pre-course reading assignment focusing on key-concepts.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance

Target group:

Intercultural Teacher Education students

Prerequisites and co-requisites:

Basic studies in Education

Recommended optional programme components:

The course is part of Intermediate Studies in Education

Recommended or required reading:

Suggestion: Piller, I. 2016. Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics

Assessment methods and criteria:

Assessment criteria: The assessment criteria are based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage: <https://www oulu.fi/forstudents/assessment-criteria>

Grading:

Pass/Fail

Person responsible:

Katri Jokikokko

Working life cooperation:

Special attention is paid on the question of work-life relevance.

407539A: Inclusive and Special Education, 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

Language of instruction:

English

Timing:

2nd year

Learning outcomes:

The students will be able to

- define key concepts, principles, and benefits related to inclusion in education
- recognize diverse needs and plan inclusive pedagogy
- identify ways to collaborate with families and participate in multiprofessional cooperation
- analyse inclusion in education from the perspective of student, teacher, school and society

Contents:

Concepts, principles, and benefits related to inclusion in education

Foundation of inclusive pedagogy

Collaboration between teachers, with other professionals and families

Inclusion in education from the perspective of student, teacher, school and society

Mode of delivery:

Lectures, independent work, reading circle, inquiry with teachers, visits to schools and support services

Learning activities and teaching methods:

Lectures (20 h), independent work, reading circle using course literature and online materials (100h)

Inquiry with teachers working in inclusive settings (10h)

Visits to schools and support services (5h)

Target group:

ITE 2nd year students, exchange students

Prerequisites and co-requisites:

Basic knowledge of educational sciences

Recommended or required reading:

European Agency for Inclusive and Special Needs Education (2018) Key actions for raising achievement, Honkasilta, Ahtiainen, Hienonen & Jahnukainen (2019)

Inclusive and special education and the question of equity in education: the case of Finland,

Köpfer & Oskarsdóttir (2019) Analysing support in inclusive education systems _ a comparison of inclusive school development in Iceland and Canada

Spratt & Florian (2015) Inclusive pedagogy: from learning to action. Supporting each individual in the contexts of 'everybody',

Unesco (2017): A guide for ensuring equity and inclusion and equity in education,

Unesco (2020) Global Education Monitoring Report 2020: Inclusion and Education (summary)

Assessment methods and criteria:

Group reports and peer assessment

Grading:

0-5

Person responsible:

Elina Lehtomäki

Working life cooperation:

Yes, visits to schools and inquiry with teachers

407540A: Early Childhood Education and Multiprofessional Collaboration, 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

Language of instruction:

English

Timing:

3. year

Learning outcomes:

- identify various theoretical concepts, values and approaches to early childhood education and multiprofessional collaboration
- identify the core values and features of Finnish national core curriculum for early childhood education and care.
- analyse the meaning of play for child's holistic development and learning in the preschool and lower primary education context
- discuss the significance of multiprofessional collaboration (including guardians) especially in the transition stage from early childhood education to basic education.

Contents:

- Theoretical concepts and current approaches in the field of early childhood education and multiprofessional collaboration
- Finnish national core curriculum for early childhood education and care
- pedagogy of play in preschool and lower primary education context
- pedagogical support, multi professional collaboration and home-pre-school-school collaboration

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 10h and independent work 105

Target group:

3rd year ITE students

Recommended or required reading:

Johansson E., Emilson, A., & Puroila, A-M. 2018. Values education in Early Childhood Settings: Concepts, Approaches and Practices. Springer.

Finnish national core curriculum for early childhood education and care.

Other reading material will be informed in the beginning of the course.

Assessment methods and criteria:

Assessment criteria: The assessment criteria are based on the learning outcomes of the course.

Grading:

0-5

Person responsible:

Katri Jokikokko

Working life cooperation:

If possible, there will be visits e.g. to day care centers and visitors from work places lecturing in the course.

407538A: Intercultural education and teaching as profession, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

3rd. year

Learning outcomes:

After completing the course a student

- knows the main approaches of intercultural education and culturally responsive pedagogy
- can analyse different educational contexts, structures and practices from the perspective of social justice and equity
- can analyse teaching as reflective profession from practical and theoretical viewpoints
- is capable of critically reflecting and reporting one's own professional development and intercultural learning

Contents:

Approaches to intercultural education and culturally responsive pedagogy

Teaching as profession and teachers' professional development

Updating pedagogical portfolio and reporting School Experience (Bachelor's level) teaching practice

Target group:

ITE students

Recommended optional programme components:

The course relates to School Experience (Bachelor's level) (407533A)

Recommended or required reading:

Jokikokko, K. 2010. Teachers' intercultural learning and competence. Doctoral Dissertation. Acta Universitatis Ouluensis. E114.

Nieto, S. 2017. Language, culture, and teaching: critical perspectives (third edition). New York: Routledge, Taylor & Francis Group.

Sober, D. & Taylor, S.V. 2011. Culturally responsive pedagogy: Teaching like our students' lives matter. WA,UK: Emerald Group Publishing Limited.

Assessment methods and criteria:

Active participation in the seminars. Updating pedagogical portfolio (including a research-based report on School Experience (Bachelor's level) teaching practice).

Person responsible:

Katri Jokikokko

A256403: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääskilahti, Minna Susanna

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

Compulsory

406063A: Literary art and drama, 5 op

Voimassaolo: 01.08.2019 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

2. year

Learning outcomes:

Having completed the course, student

- is able to analyse children's literature and evaluate suitability of children's books for different learners
- knows how to apply and evaluate the learning outcomes, contents and teaching methods of literature teaching
- is able to use literature as a tool to support child's growth, development and learning
- is able to use literature in phenomenon oriented teaching
- is able to elaborate on the basic characteristics and genres of drama education as a part of mother tongue drama teaching
- is able to apply dramaturgy in processing of texts and organizing a play
- is able to conceptualize the design and guidance of teaching and learning processes involving drama for learners of different ages

Contents:

- genres of children's literature
- supporting the child's literary interests
- folklore
- teaching methods of literature
- drama education as a field of science and as a part of education
- key concepts of drama education and the meaning of language, roles and group processes of theatre in drama work
- basics of dramaturgy and the significance of dramaturgical thinking as a part of mother tongue

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, exercises 36 h and independent work 94 h

Target group:

Intercultural Teacher Education students

Recommended optional programme components:

Course is a part of the primary education multidisciplinary studies

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in the teaching, independent work, project work and essay, and self-assessment.

Grading:

0 - 5

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

406051A: History, Social Studies and Religion/Ethics, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Ainur Elmgren**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish, English for ITE

Learning outcomes:

Having completed the course the student is able to:

- recognize and understand the principles, goals and values in the curricula of the subjects
- recognize the foundations for learning in transversal competences and phenomenon based learning
- understand the core substance and content of the taught subjects
- apply and implement the goals and content of the curriculum in teaching, taking into account the transversal competencies
- apply different pedagogical models in varying learning environments according to the nature of each taught subject
- apply the principles for evaluation in the curriculum and to understand the significance of evaluation in the student's learning process
- evaluate critically the content and core values within the curricula and subjects of history, civics, religion and ethics

Contents:

The study unit includes subject didactics for history, civics, religion and ethics for Finnish basic education. In addition to didactics for history and civics, the student needs to take the didactics for either religion or ethics.

If the student completes studies both in the didactics or religion and ethics, the student's study certificate will show the completed extra course content. The grade for the course is calculated based on the average in history, civics, religion or ethics. The larger course content within history and civics weighs more when the final grade is determined.

The students receive an extra grade for the completion of extra studies in religion or ethics.

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Lectures 8 h, group work 32 h and independent study 94 h.

- Study of history and civics accounts for 4h of lectures 20h of group work.
- Study of religion and civics accounts for 4h of lectures and 12h of group work.

Target group:

The students in class teacher programmes and students who have received separate study rights for a minor in the subject studies for class teachers.

Recommended optional programme components:

The study unit is a part of the subject studies for class teachers

Recommended or required reading:

- National Core Curriculum for Basic Education, 2014
- Jackson, Robert. (2014) Signposts: Policy and practice for teaching about religions and non-religious worldviews in intercultural education. Strasbourg: Council of Europe Publishing.

Finnish:

- Historia ja yhteiskuntaoppi: Jukka Rantala &, Sirkka Ahonen (2015) Ajan merkit, Historian käyttö ja opetus. Gaudeamus. Muu kirjallisuus sovitaan opintojakson toteutuksen yhteydessä.
- Uskonto: Ubani, Martin (2013) Peruskoulun uskonnonopetus / Martin Ubani. PS-kustannus. Helsinki. Muu kirjallisuus sovitaan opintojakson toteutuksen yhteydessä.
- Elämäkatsomustieto: Tomperi, T. & Juuso H. (2008) Sokrates koulussa :itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa. Eurooppalaisen filosofian seura ry. Tampere. Muu kirjallisuus sovitaan opintojakson toteutuksen yhteydessä.

Assessment methods and criteria:

The student needs to participate actively in teaching and independent work in order to complete the course. The completion of the course includes either group work and a learning diary, research paper or an exam. The teacher may also use other ways of course completion when needed. The teacher agrees on the completion methods at the beginning of the course together with the students.

Evaluation criteria:

0 = not completed, erratic, the presented content is not substantially connected to the issue and there is hardly any use of appropriate sources

1 = very superficial, the presented content is not substantially connected to the issue and there is only limited use of appropriate sources

2 = superficial, the presented content is sometimes not substantially connected to the issue and there is some appropriate use of sources

3 = some independent thinking and the content is somewhat integrated, the central thought is apparent and the use of sources is generally good

4 = somewhat analytic, the content is well integrated and the use of sources is generally very good

5 = systematic and analytic, the content is very well integrated and the use of sources is generally excellent

Grading:

0-5

Person responsible:

Jari Honkanen

Markku Kuorilehto, religion

Juha Mikkonen, ethics, ITE

Working life cooperation:

The studies include visits to professional working environments in line with the content of the taught subjects

Other information:

Study content in religion is obligatory for those students who want to teach religion in Finnish primary school.

Study content in ethics is obligatory for those students who want to teach ethics in Finnish primary school

406052A: Mathematics, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

First year studies

Learning outcomes:

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

- calculation routines for the contents of primary mathematics
- explain maths assessment in primary school
- analyze the learning of maths contents and learning problems in primary school
- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- use mathematics teaching methods, learning materials and tools in the context of primary school

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Recommended optional programme components:

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

Recommended or required reading:

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

In addition materials agreed together at the start of the course

Assessment methods and criteria:

Active participation in teaching
 Completion of independent assignments
 Production of learning materials
 Self- and peer assessment

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

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

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

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

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

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

Grading:

0-5

Person responsible:

Emilia Manninen

Working life cooperation:

None

406053A: Environmental Studies I: Living Environment, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anne Pellikka

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. autumn

Learning outcomes:

After completing the course student can:

- explain biodiversity of organisms, function of ecosystem and the meaning of ecosystem services to nature, human and society
- apply geographical thinking to teaching of natural and human geography phenomena
- analyze different kinds of maps and geomedia and apply them to teaching of geographical contents
- apply different scientific research and observation skills to study nature and close environment
- combine different teaching methods to enhance environmental awareness
- plan and implement teaching which enhances primary school student health skills
- plan and implement inquiry-based teaching lessons
- evaluate primary school student's environmental studies skills based on the objectives set on teaching

Contents:

- Species identification
- Bio- and geodiversity
- Ecosystems and ecosystem services
- Map interpretation and geomedia
- Regional observing and geographical thinking in natural and human geography
- Weather and climate
- Sectors of health education
- The values in biology, geography and health education subject disciplines

Learning activities and teaching methods:

Large group teaching 20 h, small group teaching 20 h and independent work 95 h.

Target group:

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

Prerequisites and co-requisites:

None

Recommended optional programme components:

This course is part of multidisciplinary studies in the subjects and cross curricular themes taught in basic education.

Recommended or required reading:

Recommended reading:

- Juuti, K. (toim.) (2016). Ympäristöoppia opettamaan. PS-Kustannus, Juva.
- Cantell, H., Rikkinen, H. & Tani, S. 2007. Maailma minussa - minä maailmassa. Maantieteen opettajan käsikirja.
- Eloranta, V., Jeronen, E. & Palmberg, I. (toim.) (2005). Biologia eläväksi. Biologian didaktiikka.
- Jeronen, E., Välimaa, R., Tyrväinen, H. & Maijala, H. (toim.) (2009). Terveystietoa oppimaan ja opettamaan.
- Harlen, W. & Qualter, A. (2016). The Teaching of Science in Primary Schools. Routledge, New York.
- Butt, G. (ed.) (2011). Geography, education and the future. Bloomsbury, London

Assessment methods and criteria:

Active participation in teaching, completion of course assignments

- 0=The student's performance is incomplete or deficient and it does not indicate any learning in line with the expected learning outcomes.
- 1=The student shows a minor degree of learning in line with the learning outcomes, but his/her attainment remains superficial or lacking in terms of one or more objectives. The student is not really applying or using essential theoretical course materials at all.
- 2=The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow and limited assimilation of the theoretical substance on the level of retention.
- 3=The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials at the level of retention and description, but without being able to apply or analyze them.
- 4=The student's performance is in line with the expected outcomes. S/he shows that s/he has a comprehensive familiarity with the essential theoretical substance of the course and knows how to apply it in a purposeful manner.
- 5=The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner. S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply it in a purposeful manner.

Grading:

0-5

Person responsible:

Anne Pellikka

Other information:

Environmental studies I (406053A) must be completed before attending Environmental studies II (406054A) course.

406054A: Environmental Studies II: Natural Phenomena in the Environment, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Learning outcomes:

Having completed the study module the student knows how to:

- describe the principles of safety at work and take it into account on planning lesson activities
- design and implement teaching in environmental studies in primary school applying experimental work and research skills
- design and implement versatile assessment in environmental studies
- use key concepts of physics and chemistry in primary school
- recognise connections between key concepts of physics and chemistry and basic structures and phenomena in nature
- identify different learning environments in environmental studies

Contents:

Key content areas:

- safety at work
- didactics of physics and chemistry
- concepts and contents of physics and chemistry, g. water cycle, combustion and heat
- basic structures and phenomena of nature
- properties of matter and changes taking place in them
- different learning environments

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Environmental Studies I: The Living Environment

Recommended optional programme components:

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

Recommended or required reading:

Harlen, W. & Qualter, A. (2016). *The Teaching of Science in Primary Schools*. Routledge, New York.

Materials to be jointly agreed on at the start of the course

Assessment methods and criteria:

Active participation in teaching

Completion of independent assignments

Self and peer evaluation

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

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

2. The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow

3. The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials a

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

5. The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner.

S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply it in a purposeful manner

Grading:

0-5

Person responsible:

Sari Harmoinen

Working life cooperation:

None

406064A: Arts and Crafts Education I: Visual Arts and Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits (arts 3 credits, physical education 2 credits)

Language of instruction:

English (ITE), Finnish

Timing:

1st year

Learning outcomes:

Having completed the course, the student knows how to:

- recognize essential pedagogical methods teaching the visual arts and physical education
- apply skills of working, data acquisition, interpretation and evaluation typical of visual arts
- use various materials and techniques in art making
- consider didactic and pedagogical methods in visual arts and PE
- The students identifies the objectives (physical, social and mental capacity to function) and contents of physical education in schools

Contents:

Visual arts

A starting point in visual art is identity and narration.

Contents in the visual arts

- In the visual arts course the student develops her/his visual, didactic and pedagogical thinking by applying various traditions of visual expression
- Visual arts is viewed and various techniques of visual expression are applied in this course from the perspectives of visual culture and the worlds of art.
- The course includes the following contents: drawing and painting, visual design, chromatics and animation.

The study module in physical education comprises the following contents:

- social justification of physical education
- most recent studies in the field of sport and physical education
- indoor skills of physical exercise and tool handling
- exercises with tool handling and making observations/finding solutions in a gym

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 44h, independent work 85h

Visual arts:

Lectures 2h

Small group teaching 28h

Independent work 51h

Physical education:

Lectures 2h

Small group teaching 16h

Independent work 34h

Target group:

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

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course

Assessment methods and criteria:

An active participation and completing course assignments

Grading:

Pass/fail

Person responsible:

Matti Lukkari

406065A: Arts and Crafts Education II: Handicrafts and Music, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

1. year autumn/ 1. year spring

Learning outcomes:

Having completed the course, the student is able to:

- describe the steps of an entire craft process
- make decisions and apply ethically sustainable choices related to artisanal expression, design and technology
- guide pupils to understand concepts of music making use of various working methods in music
- consider the contents of the national music curriculum

Contents:

The study module in Handicrafts comprises the following contents:

- the most common materials (eg wood, cotton, wool and electricity) required in the crafts of primary education
- use of hand tools, machinery and equipment
- work safety
- the content of the national handicraft curriculum

The study module in music comprises the following contents:

- concepts and notations in music
- musical collaboration, interaction and creativity
- basic techniques and pedagogical uses of instruments used in schools

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 42h, independent work 89h:

- Crafts 3 cr: Lectures 2h, small group teaching 28h, independent work 51h
- Music 2 cr: Lectures 2h, small group teaching 14h, independent work 38h

Target group:

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

Recommended optional programme components:

Crafts: first course 406065A, second 406067A

Recommended or required reading:

Finnish National Core Curriculum for Basic Education 2014: Handicraft.

Handicraft handsouts

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

Music:

Ruokonen I. (2016) Esi- ja alkuopetuksen musiikin didaktiikka

Finnish National Core Curriculum for Basic Education 2014: Music.

Current articles and digital materials on music education, text and music books, playing guides by various publishers. .

Assessment methods and criteria:

Crafts: : Active participation in teaching, successful completion of independent work, written report.

Music: Active participation in teaching, successful completion of independent assignments

Grading:

Pass/Fail

Person responsible:

Paula Rönkkö

406066A: Arts and Crafts Education III: Music and Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

1. year spring/2. year autumn

Learning outcomes:

Having completed the course, the student

- is familiar with various teaching methods and core points in teaching basic motor skills in physical
- is able to plan for teaching in music and physical education in grades 0-6.
- is able to guide a child in natural voice control and singing and to develop the skill of playing body, rhythm, melody and chord instruments as a member of a music playing group

- is able to use concepts and notations of music in the context of listening to and playing music.

Contents:

The study module in physical education comprises the following contents:

- the curriculum and the process of teaching physical education: physical education = education for
- observation and solution making skills in nature
- apparatus handling and exercises with observation and solution making skills outdoors

The study module in music comprises the following contents:

- proper voice control and expression is practiced through singing, talking and playful exercises, with an introduction to the pedagogy of teaching songs
- basic techniques and various pedagogical uses of instruments used in schools
- an introduction to notation
- development of the understanding of a child's musical and bodily expression and concepts making use of various working methods in music (singing, playing, listening, composing and moving)

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 42h, independent work 90h:

Physical education: Lectures 2h, small group teaching 20h, independent work 45h

Music: Lectures 2h, Small group teaching 22h, independent work 45h

Target group:

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

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course.

Current articles and digital materials on music education, text and music books, playing guides by various publishers

Assessment methods and criteria:

Assessment criteria

Pass: The student participates actively in face-to-face teaching and completes the independent assignments in the study module at the skill level required in the module.

Fail: There are shortcomings in the student's participation in teaching or completion of independent assignments indicating that the student is not in possession of knowledge that is in line with the expected learning outcomes

Grading:

Pass/Fail

Person responsible:

Paula Rönkkö

406067A: Arts and Crafts Education IV: Handicrafts and Music, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish and English (ITE)

Timing:

2. year

Learning outcomes:

Having completed the course, the student

- Understands the importance of a holistic design process and is able to apply it in one's own work
- Use a variety of materials, tools, and techniques in a purposeful and expedient manner in their own work.
- is able to examine different methods of teaching handicraft
- is able to apply craft-specific knowledge acquisition, working, manufacturing and evaluation methods
- is able to plan for and implement music teaching in the grades 0 to 6.
- is able to implement creative musical activities, in which a basis is established through various musical working methods for consistently accumulating experiences and knowledge of music

Contents:

The study module in Handicraft comprises the following contents:

- use and teaching of handicraft tools, machine tools and equipment for primary school handicrafts
- work safety
- planning, implementing and evaluating handicraft education; and product design basics
- National curriculum basics

The study module in music comprises the following contents:

- various functional working methods in listening education
- basic techniques and pedagogical uses of instruments used in schools
- musical collaboration, learning to take into account children's individual skills and prerequisites for learning
- collaborative learning assignment

Mode of delivery:

face-to-face teaching

Target group:

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

Prerequisites and co-requisites:

Course 406065A must be first completed in the Handicraft section.

Recommended optional programme components:

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

Recommended or required reading:

- Inki, J., Lindfors, E. & Sohlo, J. (toim.) (2011). Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.
- Handicraft material to be distributed during the course.
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehityksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.
- Hyvönen, L. (1997) Onko musiikin kuuntelukasvatus musiikin historian opetusta? Musiikkikasvatus 2 (2): 19–33.
- Tenni, J. & Varpama, J. (2004) Vapaa säestys ja improvisointi.
- Styng, J. Vapaa säestys ja melodiasoitto kitaralla. Opi musiikkia 1. Pop/Jazz -improvisaatio kitaralla. Opi musiikkia 2.
- Current articles and digital materials on music education, text and music books, playing guides by various publishers.
- Literature is agreed on at the start of the course.

Assessment methods and criteria:

Crafts: Active participation in teaching, completing independent work with active acceptance, written report.

Music: Active participation in teaching, successful completion of independent assignments

Grading:

Pass/Fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

The course looks at the connection between crafts and working life. Design, production and evaluation skills are needed in working life.

406068A: Arts and Crafts Education V: Visual Arts and Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Niina Loukkola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

English ITE (and Finnish other groups)

Timing:

2st year

Learning outcomes:

Having completed the course, the student is able to:

- plan for teaching in visual arts and PE in grades 0-6.
- apply and analyze various pedagogical methods in visual arts and PE
- apply various techniques and materials in his or her work
- analyze the objectives and contents of the basic education curriculum and apply them when planning and evaluating art teaching

Contents:

A common starting point in this course is to develop and apply pedagogical thinking in visual arts and physical education.

Visual arts:

In the course a student develops her/his visual and pedagogical thinking. Also a student ponder her/his personal conception of art and applies various means of visual expression in his/her work.

- visual cultures
- ceramics, building and school graphics
- contemporary art
- final project in visual arts
- creating a course plan in art

Physical education

- planning and implementation of a teaching episode in physical education
- getting to know the School on the Move ideology
- Principles of Move! -national monitoring system
- assessment of the pupil's learning and work in physical education
- balancing, body control and tool handling in the gym and outdoors (on snow/ice)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 46h, independent work 85h

Visual arts:

Lectures 2h, Small group teaching 28h, Independent work 51h

Physical education;

Lectures 2h, Small group teaching 18h, Independent work 34h

Target group:

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

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course.

Assessment methods and criteria:

Arts

An active participation and completing course assignments

0 -Performance is unfinished or insufficient and doesn't show abilities according to the learning outcomes.

1 - Student shows very little abilities according to the learning outcomes, but they are insufficient in one or more cases. Student uses basic methods and material one dimensionally. Student doesn't/is not able to conceptualize his/her creative process in the course. Student is not able to describe his/hers working and solutions.

2- Student's performance is somewhat according to the learning outcomes, but shows only trivial or shallow abilities. Performance shows only narrow adaptation of using visual arts and materials. Student's description of his/her working is fairly narrow

3 - Student performance is somewhat according to the learning outcomes. Student is able to use and apply the key methods and materials of the course in his/hers art education. Student is able to describe his/her working.

4 - Students performance is according to the learning outcomes. Student indicates to know the key methods and materials in wide range and shows that is able to apply them proper ways in his/her art education. Student describes, conceptualizes and evaluates his/hers process through his/hers working.

5 -Students performance shows profound and comprehensive abilities according to the learning outcomes. Student shows abilities to use, apply, evaluate, and analyze the key methods and materials proper ways in his/hers art education. Student describes, conceptualizes, evaluates and justifies profoundly his/hers process.

Physical education:

Pass:

The student takes actively part in face-to-face teaching and completes the independent work included in the course as required in the expected learning outcomes. The content and quality of music playing and reflective assignments show that the student fulfils the goals set for the course.

Fail:

There are deficiencies in the student's participation in teaching, in completion of independent work or in the music playing or reflective assignment such that indicate that the student does not possess skills in line with the expected learning outcomes

Grading:

0-5

Person responsible:

Niina Loukkola

406060A: Phenomena, language awareness and problem solving, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääsکیlahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. year

Contents:

Areas of transversal competence in the basic education curriculum

- Current themes of local and social significance in mathematics and sciences
- Future skills
- Language awareness
- Self-assessment, peer assessment and assessment of a large block of studies as part of a teacher's professional skills

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures a minimum of 4h, small group teaching 26h, and independent work about 100h

Target group:

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

Prerequisites and co-requisites:

- Mother tongue
- Mathematics
- Environmental studies I
- Environmental studies II

Recommended optional programme components:

The study module is part of the multidisciplinary studies in primary teacher education, and it is implemented in connection with the Bachelor's level school experience.

Recommended or required reading:

Materials to be agreed on at the start of the course

Assessment methods and criteria:

Active participation in teaching

Completion of independent assignments

Planning and implementation of a teaching episode (6h in the Teacher Training School during the Bachelor's stage school experience)

Grading:

Pass/fail

Person responsible:

Sääskilähti, Minna Susanna

Working life cooperation:

407533A: School experience: Bachelor's level, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 cr.

Language of instruction:

English

Timing:

2nd year

Learning outcomes:

After completing the School experience II the student

- is aware of the challenges and opportunities in working in multilingual/ intercultural/ international schools
- is capable of analysing and reporting on his own view of 'teachership' and intercultural education
- knows how to plan and implement teaching based on the local and/or international curricula
- knows the central phases of teaching and learning process and is able to apply different teaching methods in a meaningful way
- knows how to evaluate the special characteristics of different subjects in primary education
- is able to assess pupils' learning
- is able to assess his/her own activity as a teacher
- knows how to utilize and contribute to synergy among colleagues in developing activities
- is able to give and receive feedback
- is able to analyse and evaluate his/her and other teachers' actions based on research knowledge.

Contents:

The overarching theme in this practice is teaching and learning with special reference multilingual/ intercultural/ international school settings. The purpose is that the student should deepen and enrich her/his personal understanding of the themes introduced in the courses "Curriculum, Planning and Evaluation of Teaching" and "Pedagogical Seminar II" through hands-on work in the classroom. Other themes that will emerge in this practice will include different learners, obstacles to learning and pupil welfare.

School Experience II offers the student an opportunity to practice the fundamental skills of planning, implementing and evaluation of lessons and longer periods of teaching. The emphasis is on critical evaluation of one's own teaching, and on how the teaching circumstances require flexible implementation of plans which are nevertheless based on the core framework.

From the experience, the student will use this opportunity to study the main phenomena and concepts of pedagogical action, such as pedagogical relationships, pedagogical tact, encountering the child and teacher responsibility, all in the context of intercultural education.

The student also has an opportunity to observe and consider how educational research and its results are linked to the work of a teacher.

The student should develop and experiment with various teaching methods appropriate for different learners that address the special characteristics of different subjects and cross-curricular themes. At all times there should be reflection on issues related to intercultural matters.

Mode of delivery:

The placement of school experience II is a school in Finland or abroad.

There must be a particular colleague or mentor from the permanent staff of the school who will work with the student. School Experience II is supervised by the tutor of Seminar II and additional advice can be sought from the university teachers responsible for the various Multidisciplinary Studies modules.

Learning activities and teaching methods:

Teaching practice, supervision sessions

Target group:

ITE

Recommended optional programme components:

School Experience II is related to Multidisciplinary Studies in the Subjects and Cross-curricular Themes taught in Basic Education. This practice is timed to be immediately after the completion of all the modules of 'Multidisciplinary Studies in the Subjects and Cross-curricular Themes taught in Basic Education'; lessons should be planned and delivered that touch on all modules of the Multidisciplinary Studies.

Assessment methods and criteria:

The duration of the practice is five calendar weeks. The teaching practice is carried out in a school either in Finland or abroad. The whole practice represents 135 hours of work, consisting of school work, observation of lessons, teaching and co-teaching and planning teaching. A student should plan and implement at least 20 hours of teaching (at least 12 hours should be carried out independently).

Assessment

Pass/ to be supplemented/ fail.

The Seminar II tutor assesses the course based on; assessment discussions with the student, and the report and reflections that have been added to the portfolio.

Grading:

Pass/fail

Person responsible:

Katri Jokikokko

Optional study unit a or b

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

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Säaskilahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr ECTS

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

Having completed the course, student

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

Contents:

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

- teaching Finnish as a second language

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Recommended optional programme components:

Course is a part of the primary teacher education multidisciplinary studies

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and completion of independent assignments

Grading:

0-5

Person responsible:

Minna Sääskilähti

Working life cooperation:

No

406062A: Language and literacy, 5 op

Voimassaolo: 01.08.2019 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katri Jokikokko

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

1. year

Learning outcomes:

Upon completion the student is expected to be able to:

- describe the basic principles of teaching literacy and multiliteracy
- explain the development of pupils' literacy skills, taking into consideration the language-specific aspects
- apply different teaching methods and learning environments in developing pupils' literacy skills
- apply language knowledge to guide children to make observations on language and consciously consider language structure
- describe basic premises of teaching a language as a second language

Contents:

- literacy and multiliteracy
- typical features and challenges of children's language development
- development and evaluation of reading and writing skills
- process reading and writing and genre pedagogy
- developing language awareness in primary school

- language-related learning difficulties
- basics of different approaches to language teaching

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, seminars 20h and independent work 95h

Target group:

Intercultural Teacher Education students

Prerequisites and co-requisites:

Basic studies in Education

Recommended optional programme components:

The course is part of Intermediate Studies in Education

Assessment methods and criteria:

Learning activities and teaching methods:

Individual work will include pre-course reading assignment focusing on key-concepts.

Seminars will deepen the discussion on the topics introduced in the lectures. Working methods are varied and the seminars will be arranged utilizing activating teaching methods. Special attention is paid on the question of connecting theory and practice and work-life relevance

Assessment criteria: The assessment criteria are based on the learning outcomes of the course.

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

Grading:

Pass/Fail

Person responsible:

Katri Jokikokko

Working life cooperation:

Special attention is paid on the question of work-life relevance

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

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:

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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:

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Other information:

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