

Opasraportti

FEdu - Intercultural teacher education, BA (Education) (2018 - 2019)

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 main 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 and Finnish (with special conditions in the case of students not speaking Finnish).

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 www.oulu.fi/ktk/opinto-opas

Tutkintorakenteet

Intercultural Teacher Education, Bachelor's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2018-19

Lukuvuoden alkamispäivämäärä: 01.08.2018

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

- 900103Y: Communicate in Finnish, 3 op
 405520Y: ICONS and Professional English, 10 op
 901033Y: Second Official Language (Swedish), Oral Skills, 1 op
 901032Y: Second Official Language (Swedish), Written Skills, 1 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 (45 ECTS cr) (vähintään 45 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
 407536A: Inclusive & Special Needs education and Early Childhood education, 5 op
 407537A: Second Language Learning and Teaching, 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)

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Multidisciplinary Studies include the following mandatory courses:

- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op
 406050A: Mother Tongue and Literature II: 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
 406055A: Arts and Crafts Education I: Music, Physical Education and Handicrafts, 5 op
 406056A: Arts and Crafts Education II: Visual Arts and Handicrafts, 5 op
 406057A: Arts and Crafts Education III: Physical Education and Music, 5 op
 406058A: Arts and Crafts Education IV: Physical Education and Visual Arts, 5 op
 406059A: Arts and Crafts Education V: Handicrafts and Music, 5 op
 406060A: An Integrative Project: Multiliteracy in Phenomena, 5 op

Student completes either Bachelor's Level School Experience 406061A (LO, TAIKA, TEKNO) or School Experience: Bachelor's Level 407533A (ITE)

- 406061A: Bachelor's Level School Experience, 5 op
 407533A: School experience: Bachelor's level, 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.
 3rd year is usually for minor studies.

Optional Studies (5 ECTS cr)

The student can choose any higher education -level courses.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

900103Y: Communicate in Finnish, 3 op

Voimassaolo: 01.01.2017 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

405520Y: ICONS and Professional English, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 credits

Language of instruction:

English

Timing:

1st year autumn

Learning outcomes:

After finishing this course the student is able to

- Plan their own studies both alone and in cooperation with the rest of the study community.
- Understand their own programme's course structure, contents, and study practices.
- Become a part of their own student group
- Apply communication and negotiation skills to collaborate with peers using communication technology
- Promote understanding of how to apply ICT in a meaningful context in learning and instruction.
- Recognise the transdisciplinary skills and is able to apply them as a part of learning and teaching.
- Analyze contemporary political issues and their relationship to education
- Identify key actors in the domestic and international political arenas
- Demonstrate English language skills in the field of education using different media through different registers
- Identify and use the academic APA standard and style

Contents:

- Matters related to the beginning of the studies, PSP
- The key goals, structures, and contents of the studies
- The ethical principles of studying and study culture
- pedagogical & didactical application of ICT

- modern technology-based environments
- contemporary global politics and ideologies
- diplomatic consultation and dialogue
- composing reports
- registers of English
- writing essays using academic APA-style

Mode of delivery:

blended learning, contact teaching, independent studies, simulation

Learning activities and teaching methods:

40h lectures, 40h seminars and independent 190h work

Orientation to studies: 10h seminars,

ICONS simulation: lectures 20h and seminars 20h,

ICT and 21st century skills: 10h seminars,

Professional English: 20h lectures.

Target group:

1st year ITE students

Person responsible:

Magda Karjalainen

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

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

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

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

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

Learning outcomes:

- identify the most prominent paradigms and their representatives of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments

- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing

Contents:

- The most prominent paradigms and their representatives of psychology
- Age- and culture-specific issues of developmental psychology
- The impact of educational psychology in intercultural and inclusive education

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

Prerequisites and co-requisites:

No

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

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:

Elina Lehtomäki

Working life cooperation:

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

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:

- Summarize the historical development of paradigms in learning sciences
- Identify the most significant paradigms of learning sciences and the most influential theorists
- Relate the different cultural circumstances on pedagogical solutions in learning and teaching situations with special focus on intercultural competence
- Discuss the possibilities offered by ICT in teaching and learning situations

Contents:

- historical overview of the development of learning paradigms
- theories of intercultural/ transformative/ experiential and social learning and critical pedagogy
- the impact of cultural factors on learning and teaching
- learning and teaching as individual and social-psychological phenomena
- the role of ICT in learning and teaching

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

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

Working life cooperation:

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

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 Spring

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

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

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:

Pass/fail

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 most prominent paradigms and their representatives of sociology
- Apply acquired knowledge of sociological theories in classroom discussions
- Relate educational systems to different societal and cultural contexts and teaching environments
- Compare different perspectives of educational sociology focusing on social-, societal and culture-specific aspects in education and upbringing
- analyze the role of educational professionals in society

Contents:

- the most prominent paradigms and their representatives in sociology
- social-, societal- and culture-specific issues in educational sociology
- globalization and migration in national, international and transnational education contexts
- teacher's profession in national, international and transnational contexts
- intercultural education from sociological perspective

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Target group:

ITE, LO, Taika, Tekno, Vaka, Kako, AO, Avoin, AMOK

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:

Magda Karjalainen

Working life cooperation:

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

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 cr

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
- [407536A](#) Inclusive & Special Needs education and Early Childhood education, 5op
- [407537A](#) Second Language Learning and Teaching, 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 cr

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
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted 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, lectures and small group teaching

Learning activities and teaching methods:

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

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:

Applicable parts:

Eskola, J. & Suoranta, J. (1998) Johdatus laadulliseen tutkimukseen. Tampere: Vastapaino. Especially chapters 1-3 ja 5-6.

Aaltola, J. & Valli, R. (eds.) (2015) Ikkunoita tutkimusmetodeihin I: Metodien valinta ja aineistonkeruu, virikkeitä aloittelevalle tutkijalle. Jyväskylä: PS-kustannus.

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus.

Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).

Alasuutari, P. (2011). Laadullinen tutkimus 2.0. Tampere: Vastapaino. (also Ellibs).

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

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

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 90h

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:**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.

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.

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:

1st period, Fall semester

Learning outcomes:

After the course, the student is able to:

- Discuss educational systems, policies and practices in the Nordic countries and in Europe in relation to different historical, geographic and demographic circumstances on national, international and transnational level
- Examine the relationship between culture, society and education with special foci on the northern dimension
- Identify trends in Nordic and European societies affecting planning, implementing and evaluating education with special reference to minorities and stateless nations

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

Target group:

2nd year ITE students

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 Autumn

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.

407536A: Inclusive & Special Needs education and Early Childhood 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 credits

Language of instruction:

English

Timing:

2nd year Spring

Learning outcomes:

Upon completion the student is expected to be able to:

- identify the meaning of play for child's social growth, development and learning in the preschool and lower primary education context
- theoretical and practical basis and methods of the process to learn to read and write as a part of linguistic development, communication and interaction

- discuss the importance of cooperation with guardians / home school cooperation / multi professional cooperation
- analyse the current stage of inclusive education from the perspective of child, teacher, school and society
- identify the current trends of UNESCO inclusive education policies and UN Agenda 2030
- compare global and local policies and approaches to special education

Contents:

- pedagogy of play in preschool and lower primary education context
- the process of learning to read as part of linguistic development, communication and interaction
- pedagogical support, multi professional cooperation and home-pre-school-school cooperation
- social model of disability, support for children with special educational needs
- inclusion as a policy and practice, UNESCO inclusive education policy and UN Agenda 2030 (goal 4)

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:

Farrell, M. (2009). Foundations of Special Education. John Wiley & Sons.

Policy Guidelines on Inclusion in Education (2009). UNESCO.

Transforming our World: the 2030 Agenda for Sustainable Development (2016). Preamble, declaration and Goal 4. UN.

And other material given during the course

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:

(Takala Marjatta) Johanna Lampinen, Satu Karjalainen

Working life cooperation:

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

407537A: Second Language Learning and Teaching, 5 op

Voimassaolo: 01.08.2016 -

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 Spring

Learning outcomes:

Upon completion the student is expected to be able to:

- Explore the role of language and multilingualism in education, culture and society
- Discuss socio-linguistic theory in relation to bi- and multilingualism
- Recognise the aims and practices of education targeted at multilingual learners in basic education
- Evaluate the educational arrangements in the context of culturally diverse learning environments
- Analyse and practice Finnish as a 2nd language teaching

Contents:

- Socio-linguistic theories of bi- and multilingualism
- Finnish as a second language teaching: curricula, materials and methods
- Language competence within the European framework
- Visits to multilingual learning environments

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

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:

Elina Lehtomäki

Working life cooperation:

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

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 cr.

Language of instruction:

English

Timing:

3rd. year, Fall

Learning outcomes:

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:

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:

Learning material:

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:

Assessment:

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

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääskilähti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

65 ECTS cr

Language of instruction:

Finnish and English

Timing:

1st and 2nd year

Contents:

406049A Mother Tongue and Literature I: Language and Textual Skills	5 ECTS
406050A Mother Tongue and Literature II: Literary Art and Drama	5 ECTS
406051A History, Social Studies and Religion/Ethics	5 ECTS
406052A Mathematics	5 ECTS
406053A Environmental Studies I: Living Environment	5 ECTS
406054A Environmental Studies II: Natural Phenomena in the Environment	5 ECTS
406055A Arts and Crafts Education I: Music, Physical Education and Handicrafts	5 ECTS
406056A Arts and Crafts Education II: Visual Arts and Handicrafts	5 ECTS
406057A Arts and Crafts Education III: Physical Education and Music	5 ECTS
406058A Arts and Crafts Education IV: Physical Education and Visual Arts	5 ECTS
406059A Arts and Crafts Education V: Handicrafts and Music	5 ECTS
406060A An Integrative Project: Multiliteracy in Phenomena	5 ECTS
406061A Bachelor's Level School Experience	5 ECTS

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education.

Recommended or required reading:

To be agreed on for each course

Assessment methods and criteria:

Vary by course

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

Grading:

0 - 5

Person responsible:

Minna Sääskilähti

Working life cooperation:

Yes (practice with teaching relevant subjects in the School Experience II: Bachelor's Level 6 ECTS cr)

*Multidisciplinary Studies include the following mandatory courses:***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:** Sääskilähti, Minna Susanna**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 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 4 h, exercises 36 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

Grading:

0-5

Person responsible:

Minna Sääskilähti

Working life cooperation:

No

406050A: Mother Tongue and Literature II: Literary Art and Drama, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Sääsilahti, Minna Susanna**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish, English for ITE

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:

Students in the Primary Teacher Education programme

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 Sääskilahti

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 study module, the student knows how to:

- identify curriculum principles
- identifies principles of transversal competence and phenomenon-based learning
- identifies the special characteristics of subjects
- identifies the general goals and values of the curriculum in the subject-specific learning outcomes
- understands the basic nature of the various subjects, i.e. subject-specific substance
- understands the meanings of and changes in the general goals and values of the curriculum
- applies the objectives of the curriculum to teach the subjects in accordance with the nature of each subject
- plan broad-scale learning entities based on the curriculum, taking into consideration the special nature of each subject
- apply different teaching methods in different learning environments, with due consideration of the special nature of each subject
- apply his or her subject-specific knowledge and skills to plan, implement and assess teaching, with due consideration of the UN declaration of human rights, and the pedagogical principles of primary school derived from it
- apply the assessment principles of the curriculum and interpret the meaning of assessment in the pupil's learning process and in its guidance, with due consideration of the nature of the subject
- analyze the content knowledge and base values connected with the curricula and subjects of history, social studies and religion or ethics.

Contents:

The study module consists of teaching the didactics of primary school history, social studies, and religion or ethics. Among the sections of the study module, the student needs to take part in studies in history and social studies, and in either religion or ethics.

- the objectives and contents of the history, social studies and religion/ethics curriculum for the primary school, their application to the teaching of the above subjects with a focus on the primary school contents
- history, social studies and religion or ethics as subjects taught in primary school
- didactics of history, social studies and religion, and its application to the above subjects
- assessment and its foundations in the above subjects

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 8 h, small group teaching 32h and independent work 94h.
 Share of history and social studies: 4h lectures, 20h small group teaching.
 Share of religion/ethics: 4h lectures, 12h small group teaching.

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:

- *Peruskoulun opetussuunnitelman perusteet 2014*
- History and social studies: Jukka Rantala & Sirkka Ahonen (2015) Ajan merkit, Historian käyttö ja opetus. Gaudeamus. Other literature to be agreed on when the study module is being implemented.
- Religion: Ubani, Martin (2013) Peruskoulun uskonnonopetus / Martin Ubani. PS-kustannus. Helsinki. Other literature to be agreed on when the study module is being implemented
- Ethics: Tomperi, T. & Juuso H. (2008) Sokrates koulussa : itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa. Eurooppalaisen filosofian seura ry. Tampere. Other literature to be agreed on when the study module is being implemented

Assessment methods and criteria:

A pass for the course requires active participation in teaching and independent work. Depending on the subject, either a group introduction and learning diary, essay, or examination is required. The teacher may also accept alternative methods if necessary. The teacher will agree on the methods of assessment with the students at the start of the course.

Assessment criteria:

0 = unfinished, fragmented, the matters presented are not essentially connected with the thematics, and there is almost no use of sources at all.

1 = highly superficial, matters are presented as if they were fully detached from one another, tgeh use of sources is at a poor level.

2 = superficial, matters are partly presented as if they were detached from each other, and the use of sources is satisfactory.

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

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

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

Grading:

0-5

Person responsible:

Religion and ethics: - History: Jari Honkanen

Other information:

The religion section is compulsory for all students who wish to teach religion in primary school. The Ethics section is recommended for students who wish to teach ethics in 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

Learning outcomes:

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

- develop calculation routines for the contents of primary mathematics
- describe the contents of maths as part of transversal competence and phenomenon-based learning
- explain maths assessment in primary school
- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- analyze the learning of maths contents and learning problems in primary school and apply it in the planning and evaluation of teaching
- apply and evaluate critically mathematics teaching methods, learning materials and tools

Contents:

Contents of primary mathematics:

- thinking skills
- numbers, operations and algebra
- geometry
- data processing, statistics, probability

View of mathematics

Mathematics learning tools

Essential methods of work in primary mathematics

Differentiation in mathematics

Mathematics didactics

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:

1. year autumn or 2. year autumn or spring

Learning outcomes:

After the completion of course student is able to

- explain the biodiversity of organisms, the function of ecosystems and the meaning of ecosystem services to nature, human being and to society
- apply geographical thinking in teaching phenomenos related to physical, regional and cultural geography
- analyze different kind of maps and combine geomedia to teaching different geographical contents
- choose and try different kind of teaching methods to improve students' skills in observing living and close environment
- combine different kind of teaching methods to improve students' environmental awareness and sustainable way of living
- plan and put into practice teaching that supports students' know-how in wellbeing and health
- plan and put into practice environmental studies lesson which apply inquiry based learning
- plan objectives for teaching environmental studies lessons and make conclusions about students learning based on these objectives

Contents:

- Species identification
- Bio- ja geodiversity
- Ecosystems and ecosystemservices
- Map interpretation and geomedia
- Physical, regional and cultural geography characteristics and geographical thinking
- Weather and climate factors
- Health sectors and promoting health know-how
- Values determining the disciplines of biology, geography and health education

Learning activities and teaching methods:

Lectures (4 h) and small group practice (36 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:

Optional literature:

- 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 an independent 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

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 course, student

- select and develop teaching-learning methods to safeguard student health and safety
- explain, for example, concepts of weather and motion at primary school level
- explore and explain simple phenomena of science (burning, circulation of water and state of matter)
- plan teaching based on the Finnish basic education curriculum (POPS 2014) to promote pupils' skills in observing and studying inorganic nature and near environment
- take advantage of modelling in primary school teaching
- analyze the suitability of various learning materials for environmental studies in primary school
- plan for teaching and assessment in environmental studies in primary school, taking into account the diversity of learners and opportunities offered by experimental work

Contents:

Contents such as:

- didactics of physics and chemistry
- phenomena in the environment
- near and built environment
- burning
- safety at work
- water and heat

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

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
 A period plan for environmental studies

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:

Sari Harmoinen

Working life cooperation:

None

406055A: Arts and Crafts Education I: Music, Physical Education and Handicrafts, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Niina Loukkola

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year autumn

Learning outcomes:

- The student functions actively as a group member and acquires substance and pedagogical skills for music, physical and crafts education in grades 0 to 6.
- The students identifies the objectives (physical, social and mental capacity to function) and contents of physical education in schools
- The student knows how to put into use an entire crafts process, activities based on crafts expression, design and technology.

- The student knows how to guide pupils to understand concepts of music making use of various working methods in music

Contents:

Orientation to arts and craft studies in the primary teacher education programme

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
- outdoor skills of physical exercise and tool handling
- exercises with tool handling and making observations/finding solutions in a gym

The study module in music comprises the following contents:

- concepts and notations in music
- musical collaboration, interaction and creativity

The study module in crafts/textile work comprises the following contents:

- crafts materials, - work premises, - equipment, - working safety
- school crafts time image, the content of the national curriculum and crafts

The study module in crafts/technical work comprises the following contents:

- wood and metal materials in technical work in primary school
- the use of most common wood and metal working machines and equipment in technical work in primary school
- teaching of the safe use of manual tools in technical work in primary school
- occupational safety in technical work
- planning, implementation and assessment of teaching in technical work
- contents of the national curriculum for technical work, especially a broad-based competence L5 and L6

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 6h, small group teaching 38h, independent work 95h:

Physical education: Lectures 2h, small group teaching 16h, independent work 38h

Crafts/textile work: Lectures 2h, small group teaching 14h, independent work 38h

or

Crafts/technical work: Lectures 2h, small group teaching 14h, independent work 38h

Music: Small group teaching 8h, independent work 19h

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:

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

Recommended or required reading:

Crafts:

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.

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

Marjanen, P. (2012). Koulukäsityö vuosina 1866–2003. Kodin hyvinvointiin kasvattavista tavoitteista kohti elämänhallinnan taitoja. Turun yliopiston julkaisuja C 344.

Finnish National Core Curriculum 2014: Crafts. 2014.

Material distributed during the class

Music:

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

Finnish National Core Curriculum 2014: Music. 2014.

Physical Education:

Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.

Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus.

Material distributed during the class

Assessment methods and criteria:

Methods

- # Crafts: Active participation in teaching, successful completion of independent assignments, written essay.
- # Music: Active participation in teaching, successful completion of independent assignments, working on a reflection task.
- # Physical education: Active participation in teaching, successful completion of independent assignments, working on a reflection task.

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. The contents and quality of a written output, examination and reflective assignment show that the student fulfils the expected learning outcomes

Fail:

There are shortcomings in the student's participation in teaching, completion of an independent assignment or written output, examination or reflective assignment indicating that the student is not in possession of knowledge that is in line with the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Niina Loukkola

406056A: Arts and Crafts Education II: Visual Arts and Handicrafts, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year spring

Learning outcomes:

Having completed the course, the student knows how to:

- recognize essential pedagogical methods teaching the visual arts and crafts.
- apply skills of working, data acquisition, interpretation and evaluation typical of visual arts and crafts.
- understand the significance of a holistic planning process and apply it in their own work
- use various materials and techniques in a purposeful and appropriate manner
- consider didactic and pedagogical methods in visual arts and crafts

Contents:

A common starting point in this course is identity and narration which is studied by means of visual arts and crafts.

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 construction and design, chromatics and animation.

Crafts

- During the study module in crafts, the student expands his/her skills into the techniques, materials and tools used in crafts.
- The student develops his/her pedagogical thinking through a crafts process.
- The student documents the starting-points and analysis of his/her own learning process orally and in writing.

The study module in crafts consists of the following contents:

- elements of electrical and plastic techniques
- cloth printing and felting
- elements of design, documentation and evaluation

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

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

Visual arts:

Lectures 2h

Small group teaching 22h

Independent work 57h

Crafts:

Lectures 2h, small group teaching 14h

The studies in the crafts include 38h of 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:

None

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.

Forsman, A-C & Piironen, L.(2006). Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen. Tammi. Helsinki

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityöopetus. WSOY: Porvoo. Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisuja 36.

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

Material shared during the course.

Assessment methods and criteria:

An active participation and completing course assignments

Grading:

pass/fail

Person responsible:

Matti Lukkari

406057A: Arts and Crafts Education III: Physical Education and Music, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

1. year, spring term

Learning outcomes:

The objective of the study module is that the student

- functions actively as a group member and acquires pedagogical and subject mastery skills needed in music and physical education in the primary school grades 0 to 6
- knows how 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
- learns to use and understand concepts and notations of music in the context of listening to and playing music.
- is familiar with various teaching methods and core points in teaching basic motor skills in physical education and knows how to apply them in different learning environments at different times of the year

Contents:

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, chord symbols and intervals
- 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)

The study module in physical education comprises the following contents:

- the curriculum and the process of teaching physical education: physical education = education for exercise and education by means of exercise
- balancing on snow/ice
- body control, tool handling and bodily expression in the gym (gymnastic and musical plays, rhythmic exercise)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, small group teaching 34 h, independent work 95 h

- Music: lectures 2 h, small group teaching 24 h, independent work 57 h
- Physical education: lectures 2 h, small group teaching 10 h, independent work 38 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:

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

Recommended or required reading:

Music:

Musiikki kuuluu kaikille. (2009) Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy

Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.

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

Ojala J. & Väkevä, L. (2013) Säveltäjäksi kasvattaminen. Pedagogisia näkökulmia musiikin luovaan tekijyyteen. Opetushallitus

Ervasti, M. (2003) Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen -musiikillinen keksintä osana sovellettua Orff-pedagogiikkaa. Licensiaatintutkimus. Kasvatustieteiden tiedekunta. Oulun yliopisto. (As applicable)

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

Physical education:

Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.

Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus

Materials distributed during the exercises.

Assessment methods and criteria:

Music: Active participation in teaching, successful completion of independent assignments, working on the reflective assignment.

Physical education: Active participation in teaching, successful completion of independent assignments, working on the reflective assignment.

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:

Pass/fail

Person responsible:

Paula Rönkkö

Working life cooperation:

None

406058A: Arts and Crafts Education IV: Physical Education and Visual Arts, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Myllykangas Minna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. year, autumn term

Learning outcomes:

Having completed the course, the student is able to:

- plan for teaching in visual arts and physical education in grades 0-6.
- apply and analyze various didactic and pedagogical methods in visual arts and physical education
- 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 teaching

Contents:

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

Contents in visual arts

In the arts course, the student develops her/his visual, didactic and pedagogical thinking and 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

Contents in physical education

- observation and solution making skills in nature
- apparatus handling and exercises with observation and solution making skills outdoors
- getting to know the School on the Move ideology
- planning and implementation of a teaching episode in physical education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 2 h, small group teaching 40 h, independent work 95 h

- Visual Arts: Lectures 2 h, small group teaching 22 h, independent work 57 h
- Physical Education: Small group teaching 18 h, independent work 38 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:

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

Recommended or required reading:

Art

Literature is agreed when starting the course.

Physical Education

- Heikinaro-Johansson ym. (toim.) 2003. Näkökulmia liikuntapedagogiikkaan, soveltuvin osin (s. 14-46, 86-182, 342-361)
-myös 2. uudistettu painos käy (2007)(s.15-63, 94-113, 116-124, 125-139, 152-170)
- Fyysisen aktiivisuuden suositus kouluikäisille. Opetusministeriö, Nuori Suomi 2007.
<http://www.sport.fi/system/resources/W1siZiZlsljWMTMvMTUvMTJfMjFfMzZhfnJvVfRnI5c2lZlZW5fYWt0aWl2aXN1dWRlbnI9zdW9zaXR1L2Fyysisen%20aktiivisuuden%20suositus.pdf>
- Perusopetuksen opetussuunnitelman perusteet 2014 (liikunnan osuus).
http://www.oph.fi/download/163777_perusopetuksen_opetussuunnitelman_perusteet_2014.pdf
- Jaakkola, T. Liikunta ja koulumenestys. s. 53-67. Teoksessa: Kujala ym. (toim) 2012. Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. Tilannekatsaus. Opetushallitus.
http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF

- Lasten ja nuorten liikunta. Suomen tilannekatsaus 2014 ja kansainvälinen vertailu. 2014. Jyväskylä: LIKES-tutkimuskeskus ja Jyväskylän yliopisto. <https://www.jyu.fi/sport/ReportCard/tilannekatsaus/view>

Other Literature:

- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus. Sanoma pro.
- Harjoituksissa jaettava materiaali.
- Luukkonen E., Sääkslahti A. 2002, 2003, 2004. Liikunnan salaisuudet 1,2 ja esiopetus

Literature for the exam: (ITE-students)

- Gallahue D. 1996. Developmental Physical Education for today's Children. Pages 4-119, 147-166, 200-242
- National Core Curriculum for Basic Education 2014 http://www.oph.fi/english/curricula_and_qualifications/basic_education
- Physical activity recommendations. English summary. [http://www.nuorisuomi.fi/files/ns/julkaisut/080129Liikuntasuositus-kirja\(kevyt\)_08.pdf](http://www.nuorisuomi.fi/files/ns/julkaisut/080129Liikuntasuositus-kirja(kevyt)_08.pdf)
- Gråsten A, Liukkonen J, Jaakkola T & Tammelin T. Finnish report card 2014 on physical activity for children and youth. University of Jyväskylä & LIKES – Research Center for Sport and Health Sciences. Jyväskylä, Finland, 2014. <https://www.jyu.fi/sport/ReportCard/>
- Kujala, T., ed. The Brain, Learning Capacity and School. Physical activity and learning. The Perspective of Neural and Cognitive Science. Status Review January 201. http://www.oph.fi/download/145366_Physical_activity_and_learning.pdf

Assessment methods and criteria:

Physical education: Active participation in teaching, satisfactory completion of independent work, reflection task, exam

Arts: Active participation in teaching, completion of course assignments

Grading:

0-5

Person responsible:

Minna Myllykangas

Working life cooperation:

None

406059A: Arts and Crafts Education V: Handicrafts and Music, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. year autumn

Learning outcomes:

The aim of the study module is that the student

- knows how to plan for and implement crafts and music teaching in the grades 0 to 6.
- knows how to apply methods of data acquisition, working, manufacturing and assessment typical of crafts, making use of information and communication technology.
- knows how 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:**Crafts:**

- During the study module in crafts, the student designs, implements and evaluates collaborative projects making use of the information and communication technologies.
- The student develops his/her pedagogical thinking by analyzing his/her learning process orally and in writing.

The study module in crafts comprises the following contents:

- basic elements of the safe use of crafts tools
- making use of information and communication technology in teaching
- collaborative learning assignment

The study module in music comprises the following contents:

- 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
- various functional working methods in listening education
- making use of information and communication technology in teaching
- collaborative learning assignment

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

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

Music: Lectures 2h, small group teaching 22h, independent work 57h

Crafts:

Small group teaching 16h

Independent work 38h

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:

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

Recommended or required reading:

- Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.
- Karppinen, S., Kouhia, A. & Syrjäläinen, E. (2014). Kättä pidempää; Otteita käsityön tutkimuksesta ja käsitteellistämisestä.
- Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisuja 36.
- Rönkkö, M.-L. (2011). Käsityön monet merkitykset. Opettajankoulutuksen opiskelijoiden käsityölle antamat merkitykset ja niiden huomioon ottaminen käsityön opetuksessa. Turun yliopisto.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.
- Laitinen S., Hilmola A. (2011) Taito- taideaineiden oppimistulokset. Oph raportit ja selvitykset. http://www.oph.fi/julkaisut/2011/taide_ja_taitoaineiden_oppimistulokset
- Hyvönen, L. (1997) Onko musiikin kuuntelukasvatusta 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.

Assessment methods and criteria:

Crafts:

Active participation in teaching, completion of independent and group assignments and production of teaching materials.

Music:

Active participation in teaching, completion of independent and group assignments and production of teaching materials.

- 0 = The student's performance is incomplete or deficient and does not indicate any learning in line with the expected learning outcomes.
- 1 = The student shows some performance in line with the expected learning outcomes, but attainment of one or more objectives remains superficial or is missing. The student is using the essential methods and working tools of the course one-sidedly, and does not much verbalize his or her doings. The student is not able to describe what s/he is doing and does not know how to justify his or her choices.
- 2 = The student's performance is somewhat in line with the learning outcomes, but only shows superficial learning. His/her performance shows only limited adoption of the learning contents, methods and working tools. The student is capable of describing his or her doings to a limited extent.
- 3 = The student's performance is in line with the expected learning outcomes. The student uses and applies the key learning contents, methods and working tools of the course in his/her musical and craft expression. The student is able to describe his/her working process.
- 4 = The student's performance is in line with the expected learning outcomes. The student shows that s/he has a wide knowledge of the key learning contents, methods and working tools and is able to apply them in proper ways in his/her musical and craft expression. The student is able to describe, conceptualize and evaluate his/her working process.
- 5 = The student's performance is in line with the expected learning outcomes on a wide and comprehensive scale. S/he applies and evaluates the key learning contents and methods, and uses working tools in appropriate ways in his/her musical and craft expression. The student is able to describe, conceptualize, evaluate and justify his/her working process.

Grading:

0-5

Person responsible:

Paula Rönkkö

406060A: An Integrative Project: Multiliteracy in Phenomena, 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:

2. year, 4. period

Learning outcomes:

After the study module, the student knows how to:

- use inquiry and problem-based learning, for instance, in project-based learning
- apply the contents and goals of primary school subjects on a broad scale in phenomenon-based learning
- choose and complement assessment to develop project work

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 12-20h, 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)

pass

The student's performance shows acceptable skills in line with the expected learning outcomes. S/he deals with the theoretical matter of the study module analytically enough, and knows how to apply it appropriately.

fail

The student's performance reveals shortcomings in skills relative to the expected learning outcomes, or is unfinished.

Grading:

Pass/fail

Person responsible:

Sari Harmoinen

Working life cooperation:

In connection with the Bachelor's Level School Experience

Student completes either Bachelor's Level School Experience 406061A (LO, TAIKA, TEKNO) or School Experience: Bachelor's Level 407533A (ITE)

406061A: Bachelor's Level School Experience, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, 4th period, spring

Learning outcomes:

Having completed the course, the student knows how to:

- set learning objectives for him/herself and evaluate their fulfilment.
- plan for and implement target-oriented teaching based on the curriculum and get practice in giving teaching episodes, lessons and courses.
- identify the essential stages of a teaching/learning process and knows how to use various teaching methods in an appropriate manner.
- evaluate a student's teaching/learning process.
- identify essential features of the school culture.
- give and receive a variety of feedback.
- based on research knowledge, analyze, report on and evaluate his/her own and others' activities as a teacher

Contents:

The theme for this study module is teaching and learning. Themes connected with these are discussed in the practice period and in Pedagogical Seminar II.

The students are working in the school and classroom community in cooperation with other students and supervising teachers. The practice introduces them to different learners and learning problems.

The Bachelor's Level School Experience offers the student a supervised opportunity for practising the basic skills, planning, implementation and assessment of teaching. The student is acquainted with both collaborative and independent planning of both lessons and larger blocks of studies, flexible and situationally conditioned implementation of his/her own teaching, and critical assessment.

The student plans and implements teaching based on the basic education curriculum in collaboration with the supervising teacher and other students. The teaching practice is based on the objectives and contents mentioned in the subject-specific curriculum. The areas of transversal competence mentioned in the curriculum are taken into account in the planning and implementation of teaching.

Mode of delivery:

Teaching practice in the Linnanmaa and Koskela units of the Oulu Teacher Training School

Face-to-face teaching

Learning activities and teaching methods:

Teaching practice, individual supervision, group supervision and large group supervision sessions.

Target group:

2nd year primary teacher education students

Prerequisites and co-requisites:

A minimum of 45 credits completed in the multidisciplinary studies in subjects and cross-curricular themes taught in basic education

Recommended optional programme components:

In the Bachelor's degree, the Bachelor's Level School Experience is part of the multidisciplinary studies in the subjects and cross-curricular themes taught in basic education.

Recommended or required reading:

The Oulu Teacher Training School Curriculum
To be agreed on at the start of the study module

Assessment methods and criteria:

- Bachelor's Level School Experience has a scope of 135h, 70h of which consists of practical training tied to a time and place. Practice tied to time and place includes the lessons given and followed by the student as well as any supervision sessions.
- The student plans and implements 20h of teaching based on the curriculum, giving independently 12h of these lessons.

Assessment criteria

pass

The student's performance shows skill and knowledge that is in line with the expected learning outcomes. S/he deals with the theoretical substance of the study module analytically enough, and is able to apply it in an appropriate manner.

fail

The student's performance reveals shortcomings in her/his skills that are not in line with the expected learning outcomes, or is unfinished.

Grading:

Pass/Fail

Person responsible:

Emilia Manninen, Auli Halme

Working life cooperation:

Practical training

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, 4th period

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, 2nd year

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