

# Opasraportti

## FEdu - Master's Programme in Primary Teacher Education, MA (Education) (2020 - 2021)

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

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

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

Primary Teacher Education specifically aims at working in the learning and growth environments of the basic education grades 0 to 6. The programme gives the student plentiful capabilities in pedagogy, didactics and subject mastery to encounter educational challenges in the future school.

The studies offer ingredients for the construction of a student's own pedagogical views and activities, and they guide the student to become aware of the social meaning of a primary teacher's work. In addition to the courses offered by the Faculty of Education, the student can also apply for a right to pursue studies in the modules offered by five other faculties.

### Learning outcomes in the Master's degree:

The student is capable of managing and developing complicated and creative modules related to education and learning.

The student knows how to work in a multiprofessional and multicultural work community.

The student knows how to analyze theoretical knowledge on education, teaching and learning and how to create new knowledge based on it.

The student is able to act empathetically, ethically and with pedagogical tact and knows how to evaluate his/her own activity in different situations.

The student knows how to plan and implement teaching based on research with due considerations of the learners.

The student is capable of analyzing the relationship between education and society, making conclusions on it and applying his/her conclusions to develop educational communities.

The student knows how to analyze his/her own conception of man and social and cultural assumptions related to childhood.

The student is capable of socially responsible and ethically sustainable leadership in his/her duties in the field of teaching and education.

The student knows how to analyze critically his/her working life skills and how to develop them in an appropriate manner.

## Tutkintorakenteet

**Degree Programme in Primary Teacher Education, Master's Degree**

Tutkintorakenteen tila: archived

Lukuvuosi: 2020-21

Lukuvuoden alkamispäivämäärä: 01.08.2020

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

A250541: Education, Advanced Studies (LO), 80 op

*Advanced Studies include the following mandatory courses:*

- 413069S: Orientation to Master's Studies, 5 op
- 408035S: Educational Administration and Cooperation in School, 5 op
- 408036S: School in Society - Society in School, 5 op
- 408037S: Master's Level School Experience and Pedagogical Seminar, 15 op
- 408038S: Thematic Practice, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

*Student must also choose either Advanced Course in Qualitative Research 5 ECTS cr or in Quantitative Research 5 ECTS cr*

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

*Alternative*

- 402149S: Cooperation and Professional Interaction, 5 op
- 408042S: Teacher's Professional Growth, 5 op
- 408014S: Pedagogical Challenges in Research: Literature Course, 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 minor subjects freely from among those offered by the University of Oulu.

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

## **Optional Studies (15 ECTS cr) (vähintään 15 op)**

The student can choose any higher education-level courses, for example free minor studies or other optional courses.

# **Opintojaksojen kuvaukset**

## **Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset**

### **A250541: Education, Advanced Studies (LO), 80 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

80 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1th and 2th years

**Learning outcomes:**

Upon completion of the advanced studies in education, the student knows how to evaluate critically the foundations of and approaches to educational research. S/he knows how to apply scientific data acquisition methods to the research of educational and teaching processes. S/he has a theoretically justified view of his/her expertise and a readiness to function as a teacher and in other expert positions in the field of education.

**Contents:**

413069S, Orientation to Master's Studies 5 ECTS

408035S, Educational Administration and Cooperation in School, 5 ECTS

408036S, School in Society - Society in School, 5 ECTS

408037S, Master's Level School Experience and Pedagogical Seminar, 15 ECTS

408038S, Thematic Practice, 5 ECTS

408043S, Master's Thesis, 30 ECTS

408044S, Thesis Seminar, 5 ECTS

408045S, Abstract / Maturity Test, 0 ECTS

**Optional course a, b OR c**

402149S a.) Cooperation and Professional Interaction, 5 ECTS

408042S b.) Teacher's Professional Growth, 5 ECTS

408014S c.) Pedagogical Challenges in Research: Literature Course, 5 ECTS

**Optional course a OR b**

413030S a) Advanced course in quantitative research, 5 ECTS

413031S b) Advanced course in qualitative research, 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:**

Basic and Intermediate Studies in Education

**Recommended optional programme components:**

The module includes the courses listed above.

**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

**Working life cooperation:**

Includes school work as well as other work placement.

*Advanced Studies include the following mandatory courses:*

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

5 cr

**Language of instruction:**

Finnish and English

**Timing:**

1st year of master studies

**Learning outcomes:**

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

Having passed the course, the student is able to:

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

no

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

Pass/Fail

**Person responsible:**

TOV (Mirka Hintsanen), SUV (seminars)

**Working life cooperation:**

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

**408035S: Educational Administration and Cooperation in School, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Pinola Timo

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1.-2. year

**Learning outcomes:**

Having completed the study module, the student

- Is familiar with ways to collaborate multifprofessionally in teacher and school communities, and knows how to apply this knowledge in his/her work
- Knows how to describe the diversity on families, is familiar with ways of cooperation between homes and schools, and know how to apply this knowledge in his/her work
- Knows how to analyze the operation of a work community and the relationship of a beginning teacher to the surrounding wor community
- Knows how to analyze theoretical background of an educational community and evaluate research on educational cooperation
- Knows the central acts and decrees governing educational administration and their contents
- Knows how to apply in the practice the legislation for educational administration at his /her own educational level
- Knows how to use the Finlex database

**Contents:**

- school as a multiprofessional work community
- Cooperation between home and school
- Collaborative working methods in the teacher's work
- Educational collaboration as a research subject
- The basis of civil servants' work in public administration and legislation related to school administratio
- The teacher's rights and duties in his/her work as teacher
- The administrative system and civil servants'work within the framework of the tasks and functionl opp

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 28h, exercises 12h, independent work 85h

**Target group:**

Students in the Primary Teacher Education Programme

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation in teaching.

Learning journal or essay composed in the basis of the lectures. The lecture assignments shall also make us Small group sessions and an introduction to a topic agreed jointly, to be composed and presented in a group Assessment

The lecture journal/essay is assessed on a scale from 0 to 5.

- 0 = unfinished, fragmentary, matters presented are not essentially connected with the topic, and the use of sources is non-existent

- 1 = highly superficial, matters are presented fully detached from one another, and the use of sources is at a poor level.
- 2 = superficial, matters are partly presented detached from onee, and the use of sources is at a satisfactory level.
- 3= reflective and matters are relatede to each other to some extend, a common thread is to be seen and the use of sources is mainly good.
- 4 = quite analytical, matters are relataed to each other well, and the use of sources is mainly very good.
- 5  
= systematic and analytical, matters are related to each other very well an the use of sources is mainl

The presentation composed in the small group is assessed on the scale Pass/Fail

**Grading:**

0-5

**Person responsible:**

Pinola Timo

**408036S: School in Society - Society in School, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Tuija Huuki

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st academic year

**Learning outcomes:**

After the course the student can

- recognise and critically analyse local, national and global societal phenomena in everyday school life and as part of teacher's work
- recognise and address manifestations of power and power relations among young people
- critically analyse value bases and their consequences in every day school life
- develop one's own work and everyday practices of school as entanglements of individuals, groups, communities and society from the perspectives of gender equality, equity and democracy

**Contents:**

- Mechanisms, manifestations and consequences of power in young people's lives; addressing power relations in creative ways
- Equality, human rights and democracy as part of teacher's work: tools for action
- Nurturing participation in school cultures
- Current flows in education policy
- Ethical sustainability as relational phenomenon in school
- Home-school cooperation as part of teacher's work
- Societal institutions in school life and as cooperation partner

**Mode of delivery:**

Face-to-caffe teaching and blended teaching

**Learning activities and teaching methods:**

Lectures 20 h / Group work 16 h / Self-study 99 h

**Target group:**

Primary teacher education

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended or required reading:**

- Antonia Kupfer (ed. 2015) Power and Education. Contexts of Oppression and Opportunity, Palgrave MacMillan, New York.
- Tolonen, Tarja; Lappalainen Sirpa, Palmu, Tarja and Kurki, Tuuli (eds) (2012) Cultural Practices and Transitions in Education. 11/2012 Tufnell Press (London).
- Gretschel Anu & Tomi Kiilakoski (toim.) (2012) Demokratiaoppitunti. Lasten ja nuorten kunta 2010-luvun alussa. Helsinki: Nuorisotutkimusverkosto /Nuorisotutkimusseura.
- Apple, M., Ball, S.J., and Gandin, L.A. 2009. Routledge international handbook of the sociology of education. Routledge

**Assessment methods and criteria:**

Learning diary or essay and group work.

In terms of the lectures, the course utilizes a numerical grading scale 0-5. In the numerical scale zero stands for a fail.

In terms of the group work, the course utilizes grading scale "Pass/ Fail".

**Grading:**

0 - 5

**Person responsible:**

Tuija Huuki

**408037S: Master's Level School Experience and Pedagogical Seminar, 15 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Emilia Manninen, Halme, Auli Maija

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

15 ECTS

**Language of instruction:**

English ITE (and Finnish other groups)

**Timing:**

1th or 2th year: 1. 2. and 3. period 2th year, 1st, 2nd and 3rd periods

**Learning outcomes:**

Having completed the course, the student knows how to:

- set learning objectives for him/herself and evaluate their fulfilment.
- plan and implement teaching based on the curriculum.
- perform student assessment and give feedback orally and in writing.
- plan and implement integrated teaching.
- show the skill of taking overall responsibility for the activities and teaching in a classroom.
- apply the essential characteristics of the culture of the school in his/her teaching.
- build and make use of learning environments to support learning and well-being.
- support the development of learning skills for individual students and groups of students.
- make use of varied and student-centred teaching methods.
- make skilled use of professional interaction.
- implement research-based teaching encouraging inquiry learning and evaluate its success.
- based on research knowledge, analyze, report on and evaluate his/her own view of teachership and education.

**Contents:**

The theme of Master's level teaching practice is working as a teacher. Themes connected with it are discussed in the practice period and in a seminar.

The students are working in the school and classroom community in collaboration with other students and the supervising teachers. The practice introduces the student to the teacher's job as a whole. The student gets to know the various partners and forms of collaboration that are connected with the work of a teacher.

The practice period offers the student a supervised opportunity to deepen the skills of planning, implementing and evaluating lessons and larger blocks of studies.

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 curriculum. The areas of transversal competence mentioned in the curriculum are taken into account in the planning and implementation of teaching. The student acquaints him/herself with some special theme or multidisciplinary learning entity connected with the school's activities.

Please note the pedagogical seminar for ITE students can be found: 408508S Seminar III: Education and Professional Ethics.

**Mode of delivery:**

Face-to face teaching: Exercises for a pedagogical seminar

Supervision in subject-specific didactics

Teaching practice in the Linnanmaa and Koskela units of the Oulu Teacher Training School. Oulu International school for non-Finnish speakers.

**Learning activities and teaching methods:**

Teaching practice, individual supervision, group supervision, large group supervision sessions, lectures, exercises and independent work.

Exercises 24h

Teaching practice 160h-170h. Practice tied to time and place includes the lessons given and followed as well as any supervision sessions.

Each student gives 60 lessons as individual lessons or in the form of entire school days. Some of the lessons can be implemented through co-teaching

**Target group:**

Masters' level primary teacher students

**Prerequisites and co-requisites:**

KKa Bachelor of Arts (Education)

**Recommended optional programme components:**

The Master's level teaching practice is part of the Master's level studies in primary teacher education

**Recommended or required reading:**

The Oulu Teacher Training School Curriculum and the other material to be agreed on at the start of the study module

**Assessment methods and criteria:**

pass

The student's performance shows a competence that is in line with the expected learning outcomes at an acceptable level. 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 his/her skills compared to the expected learning outcomes, or is unfinished.

**Grading:**

Pass/Fail

**Person responsible:**

Emilia Manninen ja Erkki Pekkala

**Working life cooperation:**

Practical training



**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Practical training

**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

**Timing:**

1. or 2. year

**Learning outcomes:**

Having completed the course, the student knows how to

- analyze his or her own needs for development
- apply the skills s/he has learnt in the practice period
- evaluate the significance of skills achieved in thematic practice for his/her own growth as a teacher
- apply a research-based approach to experimental and development activities, or has acquired other special skills
- applies his/her skills to the planning of project work

**Contents:**

In Thematic Practice, the student has an opportunity to get to know the teacher's field of work widely by choosing a theme for the practice that is important for growth as a teacher. The practice consists of either educational, guidance or teaching activities.

The practice can be carried out in either general or vocational education, in educational and training organizations or projects also in an environment other than grades 0-6 of basic education.

The Thematic practice can also be about experimental, developmental or research activities with cooperating parties in the field of education.

In the Thematic practice the student plans, implements and evaluates teaching and gets to know the status of the as part of the practice site as part of the educational system.

**Mode of delivery:**

Practice

In the ITE program, Thematic Practice is presented in [408508S Seminar III: Education and Professional Ethics](#), the preparation time is included in Thematic Practice independent work hours

**Learning activities and teaching methods:**

Thematic Practice is an unpaid practice period in which the student needs a tutor in the practice site, The practice plan needs to be approved before Thematic Practice is started. The practice comprises 135h including set literature, practical training, and report. The practice report is approved after the Thematic Practice.

**Target group:**

Students in the Primary Teacher Education programme.

**Prerequisites and co-requisites:**

Orientation to School Work and Bachelor-Level School Experience

**Recommended optional programme components:**

The study module is part of the Advanced Studies in Primary Teacher Education

**Recommended or required reading:**

To be agreed on at the start of the course.

**Assessment methods and criteria:**

Pass:

The student's accomplishments represent achievement of the expected learning outcomes at an acceptable level. S/he processes the theoretical materials in the course analytically enough and applies them in an appropriate manner.

**Fail:**

The student's accomplishment reveals deficiencies in his/her skills relative to the expected learning outcomes, or is incomplete.

**Grading:**

Pass/ fail

**Person responsible:**

Sari Harmoinen

For the ITE students, the reporting is part of the course [408508S Seminar III: Education and Professional Ethics](#), the contact person is NN

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Diploma thesis

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**Other information:**

"See 408044S Thesis Seminar"

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS + 30 ECTS Thesis

**Language of instruction:**

Finnish and English (especially in the ITE programme)

**Timing:**

1th and 2th years

**Learning outcomes:**

The student

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

**Contents:**

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

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

**Mode of delivery:**

Seminar and supervision meetings agreed on with the supervisor

**Learning activities and teaching methods:**

Seminars and supervision

**Target group:**

Students in the Faculty of Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

**Grading:**

0-5

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

**Person responsible:**

Hannu Heikkinen and the leaders of thesis groups

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

*Student must also choose either Advanced Course in Qualitative Research 5 ECTS cr or in Quantitative Research 5 ECTS cr*

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

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish  
English (ITE)

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Teaching and independent study

**Learning activities and teaching methods:**

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

**Target group:**

Students pursuing advanced studies in the Faculty of Education

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

Metsämuuronen, J. (2003 or later edition) Tutkimuksen tekemisen perusteet ihmistieteissä (pages 273-764)  
OR  
Kerlinger, F. & Lee, H. (2003 or later edition) Foundations of behavioral research. Fourth edition.  
OR  
Hair, J.F., Anderson, R.E, Tatham, R.L. & Black, W.C. (1998 or later edition) Multivariate data analysis.

**Assessment methods and criteria:**

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

The student's course performance is

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

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

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (ITE)

**Timing:**

1st year

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students in the Faculty of Education.

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

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

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

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

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

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

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

**Grading:**

Lecture diary: Pass/Fail

Analysis report: 0-5

**Person responsible:**

Anu Alanko

**Other information:**

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

*Alternative*

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

**Voimassaolo:** 01.08.2019 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nina Heräjärvi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn semester

**Learning outcomes:**

After finishing the course the student

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

**Contents:**

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

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

**Mode of delivery:**

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

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

Basic studies in education

**Recommended optional programme components:**

None

**Recommended or required reading:**

Informed on the course area in Moodle

**Assessment methods and criteria:**

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

Assessment criteria of the final group essay:

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

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

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

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

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

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

**Grading:**

0-5

**Person responsible:**

Nina Heräjärvi

**Working life cooperation:**

None

**Other information:**

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

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

**408042S: Teacher's Professional Growth, 5 op**

**Voimassaolo:** 01.08.2020 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Minna Uitto

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2th year

**Learning outcomes:**

Having completed the course, the students are able to:

- reflect upon teachers' work and their role as education professionals in the multi-professional work community
- recognize factors related to well-being and coping at work
- locate their transition to work and their future as a teacher and an education professional
- recognize how they can develop their skills and professional identities now and, in the future

**Contents:**

- self-knowledge and building one's professional identity in a peer group
- familiarising with teachers' work; as an early career teacher at school and as a member of the work community
- current phenomena in work life (e.g. working life skills, well-being, multi-professional work, relationality)
- transition phase from teacher education to working life

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 16 h, seminars 10 h, independent work 109 h

**Target group:**

Students in primary teacher education doing their advanced studies

**Prerequisites and co-requisites:**

Basic and intermediate studies in educational sciences

**Recommended optional programme components:**

The course is a part of advanced studies and is an alternative course with courses "Co-operation and professional interaction skills" and "Pedagogical challenges in research: literature course"

**Recommended or required reading:**

Topical research articles that are agreed on in the beginning of the course

**Assessment methods and criteria:**

Active participation in lectures and seminars, completing the written tasks. Alternatives for completing the course can be agreed on in the beginning of the course.



**Grading:**

Pass/Fail

**Person responsible:**

Minna Uitto

**Working life cooperation:**

There will be visitors in the course e.g. from schools.

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

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Minna Uitto

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

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

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

**Contents:**

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

**Mode of delivery:**

Independent and face-to-face teaching

**Learning activities and teaching methods:**

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

The literature course comprises

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

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

**Grading:**

0 - 5

**Person responsible:**

Minna Uitto

**Working life cooperation:**

None