

# Opasraportti

## FEdu - Master's Programme in Primary Teacher Education, MA (Education) (includes Taika and Tekno) (2017 - 2018)

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.

**Course Structure Diagrams of the Studies you find [here](#).**

## Tutkintorakenteet

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

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

## Advances studies in education (70 ECTS cr)

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

*Advanced Studies include the following mandatory courses:*

- 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

## Minor studies (25 ECTS cr)

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 (25 ECTS cr)

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

A200090: Other Studies, 0 - 25 op

*Electives*

- 410050Y: Educational research and information seeking systems I, 1 op
- 410051Y: Educational research and information seeking systems II, 1 op
- 407061A: Open workshop, 5 op
- 407078A: Experimental and Inventive Crafts, 5 op
- 407082A: Advanced Studies in Visual Arts, 5 op
- 407079A: Physical Exercise in Support of Wellbeing and Learning, 5 op
- 407062A: Programming in Basic Education, 5 op
- 407051A: Finnish as a Second Language, Optional, 5 op
- 404022A: Optional Practising, 1 - 10 op
- 407081A: Community Music Education, 5 op
- 413060S: Edusemiotics, 5 op
- 413066S: Adult Education and Pedagogical Supervision, 5 op
- 413067S: Sociology of education, 5 op
- 415042S: Special course in educational psychology, 5 op
- 415041S: Organizational psychology, 5 op
- 415048S: Psychology of learning, 5 op
- 413312S: Collaborative Learning, 5 op
- 418025P: Learning environments and technologies, 5 op
- 407530A: Defining Education in the Globalised World, 5 op
- 407540P: Language, Education, Society, 5 op
- 408502S: Development and Education, 5 op
- 408057S: CAD/CAM in Basic Education, 5 op
- 405048S: Literature Circle, 3 op
- 405047A: Creative Arts Oriented Studies, Part 1, 5 op
- 407073A: Research on Gender and Sexuality, 5 op

# Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

- 405047S: Applied Drama Education, 3 op  
 405044A: Art, Education and Philosophy, 2 op  
 413068S: Comparative education and educational research, 5 op  
 402756P: Culture and education, 5 op  
 413058S: Current Issues in Education, 5 op  
 413320S: Current trends in LET research, 5 op  
 402108P: Diversity of Learning, 5 op  
 442184A: Early Learning and Education in Multicultural Contexts, 11 op  
     *Compulsory*  
     442184A-01: Early Childhood Education and Care in Finland and in Other Countries, 5 op  
     442184A-04: Project Work, 3 op  
     442184A-05: Internship in a Pre-School/Kindergarten, 3 op  
 418023P: Foundations of learning, 5 op  
 408051S: Future Working Life Skills and Technology Education, 4 op  
 405030S: History of Arts, 3 op  
 407084A: Multiliteracy in Phenomena in Various Learning Environments, 5 op  
 407083A: Personal Growth, 5 op  
 408052S: Programmable Logics and Logical Reasoning, 4 op  
 418024P: Self-regulated learning, 5 op  
 405051A: Technology Education Research, 5 op

## Opintojaksoiden 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:**

70 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years

**Learning outcomes:**

**Advanced studies in education (70 credits) (Primary teacher education)**

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:**

<a href="#">408035S</a> Educational Administration and Cooperation in School	5 ECTS
<a href="#">408036S</a> School in Society - Society in School	5 ECTS
<a href="#">408037S</a> Master's Level School Experience and Pedagogical Seminar	15 ECTS
<a href="#">408038S</a> Thematic Practice	5 ECTS
<a href="#">408043S</a> Master's Thesis	30 ECTS
<a href="#">408044S</a> Thesis Seminar	5 ECTS
<a href="#">408045S</a> Abstract/ Maturity Test	0 ECTS
Optional course a OR b	5 ECTS
<a href="#">413030S</a> a) Advanced Course in Quantitative Research	
<a href="#">413031S</a> b) Advanced Course in Qualitative Research	

**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

**Person responsible:**

Hanni Muukkonen

**Working life cooperation:**

Includes school work as well as other work placement.

*Advanced Studies include the following mandatory courses:*

**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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4.-5. year

**Learning outcomes:**

Having completed the study module, the student

- is familiar with ways to collaborate multiprofessionally in teacher and school communities, and knows how to apply this knowledge in his/her work
- knows how to describe the diversity of 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 work community
- knows how to analyze the 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 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 of legislation related to school administration and teaching
- the teacher's rights and duties in his/her work as a teacher
- the administrative system and civil servants' work within the framework of the tasks and functional opportunities set by current laws and standards

**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 on the basis of the lectures. The lecture assignments shall also make use of the additional materials distributed at the start of the study module. 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 one, and the use of sources is at a satisfactory level.

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.

4 = quite analytical, matters are related 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 and the use of sources is mainly excellent..

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

**Grading:**

Lectures 0-5  
Small group work pass/fail.

**Person responsible:**

Anu Alanko

**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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4. year

**Learning outcomes:**

A person who has completed the course has demonstrated a capability to recognise the presence of global, regional and local societal phenomena in everyday school life, explicate manifestations of power in educational environments, and critically evaluate the meaning of educational environments and one's own action as entanglements of individuals, groups, communities and societies from the perspective of equality, justice and democracy.

**Contents:**

- International, regional and local societal phenomena in every-day school life
- Theories and mechanisms of power, construction of peer group and other hierarchies at school and their effects to the lives of young people
- Critique of individual, human-centered approaches and posthuman and materialist challenge in school
- Participation and exclusion as concepts and in school cultures
- Equality, justice and democracy as guiding values at school

**Mode of delivery:**

Lectures 20 h, small group practice 20 h

**Learning activities and teaching methods:**

Active attendance in teaching; completion of individual assignments; learning diary, group or pair work; related seminar.

**Target group:**

Primary teacher education

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended or required reading:**

A

- Antonia Kupfer (ed) 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.

Percy-Smith, B. and Thomas, N. (2010) A handbook of children and young people's participation: perspectives from theory and practice. London: Routledge.

Kirjallisuus täydentyy tarvittaessa myöhemmin. / Literature will be updated or additional readings will be agreed separately

**Grading:**

0 - 5

**Person responsible:**

Tuija Huuki

**Working life cooperation:**

Kurssin sisällöt kytetään opettajan työhön / Special attention is paid on the question of work-life relevance.

**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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

15 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

4th or 5h year

**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.

**Mode of delivery:**

Lectures and 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.

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Masters' level primary teacher students

**Prerequisites and co-requisites:**

Bachelor's degree, multidisciplinary studies in the subjects and cross-curricular themes taught in basic 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  
To be agreed on at the start of the study module

**Assessment methods and criteria:**

- Lectures 10h
- 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.

Assessment 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, Erkki Pekkala

**Working life cooperation:**



Practical training

### **408038S: Thematic Practice, 5 op**

**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:**

4. or 5. 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

#### **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

**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

Ei opintojaksokuvauksia.

**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:**

4th and 5th 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 shows 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

**Leikkaavuudet:**

408517S-01 Quantitative Methodology 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

1st year, 3rd and 4th periods (LET and EDGLO students)

**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 ethicality 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:**

Face-to-face teaching (and possibly blended-learning)

**Learning activities and teaching methods:**

Lectures 18h, small group sessions 14h, independent work app. 100h

**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 assignments 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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**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

**Leikkaavuudet:**

408517S-02    Qualitative Methodology    5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

English (for LET, ITE and EDGLO students)

**Timing:**

4th year (primary education)

1st year, 3rd and 4th periods (LET and EDGLO students)

**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

**LET STUDENTS:**

After completion of this course, the student is able to

- process and analyse qualitative data
- describe and report on results based on qualitative research data
- utilize mixed method approach
- evaluate the ethicality and reliability of qualitative research

**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

**LET STUDENTS:**

- Basic and central concepts of qualitative research

- Process oriented research methods
- Mixed method approach
- Writing a research publication

**Mode of delivery:**

Face-to-face teaching (and possibly blended-learning)

**LET STUDENTS:**

Face-to-face and online teaching, 40h: 18h lectures, 22h practice

Online, individual and collaborative learning, 95h

**Learning activities and teaching methods:**

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

**LET STUDENTS:**

- Learning activities consist of active participation in face-to-face meetings where researchers in the field of learning science and educational technology introduce various topics related to qualitative research.
- Each presentation includes an online task for the students.
- In addition to researchers' presentations there will be seminars where the students are able to apply their research knowledge in practice.

In addition, the students reflect on their own learning and expertise in a digital portfolio.

**Target group:**

Students in the Faculty of Education.

1st year students on the LET and EDGLO Master's Programmes

**Prerequisites and co-requisites:**

Basic course in qualitative research, 5 credits, 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:**

Heikkinen, H. L. T., Rovio, E. & Syrjälä, L. (toim. ) (2007) Toiminnasta tietoon. Toimintatutkimuksen menetelmät ja lähestymistavat.

OR

Lappalainen, S. Hynninen, P. Kankkunen, T. Lahelma, E. & Tolonen. T. (2007) Etnografia metodologiana. Lähtökohtana koulutuksen tutkimus.

OR

Lichtman, M. (2012) Qualitative Research in Education. A User's Guide.

OR

Creswell, J. W. (ed.) (2006) Qualitative Inquiry and Research Design: Choosing Among Five Approaches (revised edition)

**LET STUDENTS:**

American Psychological Association: Publication Manual of the American Psychological Association. (2009). 6th edition

Given, L. M. (Ed.) (2008) The Sage Encyclopedia of qualitative research. Volumes 1 & 2. <http://www.stiba-malang.com/uploadbank/pustaka/RM/QUALITATIVE%20METHOD%20SAGE%20ENCY.pdf>

and/or other contemporary readings in the field of learning and educational technology, to be announced in the beginning of the course.

**Assessment methods and criteria:**

Exam, active participation in small group sessions, an essay

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

**LET STUDENTS:**

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:**

0 - 5

**Person responsible:**

Anu Alanko. Responsible for teaching in the ITE programme: Magda Karjalainen  
LET Studies: Essi Vuopala

**Working life cooperation:**

The alternative methods to complete the course can involve worklife cooperation.

## **A200090: Other Studies, 0 - 25 op**

**Opiskelumuoto:** Other Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

*Electives*

### **410050Y: Educational research and information seeking systems I, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS credit

**Language of instruction:**

Finnish/English

**Timing:**

During periods I, II, III & IV

**Learning outcomes:**

Upon completion of the course, the student will be able to search scientific information. The student will be able to use most important databases of the discipline and evaluate different information sources.

**Contents:**

- Transforming information need to search terms
- Most important databases of the discipline
- Search process: search techniques & analysing search results
- Using reference management software

**Mode of delivery:**

Face-to-face teaching or web-based teaching

**Learning activities and teaching methods:**

Several methods: lectures or web-based teaching, self study

**Target group:**

Major students of the faculty of education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Recommended to take the course at the beginning of proseminar

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Participation in classroom teaching and successful completion of the course assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Information specialist at the Pegasus Library

**Working life cooperation:**

None

**Other information:**

Web pages: <http://www oulu fi/library/node/10695>

**410051Y: Educational research and information seeking systems II, 1 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 ECTS credit

**Language of instruction:**

Finnish/English

**Timing:**

During periods II & IV

**Learning outcomes:**

Upon completion of the course, the student will deepen his information searching skills. The student can search scientific information for his thesis. Furthermore, he uses evaluation tools to estimate the quality of scientific information and he understands the principles of scientific publishing. The student uses different features of the reference management software.



**Contents:**

- principles of information search
- most important databases of the discipline
- different search techniques
- the central publication and information channels of the field
- saving searches in the databases
- keeping the track of new information using alert services offered by the databases
- the evaluation of scientific information
- RefWorks- bibliographic management program

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, self study

**Target group:**

Major students of the faculty of education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Recommended to take the course at the beginning of pro gradu seminar

**Recommended or required reading:**

None

**Assessment methods and criteria:**

Participation in classroom teaching and successful completion of the course assignments  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Information specialist at the Pegasus Library

**Working life cooperation:**

None

**Other information:**

Web pages: <http://www.oulu.fi/library/node/10695>

**407061A: Open workshop, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Jari Laru

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

Optional studies, the whole year continued non-stop course  
Continuous registration.

**Learning outcomes:**

Upon completion of the course, the student will be able to

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomena, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning activities
- Use state-of-the-art technology enhanced learning tools for supporting project work

**Contents:**

This course does consist of student projects and group meetings where project progress will be presented. Projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

**Mode of delivery:**

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

**Learning activities and teaching methods:**

Group meetings: 30h (online and/or face-to-face meetings)

Individual or group work: 100h

**Target group:**

Students from Faculty of Education

**Prerequisites and co-requisites:**

none

**Recommended optional programme components:**

none

**Recommended or required reading:**

Look at course www-pages: <http://bit.ly/avoinworkshop>

**Assessment methods and criteria:**

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

**Grading:**

0-5

**Person responsible:**

Jari Laru

**Working life cooperation:**

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

**Other information:**

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

**407078A: Experimental and Inventive Crafts, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the study module, the student:

- Knows how to deepen the working, data acquisition, interpretation, and evaluation skills typical of the crafts upon completion of the basic studies.
- Understands the meaning of a holistic design process and knows how to apply it in her/his own work.

Uses a variety of materials and techniques in a purposeful and appropriate manner in her/his own work.

**Contents:**

- During the study module, the student expands her/his competence to cover the techniques, materials and tools used in crafts.
- The student documents the basis and analysis of her/his learning process orally and in writing.

The contents will be specified in more detail as the study module starts.

The study module is recommended for students who are not studying textile work or technical work as a minor subject

**Mode of delivery:**

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

**Learning activities and teaching methods:**

Active participation in teaching and completion of course assignments.

**Target group:**

Student in primary teacher education

**Recommended or required reading:**

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

Opintojakson aikana jaettava materiaali.

**Assessment methods and criteria:**

**Pass:**

The student takes actively part in face-to-face teaching and completes the independent work included in the study module at a level consistent with the expected learning outcomes. The content and quality of the written assignment and reflection assignments show that the student's performance meets the learning outcomes of the study module.

**Fail:**

There are shortcomings in the student's participation in teaching, completion of independent work or written and reflection assignments such that do not prove her/his mastery of competence in line with the expected learning outcomes.

**Grading:**

Pass/Fail

**Person responsible:**

Minna Vastimo

**407082A: Advanced Studies in Visual Arts, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student is able to

- use different methods of printing and photographing in his/ her own expression.
- apply various techniques and materials in grades 0-6 and in early childhood education.

**Contents:**

Content of visual arts (optional)

During the course the student deepens her/his visual and pedagogical knowledge specially about printing and photographing. Working during the course has a common topic.

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4h

Practices 36h

**Grading:**

pass/fail

**Person responsible:**

Matti Lukkari

#### **407079A: Physical Exercise in Support of Wellbeing and Learning, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Student

- is able to plan and execute diverse P.E. in primary school

**Contents:**

- Circus Skills
- Plays and Games
- Adventure Education
- Utilization of Technological Applications
- Schools on the Move

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

- Lectures 4 h, practical lessons 36 h, individual work 95 h

**Target group:**

Preferably primary teacher students

**Recommended or required reading:**

Will be agreed in the beginning of the course

**Assessment methods and criteria:**

Active participation in lectures and practical lessons. Completing individual work.

**Grading:**

pass/fail

**Person responsible:**

Ari Rahikkala

**407062A: Programming in Basic Education, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Jari Laru

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay407062A Programming in Basic Education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Spring term 2018

**Learning outcomes:**

- Knows how to apply the working methods of collaborative problem solving in the context of programming.
- Knows how to design and implement entities based on the basic education curriculum with programming as part of learning.
- Is familiar with the principles of algorithmic thinking.
- Is familiar with the programming tools designed for beginners and has made deeper acquaintance with at least one of them.
- Understands the elements of automation.

**Contents:**

- Getting to know the theoretical frame of reference of collaborative problem solving
- Familiarization with the contents of programming in the basic education curriculum
- Practice with the principles of algorithmic thinking by programming both on computers and through application of different games and other exercises
- Introduction to basic programming tools, such as Computercraft, Scratch Jr, Scratch, Snap, Hour of Code
- Basic robotics: e.g. Lego WeDo, PicoBoard, Edison, Lego Mindstorms
- Planning for and exercise with the implementation of a programming and/or robotics club (The implementation can be put into effect within the framework of an Open Workshop course.)

**Mode of delivery:**

face-to-face teaching

Programming exercises

Applied assignments, self-regulated work

**Learning activities and teaching methods:**

Small group sessions and independent (group) work, including completion of programming exercises, totalling 133.5h.

**Target group:**

Students in faculty of education

**Prerequisites and co-requisites:**

None

**Assessment methods and criteria:**

To earn a pass for the study module, the student shall complete successfully the assignments in the small group sessions, the programming exercises and the project plan (for a club or something else applicable).

**Grading:**

pass/fail

**Person responsible:**

Jari Laru

**407051A: Finnish as a Second Language, Optional, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

In different phases of the studies

**Learning outcomes:**

Having completed the study module, the student

- knows how to describe the goals, arrangements and assessment in the teaching, especially of Finnish as a second language, of people with immigrant background in curricula and in practice from the viewpoint of a primary teacher's work.
- knows how to explain the most important theoretical ways from the viewpoint of a teacher's work to perceive multilingualism, learning and teaching a second language, and the everyday life of a culturally diverse school.
- knows how to describe linguistically aware teaching and how to evaluate in his/her own work as a primary teacher the linguistic needs of a multilingual student in mainstream education, teaching Finnish as a second language, and in instruction preparing for basic education.
- is familiar with essential literature and materials in the field of Finnish as a second language

**Contents:**

The course deals with the teaching of Finnish as a second language in practice and theory, especially from the viewpoint of the work of a primary teacher; how, in practice, to teach Finnish and support the student linguistically in mainstream education, teaching of Finnish as a second language, and in instruction preparing for basic education.

The topics covered by the course include learning and teaching of Finnish, spoken and written language, Finnish as a second language in the curricula, assessment of language skills and the European frame of reference, a Finnish learner's learning to read and write and multiliteracy, the need for special support among multilingual learners, learning materials in Finnish as a second language, development of teaching Finnish as a second

language, and utilization of the new technologies in the teaching of Finnish as a second language

**Mode of delivery:**

26 h face-to-face teaching and independent work

**Learning activities and teaching methods:**

- Familiarization with teaching Finnish as a second language using lecture materials and literature
- Active participation in lecture and small group teaching: asking questions, commenting, questioning, and sharing of one's own experiences and thoughts
- Taking part in the exercises
- Reading circle
- Guest speakers & conversation

Implementation of a learning assignment

**Target group:**

Primary Teacher Education Students, Early childhood education students and Special education students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

- Aalto, Eija – Mustonen, Sanna – Tukia, Kaisa 2009. *Funktionaalisuus toisen kielen opetuksen lähtökohtana*. Virittäjä 3/2009.
- *Eurooppalainen viitekehys 2003. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Euroopan neuvosto / WSOY.
- Jokinen, Päivi # Nissilä, Leena # Immonen-Oikkonen, Pirjo 2011. *Kommentoitu luettelo maahanmuuttajataustaisten opetuksen ja koulutuksen materiaaleista*. Opetushallitus.
- Kuukka, Ilona – Rapatti, Katriina 2009. *Yhteistä kieltä luomassa: suomea opetteleva opetusryhmässäni*. Opetushallitus.
- Latomaa, Sirkku (toim.) 2007. *Oma kieli kullaan kallis. Opas oman äidinkielen opetukseen*. Opetushallitus.
- Lehtinen, Kirsti 2006. *Maahanmuuttajataustainen oppilas äidinkielen ja kirjallisuuden tunneilla*. Teoksessa Grünthal, Satu – Pentikäinen, Johanna (toim.) *Kulmakivi. Luokanopettajan äidinkieli ja kirjallisuus*. Otava.

**Assessment methods and criteria:**

- Advance assignments for the lectures
- Keeping a learning diary and reflection on the literature to be used in the course
- Learning assignment
- A visit of at least two lessons to a situation of teaching Finnish as a second language

Preparation of questions to visitors

**Grading:**

Pass/fail

**Person responsible:**

Päivi Jokinen

**Working life cooperation:**

A visit to a session of instruction preparing for basic education & classroom assistance

**Other information:**

Continuous feedback

**404022A: Optional Practising, 1 - 10 op**

**Voimassaolo:** 01.08.2016 -

**Opiskelumoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1-10 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student knows how to

- choose a content and practice site that is meaningful for professional growth
- analyze his or her own needs for development
- evaluate and apply the significance of skills achieved in the practice period for his or her own growth into a teacher

**Contents:**

In this practice period, the student has an opportunity to get to know the teacher's field of work widely by choosing a content 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 practice can also be about experimental, developmental or research activities with cooperating parties in the field of education.

In this practice the student plans, implements and evaluates his/her own working duties.

**Mode of delivery:**

Practice

**Learning activities and teaching methods:**

The student needs a supervisor for this practice period.

A practice plan needs to be approved before the practice is started.

The scope of the practice is 27h to 270h, including familiarization with literature, practical training and reports.

A practice report to be approved after the practice.

**Target group:**

Students in the Primary Teacher Education programme.

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The study module is part of the studies in the Primary Teacher Education programme.

**Recommended or required reading:**

To be agreed on at the start of the course.

**Assessment methods and criteria:**

Pass:

The student's performance shows accomplishment that is in line with the expected learning outcomes. S/he deals with the theoretical materials of the study module analytically enough, and applies them in an appropriate manner.

Fail:

The student's performance is deficient in relation to the expected learning outcomes, or is incomplete.

**Grading:**

Pass/Fail

**Person responsible:**



Sari Harmoinen

#### **407081A: Community Music Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

#### **413060S: Edusemiotics, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Eetu Pikkarainen

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 ECTS credits / 133 hours of work by the student

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

Finnish/English

#### **Timing:**

Timing of the course is free.

#### **Learning outcomes:**

Upon completion of the course, the student will be able to

- present and discuss the basic semiotic approaches and conceptions from the point of view of education
- apply semiotic methods to educational research
- plan pedagogical action as meaningful and meaning mediated interaction

#### **Contents:**

Basic approaches and conceptions of semiotics and their history, action theoretical semiotics, application of semiotics to education and educational philosophy, pedagogical action as meaningful and meaning mediated interaction

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

Web-based teaching

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

Online work based on study materials and assignments

#### **Target group:**

Students pursuing advanced or doctoral studies in education.

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

Revision of the basics of semiotics and educational philosophy is recommended.

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

The course is an independent entity and does not require additional studies carried out at the same time.

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

Applicable literature can be used as agreed in addition to the materials available in the learning environment.

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

The student shall complete the learning assignments in the online environment successfully, following the instructions, and the course grade is based on the written assignments that is the final course output.

**Grading:**

The course utilizes verbal grading scale "Pass with distinction/Pass/Fail".

**Person responsible:**

Eetu Pikkarainen

**Working life cooperation:**

None

**413066S: Adult Education and Pedagogical Supervision, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Outi Kristiina Ylitapio-Mäntylä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student

- identifies the pedagogical premises of learning in adults
- knows how to work in functions related to adult education and supervision of adults in various organisations
- knows how to apply his/her pedagogical activity to support adult supervision and learning.

**Contents:**

- Pedagogical principles of adult education
- Adult learning, evaluation and supervision
- Critical reflection of adult supervision and personal learning

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20h of lectures, 5h of small group teaching, 70h of independent work, on-the-job learning

**Target group:**

Students in the Faculty of Education

**Prerequisites and co-requisites:**

Bachelor's degree in education

**Recommended optional programme components:**

The course is part of the advanced studies in education

**Recommended or required reading:**

Vehviläinen, Sanna (2014). Ohjaustyön opas: Yhteistyössä kohti toimijuutta. Gaudeamus.  
Scientific articles to be agreed on at the start of the course

**Assessment methods and criteria:**

0 = unfinished, broken, issues presented not directly connected with the topic, practically no use of sources  
1 = highly superficial, things presented as detached from each other, insufficient use of sources  
2 = superficial, things partly presented as detached from each other, sources used to a satisfactory extent

3 = reflective, things are related to each other to some extent, a common thread is to be seen, sources are mainly used well

4 = quite analytical, things are related to each other well, sources are mainly used very well

5 = systematic and analytical, things are related to each other very well, mostly excellent use of sources

**Grading:**

0 – 5

**Person responsible:**

Outi Ylitapio-Mäntylä

**Working life cooperation:**

On-the-job learning in an adult education organisation

**413067S: Sociology of education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Ulvinen, Veli-Matti Terho

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish/English

**Timing:**

4th or 5th year

**Learning outcomes:**

Depending on the student's own choice and interests, s/he acquaints him/herself with a project related to the sociology of education. After completing the course the student is able

- to evaluate the meaning of expertise in sociology of education for working life in the fields of education
- to analyze different ways of promoting the development of the educational system

**Contents:**

The student completes the project work in sociology of education as a book exam, essay, a series of substitutive lectures or in some other way, for instance by participating in a research project or some project in the Faculty of Education for the development of educational expertise and working life skills. Agreement on the study method, literature and other issues related to project work shall be made with the instructor.

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent work 135h

**Target group:**

Master's level students / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education

**Recommended optional programme components:**

The course is part of the optional advanced studies in education

**Recommended or required reading:**

Applicable parts of 5 books from the following:

- Aittola, T. (toim). (2012). Kasvatussosiologian suunnannäyttäjää. Helsinki: Gaudeamus.

- Apple, M. W., Ball, S. J. & Gandin, L. A. (Eds.). (2010). The Routledge international handbook of the sociology of education. New York: Routledge.
- Arum, R., Beattie, I. R. & Ford, K. (Eds.). (2011). The Structure of schooling: Readings in the sociology of education. Los Angeles: SAGE.
- Ballantine, J. H. & Spade, J. Z. (Eds.). (2012) Schools and society: A sociological approach to education. Los Angeles: SAGE.
- Demaine, J. (Ed.). (2001) Sociology of education today. London: Palgrave.
- Luhmann, N. & Schorr, K-E. (2000). Problems of reflection in the system of education. Münster: Waxmann.
- Rizvi, F. & Lingard, B. (2010). Globalizing education policy. London: Routledge.
- Simola, H. (Ed.) (2014). Finnish education mystery: Historical and sociological essays on schooling in Finland. London: Routledge.
- Torres, C. A. & Antikainen, A. (Eds.). (2003). The international handbook on the sociology of education: An international assessment of new research and theory. Maryland: Rowman & Littlefield.
- Verdugo, R. R. (Ed.). (2014). Educational reform in Europe: History, culture, and ideology. Information Age Publishing.

### Assessment methods and criteria:

Examination, essay or other type of project work (to be negotiated with instructor).

Criteria for assessment:

- 0 = work is unfinished, fragmentary; presented matters are not connected to the theme of the course, only few references.
- 1 = work is very superficial, disconnected matters are presented, and references are weakly used.
- 2 = work is superficial, matters are disconnected in some places, references are satisfactorily used.
- 3 = work contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.
- 4 = work is structured and presented in an analytical way, matters are well connected to each other, using references is mainly at a very good level.
- 5 = work is structured and presented in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

### Grading:

0-5

### Person responsible:

Veli-Matti Ulvinen

## 415042S: Special course in educational psychology, 5 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Mirka Hintsanen

**Opintokohteen kielet:** Finnish

### ECTS Credits:

5 credits

### Language of instruction:

Finnish

### Timing:

4th year

### Learning outcomes:

The student

- familiarizes him/herself with current issues in educational technology and with expertise in education
- knows how to search for information related to psychology and educational psychology making use of international search channels
- knows how to evaluate research in educational psychology and the strength of research evidence
- knows how to interpret practical problem situations making use of research knowledge on educational psychology
- knows, based on research evidence and strength of proof, how to present summaries and recommendations on measures, i.e. knows how to apply research knowledge in practice

### Contents:

Evaluation of research in educational psychology and assessment of the strength of proof, application of knowledge on educational psychology in practice, working in an expert position, varying current topics related to educational psychology.

**Mode of delivery:**

To be informed at the beginning of the semester

**Learning activities and teaching methods:**

Lectures and exercises a maximum of 24h, independent and group work approx. 110h.

**Target group:**

Students pursuing advanced studies in educational psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology OR a pre-exam/essay

**Recommended optional programme components:**

The study module is part of the studies for a Master's degree in education (majoring in educational psychology)

**Recommended or required reading:**

The course literature is announced at the start of the course. The materials for the pre-exam/essay are announced to those registered for the course when the deadline for enrolments has expired (PLEASE NOTE! You need not take the pre-exam, if you have completed the basic and intermediate studies in psychology).

**Assessment methods and criteria:**

Lectures and exercises, completion of independent and/or group assignments, exam. The course make use of various methods of learning in a group, for instance. More detailed methods are announced at the start of the course, and they can vary annually.

Assessment criteria:

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.

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.

**Grading:**

0-5

**Person responsible:**

Mirka Hintsanen

**Working life cooperation:**

None

**Other information:**

Offered as an optional course for the other specialization options in the broadly-based Master's programme.

**415041S: Organizational psychology, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hanni-Mari Muukkonen-van der Meer

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student:

- identifies the central elements of leadership and organisations and is able to apply knowledge on them in different tasks and duties in an organisation
- knows how to observe and reflect on his/her own action methods and apply knowledge of his/her own branch of science in a multi-professional group
- knows how to analyze and apply knowledge and practices connected with the operation of teams and organisation and with group dynamics

**Contents:**

- Work and organizational psychology as a research subject
- Organizational structures and cultures
- Leadership and management in organizations
- Group dynamics, team and group activity in organizations
- Project work and leadership

**Mode of delivery:**

Face-to-face/blended teaching, to be confirmed annually before the start of the course. Teaching is partly arranged in English.

**Learning activities and teaching methods:**

Lectures and exercises max. 24h and independent and group work approx. 110h.

**Target group:**

Students pursuing advanced studies in educational technology and students from other faculties .

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology, OR student pursuing advanced studies in another discipline

**Recommended optional programme components:**

The study module is part of the Master's studies in educational psychology

**Recommended or required reading:**

Bakker, A. (2013) *Advances in positive organizational psychology*. Bingley:Emerald.

Peeters, M.C.W., De Jonge, J., & Taris, T.W. (ed.) (2014). *An introduction to contemporary work psychology*. Chichester: Wiley-Blackwell.

Perttula, J. & Syväjärvi, A. (eds.) 2012. *Johtamisen psykologia - ihmisten johtaminen muuttuvassa työelämässä*. PS-Kustannus.

**Assessment methods and criteria:**

Assessment criteria:

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.

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.

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

**Grading:**

0-5

**Person responsible:**

Hanni Muukkonen

**Working life cooperation:**

Project work, organization simulation

**Other information:**

Offered as an optional course for the other specialization options in the broadly-based Master's programme.

**415048S: Psychology of learning, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hanni-Mari Muukkonen-van der Meer

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4th year

**Learning outcomes:**

The student

- is familiar with the theoretical trends and approaches in learning psychology
- knows how to analyze and evaluate knowledge on the special characteristics of learning at different ages
- knows how to apply his/her knowledge of learning psychology in educational work and to support growth and development
- is able to work in collaboration and apply research knowledge and concepts to define and solve complicated problems and expert tasks

**Contents:**

- theoretical trends and historical background of learning psychology
- learning at different phases of age
- expertise and learning
- learning and learning difficulties
- collaborative learning and knowledge creation

**Mode of delivery:**

To be announced before the course starts.

**Learning activities and teaching methods:**

Lectures and exercises max. 24h, independent and group work about 110h

**Target group:**

Students pursuing advanced studies in educational psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology OR pre-exam/essay

**Recommended optional programme components:**

The study module is part of the Master's studies in education (majoring in educational psychology)

**Recommended or required reading:**

Corno, L. & Anderman, E.M. (2016). Handbook of Educational Psychology.

[Hmelo-Silver, C.E., Chinn, C.A., Chan, C., & O'Donnell, A.M. \(2013\). The International Handbook of Collaborative Learning, Routledge.](#)

Ericsson, K.A. et al. (eds.) (2006). The Cambridge handbook of expertise and expert performance.

Hakkarainen, K., Lonka, K., & Lipponen, L. (2004). Tutkiva oppiminen - järki, tunteet ja kulttuuri oppimisen sytyttäjinä. Sanoma Pro.

Applicable parts of the books and other literature to be agreed on in the course.

**Assessment methods and criteria:**

Assessment criteria:

Assessment criteria:

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.

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.

**Grading:**

0-5

**Person responsible:**

Hanni Muukkonen

**Working life cooperation:**

None

**413312S: Collaborative Learning, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

1<sup>st</sup> year, 3rd period

**Learning outcomes:**

After completion of this course, the student is able to

- name different theoretical approaches to collaborative learning,
- identify the interaction processes in collaborative learning situations,
- describe how a teacher can enhance collaborative learning, and
- apply theoretical knowledge of collaborative learning to real collaborative situations.

**Contents:**

- Socio-cognitive and socio-cultural perspectives on collaborative learning
- Interaction in collaborative learning situations
- Scaffolding collaborative learning

**Mode of delivery:**

- Face-to-face and online teaching, 40h: lecture 15h, practice 30h



- Online, individual and collaborative learning, 95h

**Learning activities and teaching methods:**

Learning activities consist mainly of collaborative activities supported by technology. Flipped classroom method is applied throughout the course.

**Target group:**

1st year students on the LET Master's Programme

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

(418023P) Foundations of Learning

**Recommended or required reading:**

Dillenbourg, P. (1999). What do you mean by 'collaborative learning? In P. Dillenbourg (Ed.), Collaborative Learning: Cognitive and computational approaches. Oxford UK, Elsevier, 1–19.

Enyedy, N. & Stevens, R. (2014). Analyzing collaboration. The Cambridge Handbook of the Learning Sciences. Cambridge University Press, 191-212.

The International Handbook of Collaborative Learning (2013). Oxford: Routledge.

Roschelle, J. (1992). Learning by collaborating: Convergent conceptual change. The Journal of the Learning Sciences, 2(3), 235–276.

Yvuopala, E., Hyvönen, P. & Järvelä, S. (2016). Interactional features in successful collaborative learning in virtual learning spaces. Active Learning in Higher Education 1/2016. and/or other contemporary readings in the field of learning and educational technology, to be announced in the beginning of the course.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching and collaborative work. It also requires successful completion of all the learning assignments and exercises, and writing posts for the personal digital portfolio.

5: The student has participated very actively in face-to-face meetings and in collaborative work. S/he is able to express a deep and wide understanding of all the course contents both in group assignments and in the digital portfolio. All assignments are reflective in nature, and they represent deep familiarity with all course materials.

4: The student has participated very actively in face-to-face meetings and in collaborative work. S/he is able to express a deep understanding of all course contents both in group assignments and in the digital portfolio. All assignments are reflective in nature, and they represent familiarity with all course materials.

3: The student has participated actively in face-to-face meetings and in collaborative work. S/he is able to express an understanding of the core course contents both in group assignments and in the digital portfolio. All assignments represent familiarity with the main course materials.

2: The student has participated in most of the face-to-face meetings and in collaborative work. S/he is able to express an understanding of some of course contents both in the group assignments and in the digital portfolio. The assignments represent familiarity with the main course materials, but on a superficial level.

1: The student has been passive in face-to-face meetings and in collaborative work. S/he is able to express the understanding of some of the course contents, but only on a superficial level. The assignments represent familiarity with some of the course materials.

**Grading:**

1-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

Teachers and other experts representing various educational levels are visiting the course and introducing how the idea of collaborative learning is applied.

**418025P: Learning environments and technologies, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Jari Laru

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

1st year, 1st and 2nd period

**Learning outcomes:**

After completion of this course, the student is able to

- apply theoretical ideas of learning sciences to the context of emerging technologies,
- use emerging technologies as teaching and learning tools,
- set-up a Personal Learning Environment (PLE) or Personal Teaching Environment (PTE),
- apply the PLE/PTE in educational context, and
- work in technology-rich teaching and learning environments as administrator, teacher or student.

**Contents:**

- Basic concepts and ideas of how to use technology for problem-solving, reflection, sharing and collaboration.
- Basic concepts and ideas of using technological tools and environments for technology-enhanced learning, such as a) learning management systems, cloud computing, and social media, b) production and distribution of digital media, and c) classroom infrastructure and wireless Internet devices.
- Future and trends in technology-enhanced learning
- Design and setup of personal learning environment or personal teaching environment and digital portfolio.

**Mode of delivery:**

- Mode of delivery is blended learning which consists of Flipped classroom (online), 8h, Technology workshops (computer class, face-to-face) 32h, online, individual and collaborative learning (blended) 95h.

**Learning activities and teaching methods:**

Learning activities include hands-on workshops with classroom infrastructure, wireless internet learning devices and software. There will also be flipped classroom phases where topics and/or technologies are presented before the actual workshop.

In this course students design their own personal learning and/ or teaching environment which is a collection of tools for supporting their learning activities. In addition to that, students also design and set up their individual digital portfolios where they also reflect on their course tasks and their own learning.

**Target group:**

1st year students on the LET Master's Programme and students in minor subject studies in learning and educational technology.

**Recommended optional programme components:**

[407061A](#) Open workshop (5 credits)

**Recommended or required reading:**

Fischer, F., Wild, F., Sutherland, R., & Zirn, L. (2014). *Grand Challenges in Technology Enhanced Learning: Outcomes of the 3rd Alpine Rendez-Vous*. Springer International Publishing.

Laru, J., Naykki, P., & Jarvela, S. (2015). Four stages of research on the educational use of ubiquitous computing. *Learning Technologies, IEEE Transactions on*, 8(1), 69-82.

Pea, R. D., & Maldonado, H. (2006). WILD for learning: Interacting through new computing devices anytime, anywhere. *The Cambridge handbook of the learning sciences*, 852-886.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching, and collaborative and independent work. It also requires successful completion of all the learning assignments and exercises, and writing posts for their personal digital portfolios.

Learning outcomes are assessed through group and individual assignments.

5: All course assignments are comprehensive in terms of the contents of the course, and they represent very deep and wide familiarity with course materials, environments and technologies. The student is able to express that he has understood and is able to combine technological tools and theories of learning sciences. Learning assignments are reflective in nature. The student participates very actively in group work, and contributes to the group assignments. Individual products represent very deep knowledge and are an exceptional contribution to the field of the learning environments and technologies.

4: All course assignments are comprehensive in terms of the contents of the course, and they represent good familiarity with course materials, environments and technologies. The student is able to express that he has understood and is able to combine technological tools and theories of learning sciences. A student participates very actively in a group work, and contributes to the group assignments. Individual products represent deep knowledge and are very contribution to the field of the learning environments and technologies.

3: All course assignments are comprehensive in terms of the main contents of the course, and they represent familiarity with course materials, environments and technologies. The student is able to express that he has understood the key concepts and theories of learning sciences in the context of learning environments and technologies. The student participates actively in group work, and contributes to the group assignments. Individual products represent good knowledge and are a good contribution to the field of the learning environments and technologies.

2: The student has done most course assignments, but they do not cover all the contents of the course and the use of course materials, environments and technologies is mostly superficial. The student is able to express his understanding of some of the key concepts and theories in learning sciences in the context of learning environments and technologies. S/he participates in most of the group meetings, but his contribution to the group activities is not clearly indicated. Individual products represent mostly superficial expertise and are not a clear contribution to the field of the learning environments and technologies.

1: The student has not done all the course assignments or the assignments are superficial in terms of the main course contents and the use of course materials, environments and technologies. The student is able to express his or her understanding of a few concepts and theories of the learning sciences in the context of learning environments and technologies, but on a very superficial level. Her/his participation in group work is passive, and his contribution to the group activities is not clearly indicated. S/he participates in most of the group meetings, but his contribution to the group activities is not clearly indicated. Individual products represent superficial expertise and do not contribute to the field of the learning environments and technologies.

**Grading:**

1-5

**Person responsible:**

Jari Laru

**Working life cooperation:**

1) Course participants will use online professional development communities and networks as a support function for their learning activities.

2) Technology choices in these course reflect the socio-technical context in the average workplace of an educational expert

**407530A: Defining Education in the Globalised World, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

1st year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Describe the main paradigms and define the key concepts of educational sciences
- Discuss the focus areas, the role and the tasks of educational sciences in the globalised world
- Define inclusive education and recognise marginalised groups in education
- Examine the relation between the development of educational sciences, societal changes and educational contexts

**Contents:**

- Education as a phenomenon
- The main paradigms and key concepts of educational sciences
- Education for sustainable development and inclusive education as focuses in educational contexts.
- Educational institutions in relation to socio-economically marginalised groups.
- Role of educational professionals developing educational settings

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 10 h seminars, 95 h independent work

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

Egan, K. (2008). *Future of Education: Reimagining our schools from the ground up*. New Haven: Yale University Press. (Oulu University e-library)

Osler, A. & Starkey, H. (2005). *Changing citizenship: Democracy and inclusion in education*. Maidenhead: Open University Press. (Oulu University e-library)

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

**Assessment methods and criteria:**

**Method of assessment**

Active participation in lectures and seminars and the completion of given tasks. 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.

Criteria for assessment of the seminar work / presentation:

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

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

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

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

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

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

**Grading:**

Pass/fail

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

No

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

1st year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Identify the relationships between language, language diversity, power and social justice
- Define critical literacy and discuss its use in educational contexts
- Analyse and evaluate their own experience of education in linguistically diverse contexts
- Examine and evaluate how intertwined language and sociocultural processes affect education

**Contents:**

- Language, knowledge and power relations
- Theories of linguistic diversity
- Competing discourses of language, migration and mobility
- The role of linguistic diversity in sociocultural processes
- Critical language awareness in educational contexts
- Critical literacies and global education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 20 h seminars, 95 h independent work

**Target group:**

1st year students in the Master's Degree Programme in Education and Globalisation

**Recommended or required reading:**

Piller, J. (2016). Linguistic Diversity and Social Justice. Oxford University Press.

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

**Assessment methods and criteria:**

**Method of assessment**

Active participation in lectures and seminars and the completion of given tasks. 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.

Criteria for assessment of the seminar work / presentation:

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

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

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

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

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

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

**Grading:**

Pass/fail

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

No

**408502S: Development and Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English

**Timing:**

1st year, spring

**Learning outcomes:**

After completion of the course, students are able to

- Distinguish between different approaches and theories for development and development education
- Discuss Finnish and international policies and practices in the field of development and development education
- Identify the current trends and discuss the implementation of the sustainable education sector development co-operation
- Examine the different conceptualisations of global development education and its sub-areas

**Contents:**

- Development theories and approaches to development education
- Finnish and International policies and practices of development co-operation and development education
- Sustainable development and its various dimension such as social, cultural, ecological, and economical
- The United Nations Agenda 2030 and the role of NGOs for sustainable development
- Practicing education for sustainable development and global education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 20 h seminars, 95 h independent work

**Target group:**

2nd year students in the Master's Degree Programme in Education and Globalisation

**Prerequisites and co-requisites:**

No

**Recommended or required reading:**

Harber, Clive (2014) Education and international development: Theory, practice and issues.

UN Agenda 2030 for Sustainable Development

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

**Assessment methods and criteria:**

**Method of assessment**

Active participation in lectures and seminars and the completion of given tasks. 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.

Criteria for assessment of the seminar work / presentation:

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

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

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

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

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

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

**Grading:**

0 – 5

**Person responsible:**

Johanna Lampinen

**Working life cooperation:**

No

**408057S: CAD/CAM in Basic Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4. year

**Learning outcomes:**

Having completed the course, the student knows how to

- draw simple technical drawings using 3D design software
- manufacture small-scale items with computer-controlled machines and equipment
- apply a CAD/CAM system in the teaching of technical work and technology in the lower grades of basic education

**Contents:**

Technical drawing, 3D design, CAD/CAM systems in the lower grades of basic education.

**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 Technology Oriented Primary Teacher Education Programme

**Prerequisites and co-requisites:**

Completion of studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

**Recommended optional programme components:**

Studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

Research on Technology Education

School Applications of Technology Education

Robotics in Basic Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation in teaching, completion of independent assignments

**Grading:**

pass/fail

**Person responsible:**

Jaakko Nykänen

**405048S: Literature Circle, 3 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, spring, periods I and II

**Learning outcomes:**

Having completed the course, the student is able to discuss art education based on a classic and knows how to report on what s/he has read.

**Contents:**

The course familiarises the student with the classics of arts and crafts education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 20 h, independent work 34 h.

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

Bachelor phase 405043A Introduction to the Basics and Practices of Arts and Crafts Education, 405044A Art, education and philosophy must have been completed,  
Master phase 405049S Research of Arts and Art Education must have been completed.

**Recommended optional programme components:**



None

**Recommended or required reading:**

To be agreed on at the start of the course

**Assessment methods and criteria:**

Participation in the literature circle and report on what you have read  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass/fail

**Person responsible:**

Marja Ervasti, Tapio Tenhu

**Working life cooperation:**

None

**405047A: Creative Arts Oriented Studies, Part 1, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3. year

**Learning outcomes:**

Having completed the study module, the student knows how to

- describe current phenomena in arts and their relationship to art education
- reflect on practices in art education from the viewpoint of learning and growth
- discuss and analyze art and artistic experiences from the viewpoints of his/her own world of experiences and theory

**Contents:**

Introduction to the research on art education and art theory from the viewpoint of phenomenology, narrativity and pragmatism. The course discusses art education from the viewpoint of knowledge and learning, and introduces the student to the theoretical models of art education. The dance workshop first provides an introduction to the phenomena and applications of dance in education, and familiarization with bodily phenomenology and embodiment from the viewpoint of dance.

**Mode of delivery:**

Lectures: Introduction to Research of Art Education and Arts

Workshops: Dance and embodiment

**Learning activities and teaching methods:**

Lectures 4h, face-to-face teaching 36h

**Target group:**

Students in the Creative Arts Oriented Primary Teacher Education Programme

**Prerequisites and co-requisites:**

none

**Recommended or required reading:**

Current literature. To be agreed on at the start of the course.

**Assessment methods and criteria:**

Pass:

The student's performance shows an acceptable level of learning in line with the expected learning outcomes. S/he knows how to view art and art education and his/her own experiences from the viewpoint of theories.

Fail:

The student's performance reveals deficiencies in his/her learning in view of the expected learning outcomes and is unfinished in terms of either the theoretical section or the workshop.

**Grading:**

Pass/Fail

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

Teaching in a team

**407073A: Research on Gender and Sexuality, 5 op**

**Voimassaolo:** 01.08.2016 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

English (medium of instruction), English or Finnish (essay)

**Timing:**

Spring 2018, I and II period

**Learning outcomes:**

- After the course, student is able to
- present the key features of feminist research
- recognize some of the most important developers of feminist research
- discuss the theoretical perspectives and practical implications of gender and sexuality in various contexts

**Mode of delivery:**

Contact hours 30 , group work and independent work

**Learning activities and teaching methods:**

20h lectures, period I ;10h seminars, period II; essay, period II; reading circles (10h) organized and reported by by students

**Target group:**

All the students in the faculty of Education

**Recommended or required reading:**

Reading list will be given to the students at course start

**Assessment methods and criteria:**

Active participation in contact hours (lectures and seminars), active participation in reading circles and writing the report, essay:

Students write an essay on any topic related to one, or several themes. Essays can be written in English, or in Finnish; 2000 words; if written in pairs, 3000 words. Essays are handed in to the teacher within 2 weeks after the last seminar.

**Grading:**

Pass/Fail

**Person responsible:**

Maria Järvelä

**Other information:**

Special target group: exchange students

**Themes introduced by the teachers:**

- Introduction of the course Maria Järvelä
- Gender and sexuality Jose Gardona Lopez
- Masculinities Sebastiao Teatini
- Gender and sustainability Rosalind Cooper
- Gender and economy Anu Railasto-Moran
- Gender and Education Anu Railasto-Moran
- Doing research on gender and sexuality Maria Järvelä
- Some specific issues that are of interest Maria Järvelä

**TIMETABLE AND TEACHERS**

- 11.01.18 Introduction Maria Järvelä  
thu 16.15-18.00 KTK215
- 12.01.18 Fluidity of Sexuality Jose Cardena Lopez  
fri 14.30-16.00 KTK215
- 18.01.18 Gender and Sustainability Rosalind Cooper  
thu 16.15-18.00 KTK215
- 19.01.18 Gender and Education Anu Railasto-Moran  
fri 14.30-16.00 KTK215
- 24.01.18 Gender and Economy Anu Railasto-Moran  
wed 16.15-18.00 KTK215
- 26.01.18 Masculinities Sebastiao Teatini  
fri 14.30-16.00 KTK215
- 02.02.18 Doing research on gender and sexuality Maria Järvelä  
fri 14.30-16.00 KTK215
- 09.02.18 Specific dilemmas 1: pornography and prostitution Maria Järvelä  
fri 14.30-16.00 KTK215
- 13.02.18 Specific dilemmas 2: informed later Maria Järvelä  
tue 16.15-18.00 KTK215
- 20.02.18 N.B! **SEMINAR** on Gender and Sustainability Rosalind Cooper  
tue 16.15-18.00 KTK215

**SEMINARS**

- 15.03.18  
thu 16.15-18.00 KTK215 Gender and Education Anu Railasto-Moran
- 16.03.18  
fri 14.30-16.00 KTK215 Gender and Economy Anu Railasto-Moran
- 22.03.18  
thu 16.15-18.00 KTK215 Masculinities Sebastiao Teatini
- 23.03.18  
fri 14.30-16.00 KTK215 Essay topics; Summing up Maria Järvelä
- 29.03.18 CANCELLED (due to Easter)  
thu 16.15-18.00 KTK215

**Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset****405047S: Applied Drama Education, 3 op**

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish/English as appropriate for the project.

**Timing:**

4th year, spring period 3 or 4

**Learning outcomes:**

Having completed the course, the student knows how to combine pedagogical projects and genres of applied drama in drama education. S/he knows how to design an entire applied drama project, such as forum theatre, community art or media education

**Contents:**

The students learn in the course

- functional working methods in applied drama in the context of primary school
- to create pedagogical artistic drama/theatre projects

**Mode of delivery:**

Face-to-face teaching / blended teaching

**Learning activities and teaching methods:**

24 h exercises and about 55 h independent work

**Target group:**

Students in the Creative Arts Oriented Primary Teacher Education Programme

**Prerequisites and co-requisites:**

- 1) basics of drama education
- 2) drama and theatre education

**Recommended optional programme components:**

The course is one of the programme-specific courses in the Creative Arts Oriented Primary Teacher Education Programme

**Recommended or required reading:**

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- VENTOLA, M.-R. & RENLUND, M. 2005. Draamaa ja teatteria yhteisöissä. Helsinki: Stadia.
- KOSKENNIEMI, P. 2007. Osallistava teatteri Devising ja muita merkillisyyksiä. Helsinki: Opintokeskus Kansalaisfoorumi.

**Assessment methods and criteria:**

Active participation in the course, carrying out the drama project and written assignment.

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

**Grading:**

1-5 OR pass/fail

**Person responsible:**

Hannu Heikkinen

**Working life cooperation:**

Yes, depending on each year's project and cooperation partners. It is possible that there are no work placements in a given year.

## 405044A: Art, Education and Philosophy, 2 op

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

3rd year, spring, periods III and IV

**Learning outcomes:**

The student is able to

- identify the main concepts connected with aesthetics and its history
- discuss the nature, experience, meanings and interpretations of art

**Contents:**

The course discusses the nature of beauty, aesthetic values and justifications of criticism.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching 20 h, independent work 34 h

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

Completion of 405043A Introduction to the Basics and Practices of Arts and Crafts Education

**Recommended optional programme components:**

None

**Recommended or required reading:**

Vuorinen, Jyri. Estetiikan klassikoita / Jyri Vuorinen.

Helsinki : Suomalaisen Kirjallisuuden Seura, 1993

Current literature as agreed

**Assessment methods and criteria:**

Active participation in contact teaching and independent assignment

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

**Grading:**

Pass/fail

**Person responsible:**

Marja Ervasti, Tapio Tenhu

**Working life cooperation:**

None

## 413068S: Comparative education and educational research, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Pekkarinen, Asko Sakari

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

4th and 5th years

**Learning outcomes:**

Having completed the course, the student knows how to

- describe various methods of comparative and educational research
- analyze educational phenomena from an international perspective
- evaluate the significance of comparative and educational research in educational theory formation and education policy

**Contents:**

Familiarization with the methods of comparative research

Comparative research of education from an international perspective

Social significance of comparative research

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent work, 135 hours

**Target group:**

Students doing their Master's studies / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and intermediate studies in education.

**Recommended optional programme components:**

The study module is part of the advanced studies in education

**Recommended or required reading:**

To be agreed on with the examiner which parts of the following books will be included in the exam

Arnove, R. F., Torres, C. A., & Franz, S. (2013). *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, (Md.): Rowman & Littlefield.

Bray, M., Adamson, B., & Mason, M. (2014). *Comparative education research: Approaches and methods* (Second edition.)

OECD, (2016). *Education at a Glance 2016. OECD Indicators*. OECD Publishing: Paris.

Tudge, J. (2008). *The Everyday Lives of Young Children. Culture, Class and Child Rearing in Diverse Societies*. Cambridge University Press

Articles, as agreed, in the *Comparative Education journal*

**Assessment methods and criteria:**

A book exam, or essay also making use of sources other than those mentioned in the learning materials

Criteria for assessment of course performance:

- # 0 = exam: the answer does not show that the student has read and understood the literature to be read for the exam; essay: the essay is unfinished, the matters dealt with are not essentially related to the theme and there is practically no use of sources
- # 1 = exam: the answer shows that the student has made very little acquaintance with the literature in question, with factual errors and no definition of essential concepts; essay: the essay is highly superficial, matters are presented fully detached from one another, and the use of sources is at a poor level
- # 2 = exam: the answer shows that the student has made some acquaintance with the literature, essential concepts are defined in a deficient manner, and the answer contains some factual errors; essay: the essay is superficial, matters are partly presented as if detached from each other, sources have been used satisfactorily.
- # 3 = exam: the answer shows that the student has become acquainted with the literature, essential concepts have been raised up, the topic is discussed well, and there is some personal reflection; essay: the essay shows a reflective approach and matters are related to one another to some extent; a common thread is to be seen and sources have been used mainly well.
- # 4 = exam: the answer shows that the student is well acquainted with the literature, the essential concepts have been defined well and the discussion includes reflection based on the student's own materials; essay: the essay is quite analytically structured, matters are related to each other well, and the use of sources is mainly very good.
- # 5 = exam: the answer shows that the student is very thoroughly acquainted with the literature and has systematically analyzed it him/herself, essay: the essay has been structured systematically and analytically, the matters are related to each other very well and the use of sources is mainly excellent.

**Grading:**

0-5

**Person responsible:**

Asko Pekkarinen

**402756P: Culture and education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anna-Maija Puroila

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st period

**Learning outcomes:**

After completing the course, the student is able:

- to analyze childhood as a multilevel and culturally constructed phenomenon
- to describe relationships between childhood, identity, development and culture.
- to combine theoretical knowledge and pedagogical competences in children's various cultural environments

**Contents:**

- Concept of culture
- Childhood and culture
- History of culture and childhood
- Construction of cultural identities
- Pedagogical applications of culture

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

4 h lectures, 36 h working in groups

95 h independent work

**Target group:**

Students in the Faculty of Education, primarily those in Primary Teacher Education and Early Childhood Education programmes

**Prerequisites and co-requisites:**

none

**Recommended optional programme components:**

Part of minor subject studies "Children's culture" (25 cr)

**Recommended or required reading:**

- Karlsson, L., Puroila, A-M., & Estola, E. (2016). Välkkeitä, valoja ja varjoja. Kertomuksia lasten hyvinvoinnista.
- Mustola, M., Mykkänen, J., Böök, M. & Kärjä, A-V. (2015). Visuaaliset menetelmät lapsuuden ja nuorisotutkimuksessa.
- Kurssin alussa sovittavia tieteellisiä artikkeleita / Scientific articles to be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in the course, approved completion of the independent tasks, learning diary or exam.

Criteria for assessment of the learning diary or exam:

0 = the text is unfinished, fragmented, not connected to the theme of the course, few references

1 = the text is very superficial, disconnected matters are presented, poor use of references are

2 = the text is superficial, matters are disconnected in some places, references are used satisfactorily

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

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

5 = the text is written in a systematic and analytical way, matters are connected to each other very well, the use of references is excellent

**Grading:**

0 - 5

**Person responsible:**

Anna-Maija Puroila

**Working life cooperation:**

None

## 413058S: Current Issues in Education, 5 op

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Ulvinen, Veli-Matti Terho

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

4th to 5th years, autumn

**Learning outcomes:**

Having completed the course, the student

- identifies current trends and special issues in education, and is able to evaluate them critically
- is familiar with her/his chosen current educational issue or special field

**Contents:**

The content of the course is defined by the current themes and by the student's own interests. For instance, the topics may be current developmental trends at different levels of the education system, or themes related to the values of education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h, seminars 8 h, independent work 115 h

**Target group:**

Master's level students / Pedagogical Institutions and Expertise

**Prerequisites and co-requisites:**

Basic and Intermediate Studies

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be determined at the start of the course

**Assessment methods and criteria:**

Student participates actively in seminar work, completing the jointly agreed assignment set for the course. The student produces a seminar paper and presentation on selected topic around current issues on education.

Criteria for assessment of the seminar work and presentation:

- 0 = it is unfinished, fragmentary; the text is not connected to the theme of the course, only few references.
- 1 = it is very superficial, disconnected matters are presented, and references are weakly used.
- 2 = it is superficial, matters are disconnected in some places, references are satisfactorily used.
- 3 = it contains reflection on the theme, matters are connected to each other, there is a plot in the work, using references is at a good level.
- 4 = it is presented and written in an analytical way, matters are well connected to each other, using references is mainly at a very good level.
- 5 = it is presented and written in a systematic and analytical way, matters are connected to each other very well, the using of references is excellent.

**Grading:**

0-5

**Person responsible:**

Veli-Matti Ulvinen

**Working life cooperation:**

None

## 413320S: Current trends in LET research, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Advanced Studies



**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Essi Vuopala

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

1st year, 4th period

**Learning outcomes:**

After completion of this course, the student is able to

- Identify and elaborate some of the current trends in the field of learning sciences
- Justify their own research interest and locate it in the field of current research
- Compose and critically evaluate scientific text

**Contents:**

- Current trends in the field of learning sciences
- Ongoing research projects in LET

**Mode of delivery:**

Face-to-face: 20h: 10h lectures, 10h practice

Individual: 115h

**Learning activities and teaching methods:**

Seminars where different researchers present their research in the field of learning and educational technology. Individual assignment will be written based on the seminars and current and relevant scientific articles.

**Target group:**

First year LET master students, other Master's or PhD level students in the Faculty of Education.

**Prerequisites and co-requisites:**

Basic studies in learning, education and technology or other educational sciences.

**Recommended or required reading:**

Current scientific articles in the field of learning sciences and educational technology, will be announced in the beginning of the course.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching and successful completion of the individual learning assignment.

5= The student has participated actively in all face-to-face meetings and done the required individual task according to the course requirements. The task represents very good familiarity with course contents and relevant additional materials.

4= The student has participated actively in all face-to-face meetings and done the required individual task according to the course requirements. The task represents good familiarity with course contents and relevant additional materials.

3= The student has participated actively in most of the face-to-face meetings and done the required individual task according to the course requirements. The task represents familiarity with course contents and relevant additional materials.

2= The student has participated in several face-to-face meetings and done the individual task. The task represent only some familiarity with course contents and additional reading materials.

1= The student has participated in some face-to-face meetings and done the individual task. The task is related to the course contents and some additional reading material has been used.

**Grading:**

1-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

The course is tightly connected to the current work of researchers in the LET research unit. During the course students get practical information, ideas and real examples of research work in the field of learning sciences.

**Other information:**

The specific contents and lecturers of this course will vary between academic years.

## 402108P: Diversity of Learning, 5 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402108P Learning Difficulties and Uniqueness of Learning (OPEN UNI) 5.0 op

### ECTS Credits:

5 cr

### Language of instruction:

Finnish

### Timing:

3rd period (spring semester)

### Learning outcomes:

The student knows how to

- analyse factors affecting learning in an individual's course of life and in different learning environments
- identify different difficulties related to learning and manifestations of talent
- identify the need for multiprofessional collaboration to intervene in the challenges of learning
- identify the impact of multiculturalism in learning

### Contents:

- Approaches and backgrounds to learning skills and difficulties
- Sensorimotor functions in learning
- Different learners from the gifted to the disabled
- Challenges of learning from early childhood to adulthood
- Challenges of learning: identification, evaluation and support
- Individualisation and communality of teaching

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

14 h lectures, 3h exam

### Target group:

Students selected for the minor or major of Special Education at the Faculty of Education

### Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

### Recommended optional programme components:

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

### Recommended or required reading:

Ahvenainen, O. & Holopainen, E. 2005. Lukemis- ja kirjoittamisvaikeudet: teoreettista taustaa ja opetuksen perusteita. Special data Oy.

AND

Teija Kujala, Christina M. Krause, Nina Sajaniemi, Maarit Silvén, Timo Jaakkola ja Kari Nyyssölä. (toim.) 2012.

Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. s. 69. [http://www.oph.fi/download/138958\\_Aivot\\_oppimisen\\_valmiudet\\_ja\\_koulunkaynti.PDF](http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF)

AND

Kaski, M., Manninen, A., Mölsä, P. & Pihko, H. 2012. Kehitysvammaisuus.

OR

Takala, M. (2016) huom. uusi painos! Erityispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s

### Assessment methods and criteria:

Participation in face-to-face teaching and lecture and literature exam (3 books).

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

### Grading:

1-5

### Person responsible:

Leila Kairaluoma

**Working life cooperation:**

Yes, visitor

**442184A: Early Learning and Education in Multicultural Contexts, 11 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

11 credits

**Language of instruction:**

english

**Timing:**

spring term

**Learning outcomes:**

- identify the main features of the Finnish educational system and early childhood education and care (ECEC)
- compare ECEC in different cultures and be aware of cultural diversity
- analyze early learning and young children's development

**Contents:**

- orientation to the Finnish educational system
- introduction to the Early Childhood Education and Care (ECEC)
- Early Childhood education and Care in theory and practice
- research-based ECEC
- cultural diversity in ECEC

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminars, visits, observations

**Target group:**

Degree and exchange students of the Faculty of Education

**Recommended optional programme components:**

Study module consists of a whole of 10 credits + optional studies 3-9 credits. Optional studies are 442184A-04 Project work, 3 credits and 442184A-05 Internship in a Pre-school/Kindergarten, 3-6 credits.

Study module 442184A, Early Learning and Education in Multicultural Contexts is part of the Faculty of Education optional studies.

**Recommended or required reading:**

Will be confirmed in the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, essays, reports

**Grading:**

pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Observations in day-care centers, teaching practice (optional)

*Compulsory*

**442184A-01: Early Childhood Education and Care in Finland and in Other Countries, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

5 credits

**Language of instruction:**

english

**Timing:**

spring term

**Learning outcomes:**

- identify the main features of the Finnish educational system and early childhood education and care (ECEC)
- compare ECEC in different cultures and be aware of cultural diversity
- analyze early learning and young children's' development

**Contents:**

- orientation to the Finnish educational system
- introduction to the Early Childhood Education and Care (ECEC)
- Early Childhood education and Care in theory and practice
- research-based ECEC
- cultural diversity in ECEC

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminars, reading circle, visits, observations

**Target group:**

Degree and exchange students of the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education, early childhood education or behavioral sciences

**Recommended optional programme components:**

Is part of 442184A Early learning and Education in Multicultural Contexts

**Recommended or required reading:**

Will be confirmed in the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, essays, reports

**Grading:**

pass /fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Observations in day-care centers

**442184A-04: Project Work, 3 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3 credits

**Language of instruction:**

english

**Timing:**

spring term

**Learning outcomes:**

- compare ECEC in different cultures and be aware of cultural diversity
- analyze early learning and young children's' development

**Contents:**

- Early Childhood education and Care in theory and practice
- research-based ECEC
- cultural diversity in ECEC

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminars

**Target group:**

Degree and exchange students of the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education, early childhood education or behavioral sciences

**Recommended optional programme components:**

Is part of 442184A Early learning and Education in Multicultural Contexts optional studies.

**Recommended or required reading:**

Will be confirmed in the beginning of the course

**Assessment methods and criteria:**

Active participation in seminars, reports

**Grading:**

pass/ fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

No

**442184A-05: Internship in a Pre-School/Kindergarten, 3 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**ECTS Credits:**

3-6 credits

**Language of instruction:**

English

**Timing:**

Spring term

**Learning outcomes:**

- identify the main features of the Finnish educational system and early childhood education and care (ECEC)

- learn to work as a teacher with small children

**Contents:**

- personal experience in the Finnish Early Childhood Education and Care (ECEC)  
- teaching practice

**Mode of delivery:**

Practical work in day-care center

**Learning activities and teaching methods:**

Supervised teaching practice

**Target group:**

Degree and exchange students of the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies in education, early childhood education or behavioral sciences

**Recommended optional programme components:**

Is part of 442184A Early learning and Education in Multicultural Contexts optional studies.

**Recommended or required reading:**

No

**Assessment methods and criteria:**

Active participation

**Grading:**

pass/fail

**Person responsible:**

Asko Pekkarinen

**Working life cooperation:**

Practical work in day-care center

## 418023P: Foundations of learning, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Essi Vuopala

**Opintokohteen kielet:** English

**ECTS Credits:**

5 cr

**Language of instruction:**

English

**Timing:**

1<sup>st</sup> year, 1<sup>st</sup> period

**Learning outcomes:**

After completion of this course, the student is able to

- describe the basic concepts of learning sciences,
- name the main theories in learning and instruction,
- explain educational use of technology over time, and work in various multicultural groups.

**Contents:**

- Basic concepts and theories of learning and instruction
- Introduction to how people learn individually and in groups
- History and current trends of technology-enhanced learning

**Mode of delivery:**

Learning activities include both individual and collaborative studying supported by technology. There will also be lectures and short expert presentations by the teachers and researchers in the field of learning sciences.

**Learning activities and teaching methods:**

Face-to-face and online teaching, 40h: lectures 15, practice 25

Individual and collaborative studies, 95h

**Target group:**

1st year students on the LET Master's Programme

**Recommended or required reading:**

- [How People Learn: Brain, Mind, Experience, and School: Expanded Edition. \(2000\). Washington, DC: The National Academies Press.](#)
- The Cambridge Handbook of The Learning Sciences. (2006). New York: Cambridge University Press.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching, and collaborative and independent work. It also requires successful completion of all the learning assignments and exercises. Learning outcomes are assessed through group and individual assignments.

5: All course assignments are comprehensive in terms of the contents of the course, and they represent very deep and wide familiarity with course materials. The student is able to express that s/he has understood and is able to combine key concepts and theories of learning sciences. The learning assignments are reflective in nature. The student participates very actively in group work, and contributes to the group assignments.

4: All course assignments are comprehensive in terms of the contents of the course, and they represent good familiarity with course materials. The student is able to express that he has understood and is able to combine key concepts and theories of learning sciences. S/he participates actively in group work, and contributes to the group assignments.

3: All course assignments are comprehensive in terms of the main contents of the course, and they represent familiarity with course materials. The student is able to express that s/he has understood the key concepts and theories of learning sciences. S/he participates very actively in group work, and contributes to the group assignments.

2: The student has done most course assignments, but they do not cover all contents of the course and the use of course materials is mostly superficial. The student is able to express his understanding about some of the key concepts and theories in learning sciences. S/he participates in most of the group meetings, but his contribution to the group activities is not clearly indicated.

1: The student hasn't done all course assignments or the assignments are superficial in terms of the main course contents and the use of course materials. S/he is able to express his understanding of a few concepts and theories in the field of learning sciences, but on a very superficial level. The student's participation in group work is passive, and his/her contribution to the group activities is not clearly indicated.

**Grading:**

1-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

Group tasks are case examples from actual working life.

**408051S: Future Working Life Skills and Technology Education, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Fourth year, autumn term

**Learning outcomes:**

Upon completion of the course, the student knows how to...

- To assess how the world of work and know-how will change
- Create an image for themselves the demands of society change, and thus the requirements of the work for making
- To apply and analyze what kind of pedagogy for the future can be built
- Be able to create teaching material contents of the course
- To build the school and the surrounding community interaction elements and to promote co-operation with the local business life by participating in a company visit.
- And is able to combine technology education content and skills for working life
- To analyze the curricula from the perspective of the themes

**Contents:**

- The content is to create an individual's ability to change the ideas into action.
- In section deals with the problem-solving skills, planning skills, communication skills, mathematical skills, communication skills, self-management and evaluation skills, teamwork skills, technology, production, and work skills.
- Content related to specific skills and knowledge, the teacher needs to start functioning member of society. Skills needed in studies than in other areas of life to recognize the good life management conditions.
- Examples of how to apply entrepreneurship education, primary school education.
- Entrepreneurship education and research
- The EU and the Finnish guidelines for themes
- study visit and the law
- curriculum analysis
- your good financial management
- Learning in "Me & MyCity" (= Yrityskylä)

**Mode of delivery:**

Face-to-face teaching, company visits and group exercises. New ICT tools are used.

**Learning activities and teaching methods:**

Lectures 24 h and group work 12 hours Self-study 72 hours

**Target group:**

Technology oriented primary teacher education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Skills can be used on last training in training school.

**Recommended or required reading:**

Online material:

- The curriculum of the 2004 National Board of Education
- ORDER 129 Mapping of teachers' preparation for entrepreneurship education
- Guidelines for entrepreneurship education in 2009, Ministry of Education
- Rethinking education: investing in skills for better socio-economic outcomes

Other learning materials will be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in teaching, independent and group assignments. Competence is monitored by the new communications technology and learning tasks by doing.

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

**Grading:**

Pass /fail

**Person responsible:**

Juha-Matti Turpeinen

**Working life cooperation:**

Yes. Company visits / company participation in the visit

## 405030S: History of Arts, 3 op

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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



**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

4th year, autumn, periods 1 and 2

**Learning outcomes:**

Having completed the course, the student is able to discuss different genres of art in the historical continuum (music/dance, visual art/architecture, theatre, literature). The student knows how to classify characteristics of art in different eras. The student knows how to combine the manifestations of art in different ages with the prevailing social situation in each age.

**Contents:**

The history of art is approached from the viewpoint of a few chosen phenomena (Kalevala, ancient mythologies, etc.)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching and independent work

**Target group:**

Creative Arts Oriented Primary Teacher Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

Literature is agreed on according to theme or phenomenon chosen at the start of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching, independent work as agreed at the start of the course.

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

Pass/fail

**Person responsible:**

Arts, crafts and physical education staff

**Working life cooperation:**

None

**407084A: Multiliteracy in Phenomena in Various Learning Environments, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3. year, spring

**Learning outcomes:**

Having completed the course, the student knows how to

- plan and implement a project aiming at broadly based learning outcomes in a group
- apply subject-specific knowledge and skills in a varied manner
- analyze the project in a comprehensive manner

**Contents:**

The student plans and implements a project with a context obtained from the museum or science centre, which also functions as the learning environment. The contents are based on the basic education curriculum for the year 2014.

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4h, face-to-face teaching 16h, project implementation 20h, independent work 95h

**Target group:**

Primary and secondary teacher education students

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

National core curriculum for basic education 2014

Agreement on other materials to be made at the start of the course

**Assessment methods and criteria:**

Active participation in exercises and lectures.

Project planning, implementation, reporting and evaluation.

pass

The student's performance proves competence in tune with the expected learning outcomes at an acceptable level. S/he deals with the theoretical stuff of the study module with sufficient analysis, and applies it in an appropriate manner.

fail

The student's performance reveals deficiencies in skills and knowledge based on the expected learning outcomes, or is unfinished.

**Grading:**

Pass/Fail

**Person responsible:**

Sari Harmoinen

## 407083A: Personal Growth, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Master's studies, autumn term

**Learning outcomes:**

- the student identifies his or her own skills and knowledge from the working life point of view
- the student constructs his/her professional identity together with the other students
- the student improves his/her self-knowledge
- the student acquires tools for coping at work
- the student is acquainted with professions in the field of education and with working life in general
- the student knows how to apply for a job and get networked, and is encouraged to make the transfer to working life

**Contents:**

The following issues are discussed in the study module:

- self-knowledge and how to support it

- how to identify one's own knowledge and skills
- construction of professional identity
- familiarization with the opportunities offered by training and working life
- the changing elements of working life
- networking

**Mode of delivery:**

Face-to-face teaching, independent work

**Learning activities and teaching methods:**

Large and small group teaching, working life visits totalling 40h.

**Target group:**

Master's level teacher students in the Faculty of Education

**Prerequisites and co-requisites:**

Bachelor's degree

**Recommended optional programme components:**

Practice periods and Master's studies in the major subject

**Recommended or required reading:**

Current materials and articles connected with the course

**Assessment methods and criteria:**

Active participation in the course exercises and visits, successful completion of the course assignments (including a learning diary) and conducting a theme interview/task. Instructions for the course assignments are given at the start of the course.

**Grading:**

Pass/Fail

For a pass to be awarded, the course grade needs to be at least 3.

**Person responsible:**

Academic Officers

**Working life cooperation:**

The study module does not include any practical training as such, but it is oriented to working life. Working life cooperation takes place through visitors and visits, for instance. The course orients the student to working life and is designed to make lower the students' threshold to move into working life.

**Other information:**

The course is an optional study module.

**408052S: Programmable Logics and Logical Reasoning, 4 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

5th year, autumn

**Learning outcomes:**

Upon completion of the course, the student will be able to

- explain the principles of programmable logics and present examples of them in every day life,
- compare and describe the most essential methods of logical reasoning in solving automation systems' functions,
- assess the feasibility of different levels of automation technology related problem-solving assignments to primary school pupils,
- present examples of learning mathematical and natural science concepts and contents in automation technology related assignments and
- design and build demonstration equipment suitable for teaching automation technology in primary school level.

**Contents:**

Programmable logics, methods of logical reasoning, problem-solving, open learning environment, child's intellectual development and logical reasoning ability, contents of mathematical and natural science subjects and technology education.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

**Target group:**

Technology-Oriented Teacher Education Students

**Prerequisites and co-requisites:**

- 406040A Craft, technical work and technology (6 cr)

**Recommended optional programme components:**

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)
- 404008S Robotics Applications (4 cr)

**Recommended or required reading:**

To be agreed on at the beginning of the course

**Assessment methods and criteria:**

Active participation in contact teaching, carrying out practical exercises and textual outputs.

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

**Grading:**

Pass/ fail

**Person responsible:**

Jaakko Nykänen

**Working life cooperation:**

None

## 418024P: Self-regulated 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 cr

**Language of instruction:**

English

**Timing:**

1<sup>st</sup> year, 2<sup>nd</sup> period

**Learning outcomes:**

After completion of this course, the student is able to

- define the concept of self-regulated learning
- identify the phases of self-regulated learning in different theoretical models
- recognize the role of motivation and emotions in learning
- define the concept of metacognition and explain its role in learning
- apply the basic principles of self-regulated learning to their own studying

**Contents:**

- The concept of self-regulated learning
- Theoretical models of self-regulated learning
- The role of motivation, emotions, cognition and metacognition in learning

**Mode of delivery:**

Learning activities consist of lectures and structured individual studying. The students develop their own self-regulatory skills during the course.

**Learning activities and teaching methods:**

Face-to-face and online teaching 30h: lectures 10h, practice 20h.

Individual and online studying, 105h.

**Target group:**

1st year students on the LET Master's Programme and students in minor subject studies in learning and educational technology.

**Recommended or required reading:**

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2001). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.

Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. DOI: 10.3102/0002831207312909.

And/or other contemporary readings in the field of self-regulated learning, to be announced in the beginning of the course.

**Assessment methods and criteria:**

Completion of the course requires active participation in face-to-face teaching and independent work. It also requires successful completion of all the learning assignments and exercises. Learning outcomes are assessed through participation and the quality of the individual assignments.

5: All course assignments are comprehensive in terms of the contents of the course, and they represent very deep and wide familiarity with course materials. The student is able to express that s/he has understood and is able to combine key concepts and theories of self-regulated learning. Learning assignments are reflective in nature.

4: All course assignments are comprehensive in terms of the contents of the course, and they represent a good familiarity with course materials. The student is able to express that s/e has understood and is able to combine key concepts and theories of self-regulated learning.

3: All course assignments are comprehensive in terms of the main contents of the course, and they represent familiarity with course materials. The student is able to express that s/he has understood the key concepts and theories of self-regulated learning.

2: The student has done most course assignments, but they do not cover all the contents of the course and the use of course materials is mostly superficial. The student is able to express his/her understanding of some of the key concepts and theories in self-regulated learning.

1: The student has done some of the course assignments but the assignments are superficial in terms of the main course contents and the use of course materials. The student is able to express his understanding of a few concepts and theories in the field of self-regulated learning, but on a very superficial level.

**Grading:**

1-5

**Person responsible:**

Jonna Malmberg

## 405051A: Technology Education Research, 5 op

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3. year

**Learning outcomes:**

Having completed the course, the student knows how to

- define the learning environment of technology education.
- take into consideration the special characteristics of technology education in research activities.

- make conclusions based on scientific consideration in choosing research and data collection methods in technology education.
- apply educational research methods to studies in technology education.

**Contents:**

Technology education learning environment, the essence and special characteristics of technology education from research point of view, structures of research on technology education, application of qualitative and quantitative methods to research in technology education, choice of research method in technology education, construction of a research plan.

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 6h, small group teaching 34h, independent work 95h.

**Target group:**

Students in the Technology Oriented Primary Teacher

**Prerequisites and co-requisites:**

Completion of studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

**Recommended optional programme components:**

Studies in technical work in the study modules below:

- Arts and Crafts Education I: Music, Physical Education and Crafts
- Arts and Crafts Education II: Art and Crafts
- Arts and Crafts Education V: Crafts and Music

School Applications of Technology Education

Robotics in Basic Education

CAD/CAM in Basic Education

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation in teaching, completion of written assignments and production of concrete materials.

**Grading:**

Pass/Fail

**Person responsible:**

Jaakko Nykänen