

Opasraportti

FEdu - Master's Programme in Primary Teacher Education, MA (Education) (includes Taika and Tekno) (2019 - 2020)

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

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

Learning outcomes in the Master's degree:

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

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

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

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

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

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

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

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

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

Tutkintorakenteet

Degree Programme in Primary Teacher Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2019-20

Lukuvuoden alkamispäivämäärä: 01.08.2019

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) (25 - 35 op)

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

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

Optional Studies (25 ECTS cr)

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

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

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

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

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:

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

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 20h, small group practice 20h

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:

- Antonia Kupfer (ed) Power and Education. Contexts of Oppression and Opportunity, Palgrave McMillan, 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.

Literature will be updated or additional readings will be agreed separately

Grading:

0 - 5

Person responsible:

Tuija Huuki

Working life cooperation:

Kurssin sisällöt kytketään 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.

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

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 10 h
- 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

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

Learning activities and teaching methods:

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

Target group:

Students in the Primary Teacher Education programme.

Prerequisites and co-requisites:

Orientation to School Work and Bachelor-Level School Experience

Recommended optional programme components:

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

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Pass:

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

Fail:

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

Grading:

Pass/ fail

Person responsible:

Sari Harmoinen

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

408043S: Master's Thesis, 30 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Other information:

"See 408044S Thesis Seminar"

408044S: Thesis Seminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS + 30 ECTS Thesis

Language of instruction:

Finnish and English (especially in the ITE programme)

Timing:

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 (ITE)

Timing:

4th year (primary education)

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 (ITE)

Timing:

4th year (primary education)

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.

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.stibamalang.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

Working life cooperation:

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