

# Opasraportti

## FEdu - Minor Subjects (2018 - 2019)

### MINOR STUDIES 2018-2019

- The minor subjects offered by the Faculty vary year by year.
- As a rule, one group by minor subject is arranged.
- The size of a group is about 20 but no fewer than 10 students.
- An effort is made to guarantee a student's first choice within five years for all primary and kindergarten teacher students.
- A student can only be granted a single minor subject in the first round of applications.
- A student can be granted a maximum of two minor subjects in the minor subject selections of the same spring.
- All students studying for a basic degree are offered the possibility to complete two minor subjects within five years.
- No application is necessary for the minor subjects of sociology, Women's and Gender studies and psychology.
- If the Faculty is offering minor subjects organised by the Open University, the course shall be a first or second minor subject that complies with the structure of the degree (multiculturalism, general theology, health education).
- Only minor subjects previously completed/started in the Faculty and Open University minor subjects financed by the Faculty are taken into account in the selection of minor subjects.
- Apply/register for study modules in other faculties as instructed by the faculties in question.

### Criteria for minor subject selection

\* Primary and early childhood education teacher students are given preference in the following minor subjects: pre-school and primary education (not for kindergarten teacher students), art, physical education, music, technical work, textile work, and the Children's culture.

Application for minor subjects takes place in the order of preference indicated by the students. If there are more than 20 applicants for a minor subject, the selection of students to the group is determined on the basis of the following criteria:

1. Student's rank of the choice
2. Minor subjects started/completed before
3. Progress in studies, starting year

### Teaching in minor subjects

So far as contact teaching is concerned, all of the studies in a minor subject are arranged in the course of a single academic year.

Please note that the courses in Education in Transition, Multiculturalism and Learning and Educational Technology are in English, while the other subjects are mainly in Finnish.

A250507 Education for Intercultural Competencies 25 credits

A250511 Education in Transition 25 credits

A255102 Special education 25 credits

A255202 Pre-school and primary education 25 credits

A255301 Basic studies in Learning and educational technology 25 credits

A255402 Arts education 25 credits

A255902 Handicrafts/technical work/technology 25 credits  
 A256002 Handicrafts/textile work/technology 25 credits  
 A255501 Physical education 25 credits  
 A255702 Music 25 credits  
 A791404 Basic studies in health education 25 credits  
 A791407 Intermediate studies in health education 35 credits

A250504 Basic studies in education 25 credits  
 A250505 Intermediate studies in education 35 credits  
 A212901 Basic studies in Women's and Gender studies 25 credits  
 A212902 Intermediate studies in Women's and Gender studies 35 credits  
 A250603 Basic studies in psychology 25 credits  
 A250604 Intermediate studies in psychology 35 credits  
 A211401 Basic studies in sociology 25 credits  
 A211402 Intermediate studies in sociology 35 credits

## Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

A255402: Art Education, 25 op

### *Compulsory*

402718P: Pedagogy of Arts 1: Personal Visual Cultures, 5 op  
 402719P: Pedagogy of Arts 2: Worlds of Art, 5 op  
 402720P: Pedagogy of Arts 3: Media Cultures, 5 op  
 402721P: Pedagogy of Arts 4: Visual Cultures in the Environment, 5 op  
 402722P: Pedagogy of Arts 5: Teaching Art, 5 op

A250507: Education for Intercultural Competencies, 25 op

### *Electives*

407508A: Comparative Education, 10 op  
 407530P: Internship, 5 op  
 407531P: Selected Literature, 5 op  
 407532P: Optional, 5 op

A250511: Education in Transition, 25 op

### *Compulsory*

407530A: Defining Education in the Globalised World, 5 op  
 407540P: Language, Education, Society, 5 op  
 408502S: Development and Education, 5 op  
 407532A: Economics of Education, 5 op  
 407519A: Education and Change, 5 op

A250505: Education, Intermediate Studies, 35 - 50 op

### *Compulsory*

411004A: Educational and Cultural Theory I, 5 op  
 411005A: Theoretical Foundations of Education, 5 op  
 411007A: Educational systems I, 5 op  
 411008A: Introduction to the Economics of Education, 5 op  
 407040A: Basic Course in Quantitative Research, 5 op  
 407041A: Basic Course in Qualitative Research, 5 op

*Following courses belong to Educational Science main subject: 407045A, 407047A and 411014A. Course 411016A belongs to minor subject.*

407045A: Bachelor's Thesis, 10 op  
 407047A: Maturity Test, 0 op  
 411014A: Paths to Working Life, 5 op  
 411016A: Proseminar, 5 op

A250504: Education, Basic Studies, 25 op

### *Compulsory*

410084P: Education as an Object of Scientific Research, 5 op  
 410085P: Growth, Development and Learning, 5 op  
 410086P: Teaching and Educational Interaction, 5 op

410087P: Sociocultural Contexts of Education, 5 op

410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op

A212901: Gender Studies, Basic Studies, 25 op

*Compulsory*

417113P: Basic course in gender studies, 5 op

417116P: Sexuality and corporality, 5 op

417118P: Men's and masculinity studies, 5 op

417121P: Media Culture and Gender, 5 op

417138P: Optional Course, 5 op

A212902: Gender Studies, Intermediate Studies, 35 op

*Compulsory*

417209A: Methodological Studies and Research Methods, 5 op

417207A: Theories of Gender Studies, 5 op

417208A: Black Feminism, 5 - 10 op

417222A: Globalisation and a Socially Sustainable Future, 5 op

417211A: Practical Work in a Gender Responsible Development or Research Project, 5 - 10 op

417215A: Violence - Concepts, Practices and (Everyday) Interventions, 5 - 10 op

417224A: Optional Studies in Intermediate Studies, 5 - 10 op

A791404: Health Education, Basic Studies, 25 op

*e1*

402960P: Introduction to Health Studies, 5 op

402103P: Psychological Development of Children and Adolescents, 5 op

402956P: Improving Health Through Nutrition, 5 op

402961P: Basics of Anatomy and Physiology, 5 op

402951P: Basics of the Didactics of Health Education, 5 op

*You can replace a compulsory course by the following course:*

402965P: Health Education Special Studies, 5 - 10 op

A791407: Health Education, Intermediate Studies, 35 op

*e1*

402957A: Drugs and Health, 5 op

402958A: Improving Health through Exercise, 5 op

402952A: School as a promoter of inclusion and life management of children and adolescents, 5 op

402959A: Supporting Sexual Growth and Development, 5 op

402962A: Oral Health, 5 op

402953A: Advanced Course in the Didactics of Health Studies, 5 op

402964A: Thesis, 5 op

A255301: Learning, Education and Technology, 25 op

*Compulsory*

418023P: Foundations of learning, 5 op

418024P: Self-regulated learning, 5 op

418025P: Learning environments and technologies, 5 op

418026P: Problem-solving case 1, 10 op

A255702: Music, 25 op

*Compulsory*

421260P: Introduction to Music, 5 op

421261P: Pedagogy of Music, 5 op

421262P: Development as a Music Educator, 5 op

421263P: Recent Musical Phemonena, 5 op

421264P: Development of Musicianship, 5 op

A255501: Physical Education, 25 op

*Compulsory*

402370P: Introduction to Physical Education, 5 op

402371P: Applications of Physical Education I, 5 op

402372P: Applications of Physical Education II, 5 op

402373P: Applications of Physical Education III, 5 op

402374P: Applications of Physical Education IV, 5 op

A255202: Preschool and Primary Education, 25 op

*Compulsory*

402160P: Developmental Psychology and Pedagogy of Pre-Primary and Primary Education, 5 op

402161P: The Researching Child I, 5 op

402162P: The Researching Child II, 5 op

402163P: Art and Craft Education: Narratives in Opening Up Experience and Understanding, 10 op

A255110: Professional Studies in Special Education, 60 - 70 op

*Compulsory*

- 402120A: Special Education as a Profession, 5 op
- 402121A: Learning Difficulties in Reading and Writing, 5 op
- 402122A: Learning Difficulties in Mathematics, 5 op
- 402123A: Socio-Emotional Growth and Pedagogy, 5 op
- 402140S: Cognitive Performance and Assessment, 5 op
- 402141S: Senses and Communication, 5 op
- 402127A: Teaching Practice I, 5 op
- 402128A: Teaching Practice II, 5 op

A250603: Psychology, Basic Studies, 25 op

*Compulsory*

- 412070P: Basics of Psychological Research, 5 op
- 412054P: Developmental Psychology I, 5 op
- 412071P: Personality Psychology I, 5 op
- 412056P: Basics of Cognitive and Neuropsychology, 5 op
- 412057P: Applications of Psychology: Psychology of Health and Mental Health, 5 op

A250604: Psychology, Intermediate Studies, 35 - 55 op

*Compulsory*

- 412072A: Cognitive Psychology II, 5 op
- 412059A: Developmental psychology II, 5 op
- 412067A: Psychology of counselling I, 5 op
- 412062A: Applications of Psychology II, 5 op
- 407040A: Basic Course in Quantitative Research, 5 op
- 407041A: Basic Course in Qualitative Research, 5 op

*Following courses belong to Educational Psychology main subject: 412074A, 407047A and 411014A.*

*Following course belongs to minor subject: 412073A*

- 412074A: Bachelor's Thesis in Educational Psychology, 10 op
- 407047A: Maturity Test, 0 op
- 411014A: Paths to Working Life, 5 op
- 412073A: Proseminar, 5 op

A211402: Sociology, Intermediate Studies, 35 op

*Obligatory courses in Sociology intermediate studies*

- 414070A: History of sociology, 5 op
- 414071A: Modern trends in sociology, 5 op
- 414076A: Research methods in sociology, 5 op
- 414073A: Social structure and change, 5 op
- 414077A: Project studies, 5 op

*Choose two of the following*

- 414085A: Sociology of Work, 5 op
- 414086A: Culture and everyday life, 5 op
- 414087A: Sociology of sex and gender, 5 op
- 414088A: Sociology of health, 5 op
- 414091A: Citizenship in Motion, 5 op

A211401: Sociology, Basic Studies, 25 op

*Obligatory courses in Sociology basic studies*

- 414067P: Basic course in sociology, 5 op
- 414078P: Introduction to methodology and methodics, 5 op
- 414079P: Current Research, 5 op

*Choose two of the following*

- 414080P: Family research and lifespan analysis, 5 op
- 414081P: Sociological environment research, 5 op
- 414082P: Globalisation, 5 op
- 414083P: Education in Society, 5 op
- 414084P: Sociology of racism and multiculturalism, 5 op

A255102: Special Education, Basic Studies, 25 op

*Compulsory*

- 402106P: Basic Course in Special Education, 5 op
- 402107P: Challenges in Language and Communication, 5 op
- 402108P: Diversity of Learning, 5 op
- 402109P: Challenges of Behaviour, 5 op
- 402110P: Special Education and the Course of Life, 5 op

A255902: Technical Work, 25 op

*Compulsory*

- 402263P: Materials and Manufacturing Technology, 10 op
- 402264P: Electrical Engineering and Electronics, 5 op

402265P: Robotics and Automation, 5 op  
 402261P: Technology and pedagogics, 5 op

A256002: Textile Work, 25 op

*Compulsory*

402325P: Crafts as a Science and Product Design, 5 op

402326P: Yarn Techniques, 5 op

402327P: Weaving, 5 op

402328P: Sewing and Clothing Technology, 5 op

402329P: Craft Expression, 5 op

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

#### A255402: Art Education, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Tapio Tenhu

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

25 credits

**Language of instruction:**

Finnish

**Timing:**

3rd or 4th year

**Learning outcomes:**

Having finished the course, the student is able to

- plan, implement and evaluate art education in early childhood, preschool and primary school education
- use working, information acquisition, analyzing and evaluating skills peculiar to the visual arts
- evaluate and develop art education using early childhood education, preschool and primary school curricula
- describe, analyze and evolve his/her individual concept of art and art education
- analyze the surrounding visual culture and use multimodal methods in visual art education
- recognize special features and disciplines of art education as a significant part of children's growth and development.

**Contents:**

During the study module the student focuses on the theoretical and practical grounds of visual arts and art education, and deepens and develops his/her personal visual expression and relationship to art and visual culture. The studies view art education as a vital part of being a human being, growth and culture, analyzing their manifestations and importance.

The minor subject consists of five study modules:

402718P Pedagogy of Arts 1: Personal Visual Cultures, 5 cr

402719P Pedagogy of Arts 2: Worlds of Art, 5 cr

402720P Pedagogy of Arts 3: Media Cultures, 5 cr

402721P Pedagogy of Arts 4: Visual Cultures in the Environment, 5 cr

402722P Pedagogy of Arts 5: Teaching Art, 5 cr

For more details, see the "courses" tab in the minor subjects guide

**Mode of delivery:**

Face-to-face teaching

**Target group:**

Students selected to pursue studies in the minor of art in the Faculty of Education

**Prerequisites and co-requisites:**

Visual arts studies in the primary teacher students' multidisciplinary studies (6 credits) or visual arts studies in the early childhood education professional studies (5 credits)

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the beginning of the courses

**Assessment methods and criteria:**

Active participation in face-to-face teaching, assignments

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

**Grading:**

0 - 5

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

None

*Compulsory*

**402718P: Pedagogy of Arts 1: Personal Visual Cultures, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> and 2<sup>nd</sup> period

**Learning outcomes:**

After the course, the student is able to

- apply basic techniques, equipment and materials used in visual arts
- observe, conceptualize and assess processes in visual arts
- analyze and study his/her own visual expression and its significance for identity and conception of art

**Contents:**

- basic techniques and materials of drawing, painting and art graphics
- basics of visual composing
- colour theory

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

lectures 4 h classroom practice 36 h

independent work 95

**Target group:**

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

**Prerequisites and co-requisites:**

Art studies in the multidisciplinary studies for primary teachers or Art studies in the professional studies in early childhood education

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary (primary teacher education) or professional (early childhood education) studies.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation and completion of course assignments.

1 - The student shows some ability in line with the expected learning outcomes, but his/her abilities in terms of one or more objectives remain missing or superficial. The student's use of the main methods and materials of the study module is one-sided, The student is not really able to conceptualize his/her creative process in visual arts. The student is not able to describe his/her own conception of art

2 - The student's performance is somewhat in line with the expected learning outcomes, but it only shows superficial ability. His/her performance shows only narrow adaptation of key methods and materials. The student's is capable of providing a narrow description of his/her creative process and conception of art.

3 - The student's performance is in line with the learning outcomes. The student is using and applying the key methods and materials of the course in his/her visual expression. The student is able to describe his /her own creative process through his/her conceptions of art.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that s/he is broadly familiar with the key methods and materials of the study module and knows how to apply them in an appropriate manner in his/her visual expression. The student describes, conceptualizes and evaluates his/her creative process through his/her conceptions of art.

5 - The student shows skills in line with the expected learning outcomes on a profound, wide and varied basis. S/he shows his/her ability to use, apply, evaluate, and analyze the key methods and materials in proper ways in his/her visual expression. The student describes, conceptualizes, evaluates and justifies in depth his/her creative process through his/her conceptions of art.

**Grading:**

0 – 5

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

None

**402719P: Pedagogy of Arts 2: Worlds of Art, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> and 2<sup>nd</sup> period

**Learning outcomes:**

After the course, the student is able to

- describe key phenomena and styles in art and architecture.
- identify the key works of art and architecture from prehistory to the present day.
- analyze and interpret works of art and view their meanings
- assess the individual, social and cultural meanings of art.

**Contents:**

- art museums, exhibitions and art institutions as part of art education
- art pictures in teachin

- visual literacy

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

lectures 4 h, classroom practice 36 h

independent work 95 h

study module includes an excursion

**Target group:**

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

**Prerequisites and co-requisites:**

Art studies in the multidisciplinary studies for primary teachers or Art studies in the professional studies in early childhood education

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary (primary teacher education) or professional (early childhood education) studies.

**Recommended or required reading:**

- Honour & Fleming. Maailman taiteen historia
- Bengt von Bonsdorff & al. Suomen taiteen historia
- Other materials to be agreed on at the start of the course.

**Assessment methods and criteria:**

Active participation and completion of course assignments.

0 - Performance is unfinished or insufficient and does not show abilities in line with the expected learning outcomes

1 - The student shows some ability in line with the expected learning outcomes, but his/her abilities in terms of one or more objectives remain missing or superficial. The student does not use or apply theoretical or pedagogical key contents of the study module

2 - The student's performance is in line with the learning outcomes, but only shows superficial ability. His /her performance only shows narrow and partial adaptation of pedagogical or theoretical contents

3 - The student's performance is in line with the expected learning outcomes. The student is uses and applies the key theoretical contents mechanically, without a practical or pedagogical grasp.

4 - The student's performance is in line with the expected learning outcomes. The student shows that s/he is able to apply the key theoretical and pedagogical contents of the module on a broad and appropriate basis.

5 - The student shows skills in line with the expected learning outcomes on a profound, wide and varied basis. S/he shows his/her ability to use and analyze the key theories of the study module and to apply and evaluate them in appropriate pedagogical ways.

**Grading:**

0-5

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

National art institutions

**402720P: Pedagogy of Arts 3: Media Cultures, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish



**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> and 2<sup>nd</sup> period

**Learning outcomes:**

After the course, the student is able to

- use tools of media education
- analyze expressive and narrative means of media and visual communication
- apply the methods of media education in teaching
- read and interpret different media messages

**Contents:**

- methods and tools of media and visual narration, such as photographs, movies, image manipulation and cartoons
- children's and young people's media culture
- media literacy

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

lectures 4 h, classroom practice 36 h

independent work 95 h

**Target group:**

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

**Prerequisites and co-requisites:**

Art studies in the multidisciplinary studies for primary teachers or Art studies in the professional studies in early childhood education

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary (primary teacher education) or professional (early childhood education) studies.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation and completion of course assignments.

0 -Performance is unfinished or insufficient and does not show abilities in line with the expected learning outcomes.

1 -The student shows some ability in line with the expected learning outcomes, but his/her abilities in terms of one or more objectives remain missing or superficial. The student does not use or apply key contents of the study module.

2 -The student's performance is in line with the expected learning outcomes, but it only shows superficial ability. His/her performance only shows a narrow adaptation of the contents of media and visual communication, with some mechanical practical application..

3 -The student's performance is in line with the learning outcomes. The student is able to use and analyze expressive and narrative means in media education. His(her pedagogical solutions are functional but the analysis remains superficial.

4 -The student's performance is in line with the expected learning outcomes. The student shows broad familiarity with the key methods of the study module and knows how to apply and analyze them in an appropriate way in his/her own expression and pedagogy.

5 -The student shows skills in line with the expected learning outcomes on a profound, wide and varied basis. S/he shows his/her ability to describe, analyze, read, interpret and evaluate the contents, methods and messages of media education in an appropriate way and to use and apply them in his/her own expression and teaching.

**Grading:**

0-5

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

None

**402721P: Pedagogy of Arts 4: Visual Cultures in the Environment, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

3<sup>st</sup> and 4<sup>nd</sup> period

**Learning outcomes:**

After the course, the student is able to

- analyze the natural and cultural environment aesthetically, ethically and cognitively.
- to apply the materials and methods of the three-dimensional image, environmental art and architectural education in teaching.
- to observe, read and interpret a variety of environments and their meanings

**Contents:**

- physical, psychological and social environment
- viewing one's own environmental relationship through art
- environmental and community art
- architecture and design education
- environmental literacy

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

lectures 4 h, classroom practice 36 h

independent work 95 h

study module includes an environmental art workshop

**Target group:**

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

**Prerequisites and co-requisites:**

Art studies in the multidisciplinary studies for primary teachers or Art studies in the professional studies in early childhood education

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary (primary teacher education) or professional (early childhood education) studies.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation and completion of course assignments.

0 - Performance is unfinished or insufficient and does not show abilities in line with the expected learning outcomes.

1 - The student shows some ability in line with the expected learning outcomes, but his/her abilities in terms of one or more objectives remain missing or superficial. The student is not applying or using key methods and concepts of the visual culture in the environment.

2 - The student's performance is in line with the learning outcomes, but it only shows superficial ability. His /her performance shows narrow and mechanical adaptation of the course contents.

3 - The student's performance is in line with the expected learning outcomes. The student discusses and analyzes the key contents of the study module and knows how to apply them.

4 - The student's performance is in line with the expected learning outcomes. The student shows broad mastery of the key contents of the study module and knows how to apply them in a pedagogically appropriate manner.

5 - The student shows skills in line with the expected learning outcomes on a profound, wide and varied basis. The student shows his/her ability to describe, evaluate and analyze the key theories of the study module and to apply them in a pedagogically appropriate manner.

**Grading:**

0-5

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

None

**402722P: Pedagogy of Arts 5: Teaching Art, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

3<sup>st</sup> and 4<sup>nd</sup> period

**Learning outcomes:**

After the course, the student is able to

- observe, conceptualize and evaluate the artistic process of learning
- review art education practices and history and assess the underlying conceptions
- assess the meaning of art education as part of the educational mission of early childhood and basic education
- examine the development of children's visual thinking, perception, imagination and creativity in art education
- apply means of visual communication and analysis in teaching
- plan, implement, document, present, develop and evaluate a project based on art education

**Contents:**

- planning and realizing art education in practice
- children's visual development
- intergration in art
- art museums, exhibitions and art institutions as part of art education
- school curricula and different learning environments
- planning classroom practices
- diploma work in Art

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

lectures 4 h, classroom practice 36 h

independent work 95 h

**Target group:**

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

**Prerequisites and co-requisites:**

Art studies in the multidisciplinary studies for primary teachers or Art studies in the professional studies in early childhood education

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary (primary teacher education) or professional (early childhood education) studies.

**Recommended or required reading:**

Räsänen, M. Kuvakulttuurit ja integroiva taideopetus. 2008. Taideteollisen korkeakoulun julkaisusarja B 90. Helsinki

**Assessment methods and criteria:**

Active participation and completion of course assignments.

0 - Performance is unfinished or insufficient and does not show abilities in line with the expected learning outcomes.

1 - The student shows some ability in line with the expected learning outcomes, but his/her abilities in terms of one or more objectives remain missing or superficial. The student's knowledge of the artistic learning process or practical application of art teaching are only fulfilled in part.

2 - The student's performance is in line with the expected learning outcomes, but it only shows superficial ability. His/her performance partly shows an understanding of the artistic learning process, but practical application is mechanic and superficial

3 - The student's performance is in line with the learning outcomes. S/he knows how to conceptualize the artistic learning process and apply art education to practice,.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that s/he is familiar with the key content areas of the study module, masters the basics of the artistic learning process and art education and knows how to apply them to practice in an appropriate manner

5 - The student shows skills in line with the expected learning outcomes on a profound, wide and varied basis. S/he shows an ability to describe, evaluate and analyze the key principles of the artistic learning process and to use and apply them in an appropriate manner in practical art education.

**Grading:**

0-5

**Person responsible:**

Tapio Tenhu

**Working life cooperation:**

Oulu Arts Museum

## **A250507: Education for Intercultural Competencies, 25 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Elina Lehtomäki

**Opintokohteen kielet:** English

**ECTS Credits:**

Min 25 credits

**Language of instruction:**

English or other, depending on the study context

**Timing:**

Free: Minor in Bachelor's degree or in Master's degree

**Learning outcomes:**

407508A Comparative Education (10 cr)

- Demonstrate deepened knowledge and broadened perspectives of comparative education on the basis of earlier Special level studies for Bachelor's degree.

407530P Internship (5 cr)

- The student gains experience and knowledge about working in an intercultural context and develops his /her professional skills and cultural competencies, which is demonstrated in a carefully drafted practice plan and a reflective report on the internship, attached to the student's pedagogical portfolio

407531P Selected literature (5 cr)

- The student deepens his/ her expertise by studying advanced academic literature, reflecting upon the studied texts and making concise comments on them in the reading journal.

407532P Optional (5 cr)

- The student deepens his/her knowledge of the issues that are relevant to the student's professional development and/or research interests.

**Contents:**

The Comparative education component consists of lectures on Nordic countries, Baltic states, Russia, and some European countries. Comparative education for the Minor includes studies above the 7 credits which are part of Intermediate studies for Bachelor's degree.

The Internship should focus on global education and/or intercultural issues in the field of education. The Internship must be planned in advance and the plan must be accepted by the supervisor. After the internship period the student hands in the practice report to the supervisor.

For the Selected literature module, student chooses the materials for reading out of a list provided by the responsible teacher and writes a report on the studied texts.

Optional studies may include planning and implementing a project or a practice in Finland or abroad that would develop the student's intercultural competences.

**Mode of delivery:**

Face-to-face teaching and independent work

**Learning activities and teaching methods:**

Lectures, seminars, essays, practice, individual studies in Finland and/or abroad, study reports

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Comparative education courses (7 cr) are also part of the Special level studies. Credits above 7 can be used to complete the Minor Studies.

**Recommended or required reading:**

To be negotiated and confirmed with the responsible teachers

**Assessment methods and criteria:**

See course descriptions

**Grading:**

Pass/fail except Selected literature 0-5

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

Yes, Internship; Optional depending on student's choice of activities

*Electives*

**407508A: Comparative Education, 10 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

10 credits

**Language of instruction:**

English and Finnish

**Timing:**

1st year spring; 2nd year autumn; 2nd year spring

**Learning outcomes:**

- Discuss educational systems, policies and practices in different countries
- Examine the relationship between culture, society and education
- Identify the main ideas of comparative research tradition

Theme 1: Nordic countries (including the Sami and the Roma)

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

Theme 2: Russia and the Baltic states

- Discuss educational systems, policies and practices in the Nordic countries in relation to different historical, geographic and demographic circumstances
- Examine the relationship between culture, society and education with a special focus on post-Soviet transition societies
- Identify trends in transition societies affecting planning, implementing and evaluating education

Theme 3: Europe

- Discuss educational systems, policies and practices in Europe in relation to different historical, geographic and demographic circumstances
- Examine the relationship between culture, society and education with a special focus on the impact of the EU
- Identify trends in European societies affecting planning, implementing and evaluating education with special reference to minorities and stateless nations

**Contents:**

The module consists of three content areas:

- Theme 1: Nordic countries (2 – 5 credits)
- Theme 2: Russia and the Baltic states (2 – 5 credits)
- Theme 3: Europe (History of Europe; the EU and its educational policy) (3 – 7 credits)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Theme 1: 16 h lectures and seminars
- Theme 2: 32 h lectures and seminars
- Theme 3: 60 h lectures and seminars

**Target group:**

Intercultural Teacher Education students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The credits above 7 can be used to complete the minor subject Education for Intercultural Competencies A250507 (Comparative Education 407508A)

**Recommended or required reading:**

Theme 1: One of the following:

- Darnell, F. & Höem, A. (1996) Taken to Extremes. Education in the Far North.
- Ahonen, S. & Rantala, J. (eds.) (2001) Nordic Lights. Education for Nation and Civic Society in the Nordic Countries, 1850-2000
- Arter, D. (2008) Scandinavian politics today

Theme 2: Articles and documentary films.

Theme 3: For reference purposes:

- Davies, N (1997) Europe: a history
- Minahan, J. (2000) One Europe, many nations

The availability of the literature can be checked from [this link](#).

**Assessment methods and criteria:**

Active participation in the seminars, study journals, essays, exams.

**Grading:**

0 - 5

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

No

**407530P: Internship, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

English

**Timing:**

Free; negotiated with the teacher tutor

**Learning outcomes:**

The aim is to learn about the work in an intercultural context and to develop the professional skills increasing the student's cultural competences

**Contents:**

The Internship should focus on global education and/or intercultural issues in the field of education. The Internship must be planned in advance and the plan must be accepted by the supervisor. After the internship period the student hands in the practice report to the supervisor.

- Demonstrate competence in organizing a practice placement independently
- Analyze adequately the learning outcomes, challenges and successes of the internship period
- Design a practice report included in Pedagogical portfolio

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The student finds the place for the internship independently. The student negotiates the agreement with the representatives of the practice place and hands in the plan to the supervisor at the university before the internship, and the report after the internship

**Target group:**

ITE students

**Prerequisites and co-requisites:**

Knowledge of the contents of the separate courses of the Minor, and of the overall aim of the Minor

**Recommended optional programme components:**

Other courses in Intercultural competences:

- 407508A Comparative Education (10 cr)
- 407531P Selected literature (5 cr)
- 407532P Optional (5 cr)

**Recommended or required reading:**

To be negotiated and confirmed with the supervisor

**Assessment methods and criteria:**

Accepted plan, practice report and the internship itself

**Grading:**

Pass/fail

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

Yes

**407531P: Selected Literature, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**Person responsible:**

Katri Jokikokko

**407532P: Optional, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

English or other, depending on the study context

**Timing:**

Free

**Learning outcomes:**

The aim is to provide the student with an opportunity to deepen the knowledge of the issues that are relevant for the student's professional development and/or research interests.

**Contents:**

Optional studies may include planning and implementing a project in Finland or abroad that would develop the student's intercultural competences. Studies carried out abroad can also be accepted as Optional studies.

- Recognize the need for additional training in any of the competence areas
- Plan and carry out individually designed study module in Finland or abroad

**Mode of delivery:**

The student takes part in a project or organizes a practice placement independently, or takes part in courses offered by educational institutions at home or abroad



**Learning activities and teaching methods:**

Prior agreement with the tutor concerning the content and method of the planned activities. Course work negotiated individually by the student and the co-ordinator.

**Target group:**

ITE students

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Other courses in Intercultural competences:

- 407508A Comparative Education (10 cr)
- 407530P Internship (5 cr)
- 407531P Selected literature (5 cr)

**Recommended or required reading:**

Depending on the student's option, relevant literature suggested by the student and/or the course convener.

**Assessment methods and criteria:**

Depending on the student's option. Pre-hand planning before and reporting after the project or practice. Course work as required.

**Grading:**

Pass/fail

**Person responsible:**

Katri Jokikokko

**Working life cooperation:**

Yes, if the student's option is doing a practice or taking part in projects related to working life.

**A250511: Education in Transition, 25 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Elina Lehtomäki

**Opintokohteen kielet:** English

**ECTS Credits:**

25 credits

**Language of instruction:**

English

**Timing:****Minor - Education in Transition, 25 ECTS credits**

407530A Defining Education, Educational Sciences and their Tasks 5 ECTS credits, autumn semester

407540P Language, Education, Society 5 ECTS credits, autumn semester

408502S Development and Education 5 ECTS credits, spring semester

407532A Economics of Education 5 ECTS credits, autumn semester

407519A Education and Change 5 ECTS credits, autumn semester

**Learning outcomes:**

- Identify the main issues and sub-areas of educational sciences: history of education, psychology of education, philosophy of education, didactics, sociology of education, special education, and comparative education.
- Discuss the impact of globalisation on educational contexts at local and global levels.
- Summarise current debates related to education in the globalised world.
- Critically analyse the production of knowledge in relations of power in North-South dialogue.

**Contents:**

Minor subject: A250511 Education in Transition (25 ECTS credits) consists of the following compulsory courses:

- 407530A Defining Education in the Globalised World 5 ECTS credits

- 407540P Language, Education, Society 5 ECTS credits
- 408502S Development and Education 5 ECTS credits
- 407532A Economics of Education 5 ECTS credits
- 407519A Education and Change 5 ECTS credits

Please see individual course descriptions.

**Mode of delivery:**

Contact teaching, blended learning, online learning

**Learning activities and teaching methods:**

Learning activities include exams, portfolio assignments, study reports and journals etc. (details provided in the individual course descriptions). Teaching activities include contact teaching and online tutoring.

**Target group:**

Priority is given to students in Master's Degree Programme in Education and Globalisation (EdGlo).

**Prerequisites and co-requisites:**

Please see individual course descriptions.

**Recommended optional programme components:**

Please see individual course descriptions.

**Recommended or required reading:**

Please see individual course descriptions.

**Assessment methods and criteria:**

Assessment is based on various learning activities and the grades of final exams. These learning activities may include portfolio assignments, study reports and journals etc. (details provided in each course description).

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

**Grading:**

1 - 5

**Person responsible:**

Elina Lehtomäki

**Working life cooperation:**

No

**Other information:**

Please note that this minor (or alternatively the minor of the LET programme) is obligatory for EdGlo students who have not a previous degree in educational sciences.

*Compulsory*

**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:**

Katri Jokikokko

**Working life cooperation:**

No

**407540P: Language, Education, Society, 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 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:**

Magda Karjalainen

**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:**

Magda Karjalainen

**Working life cooperation:**

No

**407532A: Economics of Education, 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:**

2nd year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Identify and discuss the relationship between education and economics
- Describe political, societal and economic conditions of educational planning and implementation
- Analyse different economic models to assess the quality and effectiveness of education
- Analyse political trends in evaluation and economics of education

**Contents:**

- Human and social capital in educational policy and planning
- Productivity and efficiency in economics of education
- Effectiveness and quality factors in education
- Sources of financing in education
- Political decision making in educational planning and implementation

**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:**

None

**Recommended or required reading:**

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

**Assessment methods and criteria:****Method of assessment**

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

Magda Karjalainen

**Working life cooperation:**

No

**407519A: Education and Change, 5 op****Voimassaolo:** 01.01.2011 -**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:**

2nd year, autumn

**Learning outcomes:**

After completion of the course, students are able to

- Summarize current debates related to education in the 21st century and critically analyse their implications
- Identify the relations between educational change and changes in policies on global, regional and state level
- Examine the causes, processes and outcomes of educational transformation in various fields and sectors of education.
- Examine differences and convergences of approaches to educational change in relation to the role of education in North-South-East-West dialogue

**Contents:**

- major contemporary debates on education in XXI century and postmodernity
- various causes of educational transitions and their implications for curriculum design and educational practices
- educational transformations in all the sectors of 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:**

None

**Recommended or required reading:**

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

**Assessment methods and criteria:****Method of assessment**

Active participation in lectures and seminars. 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:**

Magda Karjalainen

**Working life cooperation:**

No

**A250505: Education, Intermediate Studies, 35 - 50 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA250505 Education, Intermediate Studies (OPEN UNI) 35.0 op

**ECTS Credits:**

35-45 credits

**Language of instruction:**

Finnish

**Timing:**

1st to 3rd year

**Learning outcomes:**

At the end of the module, the student knows how to apply the approaches and theoretical foundations of educational and human sciences to research pedagogical phenomena. S/he is capable of independent scientific argumentation and Bachelor level academic work. S/he is also able to acquire knowledge in a flexible way and capable of analytical written work.

**Contents:**

The module consists of the following courses:

411004A Educational and Cultural Theory I, 5 credits

411005A Theoretical Foundations of Education, 5 credits

407040A Basic course in quantitative research 5 credits



407041A Basic course in qualitative research 5 credits  
 411007A Educational Systems I, 5 credits  
 411008A Educational Planning and Economics of Education I, 5 credits  
*In Education minor (35 ECTS) the following course:*  
 411016A Proseminar 5 credits  
*In Education major (45 ECTS) also following courses:*  
 407045A Bachelor's seminar 10 credits  
 407047A Maturity test 0 credits  
 411014A Paths to working life, 5 credits

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other face-to-face teaching

**Target group:**

Students of Ed. Sci

**Prerequisites and co-requisites:**

Basic Studies in Education

**Recommended or required reading:**

To be announced in connection with the courses

**Assessment methods and criteria:**

Exams, seminar work

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

**Grading:**

0-5

**Person responsible:**

Katariina Holma

**Working life cooperation:**

None

**Other information:**

The scope is 35 credits for minor subject students

*Compulsory*

**411004A: Educational and Cultural Theory I, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Ari Kivelä

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411004A Educational and cultural theory I (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st -2nd year

**Learning outcomes:**

After completion, the student will be able to identify the basic principles and concepts of educational thought and civilisation theory and their effect on the birth of modern educational sciences. The course will also look into their distinctive styles of question formulation and conceptual and theoretical structuring. In addition, the student learns to adopt conceptual tools for use in professional pedagogical activity and in understanding the multiple forms it comes in as well as in critical reflection and development.

**Contents:**

The course focuses on the basic concepts and principles of modern educational thought and civilisation theory, and examines their effect on the birth of modern educational sciences. The course will also look into their distinctive styles of question formulation and conceptual and theoretical structuring. In addition, the student learns to adopt conceptual tools for use in professional pedagogical activity and in understanding the multiple forms it comes in as well as in critical reflection and development.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other contact teaching 22 h.

**Target group:**

Ed. sciences students in all faculties

**Prerequisites and co-requisites:**

Basic studies

**Recommended optional programme components:**

No

**Recommended or required reading:**

Mollenhauer Klaus: *Forgotten Connections: On Culture and Upbringing*. Routledge (2014)

AND two of the following:

Siljander, P. (ed.) (1997). *Kasvatus ja sosialisatio*.

Siljander, P. (ed.) (2000). *Kasvatus ja sivistys*.

Kivelä, A. & Sutinen A. (toim.). 2009. *Teoria ja traditio*

**Assessment methods and criteria:**

Exam

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

**Grading:**

0-5

**Person responsible:**

Ari Kivelä

**Working life cooperation:**

None

**411005A: Theoretical Foundations of Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Katariina Holma

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411005A Theoretical foundations of education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st to 3rd years, Spring

**Learning outcomes:**

Having completed the course, the student knows how to elucidate and compare the philosophical arguments of the main theoretical trends of education as well as their problems and strengths. The student understands the meaning of fundamental theoretical assumptions and commitments in educational research. The student is capable of scientific argumentation and discussion.

**Contents:**

- historical turning points in educational theory
- basic philosophical and theoretical foundations of main areas of education (empirico-analytical, hermeneutic, critical, pragmatic)
- recent trends and their epistemologies

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 12 h, exercises 16 h. The lectures and exercises constitute a uniform whole. The exercise groups study in depth the themes of the lectures through discussion, argumentation and reflection.

**Target group:**

Ed. sciences students

**Prerequisites and co-requisites:**

Basic studies

**Recommended optional programme components:**

Course is part of Intermediate studies in Education.

**Recommended or required reading:**

Esseetehtävän pohjaksi luetaan soveltuvin osin noin 350 sivua kurssikirjallisuutta, sisältäen sekä suomen- että vieraskielistä materiaalia. Opettajan kanssa sovitusti on mahdollista käyttää myös muuta opintojakson teemaan sopivaa kirjallisuutta.

Aaltola, J. 1994. Eräitä tieteenteorian peruskysymyksiä ihmistutkimuksen näkökulmasta.

Hilpelä, J. 1998. Kasvatustieteellinen ajattelu.

Holma, K. & Mälkki, K. (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

Kiikeri, M. & Ylikoski, P. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteentutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

Trigg, R. (1993) Rationality & Science. Can Science Explain Everything?

Trigg, R. (2000) Understanding Social Science. Philosophical Introduction to the Social Sciences.

Tschamler, H. (1983). Wissenschaftstheorie: Eine Einführung für Pädagogen.

Wulf, C. (2003). Educational science. Saatavana myös pdf-versiona netistä:

[http://www.pedocs.de/volltexte/2010/1564/pdf/Educational\\_Science\\_final\\_D.pdf](http://www.pedocs.de/volltexte/2010/1564/pdf/Educational_Science_final_D.pdf)

**Assessment methods and criteria:**

Exam, participation in exercises

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

**Grading:**

0-5

**Person responsible:**

Katariina Holma

**Working life cooperation:**

None

**411007A: Educational systems I, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411007A Educational systems I (OPEN UNI) 4.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Having completed the course, the student

- is able to consider the Finnish educational system from a comparative perspective and to use its conceptual tools to do so
- perceives the developmental lines and changes in Finnish educational system
- knows how to evaluate the economic and political factors affecting national educational systems

**Contents:**

The course introduces the students to the Finnish educational system as part of the European educational system and EU education policy. Special attention is given to issues of educational systems assessment, the international dimensions of education, and economic and political factors with an impact on national educational systems.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar 18 h.

**Target group:**

Students in the educational sciences programme studying the Intermediate Studies (35-45 ECTS) in Education.

**Prerequisites and co-requisites:**

Basic studies

**Recommended optional programme components:**

The course is part of the Intermediate Studies (35-45 credits) in Education.

**Assessment methods and criteria:**

Active participation and seminar assignment

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

**Grading:**

0-5

**Person responsible:**

Pauliina Rautio

**Working life cooperation:**

None

**411008A: Introduction to the Economics of Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Kimmo Kontio

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411008A Introduction to the Economics of Education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd year

**Learning outcomes:**

Having completed the course, the student perceives the connection between pedagogical institutions on the one hand, and work, division of work and labour markets on the other. The student identifies the stressed relationship between the thinking represented by modern educational theory and economic thinking. The student knows how to evaluate the fundamental theories and models related to the relationship between pedagogical institutions and labour markets as the basis for educational planning, and gets to know the main research areas in educational economics.

**Contents:**

During the course the students are introduced to the basics of educational planning and the economics of education. In addition, the interdependent relationship between decision-making on educational systems and economic decision-making is investigated.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Contact teaching 22 h.

**Target group:**

Students of Education subject studies

**Prerequisites and co-requisites:**

Basic studies

**Recommended optional programme components:**

Course is part of subject studies in education

**Recommended or required reading:**

To be agreed on at the beginning of the course.

**Assessment methods and criteria:**

Participation in seminar work and preparing a seminar work/ exam.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Kimmo Kontio

**Working life cooperation:**

None

**407040A: Basic Course in Quantitative Research, 5 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Peltonen, Jouni Aslak**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

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

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2. or 3. year

**Learning outcomes:**

Having completed the course, the student knows how to

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

**Contents:**

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

**Mode of delivery:**

Face-to-face or blended teaching

**Learning activities and teaching methods:**

Lectures 24h, small group teaching 14h, independent work 90h

**Target group:**

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

**Prerequisites and co-requisites:**

Basic studies in education/psychology

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

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

Criteria for course performance:

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**Other information:****407041A: Basic Course in Qualitative Research, 5 op****Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Anu Alanko**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

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

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2nd or 3rd year

**Learning outcomes:**

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching, lectures and small group teaching

**Learning activities and teaching methods:**

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

**Target group:**

All students in the faculty pursuing Intermediate Studies in Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

Applicable parts:

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

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

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

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

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

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

**Assessment methods and criteria:**

Lectures:

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

Exercises:

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

**Grading:**

The lecture assignments are graded Pass or Fail.

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

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

*Following courses belong to Educational Science main subject: 407045A, 407047A and 411014A. Course 411016A belongs to minor subject.*

**407045A: Bachelor's Thesis, 10 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

10 ECTS credits

**Language of instruction:**

Finnish/ English

**Timing:**

3rd year

**Learning outcomes:**

Having completed the course, the student

- knows how to define a research problem
- knows how to compose a research plan on the topic of his or her thesis
- knows how to use literature on his or her own research topic to provide a theoretical scrutiny of the topic
- is familiar with the basics of scientific writing and knows how to apply them to write his or her thesis



- knows how to compose a Bachelor's degree
- knows how to act as an opponent to the Bachelor's thesis written by another student

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students at the Faculty of Education

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0–5

**Person responsible:**

Tapio Tenhu and the leaders of seminar groups

**Working life cooperation:**

None

**Other information:**

Students submit their finalized theses to the Laturi system for review and approval. Website [laturi.oulu.fi](http://laturi.oulu.fi)  
A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at [www.oulu.fi/ktk/opinnaytetyot](http://www.oulu.fi/ktk/opinnaytetyot)

**407047A: Maturity Test, 0 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

0 credits

**Language of instruction:**

The maturity essay is written in the student's mother tongue.

**Timing:**

3rd year

**Learning outcomes:**

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish.

**Learning activities and teaching methods:**

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

**Target group:**

Students in the Faculty of Education

**Recommended optional programme components:**

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

**Grading:**

For content and language: pass/fail.

**Person responsible:**

Sari Harmoinen and the supervisors of seminar groups

**411014A: Paths to Working Life, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411014A Paths to working life (OPEN UNI) 4.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd and 3rd years

**Learning outcomes:**

The student

- knows how to consider and evaluate his/her interests in the field in s/he is studying, and thereby his /her choices of major and minor subjects, as well as his/her self-knowledge and professional identity
- knows how to acquire knowledge on working life in a flexible way
- perceives the connections of and opportunities offered by education and working life (minor subjects, practice periods, Master's thesis, exchange programmes, worklife requirements, jobs, etc.)
- knows how to describe and evaluate the field of educational work and working life in general
- knows how to evaluate elements of working life such as worklife competences, general skills and coping
- is able to consider her/his placement in working life

**Contents:**

This course provides the students with a readiness to begin to reflect on their own professional identity. During the course, the students search for information about working life and acquaint themselves with sources of worklife information. They search for information about their own field, strengths and interests, considering their own values in relation to their future work. Issues related to well-being at work and personal coping are discussed.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching max. 40h, independent work approx. 95h  
introductory statements, visits, discussion, exercises and independent work  
An alternative to the group is literature or other materials as agreed with the course coordinator.

**Target group:**

Students majoring education and educational psychology

**Prerequisites and co-requisites:**

The 1st year studies must have been completed

**Recommended optional programme components:**

The course is part of the intermediate major subject studies in education and educational psychology.

**Recommended or required reading:**

To be agreed on at the beginning of the course. Materials distributed during the course.

**Assessment methods and criteria:**

Active participation in seminar work, completion of the independent assignments, completion of online assignments, composing a learning journal.

Assessment criteria:

Pass:

Requirements for a pass: Completion of course assignments, active participation in coursework, keeping a learning journal and returning assignments on time.

Fail:

The course is failed if there are deficiencies in the student's course assignments, participation or learning journal, or if they do not show that s/he has achieved the expected learning outcomes of the course.

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

**Grading:**

pass/fail

**Person responsible:**

Kimmo Kontio

**Working life cooperation:**

Yes. Visits to companies.

**Other information:**

The course is part of the major studies.

**411016A: Proseminar, 5 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Eetu Pikkarainen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5/8 credits

**Language of instruction:**

Finnish

**Timing:**

3rd year

**Learning outcomes:**

After completion, the student knows how to compose a research plan in the field of education and implement it using methodologies relevant to the research problem. The student is able to take a part in academic debate and report on his/her research work according to the principles of scientific writing.

**Contents:**

The student composes a thesis on his/her chosen topic in the field of education. The thesis focuses on the mastery of the basics of scientific thinking, a scientific and theoretical approach to research, designing a research setup, and research methods. Seminar work will also focus on critical scientific writing and acting as an academic opponent. In designing the research setup, the student is encouraged to take an experimentally and developmentally minded attitude.

**Mode of delivery:**

Face to face teaching

**Learning activities and teaching methods:**

Seminar work 16h, proseminar thesis.

**Target group:**

Students minoring in education

**Recommended or required reading:**

Research literature pertinent to research topic

**Assessment methods and criteria:**

Active participation in seminars and the proseminar thesis.

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

**Grading:**

pass/fail

**Person responsible:**

Eetu Pikkarainen

**Working life cooperation:**

None

## A250504: Education, Basic Studies, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA250504 Education, Basic Studies (OPEN UNI) 25.0 op

**ECTS Credits:**

25 ECTS credits

**Language of instruction:**

Finnish or English

**Timing:**

At the start of studies in education (in most programmes, 1st year, in secondary teacher education, 3rd and 4th years)

**Learning outcomes:**

At the end of the module, the student is expected to be able to analytically understand and describe pedagogical phenomena connected with the various stages and situations in a human being's growth as well as pedagogical interaction in different areas of the educational field. To understand and describe these phenomena, s/he knows

how to use the basic concepts and theories in the classic fields of education and knowledge on the historical development of educational activity and thinking The student also knows how to use various academic study and working methods and is able to conduct independent literary work and is getting oriented to educational expertise and research.

**Contents:**

Consists of the following courses:

- [410084P](#) Education as an Object of Scientific Research 5 ECTS cr
- [410085P](#) Growth, Development and Learning 5 ECTS cr
- [410086P](#) Teaching and Educational Interaction 5 ECTS cr
- [410087P](#) Sociocultural Contexts of Education 5 ECTS cr
- [410088P](#) Philosophical and Ethical Foundations and Objectives of Education 5 ECTS cr

The courses are divided into the following areas:

1. The study module is started with an orientation in "Basic Course in Education: Phenomenon, Theories and Practices of Education".
2. The next four courses comprise the content areas of the module, and the student can freely choose the order in which s/he studies them.
3. The applied course entitled "Pedagogical Research Seminar" is delivered differently in the various degree programmes. The student applies what s/he has learnt in the content courses, assuming a particular orientation depending on her/his educational and personal interests.

**Mode of delivery:**

Face-to-face and mixed teaching

**Learning activities and teaching methods:**

Lectures and seminar sessions

**Target group:**

Students pursuing major or minor studies in education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be announced in connection with the courses

**Assessment methods and criteria:**

Exams, written assignments (a variety of individual or group assignments can be used depending on the situation)  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

pass/fail

**Other information:**

None

*Compulsory*

**410084P: Education as an Object of Scientific Research, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410084P Education as an Object of Scientific Research (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. English for the ITE students

**Timing:**

1st year

**Learning outcomes:**

- Describe the main paradigms and define the basic concepts of educational sciences
- Identify some of the most influential, past and contemporary educational theorists
- Consider the role of practical and theoretical knowledge in teacher's profession
- Apply the acquired knowledge in classroom discussions on international and multicultural learning and teaching contexts
- Is able to read academic texts on education and write a short academic essay

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Assessment methods and criteria:**Active participation,  
Essay**Grading:**

Pass/Fail

**Person responsible:**

Sari Harmoinen

**410085P: Growth, Development and Learning, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Hanni-Mari Muukkonen-van der Meer**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay410085P Growth, Development and Learning (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

- Identify the most prominent paradigms and their representatives of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments
- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Recommended or required reading:**

Theories of Development: concepts and applications. 6 th ed. 2011.

**Assessment methods and criteria:**

Active participation,  
Essay

**Grading:**

Pass/Fail

**Working life cooperation:**

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

**410086P: Teaching and Educational Interaction, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Järvelä Sanna

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410086P Teaching and Educational Interaction (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. For ITE students English

**Timing:**

1st year

**Learning outcomes:**

- Summarize the historical development of paradigms in learning sciences

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Assessment methods and criteria:**

Active participation,  
Essay

**Grading:**

Pass/fail

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

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

**410087P: Sociocultural Contexts of Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410087P Sociocultural Contexts of Education (OPEN UNI) 5.0 op

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. English for the ITE students.

**Timing:**

1st year

**Learning outcomes:**

After completion the student is able



- to use the central concepts of social sciences in educational research and analyze the related basic issues in various contexts of education and growth
- to apply social, multicultural and juridical issues related to education and schooling in everyday life situations
- to describe the historical, socio-political and professional starting points of Finnish education system and educational politics

### **Contents:**

#### Contents

- The basics of social sciences in educational research
- The possibilities and limitations of education and growth determined by the context, i.e. culture, society and environment
- The social, multicultural and juridical issues related to education
- Education systems as part of the historical development of society
- Education politics as a part of social politics

### **Mode of delivery:**

Face-to-face teaching / blended teaching and learning

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

Basic part 3 ECTS: Lectures for all 14 h, independent working 67 h

The basic part is composed of studying pre-given material, expert lectures (possibly by guest lecturers), and learning task. In addition, the adoption of learning outcomes are measured by separate assignment (e.g. examination or essay).

Seminar part 2 ECTS: Contact teaching in small study programme groups 10 h, independent working 44 h

The assignment can be for instance learning portfolio, which combines the contents of basic part and student's own life-world experiences.

### **Target group:**

Students in all study programmes of Faculty of Education

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

No

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

The course is part of the Basic Studies in Education (25 ECTS)

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

(in applicable parts; to be negotiated with instructor):

- 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.
- Simola, H. (Ed.). (2014). *Finnish education mystery: Historical and sociological essays on schooling in Finland*. London: Routledge.
- Verdugo, R. R. (Ed.). (2014). *Educational reform in Europe: History, culture, and ideology*. Information Age Publishing.
- Original text from one of these theorists: Louis Althusser, Basil Bernstein, Pierre Bourdieu, Michel Foucault, Henry Giroux, Jürgen Habermas, Axel Honneth, Peter Jarvis, Peter McLaren, Paul Willis, or Thomas Ziehe.

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

Basic part 3 ECTS.

Assessment method: Both learning task and examination or essay based on the learning material and lectures.

Seminar part 2 ECTS.

Assessment method: Learning portfolio in study group working

The assessment criteria are weighted in the following way:

- first learning outcome is highlighted in learning task (Basic part)
- all three learning outcomes are highlighted in examination or essay (Basic part)
- third learning outcome is highlighted in portfolio (Seminar part)

In approved (Pass) completion of the course, the use of central concepts of social sciences in educational research and analytical handling of basic issues in various contexts of education and growth is clearly structured, and matters are connected to each other at least to some degree. The handling of social, multicultural and juridical issues related to education and schooling in everyday life situations is reflective, and connections between matters are handled at least to some degree. In addition, the description of the

historical, socio-political and professional starting points of Finnish education system and educational politics is clear and appropriate. In all assignments, there has to be a visible plot and mainly the use of references has to be at a good level.

In not approved (Fail) completion of the course, student's study products are unfinished, fragmentary and superficial, matters are presented in disconnected way, or the presentation does not show own thinking nor acquisition to the core themes of the course. Study material is not utilized sufficiently, and references are weakly used.

**Grading:**

pass/fail

**Person responsible:**

Vesa Puuronen (Veli-Matti Ulvinen)

**Working life cooperation:**

The seminar part contains working life cooperation.

**410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Eetu Pikkarainen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410088P Philosophical and Ethical Foundations and Objectives of Education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. For ITE students: English

**Timing:**

1st year

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Recommended or required reading:**

- Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Oxford: Rowman & Littlefield Publishers.

Noddings, N. (2005). *Challenge to care in Schools*. 2 nd ed. New York: Teachers' College Press.

**Assessment methods and criteria:**

Active participation,

Essay

**Grading:**

Pass/Fail

**Person responsible:**

Jouni Peltonen, Eetu Pikkarainen

**Working life cooperation:**

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

**A212901: Gender Studies, Basic Studies, 25 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

25 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

1st to 5th year

**Learning outcomes:**

A student who has completed the basic studies module knows how to

- identify and specify different theoretical approaches to women's and gender studies as well as their historical, cultural and methodological background assumptions
- analyse different courses of events, interaction etc. making use of the theories and concepts of women's and gender studies
- also include intersectionality in her/his considerations
- plan practical activities to promote equality between the genders and to

Students study women's and gender research content areas and the subject's multi-disciplinary and interdisciplinary research approach. Research areas include sector-specific as well as recent social, cultural, and interactive phenomena, in the description and critical examination of which gender is a vital factor.

**Contents:**

The basic studies (25 credits) consists of the following courses:

Compulsory course:

- Basic course in women's and gender studies (5 credits)

Student chooses 4 of the following courses:

- Power, normalisation and social relations (5 credits)
- Sexuality and corporality (5 credits)
- Men's and masculinity studies (5 credits)
- Popular culture and media (5 credits)
- Violence and the premises for compassion (5 credits)

In the basic studies in women's and gender studies, the students are familiarised with the theories and conceptualisations of the field of science and with discussions in this field based on the theories and conceptualisations wmen's studies, men's and masculinity studies and queer studies. The discussion focuses on social, cultural and interactional phenomena, both current and relevant to the field of science, in the description and critical consideration of which gender has a major role.

**Mode of delivery:**

Face-to-face teaching, blended teaching or distance teaching

**Learning activities and teaching methods:**

See course descriptions

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be announced during the courses

**Assessment methods and criteria:**

Lectures, literature, exams

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

**Grading:**

pass/fail

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

None

*Compulsory*

**417113P: Basic course in gender studies, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

autumn term, 1st period

**Learning outcomes:**

A person who has completed the course has demonstrated a capability to explicate the history and shaping of gender studies, to name and define basic concepts of gender studies, and to identify various theoretical trends in gender studies and basic issues related to them.

**Contents:**

- From the women's movement to gender studies
- Main concepts and issues in women's and gender studies
- Main theories in women's and gender studies
  - Intersectionality
  - Posthumanist challenges

**Mode of delivery:**

The course includes contact teaching, and independent individual and pair/group work.

This course can be taken also through HILMA network course "Introduction to Gender Studies". See more on HILMA courses at <http://blogs.helsinki.fi/hilma-verkosto/>  
Please contact Suvi Pihkala beforehand when planning to take HILMA courses (suvi.pihkala(a)oulu.fi)

**Learning activities and teaching methods:**

Lectures 16 h, group work 8 h, the rest independent work.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

It is desirable that the student starts her/his studies in this discipline with this course.

**Recommended or required reading:**

Articles from the following publications:

Tuija Saresma ym. ((2010) Käsikirja sukupuoliin (artikkeleita teoksesta/ articles from the publication)

Barbara Christian, et al 2007. New Black feminist criticism (1985–2000) (artikkeleita teoksesta / Articles from the publication).

Vera Tripodi 2014. Sukupuolen filosofia.

Feministinen Post-humanismi-artikkeli esim. Sukupuolentutkimus -lehdestä

**Assessment methods and criteria:**

Active attendance in teaching; completion of individual assignments; group work and related seminar.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics in a relatively good manner.

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

No

**417116P: Sexuality and corporality, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic 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:**

Autumn term (2nd period) if student wishes to take part in contact teaching. During spring term timing is flexible.

**Learning outcomes:**

A person who has completed the course has demonstrated capability to conceptualise and analyse sexuality, corporeality and body and identify basic issues related to studies on sexuality, corporeality and body.

**Contents:**

Sexuality and corporeality as theoretical and culturally produced concepts; as entangled in norms and normativities; in becoming identities and in lived experiences.

**Mode of delivery:**

Depending on the academic year the course will be based either on independent studies or it also can include contact teaching. In the academic year 2018-19 the course will be based on independent studies.

**Learning activities and teaching methods:**

The realization of the course varies annually. In the academic year 2018-19 the course will be carried out by book exam or by a compensating course decided together with the person in charge of the study module.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is a part of the basic studies in WGS.

**Recommended or required reading:**

Misra J, Stewart M & Brown M 2017. Gendered Lives, Sexual beings. (Opiskelijan valitsemat luvut, 1 op / 150 s.)

Ki Kinnunen, T. & Puuronen, A. (toim.) (2006) Seksuaalinen ruumis. Kulttuuritieteelliset lähestymistavat.(1 op)

Hines S & Taylor Y 2012. Sexualities: past reflections, Future Directions. (2 op)

Kangasvuo J 2014. Suomalainen biseksuaalisuus. Käsitteen ja kokemuksen kulttuuriset erot. (2 op)

**Assessment methods and criteria:**

Independent study and exam during the academic year 2017-18.

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

**Grading:**

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics in a relatively good manner.

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

None

**417118P: Men's and masculinity studies, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic 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:**

Autumn term (1st period) if including contact teaching in the course; spring term if not including.

**Learning outcomes:**

A person who has completed the course has demonstrated capability to identify, understand and use the main theories of men's and masculinity studies; to analyse the issues, their history, formation and perspectives and is familiar with local, national and international research on men's and masculinity studies.

**Contents:**

- History of men's and masculinity studies
- Main theories and conceptualisations of men's and masculinity studies and their methodological grounds
- Practices and research results in men's and masculinity studies

**Mode of delivery:**

Depending on the academic year the course will be based either on independent studies or it also can include contact teaching.

**Learning activities and teaching methods:**

The mode of delivery is announced separately for each academic year. In the academic year 2018-19 the course will consist of independent studies and book exam or essay.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is a part of the basic studies in WGS.

**Recommended or required reading:**

- Connell, RW.2005. Masculinities (2nd edition)
- Kimmel, Michael, Hearn, Jeff & Connell, RW.2005. Handbook of Studies on Men and Masculinities. Sage, London (chapters: Introduction, and Theoretical perspectives).
- Markkola, Östman & Lamberg 2014 (toim). Näkymätön sukupuoli. Mieheyden pitkä historia. Vastapaino.
- Hearn, Blagojevic & Harrison (toim.) (2013) Rethinking Transnational Men: Beyond, Between and Within Nations.
- Connell & Messerschmidt, 'Hegemonic Masculinity: Rethinking the Concept'. Gender and Society, 19 (6), (2005), 829-859.

Kirjallisuudesta/lisämateriaalista sovitaan erikseen. Literature will be updated if necessary.

**Assessment methods and criteria:**

Depending on the academic year, the course can either include face-to-face teaching OR it may consist of independent study. The mode of delivery and related matters will be announced separately for each academic year.

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

**Grading:**

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics.

**Person responsible:**

Tuija Huuki

**Working life cooperation:**

None

**417121P: Media Culture and Gender, 5 op**

**Voimassaolo:** 01.08.2008 -

**Opiskelumuoto:** Basic 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:**

2018-2019 contact teaching during the autumn term. Alternatively, it is possible to take course during the spring term or summer 2019 as independent study.

**Learning outcomes:**

The aim of the course is to learn to know research related to gender, sexuality and corporeality in media culture, and to analyse in gender sensitive manner while acknowledging cultural differences, the ways gender, sexuality and agency are constructed in audiovisual media genres.

A person who has completed the course has demonstrated a capability to explicate gender, sexuality and corporeality in the context of, and from the viewpoint of cultural/media studies and to explicate media studies from the viewpoints of gender and gendering.

**Contents:**

Culture and media studies from the viewpoints of gender and sexuality. Representations of gender and sexuality in the media and literature. Theories on gender and sexuality.

**Mode of delivery:**

The aim is that the course will be organised (in cooperation with partners from the faculty of Humanities) each academic year in autumn term so that it includes contact teaching and work in Optima environment. Alternatively the course can be studied independently in spring- and summer terms. ( If the course that includes contact-teaching will not be organised in some of the academic years, the course can be studied independently also during the autumn term that academic year.)

**Learning activities and teaching methods:**

In the Academic year 2018-19 the course that will be organised during the autumn term, includes 16 h lectures, 8 Optima weeks.

Alternatively the course can be studied independently during the spring and summer terms 2019.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The course is a part of the basic studies in WGS.

**Recommended or required reading:**

The study material of the course-realisation that includes contact teaching will be informed in the beginning of the course.

For students taking the course independently, select three books:

- Leena-Maija Rossi & Anita Seppä (2007) Tarkemmin katsoen. Visuaalisen kulttuurin lukukirja.
- Anna Mäkelä, Liina Puustinen & Iiris Ruoho (2006) Sukupuolishow. Johdatus feministiseen mediatutkimukseen.
- Annamari Vänskä (2006) Vikuroivia vilkaisuja: Ruumis, sukupuoli, seksuaalisuus ja visuaalisen kulttuurin tutkimus.
- Annamari Vänskä (2012) Muodikas lapsuus. Lapset mainoskuviissa.
- Karen Ross (2010) Gendered media: Women, men and identity politics.
- Susanna Paasonen (2015) Pornosta
- Katie Milestone & Anneke Meyer (2012) Gender & popular culture
- Sanna Karkulehto S 2011. Seksin mediamarkkinat

Muuta kirjallisuutta sopimuksen mukaan.

**Assessment methods and criteria:**

During fall semester as contact teaching (active participation in lectures and work in Optima); at other times independent studies (book exam or essay)



The mode of delivery is announced separately for each academic year.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

Pass / fail

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics in a relatively good manner.

**Person responsible:**

Ilmari Leppihalme

**Working life cooperation:**

None

**417138P: Optional Course, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Local/Global agency and gender/** English

**Timing:**

Girl/boyhood -studies:

2018-2019 no set timing as the course is organised as independent study

Loneliness, and research on loneliness:

2018-2019 no set timing as the course is organised as independent study

Gender equality as multidimensional intra- ja intersectional phenomenon:

2018-2019 autumn term (1st period)

**Local/Global agency and gender**

This course will be conducted in English during the academic year 2018-2019 in two reading circles. During the Autumn term the perspective is from global to local with the focus on cultural diversity, agency, gender and gender equality as an intersectional phenomenon. During the Spring term emphasis is from the Arctic local to the global with the focus on cultural diversity and intersectionality of gender equality. Students may participate in the course during one term or two terms.

**Learning outcomes:**

The study module consists of six theme areas / courses. Each student studies one of them on the basis of one's own choice. Depending on the academic year and the course, the course will include contact / online teaching or it will be studied independently. The courses / theme areas (á 5 ects) are:

- Girl/boy -studies
- Loneliness, and research on loneliness
- Gender equality as multidimensional intra- and intersectional phenomenon
- Non-violence and compassion
- Local/global subject and gender
- Power, normalization and relationality

With respect to the theme studied, the student who has completed the course

- is capable defining the basic theories and related concepts of the field and its evolution as a research area
- knows some of the main research trends and findings of the chosen field/theme
- is capable recognizing, and reflecting critically interlinks between the studied theme area and everyday life on varied levels with gender responsible ways
- Can reflect and implement lessons learned in her/his everyday life (for example in promoting non-violence and equality).

**Contents:**

- Core concepts and theories of the field chosen and its development as a gender research field
- Gender responsible understanding of the chosen theme
- The chosen theme as individual, social, and societal phenomenon
- Reflecting and implementing the knowledge on practical level

**Mode of delivery:**

Opintojakson järjestämistapa vaihtelee lukuvuosittain teema-alueittain. Päivitetty tieto asiasta ilmoitetaan lukuvuosittain erikseen. Lukuvuonna 2017 - 18 kurssit järjestetään teema-alueittain seuraavasti:

Girl/boyhood -studies:

2018-2019 independent study

Loneliness, and research on loneliness:

2018-2019 independent study

Gender equality as multidimensional intra- ja intersectional phenomenon:

2018-2019 contact/online teaching

(Independent studies or/and internship, if additional funding received blended-learning in an online learning environment.)

Non-violence and compassion:

Independent studies

Local/Global subject and gender:

Independent studies

Power, Normalization and Relationality:

Independent studies

**Learning activities and teaching methods:**

Girl/boyhood studies:

2018-2019 independent study

(24 hours lectures, 8 hours group work)

Loneliness, and research on loneliness:

2018-2019 independent study

(16 hours lectures, 8 hours group work)

Gender equality as multidimensional intra- and intersectional phenomenon:

Independent studies, book exam or essay or internship.

Non-violence and compassion:

Independent studies and book exam or essay. Online course, depending on annual contact teaching.

Local/Global agency and gender:

Independent studies and book exam or essay

Power, Normalization and Relationality:

Independent studies and book exam or essay

Local/Global agency and gender

introduction to the texts, independent reading and discussions both face-to-face and in Optima environment.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

no

**Recommended or required reading:**

Tyttö- ja poikatutkimus/ Girl/boy studies:

- Huuki T., Kivijärvi, A., & Lunabba, H. (toim.) (tulossa/forthcoming 2017). Paljon puhetta pojista – pojat ja poikuuus varhaislapsuudesta nuoreen aikuisuuteen. Vastapaino.
- Haywood, C. & Mac an Ghaill, M. (2013). Education and masculinities. Social, cultural and global transformations. Routledge, London.
- Karoliina Ojanen, Heta Mulari ja Sanna Aaltonen (toim.) (2011). Entäs tytöt? Johdatus tyttötutkimukseen. Helsinki: Vastapaino & Nuorisotutkimusverkosto/ Nuorisotutkimusseura.
- Ringrose, Jessica (2013) Postfeminist Education? Girls and the Sexual Politics of Schooling. London: Routledge.
- Articles agreed with responsible person

Yksinäisyys, ja yksinäisyystutkimus / Loneliness, and studies on loneliness:

- Rönkä, Anna Reetta, väitöskirja (forthcoming 2017) Experience of Loneliness from Childhood to Young Adulthood. Study of Northern Finland Birth Cohort 1986.
- Gissler, M., Gissler, M., Kekkonen, M., Känkänen, P., Muranen, P., & Wrede-Jäntti, M. (2014). Nuoruus toisin sanoen. Helsinki: Terveystieteiden tutkimuskeskus: Nuorisotutkimusverkosto : Nuorisoasiain neuvottelukunta.
- Bjerg Bennike, K., Thidemann, Faber S., & Pristed, H. (2016). Gender, Education and Population Flows. Summary report on knowledge, cross-Nordic experiences and examples from practice.
- Larsen, JN., & Fondahl, G. (2014). Arctic Human Development Report. Regional Processes and Global Linkages, Chapters: Cultures and identities; sivut. 105-145. Globalization, sivut. 401-419
- scientific articles as agreed with responsible person

Gender equality as multidimensional intra- and intersectional phenomenon:

- Johanna Kantola, Kevät Nousiainen & Milja Saari (2012) (toim) Tasa-arvo toisin nähtynä. Oikeuden ja politiikan näkökulmia tasa-arvoon ja yhdenvertaisuuteen.
- Raija Julkunen (2010) Sukupuolen järjestykset ja tasa-arvon paradoksit.
- Eva Magnusson, Malin Rönnblom & Harriet Silius (2008) (toim.) Critical studies of gender equality. Nordic dislocations, Dilemmas and Contradictions.
- Emanuela Lombardo, Petra Meier & Mieke Verloo (2009)
- The discursive politics of gender equality. Stretching, Bending and Policymaking.
- Other literature as agreed with examiner.

Non-violence and compassion:

- Gilligan, C. (2011) Joining the resistance (1 op)
- Butler, J (2009) Frames of War. When is life Grievable. (1 op)
- Nussbaum, M (2010) Talouskasvua tärkeämpää. (1 op)
- Puig de la Bellacasa M. (2017) Matters of Care: Speculative ethics in a more than human world (2 op)
- (or literature agreed with examiner)

Local/Global subject and gender:

- Keskinen, S., Vuori J & Hirsiaho A (2012) toim. Monikulttuurisuuden sukupuoli. (1,5 op)
- Lempiäinen, K K., Leppänen, T. & Paasonen S (2012) Erot ja etiikka feministisessä tutkimuksessa. (1,5 op.)
- Pratt, G & Rosner V. (2012) (toim.) The Global and the Intimate. Feminism in our Time. (2 op)
- Ahmed, S. (2010) The promise of Happiness. (2 op)
- Parviainen, J., Kinnunen, T. & Kortelainen, I. (2016) (toim.) Ruumiillisuus ja työelämä. Työruumis jälkiteollisessa taloudessa (1 op)

Power, Normalization and Relationality:

- Leena-Maija Rossi (2015) Muuttuva sukupuoli. Seksuaalisuuden, luokan ja värin politiikkaa. (1 op)
- Siru Kainulainen & Viola Parente-#apkova (2011) Häpeä vähän! Kriittisiä tutkimuksia häpeästä (1 op).
- Judith Butler (2015) Notes toward a performative theory of assembly. (2 op)
- Liljeström M & Paasonen S (2012) Working with affect in Feminist Readings. (1 op)
- Eveliina Talvitie (2013) Keitäs tyttö kahvia (1 op).

Local/Global agency and gender

will be announced during the first session.

**Assessment methods and criteria:**

Girl/boyhood studies:

2018-2019 independent study

(Active participation in lectures and group work, study journal)

Loneliness, and studies on loneliness:

2018-2019 independent study

(Active participation to lectures and seminars, group work and related seminar)

Gender equality as multidimensional intra- and intersectional phenomenon:

Book exam / essay if additional funding received blended-learning in an online learning environment.

Non-violence and compassion:

Independent studies and book exam/essay, or online-course when possible

Local/global subject and gender

Independent study and exam.

Power, Normalization and Relationality:

Book exam or essay

**Grading:**

Girl/boyhood studies:

Pass /fail

Evaluation criteria: To pass the course active participation and analytical reflection based on the studied topics is required.

Loneliness, and research on loneliness:

In order to pass the course one need to actively participate to lectures, contribute to the group work and to seminars.

Gender equality as multidimensional intra- and intersectional phenomenon:

Pass/ Fail

Evaluation criteria: to pass, one need to know the study material fairly well and approach them with a reflecting and relating manner. The red line is visible and use of references mainly good.

Non-violence and compassion:

Pass/ Fail

Evaluation criteria: to pass, one need to know the study material well enough, shows reflection and relates studied topics.

Local/Global subject and gender:

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics.

Power, Normalization and Relationality:

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics.

Local/Global agency and gender

pass/fail

**Person responsible:**

Girl/boyhood studies:

Helena Parkkila

Loneliness, and research on loneliness:  
Anna Reetta Rönkä

Gender equality as multidimensional intra- and intersectional phenomenon:  
Mervi Heikkinen

Non-violence and compassion  
Suvi Pihkala

Local/Global subject and gender:  
Vappu Sunnari

Power, Normalization and Relationality:  
Vappu Sunnari

[Ilmari Leppihalme, ilmari.leppihalme \(at\) oulu.fi](mailto:ilmari.leppihalme@oulu.fi); [Vappu Sunnari, vappu.sunnari \(a\) oulu.fi](mailto:vappu.sunnari@oulu.fi) and [Elina Lehtomäki, elina.lehtomaki \(at\) oulu.fi](mailto:elina.lehtomaki@oulu.fi)

## **A212902: Gender Studies, Intermediate Studies, 35 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

### **ECTS Credits:**

35 cr

### **Language of instruction:**

Finnish

### **Timing:**

2nd to 5th years

### **Learning outcomes:**

A person who has completed the intermediate studies

- is familiar with essential criticism of science built and levelled in women's and gender studies and knows how to apply it in practice when reevaluating scientific knowledge, methodologies, methods and research ethics
- is familiar with and knows how to analyse methodological and methodical debate in women's and gender studies and knows how to apply them in her/his own research AND knows how to
- analyse/interpret courses of events, interaction etc. making critical use of some theory, methodology, method and concepts of women's and gender studies and intersectionality and report on it in the form of an article, for instance OR
- plan and organise practical activities to demolish gender segregation and report on it, OR
- plan and organise equality work based on equality legislation and report on it, OR
- plan or implement practical activities to intervene in violence and to promote non-secondarising action methods and equality
- plan and organise gender sensitive teaching making use of new information technology and report on it.

### **Contents:**

In the Intermediate Studies in Women's and Gender Studies, the students deepen their expertise in the theories and methodologies of women's and gender studies and in a multi- and interdisciplinary research approach.

### **Mode of delivery:**

Face-to-face teaching

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

For the most part, intermediate studies are carried out by literature study. One or two courses of contact teaching will be organised per year, if possible.

### **Target group:**

Students having gender studies as a minor subject

**Prerequisites and co-requisites:**

Basic Studies in Women's and Gender Studies

**Recommended or required reading:**

To be announced in the courses

**Assessment methods and criteria:**

Lectures, book exams, reports

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

**Grading:**

1 - 5/fail

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

None

*Compulsory*

**417209A: Methodological Studies and Research Methods, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2018-2019 as independent study during autumn term or with contact teaching during spring term.

**Learning outcomes:**

A person who has completed the course has demonstrated capability to understand central methodological approaches in gender studies and is capable to analyse them, and knowledge critically.

**Contents:**

Gender responsibility as an issue of research methodology, epistemology, research method and research process

Research process from the viewpoints of ethics and power

Subjectivity as an epistemological challenge in the research process

**Mode of delivery:**

The course can be completed either through independent study or through contact teaching. Contact teaching includes 16 hours lectures and 8 hours group work.

**Learning activities and teaching methods:**

As independent studies, and book exam OR

Lectures 16 hours, group work 8 hours and independent studies.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

none

**Recommended or required reading:**

- Lykke, N (2010) Feminist Studies. A Guide to Intersectional Theory, Methodology and Writing.(1,5 op.)
- Bagele Chilisa (2012) Indigenous Research methodologies. 2 op
- Sharlene Nagy Hesse-Biber (2012) ed. The handbook of feminist research.(Lukuja teoksesta. Koko kirjan laajuus 5 op.)
- Ryan-Flood, R. & Gill, R. ((2010) Secrecy and Silence in Research Process. Feminist Reflections. (2 op.)
- Other publications based on an agreement with the person responsible for the course.

**Assessment methods and criteria:**

2018-2019 study circle

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

**Grading:**

pass / fail

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics in a relatively good manner. Use of literature is generally good.

To have excellent grade, one shows critical- reflective, systematic and analytic way of dealing with the studied issues. The different topics relate well to each other and the use of literature is excellent.

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

None

**417207A: Theories of Gender Studies, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5-10 cr

**Language of instruction:**

Finnish

**Timing:**

No restrictions on timing.

**Learning outcomes:**

A person who has completed the course has demonstrated capability to conceptualize, analyse and evaluate critically the contents her/his chosen gender feminist thinking / gender research (5 - 10 op).

If wanting, the student can - through HILMA - include in this study-module 5 credits' course "Feminist Classics".

**Contents:**

Historical / political / scientific settings / core contents in feminist / gender responsible thinking as observed through a theory / theorist OR research area.

**Mode of delivery:**

Book exam or essay

**Learning activities and teaching methods:**

Book exam or essay

**Target group:**

Students at the University of Oulu.

**Prerequisites and co-requisites:**

no

**Recommended optional programme components:**

Part of intermediate studies in Gender Studies.

**Recommended or required reading:**

The study material has been divided into 5 groups. Choose your study material from one of the groups (5 credits). If you study 10 credits, take your material from two groups. And if you want to have some other type of solution, please contact the person in charge of this study module.

The student can also include in this study-module courses offered through HILMA network, in particular "Feminist Classics". See more on HILMA courses at <http://blogs.helsinki.fi/hilma-verkosto/> Please contact Suvi Pihkala beforehand when planning to take HILMA courses (suvi.pihkala(a)oulu.fi)

1. Kristeva, J. (2000) Crisis of the European subject (1,5 op)
  - Cixous, H. (1998) Stigmata, escaping texts. (1 op)
  - Irigaray, L. (1993) je, tu, nous, Toward a culture of difference (1,5 op)
  - Irigaray, L. (2002) To speak is never neutral (2 op)
  
2. Butler J (1990) gender Trouble: Feminism and the subversion of identity (1,5 op). (Suomeksi: Hankala sukupuoli)
  - Butler J(1993) Bodies that matter: On discursive limits of sex (1,5 op)
  - Butler J (2004) Undoing gender (2 op)
  - Butler, J (2015). Senses of the subject (1,5 op)
  
3. Braidotti R (2002) Metamorphoses. Towards a materialist theory of becoming (2 op)
  - Braidotti (2006) Transpositions - On Nomadic Ethics (2 op)
  - Braidotti R (2011) Nomadic theory (3 op)
  - Braidotti R (2013) The posthuman (2 op)
  
4. Browne, K. & Nash, K. (2010) Queer Methods and Methodologies (2 op)  
 Halberstam J (2005) In a Queer time and place: Transgender bodies, Subcultural lives (1,5 op)  
 Elliot, P. (2016) Debates in Transgender, Queer and Feminist Theory (1,5 op)  
 Browne, K. & Nash, K. (2010) Queer Methods and Methodologies (2 op)  
 Kafer, A. (2013) Feminist, Queer, Crip ((2 op)
  
5. Alaimo Stacy & Hekman, Susan (eds.) (2008) Material feminisms (3 op)  
 Barad, K., (2007). Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning (5op)  
 Coleman, Rebecca & Ringrose, Jessica (eds.) 2013. Deleuze and research methodologies. Edinburgh University Press, Edinburgh (2 op)  
 Artikkeleita esim. Naistutkimus–Kvinnoforskning / Sukupuolentutkimus -lehdestä (1 op)  
 seuraavasti: Kontturi, K-K & Hongisto, I (2011) "Sappho wants to save you". Identitettipolitiikasta mikroiikkeisiin (24:4, 6–18); Leppänen, T (2011) Vauvoja ja aikuisia musiikkileikkikoulussa... (24:4, 19–28); Urrio, E (2011) Deleuze ja feministinen ajattelu (24/4, 42–46); Huuki, T (2016). Pinoa, pusua ja puserrusta: Vallan sukupuolistuneet virtaukset lasten leikissä (29:3, 11–24); Leppänen, T & Tiainen, M (2016). Feministisiä uusmaterialismeja paikantamassa. Materian toimijuus etnografisessa taiteen- ja kulttuurintutkimuksessa (29:3, 27–44); Immonen, V (2014). Esineiden houkutus: aineellinen käänne myöhäiskeskiajan ja uuden ajan alun sukupuolihistoriassa (27:1, 8-19); Oksanen, A (2002) Yksin kaikki vastaan. Kalervo Palsan maskuliininen hulluus (15:4, 18-29).

**Assessment methods and criteria:**

Book exam or essay

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

**Grading:**

pass / fail / excellent

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics in a relatively good manner. Use of literature is generally good.



To have excellent grade, one shows critical- reflective, systematic and analytic way of dealing with the studied issues. The different topics relate well to each other and the use of literature is excellent.

**Person responsible:**

Mainly Vappu Sunnari. Concerning the publications of Kristeva, Cixous and Irigaray Pirjo Yliportimo.

**Working life cooperation:**

None

**Other information:**

It is possible to study this study module 10 credits with the way that a half of the credits will replace the module Optional courses OR the course that focuses on practical development work or on research exercise.

**417208A: Black Feminism, 5 - 10 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Learning outcomes:**

A person who has completed the course has demonstrated capability to understand central contents of black / none-white feminisms and their critic concerning western feminism.

**Contents:**

Contents of black / none-white feminisms and their critic concerning western feminism.

**Mode of delivery:**

Book exam or essay

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Part of intermediate studies in Gender Studies.

Further, it is possible to use the course as a compensatory course for the basic studies.

**Recommended or required reading:**

- Mohanty, C T (2003) *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. (2 op)
- Wane N, Kempf A & Simmons M (2011) (eds) *The politics of cultural knowledge*. (1 op)
- Wane, N., Jagire J. & Murad Z. (2013). *Ruptures: Anti-Colonial & Anti-Racist Feminist Theorizing* ( 2 op.)
- Collins, P H (2012) *On Intellectual Activism* (1,5 op.)
- Allen, P.G. (1986) *The Sacred Hoop: Recovering the Feminine in American Indian Traditions* (1,5 op)
- Trinh, T. (1989) *Minh-ha. Woman, Native, Other*. (1 op)

**Assessment methods and criteria:**

Book exam or essay

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

**Grading:**

pass / fail / excellent

Evaluation criteria: to pass, one needs to know the study material well enough, show reflection and relate studied topics in a relatively good manner. Use of literature is generally good.

To have excellent grade, one shows critical- reflective, systematic and analytic way of dealing with the studied issues. The different topics relate well to each other and the use of literature is excellent.

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

None

**417222A: Globalisation and a Socially Sustainable Future, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anna Rönkä

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Learning outcomes:**

The person who has completed the course is able to

- identify central aspects of Nordic Welfare model from gender perspective
- identify central characteristics related to Nordic, Barents Region and Arctic cultures, societies and nature.
- define globalization and social sustainability as a theoretical concepts
- analyze sociocultural issues related to northern peripheries and is able to reflect on them in relation to globalization
- analyze globalization, socially sustainable future and matters related to it as concepts as such and especially from gender perspective
- analyze and reflect socially sustainable future from the perspectives of poverty, population growth, and other aspects related to wellbeing
- analyze and evaluate development co-operation from gender perspectives

**Contents:**

- The position of women, their life worlds and challenges in the global North
- The position of women, their life worlds and challenges in the global South
- Northern societies and cultures, Nordic Welfare model
- Gender and gender awareness as global issues
- Local, global and periphery
- Socially sustainable future
- Immigration, emigration, internal migration, relocation
- Poverty, development co-operation

**Mode of delivery:**

Independent studies, book exam or essay

**Learning activities and teaching methods:**

Book exam or essay

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Part of intermediate studies in Gender Studies.

**Recommended or required reading:**

Tan, Lin; Segal, Marcia Texler; Chow, Esther Ngan-ling (2011) Analyzing Gender, Intersectionality, and Multiple Inequalities : Global-transnational and Local Context. Series: Advances in Gender Research, Vol. 15.

Keskitalo-Foley Seija (2011) Lappilaisia naisia uuden talouden ajassa. Tulkintoja hallinnasta, toimijuudesta, koulutuksesta ja yrittäjyydestä.

Thiedmann Faber, Stine & Pristed Nielsen Helene (2015) Remapping Gender, Place and Mobility. Global Confluences and Local Particularities in Nordic Peripheries. Routledge, AINOASTAAN PART I Setting the Scene sivut 3-36 ja PART III Gendered Global Circuits sivut 111-158

1 vapaavalintainen tieteellinen artikkeli julkaisusta Gender and Development, jotka hyväksytetään vastuuhenkilöllä ennen tenttiä

**Assessment methods and criteria:**

Book exam or essay

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

**Grading:**

pass/fail/

Evaluation criteria: to pass, one need to know the study material well enough, shows reflection and relates studied topics in a relatively good manner. Use of literature is generally good.

**Person responsible:**

Anna Reetta Rönkä

**Working life cooperation:**

No

**417211A: Practical Work in a Gender Responsible Development or Research Project, 5 - 10 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 - 10 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

Having completed the course, the student has demonstrated capability in designing and implementing, and reporting on and evaluating afterwards orally a small-scale development or research work ( e.g. as related to the projects of the research group of the gender research, and together with them).

**Contents:**

- Designing and implementing, and reporting on and evaluating afterwards orally a small-scale development or research work together e.g. with the staff members of gender research.

**Mode of delivery:**

Partly independent work, partly co-operational work e.g. with a researcher of gender studies or a staff member of a development project of Gender studies.

**Target group:**

Students at the University of Oulu

**Prerequisites and co-requisites:**

Basic studies

**Recommended optional programme components:**

Part of intermediate studies in Gender Studies

**Recommended or required reading:**

To be agreed on with the person responsible for the research group in question or the development project

**Assessment methods and criteria:**

Oral exam

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

**Grading:**

pass /fail /

Evaluation criteria: to pass, one needs to show an active engagement on the topic area, capability to do systematic small scale work on the area, reflect the matters critically and report and evaluate the matters orally.

**Person responsible:**

Vappu Sunnari

**Working life cooperation:**

Yes or no, depending on the student's choice.

**Other information:**

It is possible to study this study module 10 credits with the way that a half of the credits will replace the module Optional courses.

**417215A: Violence - Concepts, Practices and (Everyday) Interventions, 5 - 10 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 - 15 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Violence and the forms of othering:

2018-2019 no set timing as the course is organised as independent study

Global forms of violence:

2018-2019

Sexual violence, trafficking and prostitution:

2018-2019

**Learning outcomes:**

The course consists of three themes that can be studied - depending on annual contact teaching - either as online course or as book exam/essay. The course themes are (á 5 ects):

- Violence and the forms of othering
- Global forms of violence

- sexual violence, trafficking and prostitution.

When contact teaching is on offer, participation in the online course, this will be the prioritized way of completing the course.

With respect to the theme studied, a student who has completed the course knows how to

- define the basic concepts of multidisciplinary research on violence
- discuss and analyse violence and its effects on individual and societal levels as (inter)personal, societal and global phenomenon with due consideration of gender and other intersectionalities.
- knows how to reflect on her/his own action from the viewpoint of violence prevention and in relation to national and international policies and practices.

**Contents:**

- Core concepts of violence, its prevalence and multiple forms
- Multidisciplinary, gender responsible research on violence including intersectional approach
- discussing violence as individual and societal phenomenon in global and local contexts
- Policies and multidisciplinary approaches to identify and prevent violence in different environments

**Mode of delivery:**

Violence and the forms of othering:  
2018-2019 Book exam / essay

Global forms of violence:  
Online-course

Sexual violence, trafficking and prostitution:  
Online-course

**Learning activities and teaching methods:**

Online course ( independent and group-based work in e-learning environment; study journal) or book exam /essay

**Target group:**

Students in the UO.

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Part of intermediate studies in gender studies

**Recommended or required reading:**

Learning materials will be informed in the e-learning environment during the course.  
Literature for book exams/essay per theme (responsible teacher):

Theme: Violence and forms of othering (Suvi Pihkala)

- Husso, M., Virkki, T., Notko, M., Hirvonen, H., & Eilola, J. (Eds.). (2017). *Interpersonal Violence: Differences and Connections*. Routledge.
- Näre, S., Ronkainen, S. (toim.) (2007) *Paljastettu Intiimi. Sukupuolistuneen väkivallan dynamiikka*.
- Testoni, I., Wieser, M., Groterath, A., Guglielmin, M. (2013) *Teaching against Violence. Reassessing the toolbox*  
TAI 3-4 tieteellistä vapaavalintaisia artikkeleita vastuupettajan kanssa erikseen sovittuna.

Theme: Global forms of violence (Helena Parkkila)

- Finnish Journal of Ethnicity and Migration. Special issue: Female Genital Cutting in the Past and Present. Vol 3, No 2/2008. [http://etmu.fi/wp-content/uploads/2013/01/FJEM\\_2\\_2008.pdf](http://etmu.fi/wp-content/uploads/2013/01/FJEM_2_2008.pdf)
- Lidman, Satu (2015) Väkivaltakulttuurin perintö: Sukupuoli, asenteet ja historia. Gaudeamus Helsinki University Press.
- Tauro, Tanja & Van Dijken, Marjo (toim.) (2009) Kunnia Konfliktina: Näkökulmia ilmiön tunnistamiseen ja ennaltaehkäisyyn. Mannerheimin lastensuojeluliiton Uudenmaan piiri. [http://uudenmaanpiiri.mll.fi/toiminta/kunniaan-liittyvan-vakivallan-eh/kunnia\\_konfliktina\\_amoral-hankke/](http://uudenmaanpiiri.mll.fi/toiminta/kunniaan-liittyvan-vakivallan-eh/kunnia_konfliktina_amoral-hankke/)
- Tripp, Aili Mari; Ferree, Myra Marx & Ewig, Christina (2013) Gender, Violence and Human Security: Critical Feminist Perspectives. New York: NYU Press, 2013.

Theme: Sexual exploitation, trafficking and prostitution (Helena Parkkila)

- Bates, Laura (2016) Everyday Sexism. New York: St. Martin's Press.
- Laiho, Mari (toim.) 2007. Lasten seksuaalinen hyväksikäyttö ja uudet viestintäteknologiat - Moniammatillinen yhteistyö. (Luku 2, Sivut: 25–60) [https://frantic.s3-eu-west-1.amazonaws.com/pelastakaalapset/2016/02/01155657/Kirja-2007\\_web.pdf](https://frantic.s3-eu-west-1.amazonaws.com/pelastakaalapset/2016/02/01155657/Kirja-2007_web.pdf)
- O'Neill Maggie (2001) Prostitution and Feminism: Towards a Politics of Feeling. Polity press.
- Shelley [Louise](#) (2010) Human Trafficking: A Global Perspective. Cambridge University Press. [http://demografi.bps.go.id/phpfiletree/bahan/kumpulan\\_tugas\\_mobilias\\_pak\\_chotib/Kelompok\\_7/Human\\_Trafficking\\_a\\_global\\_perspektif\\_%28Shelley%29.pdf](http://demografi.bps.go.id/phpfiletree/bahan/kumpulan_tugas_mobilias_pak_chotib/Kelompok_7/Human_Trafficking_a_global_perspektif_%28Shelley%29.pdf)
- Vuorelainen, A. & Elonheimo, H. (2013) Nuorten vastikkeellinen seksi pääkaupunkiseudulla – Tuore tutkimus kertoo nuorten parissa työskentelevien havainnoista. Haaste, vol 13.

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

Online course ( active participation online, including completing independent tasks, reading materials and participation in group activities; study journal) or independent studies and book exam/essay  
Read more about [assessment criteria](#) at the University of Oulu webpage.

#### **Grading:**

pass/fail

To pass the course active participation and analytical reflection based on the studied topics is required

#### **Person responsible:**

Violence and the forms of othering:

Suvi Pihkala

Global forms of violence:

Suvi Pihkala

Sexual violence, trafficking and prostitution:

Helena Parkkila

#### **Working life cooperation:**

No

#### **Other information:**

It is possible to study this study module 15 credits with the way that 5 credits will be used to replace the module Optional courses and 5 credits to replace the course that focuses on practical development work or on research exercise.

#### **417224A: Optional Studies in Intermediate Studies, 5 - 10 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Sunnari, Vappu Hillevi

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5-10 ECTS

**Learning outcomes:**

With respect to the course studied, the student who has completed the course is capable

- defining the basic gender theories and related concepts of the field and the evolvement of the research on the field;
- naming central gender research trends and research results of the chosen field, and is capable reflecting the matters critically;
- reflecting critically current disciplinary topics and debates of the chosen field;
- applying gender and related concepts in the context of the chosen field;
- analysing gender in cultural presentations of the chosen field.

**Contents:**

The study module consists of five courses on varied scientific / research areas. Each student studies as a rule one of them on the basis of one's own choice. The courses will be studied mainly independently.

However, the course "Corporeality, materiality and culture" will be organized so – together with film-studies - that it includes contact / online teaching each academic year (this depends on the financing).

CoCore concepts and theories of the chosen field and its development as a gender research field.

- Traditions and current debates in the chosen field related to gender.
- Gender responsible understanding of the cultural presentations and products in the chosen field.

The courses (á 5 ects) are:

- Gender and cultural studies
- Gender, culture and ethnography
- Gender and history
- Gender and education
- Corporeality, materiality and culture

**Mode of delivery:**

Mainly independent studies, and book exam or essay. In the case contact teaching will be organised for some of the courses it will be announced separately each academic year. The aim, however, is to organise the course "Corporeality, materiality and culture" each year so that it includes contact teaching.

The course Corporeality, materiality and culture includes year 2018-19 key-lectures, students' introductions to chosen theme-areas- including discussions; and Optima-debates.

**Learning activities and teaching methods:**

Mainly independent studies, and book exam or essay. In the case contact teaching will be organised for some of the courses it will be announced separately each academic year. The aim, however, is to organise the course "Corporeality, materiality and culture" each year so that it includes contact teaching.

The course Corporeality, materiality and culture includes year 2018-19 key-lectures (12 hours), students' introductions to chosen theme-areas (16 hours) - including discussions and Optima-debates (8 weeks).

**Target group:**

Students in the University of Oulu

**Prerequisites and co-requisites:**

no

**Recommended or required reading:**

Kurssien opiskelumateriaalit / Learning material of the courses

### Sukupuoli kulttuurintutkimuksessa / Gender and cultural studies

Valitse tenttiin/esseen materiaaliksi kolme seuraavista /

Choose three of the following for the book exam or as the basic materials for the essay:

- Rossi, L-M (2003) Heterotekst. Televisiomainonta sukupuolituotantona.
- Rossi L-M & Seppä A. (2007) Tarkemmin katsoen. Visuaalisen kulttuurin lukukirja.
- Holmlund, C. (2002) Impossible Bodies. Femininity and Masculinity at the Movies.
- Kekki, Lasse ja Ilmonen, Kaisa toim. (2004) Pervot pidot: homo-, lesbo- ja queer-näkökulmia kirjallisuudentutkimukseen.
- Karkulehto, Sanna (2007) Kaapista kaanoniin ja takaisin: Johanna Sinisalon, Pirkko Saision ja Helena Sinervon teosten queer-poliittisia luentoja.
- Sanna Karkulehto toim. (2008) Taajuuksilla värähdellen: sukupuolten tiloja ja tunteja kirjallisuudessa ja elokuvassa.
- Muuta kirjallisuutta vastuuhenkilön kanssa sopien/ Other publications based on an agreement with the person responsible.

### Sukupuoli, kulttuuri ja etnografia / Gender, culture and ethnography

Feministinen antropologia ja etnografia (4 op)

- Davis, D. A., & Craven, C. (2016). Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities. Rowman & Littlefield.
- Lewin, E. & Silverstein, L. M. & Bolles, A. L. & Boellstorff, T. & Dudgeon, M. R. & Khandelwal, M. R. (2016). Mapping Feminist Anthropology in the Twenty-First Century. New Brunswick: Rutgers University Press.

Ajankohtaiset teemat/ current topics (1 op)

2-3 tieteellistä artikkelia sovitaan vastuullisen henkilön kanssa

2-3 scientific articles agreed with responsible person

### Sukupuoli ja historia / Gender and history

Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis", in Joan Wallach Scott (ed.), *Feminism and History*. Oxford Readings in Feminism. Oxford University Press, Oxford 1996, s. 152–180.

Susan Kingsley Kent: *Gender and History*. Palgrave Macmillan 2011. Sen saa myös e-kirjana.

<https://he.palgrave.com/page/detail/Gender-and-History/?K=9780230292239>

- Lisäksi valinnan mukaan joltakin historian osa-alueelta (esim. työ, perhe, uskonto, sota, tai jokin kulttuuripiiri) kirjallisuutta, joka sovitaan vastuupettajan kanssa. / Additionally literature focusing on a specific field in history (e.g. work, family, religion, war, culture) based on an agreement with the person responsible.

### Sukupuoli ja koulutus / Gender and education

Saarinen, J., Ojala, H. & Palmu, T. (2012) (toim.) Eroja ja vaarallisia suhteita: keskustelua feministisestä pedagogiikasta. (1 op)

- Tolonen, T., Palmu, T., Lappalainen S. & Kurki, T. (2012) Cultural practices and transitions in education. (1,5 op.)
- Huuki, Tuija. (2010). Koulupoikien statustyö väkivallan ja välittämisen valokiilassa. (s. 15–19 sekä 69–92)
- Huuki, T., Lehto, N. & Louhimo, H. (2016) Vallan visaiset kaverisuhteet.
- Manninen, Sari. (2010). Iso, vahva, rohkee — kaikenlaista. Maskuliinisuudet, poikien valtahierarkiat ja väkivalta koulussa. (s. 13–18 sekä 79–117)
- Sunnari, Vappu. (2009). Physical Sexual Harassment as Experienced by Children at School in Northern Finland and Northwest Russia. Oulu, Oulun yliopisto.
- Opetushallitus. (2016). Tasa-arvotyö on taitolaji.
- Skelton, C., Francis, B. & Smulyan L. (2007) *The SAGE Handbook of Gender and Education*. ( valittuja lukuja sopimuksen mukaan. Koko teoksen laajuus on 4 op.)

### Ruumiillisuus, materiaalisuus ja kulttuuri / Corporeality, materiality and culture

Oppimateriaali vaihtelee vuosittain kurssin erityisteeman mukaan. Oppimateriaali ilmoitetaan opintojakson alussa.



The learning material varies according the annual special theme of the course. The material will be presented in the beginning of the course.

**Assessment methods and criteria:**

/ Mainly independent studies and a boo exam.

/ Active participation in key-lectures, in thematic introductions, including discussions; in chosen performances (e.g. dance, movie) and in Optima -work (8 weeks)

**Grading:**

pass/fail

Main criteria of evaluation: to pass a course student shows analytical reflection and relates studied topics in a relatively good manner. Use of literature is good. Additionally active participation and interaction are emphasised in the criterias for passing the course Corporeality, materiality and culture.

**Person responsible:**

- Sukupuoli kulttuurintutkimuksessa / Gender and cultural studies - **Ilmari Leppihalme**
- Sukupuoli, kulttuuri ja etnografia / Gender, culture and ethnography - **Suvi Pihkala**
- Sukupuoli ja historia / Gender and history - **Seija Jalagin**
- Sukupuoli ja koulutus / Gender and education - **Vappu Sunnari**
- Ruumiillisuus, materiaalisuus ja kulttuuri / Corporeality, materiality and culture - **Ilmari Leppihalme**

**Other information:**

It is possible to study this study module 10 credits with the way that a half of the credits will be used to replace the module that focuses on practical development work or on research exercise.

## **A791404: Health Education, Basic Studies, 25 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA791404 Health Education, Basic Studies (OPEN UNI) 25.0 op

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

25 ECTS

**Language of instruction:**

Finnish

**Timing:**

1.-5. year

**Learning outcomes:**

Having completed the Basic Studies, the student identifies the individual, social and environmental factors connected with health, health behavior, health challenges and most common illnesses among all population groups, especially children and adolescents. The student also knows how to describe the meaning for health of the biological processes in the organs and of mental and social factors. S/he also knows how to apply the principles of subject didactics to promote the health of people in different ages, especially children and adolescents, and to reinforce their knowledge of health. S/he knows how to solve ethical issues connected with promotion of health and with health education, and knows how to explain both the individual and the community's responsibility for healthy life.

**Contents:**

The module consists of the following courses:

Basics of Health Education (5 credits) – 402960P  
 Mental Development among Children and Adolescents (5 credits) – 402103P  
 Nutrition in Promotion of Health (5 credits) – 402956P  
 Basics of Anatomy and Physiology (5 credits) – 402961P  
 Basics of the Didactics of Health Education (5 credits) – 402951P

**Mode of delivery:**

web based teaching

**Learning activities and teaching methods:**

Web-based teaching, group work sessions

**Target group:**

Health Education minor subject students

**Prerequisites and co-requisites:**

no

**Recommended optional programme components:**

no

**Recommended or required reading:**

To be announced for each course specifically

**Assessment methods and criteria:**

participating in teaching, literal work, exams

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

**Grading:**

pass/fail

**Person responsible:**

Anne Pellikka

**Working life cooperation:**

No

**Other information:**

The teaching is arranged by the Open University

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**402960P: Introduction to Health Studies, 5 op**

**Voimassaolo:** 01.01.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402960P Introduction to Health Education Studies (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the autumn semester

**Learning outcomes:**

Upon completion the student should be able to:

- explain the multidimensional nature of health and sickness
- display an understanding of the essential concepts related to health
- analyse health promotion and its possibilities from the health educational point of view

**Contents:**

- health and related concepts
- health promotion, ethics and philosophy of health promotion
- research in health promotion
- national health promotion strategies

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

web-based teaching, independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

None

**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:**

Current research publications and articles to be announced at the beginning of the course.

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

pass/fail

**Person responsible:**

Kristiina Simojoki

**Working life cooperation:**

None

**402103P: Psychological Development of Children and Adolescents, 5 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402103P Psychological Development of Children and Adolescents (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the autumn semester.

**Learning outcomes:**

Upon completion of the course the student should be able to:

- identify a psychological way of thinking and is able to apply it in the study of the life course of children and adolescents
- explain the stages of psychological and social development of children and adolescents
- display an understanding of the connection between the psychological development in childhood and adolescence and the later life and well-being of an individual

phases of their lives and understand the meaning of childhood and adolescence growth for later life and wellbeing

- explain mental disorders as disorders of growth, and identify the basic categories of mental disorders

**Contents:**

- psycho-social growth and development during childhood and adolescence and its meaning to the later life
- self-knowledge, mental balance, supporting emotional development

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

web-based learning, independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

none

**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:**

Kronqvist & Pulkkinen. 2007. Kehityopsykologia - Matkalla muutokseen. WSOY.

Nurmi, J-E. & al. 2006. Ihmisen psykologinen kehitys. WSOY.

Dunderfelt, T. (useita painoksia) Elämänkaaripsykologia.

Berger, K. 2011. The developing person through the lifespan.

Current articles and research publications to be announced at the beginning of the course.

The availability of the literature can be checked [here](#).

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

The course utilizes verbal grading scale Pass/Incomplete.

**Person responsible:**

Milla Merilehto

**Working life cooperation:**

None

**402956P: Improving Health Through Nutrition, 5 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402956P Improving Health Through Nutrition (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the spring semester

**Learning outcomes:**

Objectives of the course:

- identify health eating habits and individual and social factors influencing ways to use food
- evaluate factors related to the promotion of healthy eating habits and weight control among differently aged people
- name national health problems caused by nutrition
- give examples of special diets

**Contents:**

- possibilities and means of schools to promote good nutrition among school aged children and adolescents
- nutritional guidelines
- nutrition and weight management
- special diets

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

Web-based teaching/independent study.

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

none

**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:**

Aro, A., Mutanen, M. & Uusitupa M. (eds.) (2005). Ravitsemustiede. Helsinki, Duodecim.  
 Borg, P., Fogelholm, M. & Hiilloskorpi, H. (2004). Liikkujan ravitsemus. Helsinki, Edita.  
 Valtion ravitsemusneuvottelukunta (2014). Terveyttä ruoasta! Suomalaiset ravitsemussuositukset 2014.  
 Other contemporary readings announced at the beginning of the course.  
 The availability of the literature can be checked [here](#).

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.  
 Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

The course utilizes verbal grading scale Pass/Incomplete.

**Person responsible:**

Anna-Maria Keränen

**Working life cooperation:**

None

**402961P: Basics of Anatomy and Physiology, 5 op**

**Voimassaolo:** 01.01.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402961P Basics of Anatomy and Physiology (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the spring semester

**Learning outcomes:**

Upon completion of the course students should be able to:

- the construction of tissue from different types of cell and matrix
- explain the structure and interconnection of different organ systems

**Contents:**

- liquid states and electrolytes of the organism
- nervous system and sense organs
- hormones
- sensory and motoric functions
- respiration
- blood circulation
- nutrition
- metabolism

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

web-based teaching/independent study

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

none

**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:**

Vierimaa, H. & Laurila, M., (2013). Keho. Anatomia ja fysiologia. Helsinki, SanomaPro.

Other suitable readings:

Bjålie, J. G. et al. (1999 tai uudempi). Ihminen. Fysiologia ja anatomia. Porvoo, WSOY. OR

Leppäluoto, J. et al. (2008) Anatomia ja fysiologia – Rakenteesta toimintaan. Porvoo, WSOY

You can check for the availability of course books [here](#).

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

The course utilizes verbal grading scale Pass/Incomplete.

**Person responsible:**

Johanna Veijola

**Working life cooperation:**

None

**402951P: Basics of the Didactics of Health Education, 5 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** University of Oulu, Open University

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402951P Basics of the Didactics of Health Education (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

*You can replace a compulsory course by the following course:*

**402965P: Health Education Special Studies, 5 - 10 op**

**Voimassaolo:** 01.01.2016 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402965P Health Education Special Studies (OPEN UNI) 5.0 op

**ECTS Credits:**

5-10/ 135-270 hours of work

**Language of instruction:**

Finnish

**Timing:**

To be agreed with responsible teacher

**Learning outcomes:**

Upon completion the student should be able to:

- analyze and classify self-chosen topic from health education curriculum (basic education or upper secondary school) or from health education learning material
- apply the contents of self-chosen topic to teaching health education
- plan health education teaching modules to basic education or upper secondary school on the basis of analysis and classification made to self-chosen topic

**Contents:**

- Basic education and upper secondary school curriculum and learning material
- Electric learning material related to health education
- Analysing and producing health education learning material
- Alternatives of teaching health education
- Essay, topic agreed with responsible teacher

**Mode of delivery:**

Independent work

**Learning activities and teaching methods:**

Independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

No

**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:**

To be agreed with the responsible teacher.

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

**Grading:**

The course utilizes verbal grading scale Pass/Incomplete.

**Person responsible:**

Anne Pellikka

**Working life cooperation:**

No

**A791407: Health Education, Intermediate Studies, 35 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA791407 Health Education, Intermediate Studies (OPEN UNI) 35.0 op

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

35 credits

**Language of instruction:**

Finnish

**Timing:**

2.-5. year

**Learning outcomes:**

Having completed the subject studies, the student is able to explain factors related to the health and welfare, health behavior, health challenges and health promotion of different population groups, especially children and adolescents. The student also knows how to evaluate his/her ability to reinforce the health knowledge of children and adolescents and how to build the contents of health education teaching and learning in a goal-oriented way. S/he also knows how to evaluate their relationship to the promotion of health at school and to develop their own activities in promoting health.

**Contents:**

The module consists of the following courses:

- Drugs and Health (5 ECTS cr)
- Physical Exercise in Promoting Health
- School as a promoter of inclusion and life management of children and adolescents 402952A (5 ECTS cr)
- Supporting Sexual Growth And Development (5 ECTS cr)
- Oral Health (5 ECTS cr)
- Advanced Course in the Didactics of Health Education (5 ECTS cr)
- Thesis (5 ECTS cr)

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

online studies, independent work

**Target group:**

Students pursuing studies in the minor of Health Education

**Prerequisites and co-requisites:**

none

**Recommended optional programme components:**

no

**Recommended or required reading:**

To be announced for each specific course

**Assessment methods and criteria:**



Participation in teaching, written work, participation in online discussions, learning assignments, exams

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

**Grading:**

0-5

**Person responsible:**

Anne Pellikka

**Working life cooperation:**

No

*e1*

**402957A: Drugs and Health, 5 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402957A Addictions and Health (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

<b>TIMING</b>
The course is held in the autumn semester.

**Learning outcomes:**

Upon completion of the course students should be able to:

- name and present factors related to the connection between drug abuse and health
- name the most commonly used drugs
- explain the effects of drug abuse

**Contents:**

- what drugs are
- how drugs influence on health and well-being
- why drugs cause addiction

**Mode of delivery:**

Web-based teaching

**Learning activities and teaching methods:**

web-based teaching/ independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

no

**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:**

Maunu, Antti (2012): Ryyppämällä ryhmäksi? - ehkäisevän päihdetyön karttalehtiä nuorten ja nuorten aikuisten juomiskulttuureihin.

Kylmäkoski, Merja, Pylkkänen, Sanna, Viitanen, Reijo (toim.) (2010):Yhteisöllisiä näkökulmia nuorten ehkäisevään päihdetyöhön. Kustantaja: Humanistinen ammattikorkeakoulu.  
 Soikkeli, Markku, Salasuo, Mikko, Puuronen, Anne, Piispa, Matti (2011). Se toimii sittenkin - kuinka päihdevalistuksesta saa selvää? Kustantaja: Nuorisotutkimusseura ry.  
 Current articles and publications announced in the beginning of the course.

The availability of literature can be checked [here](#).

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

0-5

**Person responsible:**

Minna-Liisa Myllylä

**Working life cooperation:**

None

**402958A: Improving Health through Exercise, 5 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402958A Physical Exercise in Promoting Health (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the autumn semester

**Learning outcomes:**

Upon completion of the course students should be able to:

- display an understanding of the connections between physical activity, psychical condition and health
- provide examples of the methods for measuring physical activity and physical condition
- identify the meaning of physical exercise and exercise guidelines from the viewpoint of fostering health in different contexts
- identify ways of supporting the physical activity of children and adolescents

**Contents:**

- the meaning of physical activity and physical condition to psychological, physical and social health
- methods for measuring physical activity and physical condition
- exercise guidelines for children and adolescents in different ages
- means to promote physical exercise in different contexts

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

Web-based teaching/independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

none

**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:**

Berg, P. & Piirtola, M. (2014). Lasten ja nuorten liikuntatutkimus Suomessa – tutkimuskatsaus 2000-2012 (pdf). Liikuntatieteellinen seura ry. Helsinki.  
 Fogelholm, M. (toim.) (2008) Liikettä koulupihoille. UKK-instituutti ja Nuori Suomi.  
 Jaakkola, T., Liukkonen, J., Sääkslahti, A. (toim.) (2013) Liikuntapedagogiikka. PS-Kustannus.  
 Vuori, I. (2003) Lisää liikuntaa. Helsinki, Edita.  
 Vuori, I. et al. (toim.) (2010) Liikuntalääketiede.  
 Current articles announced in the beginning of the course.  
 Availability of the literature can be checked [here](#).

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.  
 Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Saila Romakkaniemi

**Working life cooperation:**

None

**402952A: School as a promoter of inclusion and life management of children and adolescents, 5 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** University of Oulu, Open University

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402952A School Promoting Participation and Life Management (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

**402959A: Supporting Sexual Growth and Development, 5 op**

**Voimassaolo:** 01.08.2010 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402959A Supporting Sexual Growth and Development (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the autumn semester

**Learning outcomes:**

Upon completion of the course the student knows how to

- explain the special features of sexual growth and development at different ages
- support sexual behaviour that promotes health at different ages

**Contents:**

- sexual growth and development
- dimensions of sexuality in childhood
- dimensions of sexuality in adolescence
- the school as a sexual educator and promoter of sexual health
- cultural sensitivity in sexual education

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

Web-based teaching, independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

none

**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:**

Korteniemi-Poikela, E. & Cacciatore, R. (2010): Portaita pitkin: lapsen ja nuoren seksuaalisuuden kehittyminen; opas vanhemmille. Helsinki, WSOY.

Cacciatore, R. (2007): Huomenna pannaan pussauskoppiin. Opas vanhemmille. Helsinki, WSOY.

Aalberg ja Siimes. (2000) Lapsesta aikuiseksi. Nemo

Aho, T., Halonen, M. & Pelander, A. (2012) Tyttöjuttuja. Väestöliitto WSOY

Hurtig, J. (2013). Taivaan taimet – Uskonnollinen yhteisöllisyys ja väkivalta. Vastapaino.

Current articles and publications to be announced at the beginning of the course.

Availability can be check [here](#).

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

0-5

**Person responsible:**

Paula Yliniemi

**Working life cooperation:**

None

**402962A: Oral Health, 5 op**

**Voimassaolo:** 01.01.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402962A Oral Health (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the autumn semester

**Learning outcomes:**

Upon completion of the course students should be able to:

- name the factors promoting good dental health
- display an understanding of the meaning of dental health to general health
- identify the means of preventing oral illnesses and accidents
- identify dental services
- plan and implement a dental health promotion event
- explain the main features of the development of teeth and occlusion and main deviations in them

**Contents:**

- oral diseases and their meaning to general health
- prevention and care of the mouth and teeth in different stages of life
- accidents of the mouth and teeth, prevention and
- gum diseases
- mucosal diseases and sexually transmitted diseases in the mouth
- organization of dental health services

**Mode of delivery:**

web-based teaching

**Learning activities and teaching methods:**

web-based teaching, independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

none

**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:**

Jormanainen, T. & Järvinen, S. (2008) Suunhoito-opas yläkouluille. Hammaslääkäriliiton kustannus. Valtion ravitsemusneuvottelukunta (2014). Terveyttä ruoasta! Suomalaiset ravitsemussuosituksset 2014. Current articles and publications to be announced at the beginning of the course.

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

0-5

**Person responsible:**

Päivi Harju, Leena Niskanen

**Working life cooperation:**

None

**402953A: Advanced Course in the Didactics of Health Studies, 5 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** University of Oulu, Open University

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

**Opettajat:** Kyngäs, Helvi Aulikki

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402953A Advanced Course in the Didactics of Health Studies (OPEN UNI) 5.0 op

Ei opintojaksokuvauksia.

**402964A: Thesis, 5 op**

**Voimassaolo:** 01.01.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402964A Thesis (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

The course is held in the autumn semester

**Learning outcomes:**

Student reports on a theme or topical issue related to health promotion, health education or a special theme or current issue in health education at a chosen school.

**Contents:**

Written thesis based on literature or empirical data on health promotion or health education at school: writing, presenting and acting as a peer opponent.

Alternatively, the student can design and implement a development project connected with the theme.

**Mode of delivery:**

web based teaching

**Learning activities and teaching methods:**

web-based teaching, independent work

**Target group:**

Open university students, school teachers and subject teachers, health care professionals, minor subject students in all faculties

**Prerequisites and co-requisites:**

The required (recommended) prerequisite is the completion of the following studies prior to enrolling for the course: Health Education, basic studies 25 cr and 20 credits of the Health Education, intermediate studies.

**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:**

Literature studied for the thesis

**Assessment methods and criteria:**

The course includes weekly independent learning exercises and online work. The assessment of the course is based on the learning outcomes of the course.

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

**Grading:**

The course utilizes verbal grading scale Pass/Incomplete.

**Person responsible:**

Kristiina Simojoki

**Working life cooperation:**

None

**A255301: Learning, Education and Technology, 25 op**

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Järvelä Sanna

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

25 cr

**Language of instruction:**

English

**Timing:**

1st to 5th years

**Learning outcomes:**

Minor subject studies (25 ects) set up the foundations for the studies in Learning, Education and Technology. The studies are also open for other bachelor and master level students interested in developing their expertise in the contents of learning and educational technology.

In this programme, the students pursue their studies as a part of a multicultural group to learn the basics of learning sciences and technology-enhanced learning. One of the aims is to know how to apply this theoretical knowledge in different educational settings in a strong connection to working life. Collaboration, self-regulation and technology-enhanced learning are key elements of the minor studies both in theory and in practise.

After completion of the introductory studies in Learning, Education and Technology (25 ects), the student is able to

- define and explain the key concepts and theories related to learning sciences, especially self-regulated learning, collaborative learning, and technology-enhanced learning
- apply their theoretical knowledge of learning in different educational contexts
- use emerging technologies as teaching and learning tools, and justify their use based on current scientific knowledge about learning
- work efficiently in teams

**Contents:**

- Collaborative learning and problem-solving
- Self-regulated learning
- Technology-enhanced learning
- Learning environments and technologies
- Using theoretical knowledge of learning for real educational cases

**Mode of delivery:**

Face-to-face and online teaching

**Learning activities and teaching methods:**

The studies in educational technology focus on self-direction, collaborative knowledge construction and approaches surpassing science boundaries. Both face-to-face and online working methods are used, including small group sessions, self-study, lectures, expert sessions, discussions and workshops.

**Target group:**

Minor subject students in Learning, Education and Technology

Master's programme students in Learning, Education and Technology

**Recommended or required reading:**

The learning materials to be used in the courses are evaluated and selected annually. The materials represent both the most central theoretical background in the field and its most recent scientific research. The students choose some of the materials themselves depending on the content of the learning assignments.

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

Yes

*Compulsory*

**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:**

0-5

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

Group tasks are case examples from actual working life.

**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:**

0-5

**Person responsible:**

Jonna Malmberg

**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:**

0-5

**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

**418026P: Problem-solving case 1, 10 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:**

10 cr

**Language of instruction:**

English

**Timing:**

1st year periods 3 and 4

**Learning outcomes:**

After completion of this course, the student is able to

- Utilize theoretical knowledge in authentic educational challenges.
- Design technology-enhanced learning (courses, projects, products etc.)
- Work efficiently in a team to solve a problem and/or create a learning design

**Contents:**

- Basics of project work

- Designing technology-enhanced teaching and learning
- Pedagogical and technological decisions in authentic educational settings
- Collaborative problem solving

**Mode of delivery:**

Face-to-face and online teaching 50h: lectures 10h, practice 40h.  
Individual, collaborative and on-line studying, 220h.

**Learning activities and teaching methods:**

In this course the students work on an educational project or case for a local company, school or other organization. The students design, implement and report on the project in a project team under the teacher's guidance. They learn about project work in theory and practice.

**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:**

(418025P) Tools and Environments for Learning  
(413312S) Collaborative Learning  
(418024P) Self-regulated Learning

**Recommended or required reading:**

Key literature related to one's own project is defined in the beginning of the course.

**Assessment methods and criteria:**

Criteria for passing the course:

The student is able to work responsibly as a part of the group to successfully complete the project in hand. The student is able to utilize theoretical knowledge of learning and his/her technological skills to advance the group work. The individual student is able to show and reflect on his/her individual learning during the teamwork through the reflective assignments given by the teacher, and express his or her developing expertise in the field of learning and educational technology.

Criteria for failing the course:

The student is not able to work in a group or utilize his/her skills and knowledge for collaboration and problem-solving. The reflective assignments do not express learning or expertise in the field of learning and educational technology.

**Grading:**

pass/fail

**Person responsible:**

Essi Vuopala

**Working life cooperation:**

The course is implemented in collaboration with local or global organizations in the field of education.

**Other information:**

Part 1 (Orientation and Planning) 5 ects  
Part 2 (Implementation and Evaluation) 5 ects

## A255702: Music, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marja Ervasti

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

25 cr

**Language of instruction:**

Finnish

**Timing:**

3rd or 4th year

**Learning outcomes:**

Having completed the course, the student is able to

- analyse the possibilities of music as a tool to reinforce the identity, integrate the emotional life and construct the community.

The student knows

- how to use music in a varied way to support learning and the child's development in general education.

The student is capable

- to evaluate her/his pedagogical competence as a broadly based music educator especially in the grades 0-6.
- of developing and applying various functional working methods to music education in its constantly changing scope of work.
- knows how to play music in the field of different musical styles, genres and practices. These include studies in instruments and singing, music technology, musicology and integrative project studies.

**Contents:**

The music minor consists of pedagogically inclined studies, which cover, comprehensively, different work methods in music education and pedagogy in the grades 0-6.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

This course consists of five units, each of 5 credits:

- Introduction to music (5 credits)
- Development of musicianship (5 credits)
- Pedagogy of music (5 credits)
- Development as a music educator (5 credits)
- Recent musical phenomena (5 credits)

**Target group:**

Students selected for the minor of Music Education (25 ECTS cr) at the Faculty of Education

**Prerequisites and co-requisites:**

Music education studies in the primary teacher students' multidisciplinary studies (7 credits) or in early childhood education professional studies (5 credits)

**Recommended optional programme components:**

Music minor studies 25 ECTS credits

**Recommended or required reading:**

Recent literature to be agreed on at the beginning of the courses

**Assessment methods and criteria:**

Active participation in face-to-face teaching, completion of individual assignments. Participation in exams and matinees.

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

**Grading:**

0 - 5

**Person responsible:**

Marja Ervasti (the wholeness) and Anu Kemppainen (major and minor instruments)

**Working life cooperation:**

None

*Compulsory*

**421260P: Introduction to Music, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1. period

**Learning outcomes:**

Having completed the study module, the student knows how to

- discuss music as a culturally bound phenomenon that keeps changing in time and place
- identify the impact of music on a social and personal level.
- name basic phenomena, concepts and terms of western music
- apply music technology in music education
- play music on the instruments used in basic education and teach the elements of the playing techniques of these

**Contents:**

- development of student's own personal relationship with music, music as a cultural phenomenon
- basic concepts of music theory
- computer-assisted notation, MIDI technology, analogue and digital audio processing, playing music in a group and pedagogical learning materials for different instruments

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

6h of lectures, 34h of small group teaching

The study module comprises four parts:

1. Introduction to Music (1.5 credits)
2. Basics of Music Theory (1 credit)
3. Music Technology (1.5 credits)
4. Folk and School Instruments, part (1 credit)

**Target group:**

Students chosen to pursue minor subject studies in music (25 credits)

**Prerequisites and co-requisites:**

Basic studies in music (multidisciplinary studies for primary teachers, 7 credits) or music studies (professional studies in early childhood education, 5 credits), 410014Y Information and Communication Technology as a Pedagogical Tool, 410017Y Multimedia as a Learning Project

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional studies in early childhood education.

**Recommended or required reading:**

Agreement on current literature to be made at the start of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching.

Active participation in practice lessons, completion of autonomous assignments. Exam in Music Theory.

**Grading:**

0-5

**Person responsible:**

Marja Ervasti

**Working life cooperation:**

Visiting music and culture institutions

**421261P: Pedagogy of Music, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

2. period

**Learning outcomes:**

Having completed the study module, the student knows how to

- discuss the forms, meaning and status of music education from the community's and individual's point of view, as well as the foundations and main trends of music education.
- plan for and implement music teaching, taking into account the curricula for music and the assessment criteria laid out in them.
- conduct a youth and children's choir in particular, relying on the basics of choir conducting.
- play music on the instruments used in basic education and teach the elements of the techniques to play the instruments in basic education

**Contents:**

- from a pedagogical viewpoint, application of active exercises in playing music suitable for group teaching for all age groups in basic education
- basics of choir conducting, especially from the viewpoint of children's and youth choirs
- playing music in a group and pedagogical learning materials for the various instruments

**Mode of delivery:**

**Learning activities and teaching methods:**

8h of lectures, 32h of small group teaching

The study module comprises three parts:

1. Music Pedagogy (2 credits)
2. Choir and Choir Pedagogy (2 credits)
3. Folk and School Instruments, part (1 credit)

**Target group:**

Students chosen to pursue minor subject studies in music (25 credits)

**Prerequisites and co-requisites:**

Basic studies in music (multidisciplinary studies for primary teachers, 7 credits) or music studies (professional studies in early childhood education, 5 credits)

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional studies in early childhood education.

**Recommended or required reading:**

Agreement on current literature to be made at the start of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching.

Active participation in practice lessons, completion of autonomous assignments. Written exam (Music Pedagogy)

**Grading:**

0-5

**Person responsible:**

Marja Ervasti

**Working life cooperation:**

none



**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

3. period

**Learning outcomes:**

Having completed the study module, the student knows how to

- apply music and movement in music education through bodily experiences
- develop his/her own sense of tone, rhythm and melody and pedagogical applications through exercises of Kodály and Orff pedagogy, for instance.
- accompany on his/her minor instrument in various practical music playing situations
- read real chords in notation and master different styles of accompaniment.
- play music on the instruments used in basic education and teach the elements of the playing techniques of the instruments.

**Contents:**

- improving mastery of the body, physiology of physical exercise, and principles of Dalcroze pedagogy
- composition as a pedagogical method of action, as composition education
- in group lessons in the minor instrument, training for direction and accompaniment of singalong and playing together
- playing music in a group and pedagogical learning materials for the various instruments

**Learning activities and teaching methods:**

8h of lectures, 32h of group and small group teaching

The study module comprises four parts:

1. Music and Movement (1.5 credits)
2. Pedagogy of Ear Training (1 credit)
3. Minor Instrument, Piano or Guitar (1.5 credits)
4. Folk and School Instruments, part (1 credit)

**Target group:**

Students chosen to pursue minor subject studies in music (25 credits)

**Prerequisites and co-requisites:**

Basic studies in music (multidisciplinary studies for primary teachers, 7 credits) or music studies (professional studies in early childhood education, 5 credits)

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional studies in early childhood education.

**Recommended or required reading:**

Agreement on current literature to be made at the start of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching.

Active participation in practice lessons, completion of autonomous assignments. Participation in playing and singing exams and matinees.

**Grading:**

pass-fail

**Person responsible:**

Marja Ervasti ja Anu Kemppainen

**Working life cooperation:**

none

**421263P: Recent Musical Phemonena, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

3.-4. periods

**Learning outcomes:**

Having completed the study module, the student knows how to

- as a responsible team member, plan for and implement an expressional multi-art project as part of composition education
- apply current phenomena in children's and youth literature as part of changing music education
- use and apply band instruments and PA systems as part of music playing in groups
- play music on instruments used in basic education and to teach the elements of the playing techniques of the instruments

**Contents:**

- activities of a Unesco school
- cultural education and thematic entities
- playing music in a group in the school's band and pedagogical learning materials for the various instruments

**Learning activities and teaching methods:**

6h of lectures, 34h group and small group teaching

The study module comprises three parts:

1. Project (2 credits)
2. Band (2 credits)
3. Folk and School Instruments, part (1 credit)

**Target group:**

Students chosen to pursue minor subject studies in music (25 credits)

**Prerequisites and co-requisites:**

Basic studies in music (multidisciplinary studies for primary teachers, 7 credits) or music studies (professional studies in early childhood education, 5 credits)

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional studies in early childhood education.

**Recommended or required reading:**

Agreement on current literature to be made at the start of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching.

Active participation in practice lessons, completion of autonomous assignments. Participation in project planning, implementation and assessment. Band exam. Examination in playing music on folk and school instruments.

**Grading:**

pass-fail

**Person responsible:**

Marja Ervasti

**Working life cooperation:**

Activities as Unesco school (ASP-network)

**421264P: Development of Musicianship, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1.-4. periods

**Learning outcomes:**

Having completed the study module, the student knows how to

- play music on the main instrument (classic and free accompaniment) and knows how to accompany in different music playing situations
- use proper voice production in different genres of singing
- sing alone and in different small make-ups

**Contents:**

- basics of classic playing and free accompaniment
- using one's voice in a personal manner as a tool of varied expression
- repertoire for solo and ensemble singing, rendering the songs
- mastery of expression, technique and style

**Learning activities and teaching methods:**

40h of individual and small group teaching

The study module comprises two parts:

1. Major Instrument (3 credits)
2. Solo and Ensemble Singing (2 credits)

**Target group:**

Students chosen to pursue minor subject studies in music (25 credits)

**Prerequisites and co-requisites:**

Basic studies in music (multidisciplinary studies for primary teachers, 7 credits) or music studies (professional studies in early childhood education, 5 credits)

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional studies in early childhood education.

**Recommended or required reading:**

Agreement on current literature to be made at the start of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching.

Active participation in practice lessons, completion of autonomous assignments. Participation in playing and singing exams and matinees.

General assessment criteria

0 = uncomplete, broken, things presented not essentially connected with the range of themes, practically no use of sources and musical materials, no musical expression.

1 = very superficial, things presented as if they were fully detached from each other, little use of sources and musical materials, poor musical expression.

2 = superficial, things presented partly as detached from each other, satisfactory use of sources and musical materials, satisfactory musical expression.

3 = reflective, things presented are related to each other to some extent, a common thread can be seen, mainly good use of sources and musical materials, musical expression mainly good.

4 = quite analytical, things are well related to each other, mostly very good use of sources and musical materials, musical expression mainly very good.

5 = systematic and analytical, things are related to each other very well, mostly excellent use of sources and musical materials, musical expression mainly excellent.

**Grading:**

0-5

**Person responsible:**

Anu Kemppainen

**Working life cooperation:**

none

## A255501: Physical Education, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Rahikkala, Ari Juhani

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA255501 Physical Education (Oulu) (OPEN UNI) 25.0 op

**ECTS Credits:**

25 credits

**Language of instruction:**

Finnish

**Timing:**

3., 4. or 5 year of studies

**Learning outcomes:**

Student

- is able to describe the basic skills and knowledge needed in different sports
- is able to apply the basics of teaching P.E. to the children in different learning environments
- knows the motor, psychological, cognitive and social/emotional objectives of physical education
- is able to reason the need of P.E. according to the latest research
- knows the principles of assessing according to the National Core Curriculum 2014

**Contents:**

The study module in Physical Education consists of five courses:

- 402370P Introduction to Physical Education (5 cr)
- 402371P Applications of Physical Education I (5 cr)
- 402372P Applications of Physical Education II (5 cr)

- 402373P Applications of Physical Education III (5 cr)
- 402374P Applications of Physical Education IV (5 cr)

For more information see the respective course descriptions section in the minor studies handbook

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Lectures and demonstrations 200 h, individual studying 475 h

**Target group:**

Students selected for the minor of Physical Education at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

It is recommended that you should have completed the studies in physical education as part of the "multidisciplinary studies in the subjects and crosscurricular themes taught in basic education".

**Recommended or required reading:**

Learning materials are indicated course by course

**Assessment methods and criteria:**

Assessment methods are indicated course by course

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

**Grading:**

0 - 5

**Person responsible:**

Ari Rahikkala

**Working life cooperation:**

Teacher training with primary school children during some courses

*Compulsory*

**402370P: Introduction to Physical Education, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd period

**Learning outcomes:**

The Student

- is able to explain the educational meaning and effects of physical education in the life of children and young people.
- is able to apply pedagogy and curriculum of physical education in the planning, application and assessment of physical education teaching in grades 0 to 6.
- identifies the various stages of motor development and motor learning
- knows how to measure in practice the physical functional capacity of children and young people (MOVE)

**Contents:**

- objectives, planning, content areas, working methods, didactic principles, motivation and assessment
- role in supporting comprehensive development
- the foundations of the national core curriculum and their application to various physical education curricula and teaching plans.

- objects, methods and uses of assessment, and assessment in promotion of teaching and learning.
- the physical growth of a child and the stages of motor development as well as their role in physical and overall development
- basic concepts of mobility and motor development and their role in physical development
- core motor development
- differential (motor) learning
- principles of measuring physical functional capacity (MOVE)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 h, practical lessons 4 h, individual work 111 h

Didactics of PE (3 cr)

Motor learning and development (2 cr)

**Target group:**

Students selected for the minor of Physical Education at the Faculty of Education

**Recommended or required reading:**

Will be agreed in the beginning of the course. At least:

- Jaakkola, T., Liukkonen, J., Sääkslahti, A. (toim.) (2013) Liikuntapedagogiikka.
- Perusopetuksen opetussuunnitelman perusteet 2014. Liikunta & Arviointi.
- Jaakkola T. (2010) Liikuntataitojen oppiminen ja taitoharjoittelu.
- Eloranta V. 2003 ja 2007. Ydinkeskeinen motorinen oppiminen. Teoksessa Näkökulmia liikuntapedagogiikkaan Heikinaro-Johansson ym. (toim) s. 86-100 sekä 282-294
- Haywood K.M. (1993) Life span motor development. s. 1 -128, 175-239, 281-333. Vieläkö tämä on ajankohtainen??
- Lasten ja nuorten liikuntakäyttäytyminen Suomessa LIITU-tutkimuksen tuloksia 2016. Sami Kokko & Anette Mehtälä (toim.) Valtion liikuntaneuvoston julkaisuja 2016:4.
- Pyykkönen, T. Yhdenvertaisuus ja tasa-arvotyö valtion liikuntapolitiikassa - taustaselvitys valtion liikuntaneuvostolle ja sen yhdenvertaisuus- ja tasa-arvojaostolle. Valtion liikuntaneuvoston julkaisuja 2016:1.
- Materials given during the course.

**Assessment methods and criteria:**

Active participation in lectures and practical lessons. Planning, implementing and assessing practice sessions (pass-fail).

Exam 0-5

**Grading:**

0 - 5

**Person responsible:**

Ari Rahikkala

**Working life cooperation:**

Teacher training in primary school (Linnanmaan training school and Ritaharju comprehensive school)

**402371P: Applications of Physical Education I, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st period

**Learning outcomes:**

The Student

- develops his readiness in manipulative skills and perceptual motor abilities
- knows how to plan and apply tasks including running, jumping and throwing
- knows how to use map and compass in orienteering
- knows how to plan, implement and evaluate orienteering exercises
- knows the main trekking equipments and is able to use a kerosene stove
- knows and can use everyman's rights and principles of eco-friendly trekking on an overnight hiking tour
- is able to name the gymnastic apparatus
- is able to install and use gymnastic apparatus safety
- is able to take into account the safety
- is able to assist in artistic gymnastics

**Contents:**

- running, throwing, jumping outdoors, The course is concluded with "team decathlon".
- Planning, implementation and evaluation of exercises of orienteering in a peer group
- An overnight hiking tour in Rokua National Park
- basic movements and logical simple progression of skills in artistic gymnastic
- equipment and ideas to facilitate and assisting
- ballgames; bat-and-ball games

**Mode of delivery:**

Face-to-face teaching. Intensive course in Rokua National Park

**Learning activities and teaching methods:**

Practical lessons 52 h, individual work 90 h

**Target group:**

Students selected for the minor of Physical Education at the Faculty of Education

**Recommended or required reading:**

Will be agreed in the beginning of the course. Atleast:

- Salmela, E. (toim.)2009. Yleisurheilua 7 - 11 -vuotiaille. Suomen urheiluliitto.
- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Opetushallituksen verkkopalvelu edu.fi -laatua liikuntakasvatukseen
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Heikinaro-Johansson, P. (toim). 2007. Näkökulmia liikuntapedagogiikkaan. Voimistelun osuus.
- Kurssilla jaettava materiaali
- <http://www.valmennustaito.info/taitokartta/tasapainotaidot.php>
- Tervo E. Ekin jumppavideot ja telinevoimistelu materiaali <http://moniviestin.juy.fi/ohjelmat/sport/eki/koe>
- Materials given during the course.

**Assessment methods and criteria:**

Active participation in practical lessons. Self-evaluation based on video material or other criteria.

Completing individual work.

Exam.

**Grading:**

0 – 5

**Person responsible:**

Susanna Takalo

**Working life cooperation:**

Planning, implementation and evaluation of artistic gymnastics in a child group (Oulun Pyrintö)

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

2st period

**Learning outcomes:**

The Student

- knows how to plan and apply tasks including running, jumping and throwing
- develops his readiness in manipulative skills and perceptual motor abilities
- knows different styles of teaching ballgames
- learns about the differences and structures of dance
- learns self expression and can move to different rhythm and music
- knows how to use variety of music in teaching

**Contents:**

- ball games; goal sports
- basic gymnastics movement and series
- self-expression, creative movement
- fitness, aerobics
- rhythmic gymnastics with traditional and modern equipments

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical lessons 44 h, individual work 80 h

**Target group:**

Students selected for the minor of Physical Education at the Faculty of Education

**Recommended or required reading:**

Will be agreed in the beginning of the course. Atleast:

- Heikinaro-Johansson P. ym. (toim) 2007 Näkökulmia Liikuntapedagogiikkaan.
- Opetushallituksen verkkopalvelu edu.fi -laatua liikuntakasvatukseen
- Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- Anttila E. Tanssin aika. 1994
- Laine Vappu toim. Opetushallitus 1995 Koulu tanssii 1-2
- Juntunen, Perkiö ja Simola-Isakson 2010 Musiikkia liikkuen, musiikkiliikunnan käsikirja 1
- Juntunen, Perkiö ja Simola-Isakson 2010 Musiikkia Tanssien, musiikkiliikunnan käsikirja 2
- Materials given during the course

**Assessment methods and criteria:**

Active participation in practical lessons. Self-evaluation based on video material or other criteria.

Completing individual work.

Exam.

**Grading:**

0 – 5

**Person responsible:**

Niina Loukkola



**Working life cooperation:**

None

**402373P: Applications of Physical Education III, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Voidaan suorittaa useasti:** Kyllä**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

3st period

**Learning outcomes:**

The Student

- understands the three-step-support from the aspect of P.E.
- develops his readiness in manipulative skills and perceptual motor abilities
- is able to swim using three techniques
- is able to rescue someone from water
- is able to skate in variety of ways
- is able to play on ice

**Contents:**

- swimming, diving, depth diving, water rescue
- skating skills forward and backward, circle skating, stopping, jumping, playing
- activity monitors and heart rate monitors in adapted use
- familiarize with some adapted PE group and with some illness or handicap

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Practical lessons 42 h, individual work 94 h

**Target group:**

Students selected for the minor of Physical Education at the Faculty of Education

**Recommended or required reading:**

Will be agreed in the beginning of the course. Atleast

- Rintala, P., Huovinen, T., Niemelä, S. (2012) Soveltava liikunta
- Uimaopettajan käsikirja
- <https://moniviestin.jyu.fi/ohjelmat/sport/vesiliikunta/uinti1>
- Heikinaro-Johansson, P. (toim). 2007. Näkökulmia liikuntapedagogiikkaan. Luistelun osuus
- Materials given during the course.

**Assessment methods and criteria:**

Active participation in practical lessons. Self-evaluation based on video material or other criteria.

Completing individual work.

Exam.

**Grading:**

0 – 5

**Person responsible:**

Ari Rahikkala

**Working life cooperation:**

Polar Elektro (activity monitors, heart rate monitors). Municipality of Oulu and/or Sports Clubs/Associations; adapted PE groups.

**402374P: Applications of Physical Education IV, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Rahikkala, Ari Juhani

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

4st period

**Learning outcomes:**

The Student

- is able to plan, implement and evaluate cross-country and alpine skiing
- can use main alpine and cross-country skiing techniques
- knows the categorization of ball games
- knows different styles of teaching ballgames
- knows the rules of the most common ball games played in school
- is able to throw and catch different kind of balls in different games

**Contents:**

- raquet and ball games, net sports, target games
- Main skiing techniques of classic and skating styles in cross-country skiing
- Carving technique of alpine skiing and experiment of snowboarding and telemark skiing

**Mode of delivery:**

Face-to-face teaching. Intensive course in Vuokatti Skiing Resort

**Learning activities and teaching methods:**

Practical lessons 38 h, individual work 100 h

**Target group:**

Students selected for the minor of Physical Education at the Faculty of Education

**Recommended or required reading:**

Will be agreed in the beginning of the course. Atleast:

- Heikinaro-Johansson, P. (toim). 2007. Näkökulmia liikuntapedagogiikkaan. Palloilun osuus
- Heikinaro-Johansson, P. (toim). 2007. Näkökulmia liikuntapedagogiikkaan. Hiihdon osuus
- Materials given during the course

**Assessment methods and criteria:**

Active participation in practical lessons. Self-evaluation based on video material or other criteria.

Completing individual work.

Exam.

**Grading:**

0 - 5

**Person responsible:**

Susanna Takalo

**Working life cooperation:**

Co-operation with Vuokatti Sports Institute.

**A255202: Preschool and Primary Education, 25 op****Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Niina Loukkola**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ayA255202 Preschool and Primary Education (OPEN UNI) 25.0 op

Ei opintojaksokuvauksia.

*Compulsory***402160P: Developmental Psychology and Pedagogy of Pre-Primary and Primary Education, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402160P Pedagogy of Pre-Primary and Primary Education (OPEN UNI) 5.0 op

**402161P: The Researching Child I, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402161P The Researching Child I (OPEN UNI) 5.0 op

**402162P: The Researching Child II, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402162P The Researching Child II (OPEN UNI) 5.0 op

### **402163P: Art and Craft Education: Narratives in Opening Up Experience and Understanding, 10 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402163P Art and Craft Education: Narratives in Opening Up Experience and Understanding  
(OPEN UNI) 10.0 op

### **A255110: Professional Studies in Special Education, 60 - 70 op**

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

#### **Status:**

A student selected to this programme needs to have completed the module of basic studies in special education (25 ECTS credits) at a university. If the studies were completed more than ten years ago, a student admitted to the programme can be required to update his or her studies at the start of the programme.

For a 25-credit set of studies in special education completed previously at a university, a student will be awarded 20 credits towards the special education teacher's studies. To qualify as a special education teacher, the student will need to complete another 40 credits of studies consisting of eight (8) course components.

#### **ECTS Credits:**

40 cr

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

finnish

#### **Timing:**

bachelor's and master's degrees in

#### **Learning outcomes:**

The goal of the studies in special education is to give the students professional capabilities and formal qualifications for work as special education teachers in basic education. The aim is to educate well-versed experts with good interaction skills who understand the essence of special education in a broad context. The development of a professional identity is supported during the studies. Reconciliation of theory and practice, the development of theoretical thinking in support of teachership and networking with experts in the field are some of the main goals during the one-year programme. During their studies the students develop into inquiry-based teachers who are given a good idea of the breadth of the field of special education and the importance of continuous learning.

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

special education studies selected

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

Basic Studies in Special Education

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

Announced by courses

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

Announced by courses

#### **Grading:**

0-5

**Person responsible:**

professor

*Compulsory***402120A: Special Education as a Profession, 5 op****Voimassaolo:** 01.08.2012 -**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:**

Spring term or autumn term

**Learning outcomes:**

- The student knows how to describe and use different contents and working methods typical of the special education profession.
- S/he learns how to function in various tasks in special education.
- For work as a teacher, she learns how to compose various documents (e.g. early education plans, pedagogical evaluations, statements and plans for individual instruction arrangements), multi-professional cooperation and functioning in different work communities.
- The student gets a deeper knowledge of the requirements for and implementation of support offered to children at different phases from pre-school to vocational education.
- The student learns about different situations of interaction in the work community and gets support for his or her own professional development.

**Contents:**

The role of the special education teacher in the school community and in the professional team, legislation, the requirements and contents of three-tier support and student welfare services. Tasks of the special education expert, the prerequisites of his/her tasks.

**Mode of delivery:**

Lectures and small group teaching, a visit if possible.

**Learning activities and teaching methods:**

Teaching in big group 16 h and small group sessions 14 h in flexible alternation, independent work 10 h and 3 h exam.

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Mitchell, D. (2008) What really works in special and inclusive education. Using Evidence-based teaching strategies. Taylor & Francis. s. 1-194.

AND

Eteläpelto, A., Collin, K. & Saarinen, J. (toim.) 2007. Työ, identiteetti ja oppiminen. Helsinki: WSOY.304 s. Luetaan sivulle 235, ei osaa IV.

AND

Artikkeli: Co-teaching: Shin, M.; Lee, H. & McKenna, J. 2016. Special education and general education pre-

service teachers' co-teaching experiences: a comparative synthesis of qualitative research. *International Journal of Inclusive Education*, 20 (1), 91-107.

AND 1 book below

Cantell, H. 2010. Ratkaiseva vuorovaikutus. Erikoispainos varhaiskasvattajille. Kasvatuksellisia kohtaamisia lasten kanssa. WSOY. s. 201.

OR

Cantell, H & Kallioniemi, A. 2016. Kansankynttilä keinulaudalla Miten tulevaisuudessa opitaan ja opetetaan? PS-Kustannus:Jyväskylä.

OR

Jahnukainen, M., Kontu, E., Thuneberg, H. & Vainikainen, M-L. (toim.) (2015). *Erityisopetuksesta oppimisen ja koulunkäynnin tukeen*. Suomen kasvatustieteellinen seura. 205 s.

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books, one article and the lectures.

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

Yes, visits to school and/or kindergarten

**402121A: Learning Difficulties in Reading and Writing, 5 op**

**Voimassaolo:** 01.08.2012 -

**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:**

Autumn term

**Learning outcomes:**

The student is familiar with the basic methods of teaching to read and write, and understands how the various methods are bound to a language. The student is familiar with the typical development of learning to read and write during a person's course of life, and is able to identify aberrant development in terms of both technical reading, spelling, and productive reading and reading comprehension. In addition to theoretical mastery, the student also knows how to use the tools to evaluate reading and writing difficulties, and how to interpret individual results from the viewpoint of intervention. The student is familiar with various research-based methods of intervention in reading and writing, and knows how to apply them effectively to the individual needs of pupils in different ages.

**Contents:**

Skills of teaching to read and write, background and causal factors of reading and writing difficulties, identification and evaluation of and support in reading and writing difficulties. In early childhood education, the focus is on overall language training, especially rehabilitation of language awareness in prevention of reading and writing difficulties and risk reduction.

**Mode of delivery:**

Face to face teaching

**Learning activities and teaching methods:**

Large group teaching 16h, small group teaching 14h.

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Panula, A-M. 2013. Lukemisvaikeudet ja osa-aikainen erityisopetus: Seurantatutkimus esikoulusta yhdeksännän luokan loppuun. University of Helsinki, Faculty of Behavioral Sciences, Department of Teacher Education. <http://urn.fi/URN:ISBN:978-952-10-7871-2>

OR

Lukivaikeudesta lukitaitoon. 2006. Takala, M. & Kontu, E. (toim.). Yliopistopaino. Palmenia-sarja. 250 s. AND

Kairaluoma, L., Ahonen, T. ;Aro, M. ; Kakkuri, I.; Laakso, K. Peltonen, M. & Wennström, K. 2008. Lukemalla ja tekemällä. NMI. Jyväskylä: Kopijyvä. s.193

AND

Kamhi, A. & Catts, H. (2011). Language and reading disabilities.3<sup>rd</sup> edition. Pearson Education. Luvut 1-4; 6-7. (soveltuvin osin, n. 150 s)

OR

Rasinski, T.; Blachowicz, C. & Lems, K.(eds.) 2012. Fluency Instruction . Research-based best practices. New York: Guilford press. (soveltuvin osin, n. 150 s)

AND

Lyytinen, H. & Lyytinen, P. 2016. Lukivaikeuksien ennalta tunnistuksen ja ehkäisyn keinot – ja niiden perustelut. Kielikukko 3, 2-11. [http://www.parnet.fi/~finra/Kielikukko/Lyytinen,%20H%20&%20P\\_Lukivaikeuksien%20ennalta%20tunnistuksen%20ja%20ehk%C3%A4isyn%20keinot%20-%20ja%20niiden%20perustelut.pdf](http://www.parnet.fi/~finra/Kielikukko/Lyytinen,%20H%20&%20P_Lukivaikeuksien%20ennalta%20tunnistuksen%20ja%20ehk%C3%A4isyn%20keinot%20-%20ja%20niiden%20perustelut.pdf)

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and completion of a literature exam based on three books, one article and the lectures.

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes, cooperation with Erilaiset Oppijat [Different Learners] and other associations

**402122A: Learning Difficulties in Mathematics, 5 op**

**Voimassaolo:** 01.08.2012 -

**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:**

Autumn term

**Learning outcomes:**

The student learns to understand the development of mathematical skills and learning difficulties connected with it. S/he is familiarised with the theoretical background of the phenomenon, identification and evaluation of difficulties and methods of intervention. The student learns how to encounter different kinds of challenges in mathematics learning.

**Contents:**

- number sequence skills
- sub-processes of calculation
- connections with reading and writing difficulties
- nodal points in teaching at different ages
- identification of difficulties, evaluation and rehabilitation.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Large group teaching 14 h, small group teaching 12 h and independent work

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

The course is part of the Intermediated Studies in Special Education.

**Recommended or required reading:**

- Dowker, A. (ed) 2008. *Mathematical Difficulties – Psychology and Intervention*. Elsevier. 244 s.
- Berch, D. B. & Mazzocco, M. M.M. (2007). *Why is Math So Hard for Some Children?*

OR

- Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P. & Flojo, J. (2008). *Mathematics Instruction for students with learning disabilities or difficulty learning mathematics. A synthesis of the intervention research*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Räsänen, P. 2012. Laskemiskyvyn häiriö eli dyskalkulia. *Duodecim*, 128; 1168-1177.

Another article will be agreed on with teacher.

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on two books, two articles and the lectures.

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Kerttu Ristola

**Working life cooperation:**

None

**402123A: Socio-Emotional Growth and Pedagogy, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish



**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

The student knows how to identify adaptation difficulties related to developmental, personality and environmental factors. The student learns how to function in a way that takes into account the pupil's adaptation problems. The student is familiarized with research in special education and child psychiatrics on this field, and is able to evaluate and direct children's and adolescents' development on this basis. The student also learns how to develop learning materials and pedagogical solutions and how to organize cooperation for the planning of special education arrangements.

**Contents:**

- connection between behaviour and emotional life in different environments
- identification of the challenges of emotional life and rehabilitation measures

**Mode of delivery:**

Face-to-face teaching, an excursion possible.

**Learning activities and teaching methods:**

Large group teaching 16 h, small group sessions 14 h, exam 3 h.

**Target group:**

Students majoring in special education and students qualifying as special education teachers.

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Kauffman, J.M. & Landrum, T.J. 2013. Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, New Jersey: Merrill/Pearson. (501 s.) Osa 1: luvut 1,2,3, 4 s. 1-93. Osa 2: luku 6, 7, s. 116-155. Osa 3: luvut 9, 10, 11, 12 s. 177-293, (10. painos).

OR

For Early Childhood Special Education Teacher Students: Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 325 s.

AND

Reid; S. F. & Johnson, J. 2012. Teacher's guide to ADHD. Guilford Press.

Ahtola, A-R. 2016. Psykkinen hyvinvointi ja oppiminen. PS-kustannus: Jyväskylä

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on four books and the lectures.

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

None

**402140S: Cognitive Performance and Assessment, 5 op**

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

The student is familiarised with the concept of talent. S/he is familiarised extremes of development: the special pedagogical needs required by talent and mental disability and assessment of children and adolescents. The student learns to work with persons who are talented in various ways. S/he learns to use the means and interventions of special education when faced by the various challenges posed by talent. The student deepens his/her knowledge of assessment as a scientific and professional activity. The student knows how to construct a screening method and test. S/he knows how to analyse their characteristics and is familiar with and knows how to evaluate diagnostic decision making. The student combines evaluation with decisions and means, and knows how to describe the ethical dimensions of assessment. S/he learns to evaluate the effectiveness of her/his own work. S/he gets to know the ICF system.

**Contents:**

Mental disability and talent as concepts, differentiation and individualisation, different pedagogical approaches and models of rehabilitation. Construction of a screening and test, scales and their principles. Testing of children and analysis of the results, description of ethical issues. ICF.

**Mode of delivery:**

Face-to-face teaching and small groups.

**Learning activities and teaching methods:**

Lectures 12 h and small group sessions 12 h, possibly with a partial online implementation.

**Target group:**

Students pursuing major subject studies in special education, and student qualifying as special education teachers

**Prerequisites and co-requisites:**

ERKO-student: Basic studies in special education. Major student: basic and intermediate studies in special education.

**Recommended optional programme components:**

Students majoring in special education and students qualifying as special education teachers.

**Recommended or required reading:**

3 books ja 2 articles:

Salvia, J. & Ysseldyke, S. & Bolt, S. (2013/2010). Assessment in special and inclusive education. 11<sup>th</sup> ed. Cengage Learning. Osat 1, 2 ja 5, sivut 3-128 sekä 308-369.

AND

Närhi, V., Seppälä, H., & Kuikka, P. 2010. Laaja-alaiset oppimisvaikeudet. NMI. 195 s.

AND

Snell, M. & Brown, F. (eds.) 2011. Instruction of Students with Severe Disabilities. s. 656 osin (6<sup>th</sup> edition, luvut 1-7; soveltuvien osin

ADC

Jolly, J. & Hughes, C. E. 2015. Beyond Stereotypes: Understanding, Recognizing, and Working With Twice-Exceptional Learners. *Teaching Exceptional Children*, 47(4), 187-189. or article choose by teacher

**Assessment methods and criteria:**

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on 3 books, 1 article and the lectures.

**Grading:**

0-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None.

**402141S: Senses and Communication, 5 op****Voimassaolo:** 01.08.2014 -**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:**

Spring term or autumn term

**Learning outcomes:**

The student understands the connection between the senses and communication and the historical and social development of communication. The student knows how to describe normal and anomalous language development in a child. S/he learns to evaluate and support a child's language development on the general level and knows how to use communications methods to support and substitute for speech. The student learns to identify communication problems, such as difficulties with articulations and special difficulties in language development, and knows how to rehabilitate them through various interventions. The student learns about the effects of auditory and visual disabilities on language development.

**Contents:**

The stages in the development of communication, supporting them through exercises and/or the AAC methods, identification, evaluation and rehabilitation of the most common articulation errors. Getting to know sign language and speech-supporting signs.

**Mode of delivery:**

Face-to-face teaching in the form of large group and small group sessions.

**Learning activities and teaching methods:**

Large group sessions 16h, small group work 14h, independent work. The examination is in the form of an essay.

**Target group:**

Students pursuing major subject studies in special education, and students qualifying as special education teachers

**Prerequisites and co-requisites:**

Basic and intermediate studies in special education or, in the case of students qualifying as special education teachers, basic studies

**Recommended optional programme components:**

The course is part of the advanced or intermediate studies in special education, depending on the year in which the student started his/her studies. The course is also part of the professional studies in special education.

**Recommended or required reading:**

4 books:

Takala, M. & Sume, H. (toim.) 2016. Kieli, kuulo ja oppiminen. Kuurojen ja huonokuuloisten lasten opetus. Finn Lectura. Tampere: Tammer-Paino. 3. täysin uudistettu painos.

AND

Korpilahti, P., Aalto, O. ja Laine, M. (toim.) 2010. Kieli ja aivot. Turun yliopisto. Art-Print oy: Helsinki. (ei lukuja 2 (s.51-88) eikä 7 (s. 263-299).

TAI

Loukusa, S. & Paavola, L. (eds.) 2011. Lapset kieltä käyttämässä. Pragmaattisten taitojen kehitys ja sen häiriöt. PS-kustannus. 324 s.

AND

Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 p. (part III, only chapters 15, 16, 19, 20)

AND one on these

Huhtanen, K. (toim.) 2011. Puhetta tukevat ja korvaavat kommunikointimenetelmät Suomessa. Kehitysvammaliitto.

OR

Baron-Cohen, S. (2008). Autism and Asperger Syndrome. Oxford University press. 127 p.

OR

Bogdashina, O. (2005). Communication Issues in Autism and Asperger Syndrome. Do we speak the same language? Jessica Kingsley Publishers. 265 p.

**Assessment methods and criteria:**

Course approval requires participation in face-to-face teaching and successful completion of an examination based on four books and the lectures.

**Grading:**

0-5

**Person responsible:**

Marjatta Takala

**Working life cooperation:**

Yes, visits by organisations representing the sensory disabled

**Other information:**

The course replaces the study module entitled "Language Development and Its Support"

**402127A: Teaching Practice I, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Period 2

**Learning outcomes:**

Having completed the course, the student knows how to

- plan and implement independently teaching and support based on multi-agency and special education, taking into account the pupils' welfare in a broad sense
- use the consultative approach as a tool in the working environments of special education
- reflect on her/himself as a teacher and educator and maintain her/his professional growth and coping at work

**Contents:**

- planning, implementation and evaluation of teaching
- a special education teacher's work in part- and full-time special education
- inclusive education, pupil welfare
- interventions
- teamwork, multiprofessional cooperation

**Mode of delivery:**

About 80h of school work including 20h of teaching given by the student and 6h/practice period of group supervision at the university.

**Learning activities and teaching methods:**

**Target group:**

Student qualifying as special education teachers

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

Part of the module "Professional studies in special education"

**Recommended or required reading:**

To be determined at the start of the course.

**Assessment methods and criteria:**

A pass for both practice periods requires full participation in practice, the composition of a practice report and participation in the group supervision sessions.

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

**Grading:**

The course is assessed on the scale Pass/Fail/To be supplemented

**Person responsible:**

Tuomo Vilppola

**Working life cooperation:**

Yes

**Other information:**

**To be especially remembered:** Basic Education Act 40 §. Confidentiality. The members of any authority responsible for teaching arrangements, persons referred to in section 37 of the Act and students carrying out their teaching practice are not allowed to express without a permission to any outside party what they have come to know, when performing their educational duties, about the personal conditions and financial status of the pupils or staff referred to in this act or of their family members. The persons referred to above in subsection 1 and persons in charge of school health care and other pupil welfare affairs are allowed, despite the stipulations in subsection 1 and any specific stipulations on confidentiality, give each other and authorities in charge of education the necessary information required by proper teaching arrangements.

**In addition:**

- The practice period includes planning and preparation for teaching with a focus on the field of duties of an early childhood special education teacher.
- The practice includes the composition of a curricular theme into a plan (design of a teaching episode/ lesson / day / week / period).
- During the practice period, the student takes part in and puts into action co-operation between the home and day care facility, taking into account the role of the early childhood special education teacher.
- The student shall familiarise him/herself with rehabilitation and co-operation carried out in the day care facility, welfare at work and cooperation inside the day care facility and between organisations. As far as possible, the student shall also take part in the meetings of the pupil welfare committee.

The student shall compose a practice report describing the implementation of the practice period based on his or her personal experiences and the feedback given by the special education teacher who supervised his or her practice. The report shall comprise at least six pages (font 12, line spacing 1.5). The student shall use aliases in the report, if s/he is dealing with sensitive issues. If the report written by a student is not approved, s/he shall compose it again. The report is graded on a pass/fail basis.

- The student also tries to take part in other events in the day care facility, such as staff meetings, employee cooperation events, collaborative planning meetings, club activities and equivalent during the practice period.
- Observing the work of an early childhood special education teacher during the first week is a prerequisite for the practice period. To teach a group in a responsible manner the student needs to know the children and previous conventions as well as possible.
- The student shall assess the fulfilment of the goals set for the practice period in his or her practice report.

#### 402128A: Teaching Practice II, 5 op

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Assessment methods and criteria:**

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

**Person responsible:**

Lea Veivo

#### A250603: Psychology, Basic Studies, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Mirka Hintsanen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA250603 Psychology, Basic Studies (OPEN UNI) 25.0 op

**ECTS Credits:**

25 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year, Autumn term

**Learning outcomes:**

At the end of the module, the student will be expected to be able to perceive and describe psychological phenomena by using the basic concepts and theories of psychology. The student knows how to make use of the various academic learning and working methods and is able to conduct independent literary work.

**Contents:**

These studies consist of the following courses:

412070P Basics of Psychological Research (5 credits)

412054P Developmental Psychology I (5 credits)

412071P Personality Psychology (5 credits)

412056P Basics of Cognitive and Neuropsychology (5 credits)

412057P Applications of Psychology I: Psychology of Health and Mental Health (5 credits)

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching. The studies also include participation in psychological research.

**Target group:**

Students majoring or minoring in Education

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

No

**Recommended or required reading:**

To be determined during the courses.

**Assessment methods and criteria:**

Exams, lecture diaries, essay papers

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

pass/fail

**Person responsible:**

Mirka Hintsanen

**Working life cooperation:**

None

*Compulsory***412070P: Basics of Psychological Research, 5 op****Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Mirka Hintsanen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay412070P Basics of psychological research (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year, autumn

**Learning outcomes:**

The student knows how to describe psychology as a field of science, the scientific traditions of psychology, the theory of psychology as a science, and its position in the field of sciences

The student knows how to explain and use the basic concepts related to psychological research

The student knows how to explain (i.e. understand) the basis of psychological scientific thinking and the principles of science

The student knows, on a tentative level, how to evaluate psychological scientific research and the methods and procedures used in it

**Contents:**

Psychology as a field of science, general idea of research in the field of psychology, traditions of science in psychology, theory and principles of science, basic concepts connected with psychological research, research setups, stages, methods and ethics of research, basics of psychological thinking

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching 24h, independent work approx. 110h.

**Target group:**

Students pursuing basic studies in psychology

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The study module is part of the basic studies in psychology and Bachelor of Art (in education) studies (with educational psychology as the major).

**Recommended or required reading:**

Soveltuvien osin:

- Stanovich, K. E. (2014). How to Think Straight about Psychology (9. ed) Pearson.
- Cozby P. C. & Bates S. C. (2015). Methods in Behavioral Research (12. ed) McGraw-Hill.
- Breakwell G, Hammond S, Fife-Schaw C. and Smith JA (eds) (2006) Research Methods in Psychology (3rd ed) London: Sage

**Assessment methods and criteria:**

Lectures and exercises, completion of independent assignments and/or group assignments. More detailed instructions are given in the first lecture.

Arviointikriteerit:

Fail = Short, fragmented, unclear answers/texts which do not indicate understanding or an ability to use and apply what was learnt in the course.

Pass = Sufficiently comprehensive, quite clearly formulated answers/texts that show understanding of matters and some degree of ability to apply the things learnt in the course.

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

**Grading:**

pass/fail

**Person responsible:**

Mirka Hintsanen

**Working life cooperation:**

None

**412054P: Developmental Psychology I, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Virva Siira

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay412054P Developmental psychology I (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The student

- knows how to explicate, evaluate and compare concepts and theories in developmental psychology
- knows how to explicate the developmental processes at different age stages
- knows how to experiment with data collection in research on developmental psychology and how to report on the results
- knows how to analyze the significance of factors with an influence on development and to present applications of developmental psychology to support growth

**Contents:**



The aim of the study module is to familiarize the student with thinking in developmental psychology. This is aimed at by getting to know the basic issues, concepts and most important theories on development in developmental psychology. The purpose of the study module is for the student to learn to use the concepts of research and theories on developmental psychology to understand and support growth and development. Having completed the study module, the student will have a basic knowledge of the main features of psychological development and of factors influencing development at different stages of life.

- Central questions and theoretical concepts of developmental psychology
- Research paradigms and methods in developmental psychology
- Human psychological development, the different areas and stages of psychological development
- The significance of biological, social and cultural factors in psychological development

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching, a maximum of 24h, and approx. 110h of independent work

**Target group:**

Students majoring in educational psychology, students minoring in psychology

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The study module is part of the basic studies in psychology

**Recommended or required reading:**

Berger, K.S.(2011 and earlier prints) The Developing Person Through the Life Span.  
Nurmi, J-E, Ahonen, T., Lyytinen, H. ym. (2014 and 2006) Ihmisen psykologinen kehitys.  
Availability can be checked [online](#).

**Assessment methods and criteria:**

More detailed instructions for the course methods will be given at the start of the course. Participation in lectures and exercises. Essay or exam based on the coursework and relevant literature, and other assignments.

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

**Grading:**

pass/fail

To gain a pass, the student shows that s/he is familiar with the central research subjects, basic concepts and approaches of research on developmental psychology, as well as the main trends and their development in its field of science. S/he is capable of proportioning concepts and approaches to each other. The student knows how to apply the basic principles and research results of developmental psychology when describing and analyzing practical interaction situations. The discussion of practical situations of interaction is analytical and well justified.

Pass = Sufficiently comprehensive and reasonably clearly formulated answers/texts/documents that prove understanding of issues and a certain degree of capacity to apply the things learnt in the course.

In a failed result, the research subjects, basic concepts, approaches and main trends of developmental psychology are discussed superficially. There are deficiencies in perceiving the relationships between concepts and approaches. The analysis and description of practical situations of interaction is mechanic and superficial, and it fails to make use of the basic concepts and research results of developmental psychology.

Fail = Short, fragmentary, unclear answers/texts/documents that do not show an understanding nor an ability to use and apply things learnt during the course.

**Person responsible:**

Virva Siira

**Working life cooperation:**

None

**412071P: Personality Psychology I, 5 op**

**Voimassaolo:** 01.08.2008 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Jutta Karhu

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay412071P Personality Psychology (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The student knows how to

- find, combine and arrange central concepts and theories in personality psychology
- use research results and theoretical knowledge on the structure and development of personality in problem solving
- explicate the connections between personality, social interaction and societal decision-making

**Contents:**

The study module familiarizes the student with concepts and central theories of personality psychology. The student is helped to understand the development, permanence and change of personality. The study module also discusses the significance of personality as a factor explaining human behaviour and course of life.

Contents:

- Concepts of personality psychology and personality theories
- Research in personality psychology and evaluation of personality
- Biological basis of personality and social interaction
- Connection of personality with health and welfare

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching max. 24 h, some 110h of independent work

**Target group:**

Students majoring in educational psychology, students minoring or pursuing basic studies in psychology

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Basic studies in psychology

**Recommended or required reading:**

Applicable parts:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 12-13.
- 2) Cervone, D. & Pervin, L. (2008 and newer editions) Personality: theory and research. (Hoboken NJ: Wiley).
- 3) Meitä on moneksi. Persoonallisuuden psykologiset piirteet. Edited by: Metsäpelto, R-L. & Feldt, T. (2009). (PS-Kustannus).
- 4) Martin, J. & Bickhard, M.H. (ed.) (2013) The psychology of personhood: philosophical, historical, social-developmental and narrative perspectives. (Cambridge: Cambridge University Press).

**Assessment methods and criteria:**

The assessment is based on the productions announced for each study module at the start of the course. One or more of the following: lectures, assignments on one's own, in pairs or in groups, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method to be introduced at the start of the course.

For a pass, the student shows that s/he is familiar with the important research subjects, basic concepts and approaches of research on personality psychology, as well as the main trends of the discipline and their development. S/he is capable of relating concepts and approaches to each other. The student knows how to apply the basic concepts and research results of personality psychology when describing and analyzing practical situations of interaction. His/her consideration of practical interaction situations is analytical and well justified.

Pass = Sufficiently comprehensive, reasonably clearly formulated answers/texts/documents proving understanding of things and a certain degree of ability to apply what was learnt in the course.

In a failed course performance, the discussion of the research subjects, basic concepts, approaches and main trends in research on personality psychology is superficial. There are deficiencies in showing a relation between concepts and approaches. The analysis and description of practical situations of interaction is mechanic and superficial, and it fails to make use of the basic concepts and research results of personality psychology.

Fail = Short, fragmented, unclear answers/texts/documents that do not show understanding nor ability to use and apply what was learnt in the course.

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

**Grading:**

pass/fail

**Person responsible:**

Virva Siira

**Working life cooperation:**

None

**412056P: Basics of Cognitive and Neuropsychology, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Seppo Laukka

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay412056P Basics of Cognitive and Neuropsychology (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

- the student is able to define the principles of sensory functions and the nervous system
- the student knows how to evaluate modern research methods in the field of cognitive and neuropsychology
- the student identifies the structure and development of the nervous system and identifies the neural background and mechanisms of cognitive processes
- the student knows how to apply neuroscychological research and research methods to her/his own activities

**Contents:**

The following topics are covered:

- basic cognitive processes, perception, memory, thinking, learning, action control.
- cognitive processes and their neural basis and neural mechanisms.
- structure and development of the nervous system
- cognitive and neuropsychological research and research methods.

**Mode of delivery:**

Face-to-face, blended teaching (online discussion) and distance education

**Learning activities and teaching methods:**

Online lectures and individual assignments totalling 24h, independent work.

**Target group:**

Students in the Faculty of Education, students of other faculties, Open University students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

The study module is part of the basic studies in psychology

**Recommended or required reading:**

Kolb & Whishaw: Fundamentals of Human Neuropsychology, 6th edition, chapters 1-10.  
Hämäläinen ym. (eds.) Mieli ja aivot: Kognitiivisen neurotieteen oppikirja (2006), chapters 2-4).

Availability can be checked [online](#)

**Assessment methods and criteria:**

The students takes part actively in the teaching by completing the online assignments based on the lectures and assignments in the Optima learning environment.

A pass is constituted by the feedback for the individual assignments and essays completed.

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

**Grading:**

pass/fail

**Person responsible:**

Seppo Laukka

**Working life cooperation:**

None

**412057P: Applications of Psychology: Psychology of Health and Mental Health, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Virva Siira

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay412057P Clinical Psychology: Psychology of Health and Mental Health (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The student knows how to

- determine health-promoting factors and identify the meaning of stress as a factor with an impact on the quality of life
- report on the effects of health-promoting interventions
- name the main disorders of mental health and their risk and protective factors and make conclusion on the significance of mental health disorders in an individual's behaviour

- describe forms of care and therapy in mental health disorders

### **Contents:**

The student acquires knowledge on health, mental health and disorders of mental health, and gets to know various applications for the production of well-being. The study module deals with human health behaviour throughout his/her life and factors with an impact on mental health. The goal is for the student to learn to identify the characteristics of normal, health-promoting processes and ones deviating from them at the biological/psychological level of a human being's behaviour and at the level of the family and the social environment surrounding him/her.

- Basics of health psychology and utilisation of psychological knowledge in promoting health and mental health
- Mental health and its disorders as psychological phenomena from childhood to old age
- Interventions in the promotion of health and mental health
- Positive psychology

### **Mode of delivery:**

Face-to-face teaching

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

A maximum of 24h of lectures and other teaching, some 110h of independent work

### **Target group:**

Students majoring in educational psychology, students minoring and pursuing basic studies in psychology

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

None

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

The study module is part of the basic studies in educational psychology

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

Applicable parts:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 14-16.
- 2) Lönnqvist, J., Henriksson, M., Marttunen, M. & Partonen, T. (eds.) (2014) Psykiatria (11. renewed edition) (Helsinki: Duodecim). (applicable parts).
- 3) Kumpulainen, K. et al. (eds.) (2016). Lasten ja nuorisopsykiatria. (Helsinki: Duodecim).
- 4) Seikkula, J. & Arnkil, T.E. (2009). Dialoginen verkostotyö. (Helsinki:Tammi).
- 5) Baumgardner, S. & Crothers, M. (2014). Positive psychology. Pearson (New International Edition).

Availability of the books can be viewed [here](#).

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

The assessment is based on the productions announced for each study module at the start of the course. One or more of the following: lectures, assignments on one's own, in pairs or in groups, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method. For a pass, the student shows that s/he is familiar with the important research subjects, basic concepts and approaches in research on health psychology, as well as their main trends and development. S/he is capable of relating concepts and approaches to each other. The student knows how to apply the basic concepts and research results of health psychology when describing and analyzing practical situations of interaction. His/her consideration of practical interaction situations is analytical and well justified.

Pass = Sufficiently comprehensive, reasonably clearly formulated answers/texts/documents proving understanding of things and certain degree of ability to apply what was learnt in the course.

In a failed course performance, the discussion of the research subjects, basic concepts, approaches and main trends in research on health psychology is superficial. There are deficiencies in showing a relation between concepts and approaches. The analysis and description of practical situations of interaction is mechanic and superficial, and it fails to make use of the basic concepts and research results of health psychology.

Fail = Short, fragmented, unclear answers/texts/documents that do not show understanding nor ability to use and apply what was learnt in the course.

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

### **Grading:**

pass/fail

### **Person responsible:**

Virva Siira

**Working life cooperation:**

None

**A250604: Psychology, Intermediate Studies, 35 - 55 op****Opiskelumuoto:** Intermediate Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

35-45 credits

**Language of instruction:**

Finnish

**Timing:**

2nd and 3rd years

**Learning outcomes:**

At the end of the module, the student will be able to adapt psychological theories and concepts in analyzing human behavior in various settings. The student is able to utilize scientific research methods and has an analytical and problem based way of thinking so s/he is capable of working independently on a Master's thesis. The student is able to acquire psychological knowledge from different scientific publications and sources and is also capable of independent written expression and performance.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching. The studies also include participation in psychological research.

**Target group:**

Students majoring educational psychology and minor subject students

**Prerequisites and co-requisites:**

Basic studies in psychology

**Recommended optional programme components:**

Basic studies

**Recommended or required reading:**

To be announced during each course.

**Assessment methods and criteria:**

Exams, participation, essay papers

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

0-5

**Person responsible:**

Mirka Hintsanen

**Working life cooperation:**

None

**Other information:**

These studies represent 45 credits for majoring students, and 35 credits for minor subject students.

*Compulsory***412072A: Cognitive Psychology II, 5 op****Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Seppo Laukka**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st - 2nd year

**Learning outcomes:**

The student knows how to expound cognitive processes and brain mechanisms and identifies methods to research them. The student knows how to examine the human being critically as a recipient, processor and user of knowledge. The student knows how to evaluate the various different paradigms connected with cognitive psychological research. The student identifies the relationship between the cognitive and neural sciences and identifies the theories of cognitive psychology. The student also knows how to evaluate critically the concepts related to basic cognitive processes.

**Contents:**

The following topics will be covered:

- Theories and concepts of cognitive psychology in the area of the research of different basic cognitive processes; attention, perception, memory, cognitive skills such as language and thinking, learning, action control
- Research methods in cognitive psychology, relationship between cognitive psychology and cognitive neuroscience

**Mode of delivery:**

Face-to-face teaching, blended teaching (online discussion), and distance education.

**Learning activities and teaching methods:**

Lectures and other teaching 24h, and independent work.

**Target group:**

Students in the Faculty of Education and students from other faculties

**Prerequisites and co-requisites:**

Basic Studies in Psychology

**Recommended optional programme components:**

The study module is part of the intermediate studies in psychology

**Recommended or required reading:**

Eysenck, Keane (2000) Cognitive psychology: A student's handbook, or a newer edition, chapters 8-16.  
Saariluoma, Kamppinen & Hautamäki (2001) Moderni kognitiotiede, chapters 1-4 and 6-9.

**Assessment methods and criteria:**

The students takes actively part in teaching by completing the online assignments based on the lectures and exercises available in the Optima learning environment.

A pass is granted on the basis of approved e-feedback for the partial assignments and completion of independent essays.

The essays are assessed on the basis of the given criteria, and the course grade is given based on them and the online lectures.

0 = unfinished, fragmentary, issues presented are not essentially related to the topic, and there is almost no use of sources at all

1 = highly superficial, issues presented in full detachment from each other, poor use of sources

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

3 = reflective and issues 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, issues are related to each other well, and the use of sources is mainly very good

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

Participation in lectures and other teaching. A lecture exam, a literature exam/essay.

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

**Grading:**

0-5

**Person responsible:**

Seppo Laukka

**Working life cooperation:**

None

**412059A: Developmental psychology II, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Virva Siira**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st - 2nd year

**Learning outcomes:**

The student knows how to

- name, classify and shape concepts and theories of developmental psychology
- generalize his/her knowledge of different phases of life from the viewpoint of developmental psychology to solve problems related to individual cases
- evaluate the functionality of practical applications constructed on the basis of theories in developmental psychology

**Contents:**

The study module discusses development from childhood and adolescence to maturation and old age on the basis of various theoretical premises on development. The students are familiarized to be conscious of the connection between individual development and the family structure, growth environments external to the family and cultural factors. The students are helped to find different ways to take into account and influence by psychological means people of various ages and their development.

- Connections between important issues and theories in developmental psychology and the contexts of development
- Applications of research knowledge in developmental psychology
- The significance of family in conveying biological, social and cultural factors in development at different phases of life
- Knowledge on psychological development and professional abilities for work with human beings

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Maximum of 24h of lectures and approx. 110h of independent work.

**Target group:**

Students majoring in educational psychology, students minoring in psychology

**Prerequisites and co-requisites:**

Basic Studies in Psychology

**Recommended optional programme components:**

The study module is part of the intermediate studies in educational psychology

**Recommended or required reading:**

As applicable:



- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed, Cengage Learning: U.K.). Luvut 3 ja 7-9.
- 2) Miller, P.H. (2011). Theories of developmental psychology. (New York: Worth).
- 3) Rogoff, B. (2003). The Cultural nature of human development. (Oxford: Oxford University Press).
- 4) Walsh, F. (ed.) (2012). Normal family processes. Growing Diversity and Complexity. (New York: Guilford Press).
- 5) Goldenberg, H. & Goldenberg, I. (2003). Family therapy: an overview. (Belmont, CA: Thomson Brooks /Cole).

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

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures, assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course.

0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answers is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

#### **Grading:**

0-5

#### **Person responsible:**

Virva Siira

#### **Working life cooperation:**

None

### **412067A: Psychology of counselling I, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Jutta Karhu

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

5 credits

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

Finnish

#### **Timing:**

1st - 2nd year

#### **Learning outcomes:**

The student knows how to

- identify the psychological principles of social interaction

- knows how to define the basic concepts, theories and trends of counselling, guidance and therapy
- identifies counselling, guidance and therapy as an activity
- knows how to apply basic methods of counselling to construct a counselling process
- knows how to give examples of ways to identify his/her own personal working prerequisites

### Contents:

Upon completion of the study module, the student identifies the psychological principles of social interaction, knows how to make a difference between guidance, counselling, consultation and therapy, and understands the similarities between them. An effort towards this end is made by guiding the student to experiment with various methods of guidance, counselling, consultation and therapy, by familiarizing them with theory and practice, and by introducing them to identification of their own personal working prerequisites by means of practice and theory.

### Contents

- Basic concepts, differences and similarities of guidance, counselling, consultation and therapy
- Guidance, counselling, consultation and therapy as activities, and practical applications
- Basic theories of guidance, counselling, consultation and therapy
- Psychological basis of social interaction

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

Lectures and other teaching max 24h, independent work approx. 110h

### Target group:

Students majoring in educational psychology, students minoring in psychology

### Prerequisites and co-requisites:

Basic Studies in Psychology

### Recommended optional programme components:

The study module is part of the intermediate studies in educational psychology

### Recommended or required reading:

As applicable:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed, Cengage Learning: U.K.). Chapters 17-18.
- 2) Vehviläinen, S. (2014). Ohjaustyön opas. Yhteistyössä kohti toimijuutta. (Gaudeamus)
- 3) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integriatiivisen lähestymistavan perusteita. (Helsinki: Edita Publishing Oy)

### Assessment methods and criteria:

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures. assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course. 0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answer is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

### Grading:

0-5

**Person responsible:**

Virva Siira

**Working life cooperation:**

None

**412062A: Applications of Psychology II, 5 op****Voimassaolo:** 01.08.2006 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Virva Siira**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

The student knows how to

- define the concepts and theories of health and mental health
- identify various assessment methods of psychological performance
- describe normal and abnormal behaviour and factors affecting them
- explain the functions of therapeutic models for health and mental health

**Contents:**

Goal: Having completed the study module, the student gets an idea of the psychological basis of health and of models and classification systems explaining mental health and therapy. The goal is for the student to get to know differences between individuals and with their diagnosis in terms of psychological, cognitive and social functions. The student is also helped to understand the significance of psychology in health promotion in different organizations.

Contents

- Concepts and theories of health and mental health
- psychotherapy
- Crisis and trauma psychology
- Psychological expertise in social and health care and in educational organizations

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures and other teaching, max. 24h, and independent work, approx. 110h

**Target group:**

Students majoring in educational psychology, students minoring in psychology

**Prerequisites and co-requisites:**

Basic Studies in Psychology

**Recommended optional programme components:**

The study module is part of the intermediate studies in educational psychology

**Recommended or required reading:**

Applicable parts:

1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. ed., Cengage Learning: U.K.). Chapters 6, 10 and 11.

2) Saari, S. (2003). *Kuin salama kirkaalta taivaalta. Kriisit ja niistä selviytyminen.* (Helsinki: Otava).

3) Bennet, P. (2008). *Introduction to clinical health psychology.* (Buckingham: Open University Press)

4) Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy.* (Belmont, CA: Thomson Brooks /Cole)

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

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures, assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course.

0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The answer is in line with the assignment given. The structure of the answer is mostly clear and logical.

3 = The student's output covers the core themes of the course, and his/her style of writing is partly reflective and critical. The answer has utilized thoroughly all the core materials of the course, and it is fully in line with the assignment. The answer proceeds clearly and logically.

4 = The student's output is comprehensive and profound. In addition to the core materials of the course, supplementary materials have also been utilized to some extent. The writing style is mainly reflective, argumentative and critical. The answer is fully in line with the assignment. The structure of the output is scientific, logically advancing and easy to read.

5 = The student's output is a very comprehensive and scientific entity that manifests a profound and comprehensive understanding of the course themes. Sources are used comprehensively, critically and analytically. The structure is in line with the requirements of a scientific text.

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

#### **Grading:**

0-5

#### **Person responsible:**

Virva Siira

#### **Working life cooperation:**

None

### **407040A: Basic Course in Quantitative Research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

#### **Leikkaavuudet:**

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

#### **ECTS Credits:**

5 cr

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

Finnish, English for ITE

#### **Timing:**

2. or 3. year

#### **Learning outcomes:**

Having completed the course, the student knows how to

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

**Contents:**

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

**Mode of delivery:**

Face-to-face or blended teaching

**Learning activities and teaching methods:**

Lectures 24h, small group teaching 14h, independent work 90h

**Target group:**

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

**Prerequisites and co-requisites:**

Basic studies in education/psychology

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

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

Criteria for course performance:

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**Other information:**

**407041A: Basic Course in Qualitative Research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

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

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2nd or 3rd year

**Learning outcomes:**

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- describe the possibilities to use various data collection methods, their strengths and weaknesses
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching, lectures and small group teaching

**Learning activities and teaching methods:**

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

**Target group:**

All students in the faculty pursuing Intermediate Studies in Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

Applicable parts:

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

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

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus.  
 Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).  
 Alasuutari, P. (2011). Laadullinen tutkimus 2.0. Tampere: Vastapaino. (also Ellibs).  
 As agreed, other works and videotaped expert lectures can also be used as learning materials.

**Assessment methods and criteria:**

**Lectures:**

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

**Exercises:**

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

**Grading:**

The lecture assignments are graded Pass or Fail.

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

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

*Following courses belong to Educational Psychology main subject: 412074A, 407047A and 411014A.  
 Following course belongs to minor subject: 412073A*

**412074A: Bachelor's Thesis in Educational Psychology, 10 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Seppo Laukka, Virva Siira

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

412068A-02 b) Bachelor's seminar 2.0 op

**ECTS Credits:**

10 credits

**Language of instruction:**

Finnish

**Timing:**

3rd year

**Learning outcomes:**

- the student is capable of critical and scientific writing and discussion
- the student is capable of constructive collaborative work, developing both his/her own and other students' scientific thinking
- the student is capable of applying one of the following ranges of topics chosen by him/herself and connected with the research themes in educational psychology:

1) guidance, consultation, psychotherapy in supporting growth and development, 2) learning and learning difficulties, issues in school and educational psychology, 3) issues of growth, development and interaction at different phases of age, and developmental disorders and their rehabilitation, 4) theoretical and methodological issues in educational psychology

**Contents:**

In the Bachelor's Seminar, the student finalizes his/her proseminar thesis into a Bachelor's thesis, after which s/he, having received a permission to publish the thesis, writes the maturity essay on the topics covered in the thesis.

1) guidance, consultation, psychotherapy in supporting growth and development, 2) learning and learning difficulties, issues in school and educational psychology, 3) issues of growth, development and interaction at different phases of age, and developmental disorders and their rehabilitation, 4) theoretical and methodological issues in educational psychology

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminar sessions 16h

**Target group:**

Students majoring in educational psychology

**Prerequisites and co-requisites:**

Basic and intermediate studies in psychology

**Recommended or required reading:**

Literature on the thematic area of the seminar thesis

**Assessment methods and criteria:**

Seminar thesis, presentation, acting as an opponent

For more on the assessment of courses, consult the university website.

**Grading:**

0-5

**Person responsible:**

Seppo Laukka and Virva Siira

**Working life cooperation:**

None

**Other information:**

The course is part of the major subject studies.

**407047A: Maturity Test, 0 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

0 credits

**Language of instruction:**

The maturity essay is written in the student's mother tongue.

**Timing:**

3rd year

**Learning outcomes:**

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish.

**Learning activities and teaching methods:**

Writing a maturity essay on a general examination day of the Faculty of Education. A student can register for the maturity essay on Weboodi using the code 407047A (Maturity Test/Bachelor's Thesis) after the



thesis supervisor has given the student permission to publish his or her thesis. For the maturity test, the supervisor of the Bachelor's thesis gives the student 2-3 topics related to the field of the study, and the student is given the choice to write on one of them. The student is allowed to use three hours to write the maturity essay.

**Target group:**

Students in the Faculty of Education

**Recommended optional programme components:**

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

**Grading:**

For content and language: pass/fail.

**Person responsible:**

Sari Harmoinen and the supervisors of seminar groups

**411014A: Paths to Working Life, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay411014A Paths to working life (OPEN UNI) 4.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd and 3rd years

**Learning outcomes:**

The student

- knows how to consider and evaluate his/her interests in the field in s/he is studying, and thereby his /her choices of major and minor subjects, as well as his/her self-knowledge and professional identity
- knows how to acquire knowledge on working life in a flexible way
- perceives the connections of and opportunities offered by education and working life (minor subjects, practice periods, Master's thesis, exchange programmes, worklife requirements, jobs, etc.)
- knows how to describe and evaluate the field of educational work and working life in general
- knows how to evaluate elements of working life such as worklife competences, general skills and coping
- is able to consider her/his placement in working life

**Contents:**

This course provides the students with a readiness to begin to reflect on their own professional identity. During the course, the students search for information about working life and acquaint themselves with sources of worklife information. They search for information about their own field, strengths and interests, considering their own values in relation to their future work. Issues related to well-being at work and personal coping are discussed.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Face-to-face teaching max. 40h, independent work approx. 95h

introductory statements, visits, discussion, exercises and independent work

An alternative to the group is literature or other materials as agreed with the course coordinator.

**Target group:**

Students majoring education and educational psychology

**Prerequisites and co-requisites:**

The 1st year studies must have been completed

**Recommended optional programme components:**

The course is part of the intermediate major subject studies in education and educational psychology.

**Recommended or required reading:**

To be agreed on at the beginning of the course. Materials distributed during the course.

**Assessment methods and criteria:**

Active participation in seminar work, completion of the independent assignments, completion of online assignments, composing a learning journal.

Assessment criteria:

Pass:

Requirements for a pass: Completion of course assignments, active participation in coursework, keeping a learning journal and returning assignments on time.

Fail:

The course is failed if there are deficiencies in the student's course assignments, participation or learning journal, or if they do not show that s/he has achieved the expected learning outcomes of the course.

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

**Grading:**

pass/fail

**Person responsible:**

Kimmo Kontio

**Working life cooperation:**

Yes. Visits to companies.

**Other information:**

The course is part of the major studies.

**412073A: Proseminar, 5 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Jutta Karhu

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

412068A-01 a) Proseminar 8.0 op

**ECTS Credits:**

5/8

**Language of instruction:**

Finnish

**Timing:**

3. year

**Grading:**

pass/fail

**Person responsible:**

Jutta Karhu

**Working life cooperation:**

no

**A211402: Sociology, Intermediate Studies, 35 op****Opiskelumuoto:** Intermediate Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Vesa Puuronen**Opintokohteen kielet:** Finnish**ECTS Credits:**

35 cr

**Language of instruction:**

Finnish

**Timing:**

2nd to 5th years

**Learning outcomes:**

Having completed the intermediate studies in sociology, the student

- is familiar with the main lines and some current trends the history of sociological ideas.
- has familiarized her/himself with the methodology of sociology and with some of the main empirical research methods, and knows how to apply them in research.
- understands societal and structural conditions of social action
- has acquainted her/himself with certain sub fields of sociology.

**Contents:**

- History of sociology
- Modern trends in sociology
- Research methodology in sociology
- Societal and structural conditions of social action
- Special fields in sociology

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures, seminar sessions, literature exams

**Target group:**

Undergraduate students

**Prerequisites and co-requisites:**

Basic studies

**Recommended or required reading:**

To be announced during the courses

**Assessment methods and criteria:**

Lecture and literature exams, seminar paper

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

0 - 5

**Person responsible:**

Vesa Puuronen

**Working life cooperation:**

None

*Obligatory courses in Sociology intermediate studies***414070A: History of sociology, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish (English if necessary)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- knows the classic background central to sociology, and can continue familiarization with relevant theory independently, which will benefit the student in advanced studies in sociology as well as other subjects.
- recognizes the relevance of sociological classics for current sociology
- knows how to apply classical sociology for his/her own research

**Contents:**

- History of sociological theory and research tradition
- History of sociology and classical sociology
- Relevance of classical sociology for current research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 hours

Independent work 135 hours

**Target group:**

Students who have completed the Basic Studies in Sociology.

**Prerequisites and co-requisites:**

Basic Studies

**Recommended optional programme components:**

Completion of Basic Studies in Sociology required,

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam on lectures and literature.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

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

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen

**Working life cooperation:**

None

**414071A: Modern trends in sociology, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Autumn and spring term (lectures only on Spring term)

**Learning outcomes:**

Having completed the course the student

- is familiarized with current sociological discussion and debate
- is capable of making use of it in her/his studies and in sociology and other subjects as well.

**Contents:**

- Recent theoretical trends in sociology
- Reflexive modernisation
- Constructive synthesis
- Globalisation
- New forms of social interaction

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20 hours

Independent work 135 hours

**Target group:**

Students having completed the Basic Studies in Sociology

**Prerequisites and co-requisites:**

Basic Studies

**Recommended optional programme components:**

Completion of Basic Studies in Sociology required,

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

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

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen

**Working life cooperation:**

None

**414076A: Research methods in sociology, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish (replaceable by English literature)

**Timing:**

Spring term

**Learning outcomes:**

Having completed the course the student

- knows the process of sociological research
- knows different (qualitative, quantitative) methods in sociological research
- knows how to utilize these learning outcomes in project studies while planning and implementing a small-scale research of her/his own

**Contents:**

- hases in sociological research
- Data collection and analysis in qualitative and quantitative sociological research

**Mode of delivery:**

Face-to-face-learning: Introductory lecture, workshops and an essay on data analysis.

**Learning activities and teaching methods:**

Lectures and workshops 20 hours

Independent work 115 hours

**Target group:**

Students having completed the Basic Studies in Sociology

**Prerequisites and co-requisites:**

Basic Studies

**Recommended optional programme components:**

Completion of Basic Studies in Sociology required, a compulsory course for students in faculties other than that of Education aiming to move on the Advanced Studies in Sociology.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation in the lectures and workshops. Essay.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

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

**Grading:**

0-5

**Person responsible:**

Marjo Laitala

**414073A: Social structure and change, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish (replaceable by English literature)

**Timing:**

Autumn and Spring term

**Learning outcomes:**

Having completed the course the student

- has the basic knowledge regarding social structures and change from the perspective of individuals and social action
- understands the social and structural conditions of social action

**Contents:**

- Theories and research on social structures and change
- Well-being and social inequality
- Social stratification and classa
- Social mobility

- Changing role of the state

**Mode of delivery:**

Exam based on the literature.

**Learning activities and teaching methods:**

Independent work 135 hours

**Target group:**

Students having done the basic studies

**Prerequisites and co-requisites:**

basic studies

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

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

**Grading:**

0-5

**Person responsible:**

Anu Alanko

**414077A: Project studies, 5 op**

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish or English

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student



- knows how to synthesize what has been learnt in sociology so far by writing a sociological, small-scale, research within an agreed theme
- has abilities for scientific writing and discussion

**Contents:**

- Formulating a research problem
- Creating a theoretical frame of reference for the research
- Data collection and analysis
- Writing a research report

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Seminars 20 hours

Independent work 115 hours

**Target group:**

Students having completed the Basic Studies in Sociology

**Prerequisites and co-requisites:**

Basic Studies

**Recommended optional programme components:**

Completion of Basic Studies in Sociology is required, a compulsory course for those aiming to move on to the Advanced Studies

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Active participation in the seminars, conducting a small-scale research, presenting the research in the seminar and commenting on other's reports.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

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

**Grading:**

0-5

**Person responsible:**

Anu Alanko

*Choose two of the following*

**414085A: Sociology of Work, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish (may be substituted with English literature or an essay)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Sociology of work

Having completed the course the student

- knows how to approach work critically from the sociological and cultural perspective
- has the mastery of the main concepts, the theoretical tradition and current research related to the field
- how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

**Contents:**

- Current research on work

**Mode of delivery:**

Face-to-face teaching: Exam or essay based on the literature.

**Learning activities and teaching methods:**

Independent work 135 hours.

If lectures are offered lectures 20 hours and independent work 115 hours.

**Target group:**

Students who have completed Basic Studies in Sociology

**Recommended optional programme components:**

Presupposes completion of Basic Studies in Sociology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

**Grading:**

0-5

**Person responsible:**

Anu Alanko

#### **414086A: Culture and everyday life, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish (may be substituted with English literature or essay)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- knows how to approach culture and everyday life critically from the sociological and cultural perspective
- has the mastery of the main concepts, the theoretical tradition and current research related to the field
- how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

**Contents:**

The course introduces the student to current research on culture and everyday life.

**Mode of delivery:**

Exam or essay based on the literature.

**Learning activities and teaching methods:**

Independent work 135 hours.

If lectures are offered lectures 20 hours and independent work 115 hours.

**Target group:**

Students who have completed Basic Studies in Sociology

**Recommended optional programme components:**

Presupposes completion of Basic Studies in Sociology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

**Grading:**

0-5

**Person responsible:**

Anu Alanko

**414087A: Sociology of sex and gender, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Yliportimo, Pirjo Hannele

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish (may be substituted with English literature or an essay)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- knows how to approach sex and gender critically from the sociological and cultural perspective
- has the mastery of the main concepts, the theoretical tradition and current research related to the field
- how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

**Contents:**

The course introduces the student to current research on the sociology of sex and gender.

**Mode of delivery:**

Exam or essay based on the literature.

Compensatory lectures if possible. Follow sociology web page. When lectures are offered, mode of delivery is lectures and literature.

**Learning activities and teaching methods:**

Independent work 135 hours.

If lectures are offered lectures 20 hours and independent work 115 hours.

**Target group:**

Students who have completed Basic Studies in Sociology

**Recommended optional programme components:**

Completion of Basic Studies in Sociology required, a compulsory module for those aiming to move on the Advanced Studies in Sociology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

**Grading:**

0-5

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

**Person responsible:**

Pirjo Yliportimo

**Working life cooperation:**

None

**414088A: Sociology of health, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjo Laitala

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish (may be substituted with English literature or an essay)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- knows how to approach health critically from the sociological and cultural perspective
- has the mastery of the main concepts, the theoretical tradition and current research related to the field
- how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

**Contents:**

The course introduces the student to current research on the sociology of health.

**Mode of delivery:**

Exam or essay based on the literature.

**Learning activities and teaching methods:**

Literature and substitutive lectures as far as possible

**Target group:**

Students who have completed Basic Studies in Sociology

**Prerequisites and co-requisites:**

Completion of Basic Studies in Sociology required,

**Recommended optional programme components:**

Presupposes completion of Basic Studies in Sociology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

**Grading:**

0-5

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

**Person responsible:**

Marjo Laitala

**Working life cooperation:**

None

**414091A: Citizenship in Motion, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1.-5. year

**Learning outcomes:**

Having completed the course the student

- knows how to approach citizenship critically from the sociological and cultural perspective
- has the mastery of the main concepts, the theoretical tradition and current research related to the field
- how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

**Contents:**

- Current research on citizenship

**Mode of delivery:**

Exam or essay based on the literature.

**Learning activities and teaching methods:**

Independent work 135 hours.

If lectures are offered lectures 20 hours and independent work 115 hours.

**Target group:**

Students who have completed the Basic Studies in Sociology.

**Prerequisites and co-requisites:**

Basic studies in sociology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen

**A211401: Sociology, Basic Studies, 25 op****Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Anu Alanko**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ayA211401 Sociology, Basic Studies (OPEN UNI) 25.0 op

**ECTS Credits:**

25 credits

**Language of instruction:**

Finnish

**Timing:**

1st to 5th years

**Learning outcomes:**

After completed the basic studies in sociology, the student knows how

- to analyse the social conditions and impacts of social activity on her/his studies, work and other areas of life
- to use the basic concepts, theories and methods of sociology in communication and research
- to search for sociological knowledge relevant for her/his own competence and
- to summarise and evaluate research and write reviews on topics important for her/his learning goals and own work based on current sociological research literature.

**Contents:**

- Basic concepts and theories in sociology
- Basic research methods in sociological research
- Current research in sociology
- Research areas in social sciences

A211401 Basic Studies in Sociology, 25 credits:

- 414067P Basic Course in Sociology, 5 credits
- 414078P Introduction to Methodology and Methodics, 5 credits
- 414079P Current Research, 5 credits

Research Areas in Social Sciences, two of the following:

- 414080P Family research and life span analysis 5 op
- 414081P Sociological environment research 5 op
- 414082P Globalisation 5 op
- 414083P Education in society 5 op
- 414084P Sociology of racism and multiculturalism 5 op

**Mode of delivery:**

Face-to-face teaching, book exams

**Learning activities and teaching methods:**

Methods vary: lectures, book exams, seminar sessions

**Target group:**

Undergraduate students

**Prerequisites and co-requisites:**

None

**Recommended or required reading:**

To be announced during each course.

**Assessment methods and criteria:**

Lecture and book exams, seminar paper.

For more about [assessment criteria](#) see the University of Oulu website.**Grading:**

0-5

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**Other information:**

Minimum standard for successful completion is 3/5 - also for each course in the basic studies in sociology.

*Obligatory courses in Sociology basic studies*

**414067P: Basic course in sociology, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414067P Basic course in sociology (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Autumn term

**Learning outcomes:**

Having completed the course, the student knows

- the connections and differences between the field of sociological research and sociology and other disciplines of science,
- how to distinguish between research trends in sociology and
- to use the most important concepts of sociology.

**Contents:**

- Classic, modern, and current traditions and trends in sociological research, their central concepts and theories, along with current applications
- The nature of knowledge in social sciences
- The nature and place of sociology among the sciences in general

**Mode of delivery:**

Face-to-face-teaching: lectures and literature

**Learning activities and teaching methods:**

Lectures 20 h, optional literature and exam 2 h, Independent work 115 hours

**Target group:**

Students pursuing Basic Studies in Sociology

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

First course in the Basic Studies, a compulsory course for those moving on to pursue the Intermediate Studies

**Recommended or required reading:**

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

**Assessment methods and criteria:**

- Active participation in the lectures
- Exam based on the lectures and the literature



Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

For more about [assessment criteria](#), see the University of Oulu website.

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen

**Working life cooperation:**

None

#### **414078P: Introduction to methodology and methodics, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414078P Introduction to methodology and methodics (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS credits

**Language of instruction:**

Finnish (replaceable with English literature)

**Timing:**

Autumn

**Learning outcomes:**

Having completed the course, the student

- has a preliminary knowledge of the basics of research, starting-points of empirical social studies as well as the most important methods and relevant concepts, and
- is able to apply them in her/his own empirical research.

**Contents:**

- Philosophical starting points for the research
- Research process in social sciences
- Methods in empirical sociological research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Lectures 20 hours
- Independent work 115 hours

**Target group:**

Students pursuing Basic Studies in Sociology

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Compulsory course for those planning to continue with the Intermediate Studies

**Recommended or required reading:**

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

**Assessment methods and criteria:**

- Active participation in the lectures
- Exam based on the lectures and the literature

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

For more about [assessment criteria](#) see the University of Oulu website.

**Grading:**

0-5

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**414079P: Current Research, 5 op**

**Voimassaolo:** 01.08.2013 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414079P Introduction to sociological research (OPEN UNI) 5.0 op

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish or English

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course, the student is capable of

- summarising and evaluating various studies and reports by composing a summary of a scientific text chosen on the basis of her/his own interests
- scientific writing based on an essay composed by her/him. S/he has also gained exercise in participation in discussion on social and societal issues.

**Contents:**

- Current sociological research and/or classic research in sociology and their recent applications
- Understanding, producing and evaluating scientific texts

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

- Seminar sessions 20 hours
- Independent work 115 hours

**Target group:**

Students pursuing Basic Studies in Sociology

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

A compulsory course for students planning to continue with Intermediate Studies

**Recommended or required reading:**

- Articles in scientific sociological journals (e.g. Sociologia, Sociology, Acta Sociologica and/or Current Sociology)
- Additional literature based on the subject of the summary

**Assessment methods and criteria:**

- Active participation in the seminars
- Writing and presenting a summary in the seminar, evaluating one summary
- Writing an essay based on the subject of the summary

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

For more about the [assessment criteria](#), see the University of Oulu website.

**Grading:**

0-5

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

*Choose two of the following*

**414080P: Family research and lifespan analysis, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414080P Sociological research on family and lifespan (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish (can be replaced with English literature)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- has familiarised her/himself with important current research in family and lifespan studies.
- has a mastery of the essential concepts, theoretical traditions and current research in this area.
- knows how to use this knowledge in research and practical working duties and how to take part in social discussion on these issues.

**Contents:**

- Family and life span as a focus of sociological research

**Mode of delivery:**

Other: Exam or essay based on the literature.

Compensatory lectures if possible. Follow sociology web page. When lectures are offered, mode of delivery is lectures and literature.

**Learning activities and teaching methods:**

Book exam or essay, substitutive lectures as far as possible, Independent work 135 hours

**Target group:**

Student pursuing Basic Studies in Sociology

**Recommended optional programme components:**

An elective 5-credit course

**Recommended or required reading:**

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

**Grading:**

0-5

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**414081P: Sociological environment research, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Marjo Laitala

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414081P Sociological environment research (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish (can be replaced with English literature)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- has familiarised her/himself with important current studies in sociological environmental research.
- has a mastery of the main concepts, theoretical tradition and current research in this field.
- knows how to use this knowledge in research and practical working duties and how to take part in societal discussion on the theme.

**Contents:**

Environment as a focus in sociological research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Book exam or essay, substitutive lectures as far as possible. Independent work 135 hours

**Target group:**

Students pursuing Basic Studies in Sociology

**Recommended optional programme components:**

An elective 5-credit course

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

**Grading:**

0-5

**Person responsible:**

Marjo Laitala

**Working life cooperation:**

None

#### **414082P: Globalisation, 5 op**

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414082P Changing World - Sociological approaches (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish (may be substituted by English literature)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- has familiarised her/himself with important current research on globalisation
- has a mastery of the main concepts, the theoretical tradition and current research on this area.
- knows how to use this knowledge in research and practical working duties and how to take part in societal discussion on relevant topics.

**Contents:**

Globalisation as a focus of sociological research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Book exam or essay, substitutive lectures as far as possible. Independent work 135 hours

**Target group:**

Students pursuing Basic Studies in Sociology

**Recommended optional programme components:**

An elective 5-credit course

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen

**Working life cooperation:**

None

**Voimassaolo:** 01.08.2014 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay414083P Education and equality (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish (may be substituted by English literature)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- has familiarised her/himself with important current research on educational sociology and education as a social phenomenon.
- has a mastery of the main concepts, the theoretical tradition and current research on the area.
- knows how to use this knowledge in research and practical working duties and how to take part in societal discussion on relevant topics.

**Contents:**

Education as a focus of sociological research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Exam or essay based on the literature.

**Target group:**

Students pursuing Basic Studies in Sociology

**Recommended optional programme components:**

An elective 5-credit course

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Book exam

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes.

The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

**Grading:**

0-5

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**414084P: Sociology of racism and multiculturalism, 5 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Vesa Puuronen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay414084P Sociology of racism and multiculturalism (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish (may be substituted by English literature)

**Timing:**

Autumn and spring term

**Learning outcomes:**

Having completed the course the student

- has familiarised her/himself with important current research on racism and multiculturalism.
- has a mastery of the main concepts, the theoretical tradition and current research on the field.
- knows how to use this knowledge in research and in practical working duties and how to take part in societal discussion on relevant topics.

**Contents:**

- Racism and multiculturalism as a focus of sociological research

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Book exam or essay, substitutive lectures as far as possible

**Target group:**

Students pursuing Basic Studies in Sociology

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Exam or essay based on the literature.

**Grading:**

0-5

**Person responsible:**

Vesa Puuronen

**Working life cooperation:**

no



## A255102: Special Education, Basic Studies, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA255102 Special Education (Oulu) (OPEN UNI) 25.0 op

### ECTS Credits:

25 ECTS cr

### Language of instruction:

Finnish

### Timing:

Students pursuing major subject studies in special education: 1st year

Students pursuing minor subject studies in special education: 3rd or 4th year

### Learning outcomes:

Having completed the basic studies, the student knows how to

- determine the position of special education as a support of the educational system
- identify and analyse the features of a separate special education service system and, on the other hand, an inclusive educational system
- describe the individual challenges in learning

### Contents:

As a field of research and science, special education is an area of education which studies theoretical and practical aspects of special education. Closely related subjects include linguistics, psychology, sociology and medicine, as well as physical education and music, the concepts and theories of which are used in special education. As an area of education, special education supports the development, teaching and learning of children and adolescents in need of special support. The aim is to give educators, teachers and counsellors the necessary mindset, knowledge and skills needed in encountering learners and students who need special assistance, who need individual support in learning, as well as personal and alternative teaching methods and arrangements. Special education supports the child or adolescent through practical pedagogical means to develop socially, functionally, emotionally and intellectually in accordance with individual development resources. Special education in the school supports both general teaching and learning, but can also target individual learning, teaching and learner rehabilitation, in which cases we talk more widely of remedial education. In addition to alternative teaching methods, remedial education also includes the support from social services. Today, special education is a profession in its own right, in which practical goal-oriented methods are emphasized as are the teaching, cooperative and teamwork skills requirements of those who need alternative and personal teaching solutions.

### Mode of delivery:

Face-to-face teaching

### Learning activities and teaching methods:

Courses in the Basic Studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

For more information see the respective course descriptions section in the minor studies handbook

### Target group:

Students at the Faculty of Education chosen to study in the major or minor subject of Special Education

### Prerequisites and co-requisites:

None

### Recommended optional programme components:

None

### Recommended or required reading:

To be announced for each course

### Assessment methods and criteria:

0 = The students' outputs are unfinished and fragmented, and they do not show any familiarity with the core themes and materials of the course. The outputs do not correspond to the assignments given to them.

1 = The students' outputs are highly superficial, and the use of course materials is superficial and limited. The responses/outputs have been structured incoherently.

2 = The students' outputs are quite superficial. They have made use of some of the core materials, but the use of source materials is coincidental and summary. The responses are in accordance with the assignment. The structure of the responses/outputs is mostly clear and logical.

3 = The students' outputs cover the core themes of the courses, and their style of writing is reflective and critical in places. The responses make use of all the core materials of the course, and they are fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' outputs are wide-ranging and in-depth. His/her style of writing is mainly reflective and critical. The responses are fully in line with the assignments. The output is scientific, proceeds logically and is easy to read.

5 = The students' outputs are very wide-ranging and constitute scientific entities that manifest a deep and broadly-based understanding of the themes of the course. Sources are used in a wide-ranging, critical and analytical manner. The structure of the outputs is in line with the requirements of scientific writing. The outputs/responses have been submitted on schedule.

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

**Grading:**

1-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None

*Compulsory*

**402106P: Basic Course in Special Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402106P Basic Course in Special Education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st period

**Learning outcomes:**

Upon completion of the course the student knows how to

- describe activities in special education and their goals
- discuss activities in special education in practice
- examine and analyse key values in special education
- apply different models of disability
- describe tentatively the developmental lines of special education

**Contents:**

- Ideologies, value and principles underlying special education
- Views of the essence, dissimilarity and diversity of man
- Special education and close sciences
- Monitoring, observation and early intervention in the child's development
- General, special and reinforced support and care, teaching and rehabilitation
- Familiarisation with the field, target groups and practices of special education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 6 h small groups, 3 visits, lecture and literature exam 3h.

**Target group:**

Students majoring in special education and students selected for the minor of Special Education at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Other courses in the basic studies in Special Education:

- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:**

Moberg, S., Hautamäki, J., Kivirauma, J., Lahtinen, UY., Savolainen H. & Vehmas S. (2009).

*Erityispedagogiikan perusteet. WSOY. 221 s.*

*Lasten erityishuolto ja -opetus Suomessa.* 2012 , toim. Jahnukainen M.. Lastensuojelun Keskusliitto. 437 s.

*Sosiaali- ja terveydenhuoltolainsäädäntö.* (2016). Toim. Kokkonen T. 966 s . *tai FINLEX-tietokanta,* (

<http://www.finlex.fi/fi/laki/>).

Ryhmissä soveltuvin osin, (mm. [Oppilas- ja opiskelijahuoltolaki 1287/2013](#); [Perusopetuslaki 2010, 1287/2013](#); [Varhaiskasvatuslaki \(2015/580\)](#); [So 206 kehitysvammahuolto](#), [So 214 Vammaishuolto](#) [Pe 105 Perus- ja ihmisoikeudet](#), [Si 209 lapsen oikeudet](#), [Si 233 Lastensuojelulaki](#), [Si 234 Rikostaustan selvitys](#), [So 214-215](#), [So 700 Valtion koulukodit Vammaisuuden perusteella järjestettävät tukitoimet](#)).

**Assessment methods and criteria:**

Participation in face-to-face teaching and visits, learning assignments, literature and lecture exam.

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

**Grading:**

0-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

Yes, for example visits

**402107P: Challenges in Language and Communication, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402107P Supporting Language and Communication Development (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2nd period (autumn term)

**Learning outcomes:**

After completion, the student knows how to

- define the difficulties in language and communication
- distinguish between the challenges of communication at different ages
- compare different means of diagnosis and evaluation and their uses
- compare individual and collaborative rehabilitation methods and other support measures

**Contents:**

- Delayed and abnormal development of speech and language
- Language and hearing problems in childhood, adolescence and adulthood
- Manifestation and identification of speech, language and communication problems
- Supporting communication and communication methods to support and replace speech

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

14 h lectures, 3h lecture and literature 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)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:**

Kommunikoinnin häiriöt. Syitä, ilmenemismuotoja ja kuntoutuksen perusteita. 2006. K. Launonen & A-M Korpijaakko-Huuhka (toim.) s. 277.

AND

Kerola, K., Kujanpää, S. & Timonen, T. 2009. Autismin kirjo ja kuntoutus. PS-Kustannus. s. 445. (soveltuin osin)

AND

Siiskonen, T.; Aro, T.; Ahonen, T. & Ketonen, R. (toim.) 2014. Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa. 4. uudistettu painos.

OR

Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2001/2004. Sanat sekaisin? Kielelliset oppimisvaikeudet ja opetus kouluikässä. Uusin painos.

OR

Aro, M., Siiskonen, T. & Ahonen, T. (toim.) 2007. Ymmärsinkö oikein? Kielelliset vaikeudet nuoruusiässä.

**Assessment methods and criteria:**

Participation in face-to-face teaching, literature exam and lecture exam.

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

**Grading:**

0-5

**Person responsible:**

Helena Miettunen

**Working life cooperation:**

Yes

**402108P: Diversity of Learning, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** 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. 2014. 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 Nyssölä. (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:**

0-5

**Person responsible:**

Tuomo Vilppola

**Working life cooperation:**

Yes, visitor

**402109P: Challenges of Behaviour, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402109P Challenges of Behaviour (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

4th period (spring term)

**Learning outcomes:**

After the course, the student

- knows how to define central concepts of challenging behaviour and describe their characteristics based on the pedagogical, psychological, psychiatric, neurological and communal frames of reference
- identifies different challenges of behaviour in the educational system from both the viewpoint of both the individual and the community
- is familiar with ways to offer support and the contents and meaning of multidisciplinary collaboration
- understands how mental health problems or school bullying are part of a phenomenon called social exclusion

**Contents:**

- Disorders of behaviour and emotional life based on different frames of reference
- Concepts, diagnostics and interpretations of challenging behaviour
- Manifestation of disorders in attention and behaviour among children and adolescents
- Meaning of emotional life to a child's development and the related need for support
- Risk factors of unfavourable development, such as danger of marginalization
- Factors providing shelter from behavioral disorders and ways to support favourable development
- School bullying, criminality as a phenomenon of alienation

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

14h lectures (the first one is highly compulsory), visits, independent work and 3 h exam

**Target group:**

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

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:**

**4 books**

- Positiivisen psykologian voima. 2015. (toim.) Uusitalo-Malmivaara, L. Jyväskylä. PS-kustannus  
AND

- Dufva, V. & Koivunen, M. 2012. ADHD. Diagnosointi, hoito ja hyvä arki. Jyväskylä. PS-Kustannus. 293 s.  
AND

- Kumpulainen, K., Aronen, E., Ebeling, H, Laukkanen, E. ym. (toim.) (2016). *Lastenpsykiatria ja nuorisopsykiatria*. Duodecim, n. 600 s. osat I ja II.

**And one book below**

- Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. PS-Kustannus. 165 s.

OR

Araneva, M. 2016. Lapsen suojele - toteuttaminen ja päätöksenteko. Käsikirja lapsen asioista päättävälle. Talentum.

OR

Kerola, K. & Sipilä A-K. 2017. Haastava käyttäytyminen – syitä ja muutoksen mahdollisuuksia. Oulu: Tervaväylän koulu.

**Assessment methods and criteria:**

Participation in face-to-face teaching and study visits and lecture and literature exam (3 books) as agreed with the teacher.

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

**Grading:**

0-5

**Person responsible:**

Lea Veivo

**Working life cooperation:**

None

**402110P: Special Education and the Course of Life, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402110P Special Education and the Course of Life (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

After completion, the student knows how to

- explain the history and developmental lines of special education as well as the development of its service system
- analyse the values and paradigms underlying both the historical development and that of the service system
- project her/himself into the position of a person who is disabled or needs support

- identify the requirements of a barrier-free society from the viewpoints of both the disabled and non-disabled
- determine the contents and preconditions of professional collaboration

**Contents:**

- Past, present and future of special education
- Integration, inclusion and the neighbourhood school principle
- Special education at different phases of the life span
- Service systems and multiprofessionalism in support of the individual and family
- Special education as a profession
- Accessibility on the various levels

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

8 h teaching, independent and groupwork, 3h exam

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Other courses in basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)

**Recommended or required reading:**

1. Määttä, P. & Rantala, A: 2010. Tavallisen erityinen lapsi. PS-Kustannus. 259 s.
2. Yhdessä toimien ja erilaisuutta arvostaen. Ammatilliset opettajakorkeakoulut erityisopetusta kehittämässä. 2015. Maija Hirvonen (toim.). [https://www.theseus.fi/bitstream/handle/10024/96197/JAMKJULKAISUJA2032015\\_web.pdf?sequence=1](https://www.theseus.fi/bitstream/handle/10024/96197/JAMKJULKAISUJA2032015_web.pdf?sequence=1)
3. Vehmas, S. 2005. Vammaisuus. Johdatus historian, teoriaan ja etiikkaan. Yliopistokustannus. 214 s TAI
3. Vammaisuuden tutkimus. 2006. Toim. A. Teittinen. Helsinki: Yliopistopaino. 260 s.

**Assessment methods and criteria:**

Participation in face-to-face teaching, literature (3 books) and lecture exam.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

0-5

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

None

## A255902: Technical Work, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nykänen, Jaakko Juhani

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

*Compulsory*



**402263P: Materials and Manufacturing Technology, 10 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

10 ECTS cr

**Learning outcomes:**

By accomplishing the course student will be able to

- draw a technical drawing of the product one has made.
- take notice of esthetical, ergonomic, ecological, economical and functional factors in design.
- use the most common machines, equipment and techniques which are needed in machining wood and metal in primary school technical work.
- choose appropriate materials in different technological themes and take notice of economical and ecological aspects in one's choices.
- teach the safe use of the most common technical work hand tools and equipment to primary school children.
- use typical finishing tools and methods.
- design, implement and evaluate theme works from the viewpoint of technology education and apply them into primary school technical work.
- put into practice and apply the key factors of primary school's work safety.

**Grading:**

0 - 5

**Person responsible:**

Jaakko Nykänen

**402264P: Electrical Engineering and Electronics, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

**Learning outcomes:**

By accomplishing the course student will be able to

- explain the fundamental principles of electrical engineering and electronics.
- combine the fundamental principles of electrical engineering and electronics through design, experiment and building to technological entirities.
- use the most common machines and equipment which are needed in machining plastics in primary school technical work.
- apply the basics of electronics in primary school technical work.

**Grading:**

0 - 5

**402265P: Robotics and Automation, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Learning outcomes:**

By accomplishing the course student will be able to

- explain the principles of open and closed-loop control systems and present examples of automation systems in everyday life.
- evaluate the significance of robotization to society.
- program simple open-loop control system robots which are designed to be used in primary school.
- apply the basics of mechanics, electronics and programming in the context of robotics and automation.
- design, build and program a simple closed-loop control system robot or automation system.
- apply the basics of robotics and automation into primary school technical work.

#### **402261P: Technology and pedagogics, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Nykänen, Jaakko Juhani

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Third year

**Learning outcomes:**

By accomplishing the course student will be able to

- apply one's pedagogical skills in planning, implementing and evaluating technical work and technology teaching in primary school.
- evaluate pupils' technological theme works implemented in primary school technical work context.
- draw up a technical work curriculum in primary school.

**Contents:**

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h, Small group teaching 36 h, Self-study 95 h

**Target group:**

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:****Grading:**

pass/ fail

**Person responsible:**

Jaakko Nykänen

**A256002: Textile Work, 25 op****Opiskelumuoto:** Basic Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Minna Vastimo**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ayA256002 Textile Work (Oulu) (OPEN UNI) 25.0 op

**ECTS Credits:**

25 credits

**Language of instruction:**

Finnish

**Timing:**

3rd or 4th year

**Learning outcomes:**

The aim of the study module is for the student to know how to

- plan for and implement crafts teaching and develop the school curriculum in grades 0-6.
- apply working, data acquisition, interpretation and evaluation skills typical of crafts on an independent and collaborative basis.
- put into use curricula and experiment with and evaluate didactic and pedagogical applications and strategies for teaching the crafts.

**Contents:**

The study module discusses crafts as a social phenomenon, the scientific foundation of which lies in craft science and in crafts, arts and technology education. Both the crafts and problem solving resulting in concrete products implemented through crafts are discussed, and they are applied as part of the aesthetic and technological culture. Projects in crafts education are planned, implemented and evaluated collaboratively during the course, making use of the information and communication technologies and outside parties.

Study trips complement the course contents.

These minor studies comprises of the following courses:

- 402325P, Crafts as a Science and Product Design, 5 cr
- 402326P, Yarn Techniques, 5 cr
- 402327P, Weaving, 5 credits
- 402328P, Sewing and Clothing Technology, 5 cr
- 402329P, Craft Expression, 5 cr

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Small-group and class teaching, online and independent study. Excursions are part of the course. For more information see the course descriptions section in the minor studies handbook.

**Target group:**

Students selected for the minor of Textile Work at the Faculty of Education

**Prerequisites and co-requisites:**

Basic studies must be completed.

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be agreed on at the beginning of each course.

**Assessment methods and criteria:**

Active participation is required.

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

**Grading:**

Assessment is carried out collaboratively and through peer, self and teacher assessment. Exercises are registered on a "pass" basis. Final assignments and portfolios are assessed according to set criteria (0-5).

**Person responsible:**

Minna Vastimo

**Working life cooperation:**

None

*Compulsory*

**402325P: Crafts as a Science and Product Design, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Leena Hartikka

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st period

**Learning outcomes:**

The student knows how to:

- identify theoretical foundations of craft science and design education, craft design, and components of full craft process.
- safety at work is considered from the viewpoints of materials, tools and working methods
- put into practice the opportunities offered by different design, creation, visualization and documentation methods

**Contents:**

The study module comprises an introduction to craft science, design education and product design, and crafts are considered from the viewpoint of safety at work.

The following things are done in this study module:

- introduction to the theoretical premises of craft science and technology education.
- introduction to product design and design education
- introduction to learning environments in crafts
- textile printing
- study trips

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h, work in small groups 36 h, independent work 95 h

**Target group:**

Students in the early childhood education and primary teacher education programmes

**Prerequisites and co-requisites:**

Professional or multidisciplinary studies in textile work

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies in primary teacher education or professional studies in early childhood education.

**Recommended or required reading:**

- Forss, M. 2002. Värimenetelmät. Värjäys, maalaus, kankaanpainanta. Taideteollisen korkeakoulun julkaisu B 60.
- Inki, J., Lindfors, E. & Sohlo, J. (toim.) 2011. Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Oppaat ja käsikirjat 2011:15. Opetushallitus.
- Pellonpää-Forss, M. 2009. Kankaanpainanta. Välineet, suunnittelu, painaminen. Taideteollisen korkeakoulun julkaisu B 89. Jyväskylä: Gummerus.
- Tapaninen, R. (toim.) (2002) Peruskoulun käsityön opetustilojen suunnitteluopas. Tekninen työ ja tekstiilityö.

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

**Assessment methods and criteria:**

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

0 - The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1 - The student shows little accomplishment in line with the learning outcomes, but her performance is lacking or superficial in terms of one or more objectives. The student is not using or applying essential theoretical and pedagogical contents of the study module.

2 - The student's performance is in line with the expected learning outcomes, but his or her attainments are superficial. His or her performance shows a limited assimilation of theoretical and pedagogical contents.

3 - The student's performance is in line with the learning outcomes. The student processes and applies the essential theoretical course contents in a mechanical fashion without showing any applied or pedagogical ability.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that she is capable of applying the essential theoretical course contents in a broad and purposeful manner.

5 - The student shows a knowledge that is in line with the learning outcomes in a deep-going, wide and varied manner. S/he shows his or her ability to use and analyze essential theoretical course substance and to apply and evaluate it in a purposefully pedagogical way.

**Grading:**

Pass/Fail

**Person responsible:**

Leena Hartikka

**Working life cooperation:**

None

**402326P: Yarn Techniques, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Minna Vastimo

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd period

**Learning outcomes:**

The student knows how to:

- identify the materials, tools, working methods, structures and learning environments used in knitting, crocheting, embroidery and special techniques

- put into use the methods used in yarn techniques and make use of skills learnt before in the manufacture of products
- apply the methods of yarn techniques in teaching

### **Contents:**

In this study module the student gets to know more deeply the methods of knitting, crocheting and embroidery as well as special techniques that s/he has learnt before.

The following things are done in this module:

- application of knitting technology using various methods
- applications of embroidery and special techniques by using methods of hand and machine embroidery and through various exercises in yarn techniques
- introduction to yarn dyeing

### **Mode of delivery:**

Face-to-face teaching

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

Lectures 4 h, work in small groups 36 h, independent work 95 h

### **Target group:**

Students in the early childhood education and primary teacher education programmesopiskelijat

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

Professional or multidisciplinary studies in textile work

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

The study module deepens the contents of the multidisciplinary studies in primary teacher education or professional studies in early childhood education.

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

- Aittomäki, R., Colliander, H. ja Kotiranta H. 2000. Väriä luonnosta. 3. tai uudempi painos. Tammi.
- Koskennurmi-Sivonen, R. (toimi.) 2013. Lankatekniikoiden käsikirja. Tammi.
- Mentu, Mikkelä, Paakkunainen, 2005. Huopakirja. Helsinki: Otava.
- Mentu, Tupu & Mikkelä, Tiina 2010. Printti & pisto. Helsinki, Otava
- Tetri, A.-K. 2011. Huovutus. Helsinki: Moreeni.
- Tetri, A.-K. 2008. Luonnonvärjäys. Multikustannus.
- Agreement on other learning materials to be made at the start of the course.

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

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

0 - The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1 - The student shows little accomplishment in line with the learning outcomes, but her performance is lacking or superficial in terms of one or more objectives. The student is not using or applying essential theoretical and pedagogical contents of the study module.

2 - The student's performance is in line with the expected learning outcomes, but his or her attainments are superficial. His or her performance shows a limited assimilation of theoretical and pedagogical contents.

3 - The student's performance is in line with the learning outcomes. The student processes and applies the essential theoretical course contents in a mechanical fashion without showing any applied or pedagogical ability.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that she is capable of applying the essential theoretical course contents in a broad and purposeful manner.

5 - The student shows a knowledge that is in line with the learning outcomes in a deep-going, wide and varied manner. S/he shows his or her ability to use and analyze essential theoretical course substance and to apply and evaluate it in a purposefully pedagogical way.

### **Grading:**

0 – 5

### **Person responsible:**

Minna Vastimo

### **Working life cooperation:**

Ei ole

**402327P: Weaving, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Leena Hartikka**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

2st period

**Learning outcomes:**

The student knows how to:

- identify materials, tools, working methods, structures and learning environments used in weaving
- identify essential characteristics of textile art and culture
- apply methods of weaving in teaching

**Contents:**

The study module familiarizes the student with weaving, textile culture and textile design.

The following things are done in the study module:

- introduction to textile design by means of technology
- application of weaving technology by constructing and weaving various textures
- introduction to Finnish textile art and culture

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4 h, work in small groups 36 h, independent work 95 h

**Target group:**

Students in the early childhood education and primary teacher education programmes

**Prerequisites and co-requisites:**

Professional or multidisciplinary studies in textile work

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies in primary teacher education or professional studies in early childhood education.

**Recommended or required reading:**

- Aydemir, J., Opas, H., Raili, U., Sneck, A. & Toivonen, P. (2004) Käden taidot. Kudonnan osuus.
- Harjumäki, U., Kivistö, H., Lähteenmäki, E., Turkia, A. (2001) Kankaankutojan sidosoppi.
- Willman, L. & Forss, M. (1996) Kudontakirja.
- Toivanen, M. & Lojander, U. (2001) Kankaankudonta.
- Agreement on other learning materials to be made at the start of the course.

**Assessment methods and criteria:**

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

0 - The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1 - The student shows little accomplishment in line with the learning outcomes, but her performance is lacking or superficial in terms of one or more objectives. The student is not using or applying essential theoretical and pedagogical contents of the study module.

2 - The student's performance is in line with the expected learning outcomes, but his or her attainments are superficial. His or her performance shows a limited assimilation of theoretical and pedagogical contents.

3 - The student's performance is in line with the learning outcomes. The student processes and applies the essential theoretical course contents in a mechanical fashion without showing any applied or pedagogical ability.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that she is capable of applying the essential theoretical course contents in a broad and purposeful manner.

5 - The student shows a knowledge that is in line with the learning outcomes in a deep-going, wide and varied manner. S/he shows his or her ability to use and analyze essential theoretical course substance and to apply and evaluate it in a purposefully pedagogical way.

**Grading:**

0 – 5

**Person responsible:**

Leena Hartikka

**Working life cooperation:**

None

**402328P: Sewing and Clothing Technology, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Leena Hartikka

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

3rd period

**Learning outcomes:**

The student knows how to:

- classify and describe the build-up of textile from fiber to product: raw materials, structures, finishing and characteristics
- identify materials, tools, working methods, structures and learning environments used in sewing and clothing technology
- identify characteristics of clothing culture from ancient Greece to the modern day
- put into use the basics of patterning and shaping and make use of skills s/he has already learnt in the manufacture of clothes
- apply methods of sewing and clothing technology in teaching
- consider the life span and wear of a product from the viewpoint of sustainable development

**Contents:**

The study module deals with clothing culture, performing tests on materials and making products by means of clothing and sewing technology.

The following things are done in this study module:

- exercises in material technology
- applications of clothing culture using collaborative methods
- making use of teaching and sewing technology through applications to school crafts
- application of clothing technology by making clothes/products

**Mode of delivery:**

Face-to-face teaching



**Learning activities and teaching methods:**

Lectures 4 h, work in small groups 36 h, independent work 95 h

**Target group:**

Students in the early childhood education and primary teacher education programmes

**Prerequisites and co-requisites:**

Professional or multidisciplinary studies in textile work

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies in primary teacher education or professional studies in early childhood education.

**Recommended or required reading:**

- Aalto, K. 2002. Kotitalouksien tekstiilienhoitokäytännöt ja niiden ympäristömyötäisyys. Kuluttajatutkimuskeskus. S. 1-87.
- Lehtinen, I. ja Sihvo, P. (2005) Rahwaan puku. Näkökulmia Suomen kansallismuseon kansanpukukokoelmiin. Museovirasto. Helsinki.
- Luoma, H. 2003. Sinihameet, kultavyöt. Suomalaisia muinaispukuja. Pirkanmaan käsi- ja taideteollisuus ry.
- R. Koskennurmi-Sivonen ja A-M Raunio (toim.) Vaatekirja
- Agreement on other learning materials to be made at the start of the course.

**Assessment methods and criteria:**

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

0 - The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1 - The student shows little accomplishment in line with the learning outcomes, but her performance is lacking or superficial in terms of one or more objectives. The student is not using or applying essential theoretical and pedagogical contents of the study module.

2 - The student's performance is in line with the expected learning outcomes, but his or her attainments are superficial. His or her performance shows a limited assimilation of theoretical and pedagogical contents.

3 - The student's performance is in line with the learning outcomes. The student processes and applies the essential theoretical course contents in a mechanical fashion without showing any applied or pedagogical ability.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that she is capable of applying the essential theoretical course contents in a broad and purposeful manner.

5 - The student shows a knowledge that is in line with the learning outcomes in a deep-going, wide and varied manner. S/he shows his or her ability to use and analyze essential theoretical course substance and to apply and evaluate it in a purposefully pedagogical way.

**Grading:**

0 – 5

**Person responsible:**

Leena Hartikka

**Working life cooperation:**

None

**402329P: Craft Expression, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Leena Hartikka

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 credits

**Language of instruction:**

Finnish

**Timing:**

3st and 4nd period

**Learning outcomes:**

The student knows how to:

- deepen the knowledge and skills s/he has learnt before in the content areas, techniques and pedagogy of crafts in a broad sense (textile and technical work)
- plan, implement and evaluate collaboratively craft education projects making use of information and communication technologies and outside parties

**Contents:**

The study module tests the applicability of various materials in a collaborative project. The student also implements a teaching episode planned by her/him, making use of the information and communication technologies and various learning environments.

The following things are done in this study module:

- tests with materials used in crafts
- implementation of a collaborative project
- planning and implementation of a teaching episode

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

The study module comprises two parts: Introduction to Project Work and Crafts in a Child's Growth Environment

Lectures 4 h, work in small groups 36 h, independent work 95h

**Target group:**

Students in the early childhood education and primary teacher education programmes

**Prerequisites and co-requisites:**

Professional or multidisciplinary studies in textile work

**Recommended optional programme components:**

The study module deepens the contents of the multidisciplinary studies in primary teacher education or professional studies in early childhood education.

**Recommended or required reading:**

- Huovila & al. (2010) Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOYpro. Helsinki.
- Korhonen & al. (2010) Pienet oppimassa. Kasvatuksellisia näkökulmia varhaiskasvatukseen ja esiopetukseen. Turun yliopiston opettajankoulutuslaitos, Rauman yksikkö.
- Perusopetuksen opetussuunnitelman perusteet. 2014. Opetushallitus.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet.
- SUUNNITTELUSTA KÄSIN, Käsityön ja tutkimuksen vuoropuhelua <https://helda.helsinki.fi/handle/10138/153027>
- Syrjäläinen, E. (2003) Käsityön opettajan pedagogisen tiedon lähteeltä. Helsingin yliopisto. Kotitalous- ja käsityötieteiden laitoksen julkaisuja 12. Soveltuvien osin.
- Agreement on other learning materials to be made at the start of the course.

**Assessment methods and criteria:**

Active participation in teaching, completion of independent assignments, planning of a teaching episode, production of learning materials, essay.

0 - The student's performance is unfinished or deficient and does not show accomplishment in line with the expected learning outcomes.

1 - The student shows little accomplishment in line with the learning outcomes, but her performance is lacking or superficial in terms of one or more objectives. The student is not using or applying essential theoretical and pedagogical contents of the study module.

2 - The student's performance is in line with the expected learning outcomes, but his or her attainments are superficial. His or her performance shows a limited assimilation of theoretical and pedagogical contents.

3 - The student's performance is in line with the learning outcomes. The student processes and applies the essential theoretical course contents in a mechanical fashion without showing any applied or pedagogical ability.

4 - The student's performance is in line with the expected learning outcomes. S/he shows that she is capable of applying the essential theoretical course contents in a broad and purposeful manner.

5 - The student shows a knowledge that is in line with the learning outcomes in a deep-going, wide and varied manner. S/he shows his or her ability to use and analyze essential theoretical course substance and to apply and evaluate it in a purposefully pedagogical way

**Grading:**

Pass/Fail

**Person responsible:**

Leena Hartikka

**Working life cooperation:**

The student implements the teaching episode that s/he has planned, making use of the ICT and various learning environments.