

Opasraportti

FEdu - Minor Subjects (2020 - 2021)

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

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

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

<https://www oulu.fi/forstudents/minor-studies>

More information in finnish website <https://www oulu.fi/opiskelijalle/sivuaineopinnot>

Study modules

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

A255402: Art Education, 25 op

Compulsory

- 402718P: Introduction to Visual Arts Education, 5 op
- 402719P: Image, Form and Representation, 5 op
- 402720P: Space and Time, 5 op
- 402721P: Perception and Meaning, 5 op
- 402722P: Visual Arts and Pedagogy, 5 op

A255301: Digital Technologies in Teaching and Learning, 25 op

Compulsory

- 418027P: Self-Regulation and Collaborative Learning, 5 op
- 418028P: Learning Environments and Technologies, 10 op
- 418029P: Educational Technology Project, 10 op

A257301: Drama Education, 25 op

Compulsory

- 402530P: Introduction to Drama Education, 5 op
- 402531P: Dramaturgy, 5 op
- 402532P: Basics of Theatrical Expression, 5 op
- 402533P: Genres, Dramaturgy and Working Methods, 5 op
- 402534P: Drama Teacher as a Researcher, 5 op

A250507: Education for Intercultural Competencies, 25 op

Compulsory

- 407536P: Comparative Perspectives for Intercultural Education, 15 op
- 407530P: Internship, 5 op
- 407531P: Selected Literature, 5 op

A250511: Education in Transition, 25 op

Compulsory

- 407541P: Defining Education in the Globalised World, 5 op

- 407540P: Language, Education, Society, 5 op
 408535S: Global Education Development, 5 op
 407534P: Economics of Education, 5 op
 408536S: Intercultural Education, Social Justice and Sustainability, 5 op

A250505: Education, Intermediate Studies, 35 - 50 op

Compulsory

- 411004A: Educational and Cultural Theory, 5 op
 411005A: Theoretical Foundations of Education, 5 op
 411007A: Educational systems I, 5 op
 411008A: Introduction to the Economics of Education, 5 op
 411020A: Methodology of theoretical and philosophical research, 5 op

Following courses belong to Educational Science main subject: 407040A, 407041A, 411014A, 407045A and 407047A. Course 411016A and 411021A belongs to minor subject.

- 407040A: Basic Course in Quantitative Research, 5 op
 407041A: Basic Course in Qualitative Research, 5 op
 407045A: Bachelor's Thesis, 10 op
 411014A: Paths to Working Life, 5 op
 407047A: Maturity Test, 0 op
 411016A: Proseminar, 5 op
 411021A: Optional Studies in Intermediate Studies, 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: Power, norm and resistance from perspectives of gender 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
 417211A: Ethically sustainable change and responsibility in contemporary feminist thought, 5 - 10 op
 417215A: Sukupuolivastuullinen väkivaltatutkimus, 5 - 10 op
 417222A: Sukupuoli ja globalisaatio pohjoisen perspektiivistä, 5 op
 417224A: Optional Studies in Intermediate Studies, 5 - 10 op

A256404: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (Special Groups), 60 op

Multidisciplinary Studies include the following mandatory courses:

- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op
 406051A: History, Social Studies and Religion/Ethics, 5 op
 406052A: Mathematics, 5 op
 406053A: Environmental Studies I: Living Environment, 5 op
 406054A: Environmental Studies II: Natural Phenomena in the Environment, 5 op
 406064A: Arts and Crafts Education I: Visual Arts and Physical Education, 5 op
 406065A: Arts and Crafts Education II: Handicrafts and Music, 5 op
 406066A: Arts and Crafts Education III: Music and Physical Education, 5 op
 406067A: Arts and Crafts Education IV: Handicrafts and Music, 5 op
 406068A: Arts and Crafts Education V: Visual Arts and Physical Education, 5 op
 406060A: Phenomena, language awareness and problem solving, 5 op
 406070A: Multidisciplinary studies School experience, 5 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 Phenomena, 5 op

- 421264P: Development of Musicianship, 5 op
- A251101: Pedagogical Studies for Teachers, 60 op
- e1*
- 416010A: Didactics and school pedagogy, 5 op
- 416013A: Pedagogical seminar, 5 op
- 416014A: Practical Training, 18 op
- 416004A: Basics of educational administration, 2 op
- Alternative*
- 407074A: Diversity in School and Education, 5 op
- 407043A: Curriculum, School Development and Evaluation, 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: 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
- A256902: Professional Studies in Early Childhood Education, 65 - 75 op
- Compulsory*
- 442450A: Pedagogic Working Environment of Early Childhood Education, 5 op
- 442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op
- 442427A: Art Pedagogy in Early Childhood Education, 5 op
- 442452A: Visual Arts Education, 5 op
- 442453A: Music Education, 5 op
- 442454A: Literary and Drama Education, 5 op
- 442455A: Craft and Design Education, 5 op
- 442456A: Physical Education, 5 op
- 442457A: Children examining environment, 5 op
- 442458A: Pedagogical Process in Early Childhood Education, 5 op
- 442459A: Collaborative work in a child group as a pedagogic process, 5 op
- 442460A: Growth and Development in Early Childhood Education, 5 op
- 442461A: Cooperation in Early Childhood Education, 5 op
- 442462A: Teacherhood and shared expertise in Early Childhood Education, 5 op
- 442463A: Diversity in Education, 5 op
- A255110: Professional Studies in Special Education, 60 - 70 op
- Compulsory*
- 402120A: Expertise in Special Education, 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: Learning Dimensions 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: Clinical 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
- 412075A: Experimental Psychology, 5 op

Following courses belong to Educational Psychology main subject: 407040A, 407041A, 411014A, 412074A and 407047A. Following course belongs to minor subject: 412073A and 412076A.

- 407040A: Basic Course in Quantitative Research, 5 op
- 407041A: Basic Course in Qualitative Research, 5 op
- 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
- 412076A: Educational planning, 5 op

A257501: STEAM, Basic Studies, 25 op

Compulsory

- 402730P: Introduction to STEAM, 5 op
- 402731P: Product design and digitalization, 5 op
- 402732P: Experimental natural science, 5 op
- 402734P: STEAM workshops, 10 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: Sociological research seminar, 5 op

Choose two of the following

- 414085A: Sociology of Work, 5 op
- 414086A: Culture and everyday life, 5 op
- 414091A: Citizenship in Motion, 5 op
- 414092A: Sociology of digitalization, 5 op
- 414093A: Sociology of Emotions, 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: Introduction to sociological research, 5 op

Choose two of the following

- 414080P: Sociological research on family and lifespan, 5 op
- 414081P: Sociological environment research, 5 op
- 414082P: Changing World - Sociological approaches, 5 op
- 414083P: Education and equality, 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: Supporting Language and Communication Development, 5 op
- 402108P: Learning Difficulties and Uniqueness of Learning, 5 op
- 402119P: Socio-Emotional Development, 5 op
- 402110P: Special Education and the Course of Life, 5 op

H251402: Subsidiary Entity for Subject Teacher 60 ECTS, Music Education, 60 op

Compulsory

- 421270P: Introduction to Music Education, part 1, 5 op
- 421271P: Introduction to Music Education, part 2, 5 op
- 422280A: World Musics, 5 op
- 422281A: Music and Movement, 5 op
- 422268A: Theory and practise of music education, 5 op
- 422271A: Music technology, 5 op

Alternative

- 421251P: Free accompaniment 1, 5 op
- 422264A: Free accompaniment 2, 5 op
- 421258P: Instrument Studies 1, 5 op
- 422277A: Instrument Studies 2, 5 op
- 421252P: Popular Music 1, 5 op
- 422260A: Popular Music 2, 5 op
- 421253P: Choir and orchestra conducting 1, 5 op
- 422270A: Choir and orchestra conducting 2, 5 op
- 421256P: Playing band music 1, 5 op

422269A: Playing band music 2, 5 op
 422273A: Music Theory and Arrangement 1, 5 op
 422274A: Music Theory and Arrangement 2, 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 / Technology, 25 op

Compulsory

402325P: Crafts as a Science and Product Design, 5 op
 402330P: Materials and Skills, 10 op
 402328P: Craft Culture and Technology, 5 op
 402329P: Craft Expression, 5 op

A251105: University Pedagogy, Basic Studies, 25 op

Compulsory

050413A: Research-based Teacherhood, 5 op
 050414P: Basics of University Pedagogy, 10 op
 050415P: Practical Training of University Pedagogy, 10 op

A251106: University Pedagogy, Intermediate Studies, 35 op

Compulsory

410084P: Education as an Object of Scientific Research, 5 op
 410085P: Growth, Development and Learning, 5 op
 410087P: Sociocultural Contexts of Education, 5 op
 410088P: Philosophical and Ethical Foundations and Objectives of Education, 5 op
 050416A: Research Based training, 15 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

Opinto-kohteen kielet: Finnish

ECTS Credits:

25 credits

Language of instruction:

Finnish

Timing:

3rd, 4th or 5th 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.

Target group:

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

Grading:

0 - 5

Person responsible:

Tapio Tenhu

Compulsory

402718P: Introduction to Visual Arts Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Tapio Tenhu

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st and 2nd period

Learning outcomes:

After the course, the student is able to

- describe key phenomena and styles in art.
- identify the key works of art
- analyze and interpret works of art and view their meanings
- assess the individual, social and cultural meanings of art.
- apply basic techniques, equipment and materials used in visual arts

Contents:

- art museums, exhibitions and art institutions as part of art education
- visual literacy
- basic techniques and materials of drawing, painting and art graphics
- basics of visual composing

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

lectures 4h, classroom practice 36h

independent work 95h

study module includes an excursion

Target group:**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 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

402719P: Image, Form and Representation, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Myllykangas Minna

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

After the course, the student is able to

- use tools of photography, graphic and computer graphics in her/his expression.
- consider image's visual and narrative contents.
- apply the methods of photography, graphic and computer graphics in teaching.

Contents:

Methods and tools of photography, graphic and computer graphics.

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

lectures 4h, classroom practice 36h,
independent work 95h

Target group:

Students who are selected in Visual Art Education, 25 credits

Recommended or required reading:

To be agreed at the start of 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.

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:

Minna Myllykangas

Working life cooperation:**402720P: Space and Time, 5 op**

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

2nd period

Learning outcomes:

After the course the student is able to:

- look at natural and cultural environment aesthetically, ethically and cognitively.
- to apply the materials and methods of the three-dimensional image and architectural education in teaching.
- to observe and interpret different kinds of media.

Contents:

Architecture- , film education and plastic design methods and materials in art education.

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

lectures 4h, classroom practice 36h,
independent work 95h

Target group:

Students who are selected in Visual Art Education, 25 credits

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.

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:

Matti Lukkari

402721P: Perception and Meaning, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jaakko Moilanen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:3st and 4nd period**Learning outcomes:**

After the course, the student is able to

- apply basic techniques, equipment and materials used in visual arts
- analyze and study his/her own visual expression and its significance for identity and conception of art
- to observe, read and interpret a variety of environments and their esthetic, ethic and cognitive meanings
- analyze and interpret works of art and view their meanings
- assess the individual, social and cultural meanings of art.

Contents:

- physical, psychological and social environment
- viewing one's own environmental relationship through art
- contemporary art, environmental and community art
- visual culture literacy
- basic techniques and materials of painting

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

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.

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:

Jaakko Moilanen

402722P: Visual Arts and Pedagogy, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Tapio Tenhu

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

3st and 4nd 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
- plan, realize and evaluate art project and visual art education in early childhood and primary education.

Contents:

- planning and realizing and evaluating art education in practice
- children's visual development
- art museums, exhibitions and art institutions as part of art education
- school curricula and different learning environments
- art project
- diploma work and portfolio

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 who are selected in Visual Art Education, 25 credits

Recommended or required reading:

To be agreed at the start of 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.

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:

museums and galleries

A255301: Digital Technologies in Teaching and Learning, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Essi Vuopala

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 Digital Technologies in Teaching and Learning. 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 Digital Technologies in Teaching and Learning (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 Digital Technologies in Teaching and Learning

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.

Grading:

0-5

Person responsible:

Sanna Järvelä

Working life cooperation:

Yes

Compulsory

418027P: Self-Regulation and Collaborative Learning, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Essi Vuopala

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

1st year LET student

Learning outcomes:

After completion of this course, the student is able to

- define the concepts of self-regulated learning (SRL) and collaborative learning (CL)
- define and describe concepts and theories related to SRL and CL,
- identify the interaction processes in collaborative learning situations,
- describe how a teacher can enhance collaborative learning, and
- apply theoretical knowledge of SRL and CL to learning situations.

Contents:

- Concept of self-regulated learning and collaborative learning
- Theoretical models of self-regulated learning
- The role of motivation, emotions, cognition and metacognition in learning
- Socio-cognitive and socio-cultural perspectives on collaborative learning
- Interaction, teacher's role and assessment in collaborative learning situations

Mode of delivery:

- Face-to-face and online teaching, 40h: lecture 15h, practice 30h
- Online, individual and collaborative learning, 95h

Learning activities and teaching methods:

Learning activities consist of collaborative activities supported by technology.

Target group:

1st year students on the LET Master's Programme and students in minor subject studies in Digital Technologies in Teaching and Learning

Recommended or required reading:

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

Järvenoja, Hanna & Järvelä, Sanna & Malmberg, Jonna. (2017). Supporting groups' emotion and motivation regulation during collaborative learning. *Learning and Instruction*. 10.1016/j.learninstruc.2017.11.004.

Vuopala, E., Näykki, P., Isohätälä, J. & Järvelä, S. (2019). Knowledge Co-Construction Activities and Task-Related Monitoring in Scripted Collaborative Learning. *Learning, Culture, and Social Interaction*, 21, 234–249.

Vuopala, E., Hyvönen, P. & Järvelä, S. (2016). Interactional features in successful collaborative learning in virtual learning spaces. *Active Learning in Higher Education* 1/2016.

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.

Assessment methods and criteria:

Completion of the course requires active participation in face-to-face teaching and collaborative work. It also requires successful completion of all the learning assignments and exercises.

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

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

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

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

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

Grading:

0-5

Person responsible:

Essi Vuopala

Working life cooperation:

Case examples how the idea of self regulation and collaborative learning is applied.

418028P: Learning Environments and Technologies, 10 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jari Laru**Opintokohteen kielet:** English**ECTS Credits:**

5 ECTS

Language of instruction:

English

Timing:

1st year

Learning outcomes:

After completion of this course, the student is able to:

- recognize most important research areas, methods and tools in technology enhanced learning, computational thinking and digital fabrication
- evaluate and compare applications, devices and other educational technologies as a tools which can be used to scaffold learning and support teaching
- Design and fabricate artefacts in the context of maker education and digital fabrication
- work in technology rich learning environments as an educational technologist, teacher or learner

Contents:

- Concepts of technology enhanced learning, computational thinking and digital fabrication
- STEAM (science, technology, engineering, arts, mathematics)
- Technologies, which can be used to scaffold learning and support teaching
- Modern technologies in learning and teaching: a) cloud services and social media; b) digital storytelling; c) learning infrastructure and av-technology; d) robotics, making and digital fabrication; e) games, augmented reality and virtual reality; f) learning environments and distance learning
- Design of learning materials and pedagogical design and using of learning environments

Mode of delivery:

- Flipped learning and other online learning methods
- Workshop lessons
- individual work: individual learning and collaborative learning

Learning activities and teaching methods:

Expert talks and lectures as a flipped classroom lecture videos: 16h

Hands-on workshops in digital learning lab or e.g. in Fab Lab, where students learn methods and techniques, but also explore technologies and produce materials in collaborative groups: 64h

Independent work: during the course students design, implement and report collaborative project work. In addition to that they will produce learning material and other digital artifacts and update their own portfolio: 190h

Target group:

LET master's students, digital technologies education and learning -students and exchange students.

Recommended or required reading:

Bayne, S. (2015). What's the matter with 'technology-enhanced learning'?. *Learning, Media and Technology*, 40 (1), 5-20.

Chew, S. W., Cheng, I. L., & Chen, N. S. (2018). Exploring challenges faced by different stakeholders while implementing educational technology in classrooms through expert interviews. *Journal of Computers in Education*, 5(2), 175-197.

Denning, P. J., & Tedre, M. (2019). *Computational thinking*. MIT Press.

Goodchild, T., & Speed, E. (2019). Technology enhanced learning as transformative innovation: a note on the enduring myth of TEL. *Teaching in Higher Education*, 24(8), 948-963.

Iwata, M., Pitkänen, K., Laru, J., & Mäkitalo, K. (2019). Developing Computational Thinking Practices through Digital Fabrication Activities. in Kong, S.C et. al. (Eds.). (2019). *Proceedings of International Conference on Computational Thinking Education 2019*. Hong Kong: The Education University of Hong Kong.CoolThink@ JC, 223.

Khine, M., Areepattamannil, S. (Eds). (2019). *STEAM Education*. Springer Berlin. Heidelberg.

Näykki, P., Laru, J., Vuopala, E., Siklander, P., & Järvelä, S. (2019). Affective Learning in Digital Education—Case Studies of Social Networking Systems, Games for Learning and Digital Fabrication. In *Frontiers in Education* (Vol. 4, p. 128). Frontiers.

Pitkänen, K., Iwata, M., & Laru, J. (2019, May). Supporting Fab Lab facilitators to develop pedagogical practices to improve learning in digital fabrication activities. In *Proceedings of the FabLearn Europe 2019 Conference* (pp. 1-9).

Assessment methods and criteria:

Completion of the course requires active participation in all course activities face-to-face, online and independently. 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 the technology enhanced learning, computational thinking and digital fabrication. 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 s/he has understood and is able to combine key concepts and theories of the technology enhanced learning, computational thinking and digital fabrication. 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 technology enhanced learning, computational thinking and digital fabrication. 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 her/his understanding about some of the key concepts and theories in the technology enhanced learning, computational thinking and digital fabrication. 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 technology enhanced learning, computational thinking and digital fabrication, 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:

Jari Laru

Working life cooperation:

In this course we will use professional learning communities and networks also as a material.

A part of studies can be also done in the afterschool clubs, school projects or other relevant working life contexts.

Solutions, applications and methods used in the course equals modern working life.

418029P: Educational Technology Project, 10 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Essi Vuopala

Opintokohteen kielet: English

ECTS Credits:

10 ECTS

Language of instruction:

English

Timing:

1st year (LET students)

Learning outcomes:

Part 1: Project work

After completion of this part, the student is able to

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

Part 2: Competence profile

After completion of this part, the student is able to

- Recognize and reflect personal learning in LET/or other major subject studies
- Recognize and analyse working life competencies
- Describe the development of personal working life competencies part of the LET/ other major subject studies

Contents:

- Basics of project work
- Special characteristics of educational projects
- Designing technology-enhanced teaching and learning
- Pedagogical and technological decisions in authentic educational settings
- Teacher learning and collaboration
- Collaborative problem solving
- Working life competencies
- Recognizing personal working life competencies as a part of study and career planning

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 authentic 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. Students are also recognizing general working life competencies. They will reflecting development of personal competencies related to major subject studies.

Students are reflecting they learning in LET Learning Profile 2 (LLP).

Target group:

1st year students on the LET Master's Programme and students in Digital technology in teaching and learning

Prerequisites and co-requisites:

418027P Self-Regulation and Collaborative Learning

418028P Technology Enhanced Learning and Digital Fabrication

Recommended or required reading:

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

Assessment methods and criteria:

Students are showing their learning through digital open badges. Badge labels and more detailed criterias are introduced in the beginning of the course.

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 competence development 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 competence 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.

A257301: Drama Education, 25 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hannu Matti Sakari Heikkinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA257301 Drama education (OPEN UNI) 25.0 op

ECTS Credits:

25 credits

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student

- is familiar with the theoretical basis of drama education in a collaborative and individual learning process
- understands the field of research in drama education
- knows how to justify drama as part of art education
- knows how to justify and reflect on his/her own activities and growth as a drama teacher
- teach and direct representational and applied drama in various learning environments and contexts

Contents:

Drama education is part of art education. It is involved with the means of drama and theatre in teaching.

- the basic studies in drama education are suitable for anyone interested in drama as a form of art education and in using drama and functional working methods in teaching and education.
- the aim of the studies is to provide basic information about the theoretical foundations of drama education and to enable the student to plan and implement various entities in drama teaching.
- another subject of discussion is how the operations and working methods in different sectors can be applied in the various learning environments.
- as a subject, it is built on collaborative and communal learning, with an emphasis on the participatory and exploratory role of art.
- the studies emphasize the tight interaction between theory and practice; there is an alternation between individual work and learning in a group. Through the development of the student's own skills, the basic studies construct an orientation to drama teachership, an overall picture of different working methods and genres in drama education is created, and the students learn about the basics of doing and directing representational, participatory and applied drama.

Mode of delivery:

Face-to-face teaching

Assessment methods and criteria:

Description provided course by course.

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

Grading:

0-5

Person responsible:

Hannu Heikkinen

Compulsory

402530P: Introduction to Drama Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hannu Matti Sakari Heikkinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402530P Introduction to Drama Education (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student has acquired the basic knowledge:

- about drama education as a field of science and as a part of the field of teaching and educational work.
- about the main concepts of drama education and about the significance of improvisation, the language of the theatre, roles and group processes in work with drama

Mode of delivery:

Face-to-face teaching/blended teaching/distance education/other

Learning activities and teaching methods:

Lectures 8h, small group teaching 32h, independent work 36h

Recommended optional programme components:

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

Recommended or required reading:

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- HEIKKINEN, h. 2017. Ajattele toimien – kohti draamakasvatuksen syvempää ymmärtämistä. Tampere: Draamatyö. ISBN: 978-952-67995-8-2 (NEW BOOK!)
- Laukka. S. & Koponen. J.2014. Yhtä Draamaa - Oulun kaupungin draama opetussuunnitelma. 2. uudistettu painos. Helsinki: Draamatyö. (NEW BOOK!)
- Additionally, current articles as agreed.

Grading:

0-5

Person responsible:

Hannu Heikkinen

402531P: Dramaturgy, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Hannu Matti Sakari Heikkinen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402531P Dramaturgical Thinking – Drama in School (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student has acquired the basic knowledge:

- about the planning and direction of dramatic teaching and learning processes for learners at different ages.
- about the main basics of dramaturgy and about the meaning of dramaturgic thinking in drama teaching.
- about the use of drama in the development of his/her own teaching.

Learning activities and teaching methods:

Lectures 84h, small group teaching 32h, independent work 36h

Prerequisites and co-requisites:

Introduction to Drama Education

Recommended or required reading:

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- HEIKKINEN, h. 2017. Ajattele toimien – kohti draamakasvatuksen syvempää ymmärtämistä. Tampere: Draamatyö. ISBN: 978-952-67995-8-2 (NEW BOOK!)
- AALTONEN, J. 2002. Käsikirjoittajan työkalut. Helsinki: SKS.
- HILTUNEN, A. 1999. Aristoteles Hollywoodissa. Menestystarinnan anatomia. Helsinki: Gaudeamus
- Laukka. S. & Koponen. J.2014. Yhtä Draamaa - Oulun kaupungin draama opetussuunnitelma. 2. uudistettu painos. Helsinki: Draamatyö. (NEW BOOK!)
- Additionally, current articles as agreed

Grading:

0-5

Person responsible:

Hannu Heikkinen

402532P: Basics of Theatrical Expression, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hannu Matti Sakari Heikkinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402532P Theatre Education (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student has acquired the basic knowledge:

- about the main concepts, working methods and operations in theatre teaching
- about the application of theatrical means of expression, such as facial expressions, gestures, movement, space, voice control, improvisation and characterization in teaching and educational work
- about teaching theatrical expression and direction of a theatre performance when working with learners of different ages.
- about the use of research data on theatre education, both written and online, as a tool of developing his/her own work.

Learning activities and teaching methods:

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

Prerequisites and co-requisites:

Introduction to Drama Education

Dramaturgic Thinking - Drama in School

Recommended or required reading:

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- HEIKKINEN, h. 2017. Ajattele toimien – kohti draamakasvatuksen syvempää ymmärtämistä. Tampere: Draamatyö. ISBN: 978-952-67995-8-2 (NEW BOOK!)
- AALTONEN, J. 2002. Käsikirjoittajan työkalut. Helsinki: SKS.
- HILTUNEN, A. 1999. Aristoteles Hollywoodissa. Menestystarinan anatomia. Helsinki: Gaudeamus
- *Laukka. S. & Koponen. J.2014. Yhtä Draamaa - Oulun kaupungin draama opetussuunnitelma. 2. uudistettu painos. Helsinki: Draamatyö. (NEW BOOK!)*
- Additionally, current articles as agreed and materials related to theatre education.

Grading:

0-5

Person responsible:

Hannu Heikkinen

402533P: Genres, Dramaturgy and Working Methods, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hannu Matti Sakari Heikkinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402533P Applied and Digital Drama Education (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student has acquired the basic knowledge:

- about the utilization of the working methods of drama to deal with social and educational themes (such as bullying) by the means of drama
- about drama education and theatre as part of community art and community education
- about the methods of digital drama and utilization of digital learning environments and media in drama education

Learning activities and teaching methods:

Lectures 8h, small group teaching 32h, independent work 36h

Prerequisites and co-requisites:

Introduction to Drama Education

Dramaturgic Thinking - Drama in School

Theatre Education

Recommended or required reading:

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- HEIKKINEN, h. 2017. Ajattele toimien – kohti draamakasvatuksen syvempää ymmärtämistä. Tampere: Draamatyö. ISBN: 978-952-67995-8-2 (NEW BOOK!)
- *Laukka. S. & Koponen. J.2014. Yhtä Draamaa - Oulun kaupungin draama opetussuunnitelma. 2. uudistettu painos. Helsinki: Draamatyö. (NEW BOOK!)*
- KOSKENNIEMI, P. 2007. Osallistava teatteri Devising ja muita merkillisyyksiä. Helsinki: Opintokeskus Kansalaisfoorumi.
- VENTOLA, M.-R. & RENLUND, M. 2005. Draamaa ja teatteria yhteisöissä. Helsinki: Stadia.
- Additionally, current articles as agreed.

Grading:

0-5

Person responsible:

Hannu Heikkinen

402534P: Drama Teacher as a Researcher, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hannu Matti Sakari Heikkinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402534P Drama and Teachership (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student has acquired the basic knowledge:

- about planning, supervising and evaluating drama teaching.
- about the structural factors in a group and their impact on drama teaching and/or

- about the influence of a teacher's didactic approaches on the pupils' activities and learning experiences in group teaching
- about drama as part of early childhood education and/or basic education

Learning activities and teaching methods:

Lectures, small group and independent work will be held with a term based agreement with the group.
Periods 1-4

Prerequisites and co-requisites:

Introduction to Drama Education
Dramaturgic Thinking - Drama in School
Theatre Education
Applied and Digital Drama Pedagogy

Recommended or required reading:

- HEIKKINEN, H. 2005. Draamakasvatus - opetusta, taidetta, tutkimista! Jyväskylä: Minerva.
- HEIKKINEN, h. 2017. Ajattele toimien – kohti draamakasvatuksen syvempää ymmärtämistä. Tampere: Draamatyö. ISBN: 978-952-67995-8-2 (NEW BOOK!)
- AALTOLA, J. & VALLI, R. (toim.) 2001. Ikkunoita tutkimusmetodeihin I & II. Jyväskylä: PS-kustannus (tai vastaava teoriakirjallisuus)
- *Laukka. S. & Koponen. J. 2014. Yhtä Draamaa - Oulun kaupungin draama opetussuunnitelma. 2. uudistettu painos. Helsinki: Draamatyö. (NEW BOOK!)*
- Additionally, current articles as agreed.

Grading:

0-5

Person responsible:

Hannu Heikkinen

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:

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

Contents:

These studies consist of the following courses:

407536P Comparative perspectives for intercultural education (15 cr)

Students will choose and complete 15 cr. worth of courses from available sources at the University of Oulu or some other institution. Courses will be accepted as a part of the minor through the Recognition of Prior Learning process (<http://www oulu fi/edu/rpl>). Courses need to be approved by the person responsible based on their thematic suitability. Please note that all courses have their own requirements in terms of tasks, requirements, prerequisites and assessment, so make sure you are aware of them.

The courses included in can be:

1. relevant studies completed during exchange and/or
2. relevant courses at the faculty/university, for example:
 - 417138P Local/Global agency and gender 5 cr.
 - 407523A Plurilingualism and Education in the 21st Century, 5 ECTS cr
 - 407518A Global citizenship education, 5 ECTS cr
 - 407069A Volunteer field work with asylum seekers, 5 ECTS cr
 - 402134A Diversity in Education, 5 ECTS cr

- Courses from other faculties like the Faculty of Humanities

Non-Intercultural Teacher Education students can choose from courses like:

- 407520P Educational Philosophy and Ethics, 5 ECTS cr
- 407534A Nordic education, 5 ECTS cr
- 407537A Second Language Learning and Teaching, 5 ECTS
- 408525S Global Education and Development, 5 ECTS cr (Note MA level)

Non-Education and Globalization students can choose from courses like (all MA level):

- 408512S Perspectives on Globalisation, 5 ECTS cr
- 408527S Comparative Educational Research, 5 ECTS cr
- 408516S Educational policy, planning and leadership, 5 ECTS cr
- 408502S Development and Education, 5 ECTS cr
- 407519A Education and Change, 5 ECTS cr
- 407532A Economics of Education, 5 ECTS cr
- 407540P Language, Education, Society, 5 ECTS cr

If you are unsure if the course that you would like to take is suitable, contact the person responsible

407530P Internship (5 cr)

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.

407531P Selected literature (5 cr)

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.

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 or required reading:

To be negotiated and confirmed with the responsible teachers

Assessment methods and criteria:

See course descriptions

Grading:

Pass/fail

Person responsible:

Katri Jokikokko

Working life cooperation:

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

Compulsory

407536P: Comparative Perspectives for Intercultural Education, 15 op

Voimassaolo: 01.08.2018 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

15 cr

Language of instruction:

English

Timing:

periods 1-4

Learning outcomes:

- Examine the relationship between culture, society and education
- Analyse and compare education in different cultural, political and economic environments
- Identify trends related to intercultural education in global contexts

Contents:

Students will choose and complete 15 cr. worth of courses from available sources at the University of Oulu or some other institution. Courses will be accepted as a part of the minor through the Recognition of Prior Learning process (<http://www oulu.fi/edu/rpl>).

Courses need to be approved by the person responsible based on their thematic suitability. Please note that all courses have their own requirements in terms of tasks, requirements, prerequisites and assessment, so make sure you are aware of them.

The courses included in can be:

- relevant studies completed during exchange and/or
- relevant courses at the faculty/university, for example:
 - 417138P Local/Global agency and gender 5 cr.
 - 407523A Plurilingualism and Education in the 21st Century, 5 ECTS cr
 - 407518A Global citizenship education, 5 ECTS cr
 - 407069A Volunteer field work with asylum seekers, 5 ECTS cr
 - 402134A Diversity in Education, 5 ECTS cr
 - Courses from other faculties like the Faculty of Humanities

Non-Intercultural Teacher Education students can choose form courses like:

- 407520P Educational Philosophy and Ethics, 5 ECTS cr
- 407534A Nordic education, 5 ECTS cr
- 407537A Second Language Learning and Teaching, 5 ECTS
- 408525S Global Education and Development, 5 ECTS cr (Note MA level)

Non-Education and Globalization students can choose from courses like (all MA level):

- 408512S Perspectives on Globalisation, 5 ECTS cr
- 408527S Comparative Educational Research, 5 ECTS cr
- 408516S Educational policy, planning and leadership, 5 ECTS cr
- 408502S Development and Education, 5 ECTS cr
- 407519A Education and Change, 5 ECTS cr
- 407532A Economics of Education, 5 ECTS cr
- 407540P Language, Education, Society, 5 ECTS cr

Mode of delivery:

depends on the chosen courses

Learning activities and teaching methods:

depends on the chosen courses

Target group:

All students in the faculty of education

Prerequisites and co-requisites:

This course is part of the minor subject: Education for Intercultural competences

Assessment methods and criteria:

Based on the learning outcomes of the chosen courses

Grading:

Pass/fail

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:

periods 1-4

Learning outcomes:

- Demonstrate competence in organizing a practice placement independently
- Analyze adequately the learning outcomes, challenges and successes of the internship period
- Design an internship plan and write the internship report
- Consider different career paths and alternatives
- Strengthen one's professional competencies and employability

Contents:

Internship period in a relevant setting (e.g. intergovernmental agencies, non-governmental organisations and/or educational institutions).

- Work-life relevance and employability
- Professional growth and development
- Combining theory and practice in a working environment
- Internship report as part of portfolio

Mode of delivery:

discussions with EIC teacher (3h)

internship (120h = 1-27h/week)

Study journal (12h)

Learning activities and teaching methods:

Before: Independently chosen placement, accepted by the responsible EIC minor teacher.

During internship period: Internship report, Study Journal Guide.

After: Feedback discussion with the responsible EIC Minor teacher.

Target group:

All student in the faculty of education

Prerequisites and co-requisites:

This course is part of the minor subject: Education for Intercultural competences

Assessment methods and criteria:

assessment based on the learning outcomes

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

ECTS Credits:

5 cr

Language of instruction:

English

Timing:

periods 1-4

Learning outcomes:

- Apply critical literacy to analyze the selected literature
- Demonstrate competence in discussing conceptual issues based on the individually selected literary sources
- Summarize the discussion on the studied texts in an academically valid written report

Contents:

Student chooses the materials for reading out of a list provided by the responsible teacher and writes a report on the studied texts.

Mode of delivery:

Independent study

Learning activities and teaching methods:

Student writes a learning journal based on the literature

Target group:

All student in the faculty of education

Prerequisites and co-requisites:

This course is part of the minor subject: Education for Intercultural Competences

Assessment methods and criteria:

Assessment based on the learning outcomes

Grading:

1-5

Person responsible:

Katri Jokikokko

Working life cooperation:

no

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

407541P Defining Education in the Globalised World 5 ECTS credits, autumn semester

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

408535S Global Education Development 5 ECTS credits, spring semester

407534P Economics of Education 5 ECTS credits, autumn semester

408536S Intercultural Education, Social Justice and Sustainability 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:

- 407541P Defining Education in the Globalised World 5 ECTS credits
- 407540P Language, Education, Society 5 ECTS credits
- 408535S Global Education Development 5 ECTS credits
- 407534P Economics of Education 5 ECTS credits
- 408536S Intercultural Education, Social Justice and Sustainability 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

407541P: Defining Education in the Globalised World, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katri Jokikokko

Opintokohteen kielet: English

ECTS Credits:

5 ECTS credits

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, 20 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

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katarzyna Kärkkäinen

Opintokohteen kielet: English

ECTS Credits:

5 ECTS credits

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 critique their own experiences of education in linguistically diverse contexts
- Examine how intertwined language and sociocultural processes affect education
- Discuss the way different language ideologies and discourses configure linguistic diversity in different parts of the world

Contents:

- Language, knowledge and power relations
- Theories of linguistic diversity
- Discourses of language diversity, mobility and social change
- 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:

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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:

n.n.

Working life cooperation:

No

408535S: Global Education Development, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katarzyna Kärkkäinen

Opintokohteen kielet: English

ECTS Credits:

5 ECTS credits

Language of instruction:

English

Timing:

4th year, autumn (ITE), 1st year spring (EDGLO)

Learning outcomes:

Students will:

- Be familiar with main theories for global education development, education in society and development education
- Understand research related to education as SDG4, global education development, trends and challenges
- Know about key global education policies, policy analyses and monitoring, roles of organizations and stakeholders, and connections between global, national and local education development
- Have research-informed skills to analyze and reflect on SDG4, education development and development education

Contents:

- Education development globally: education as one of the sustainable development goals (SDG4), education policies, trends, challenges and international cooperation
- Research in education development, education in sustainability and development education
- Connections between local, national and global education development

Mode of delivery:

Online course

Learning activities and teaching methods:

- Moodle working space will be used for video-recorded lectures on main theories and basic concepts in education development, reforms, quality indicators and development education, providing materials, tasks and discussions
- Introduction using video-recorded invited briefs (see the course material)
- Independent reading (see the list of course material)
- Moodle working space will be used for video-recorded lectures on main theories and basic concepts in education development, reforms, quality indicators and development education, providing materials, tasks and discussions
- Introduction using video-recorded invited briefs (see the course material)
- Independent reading (see the list of course material)

Target group:

1st year EdGlo students, 4th year ITE students

Recommended optional programme components:

408512S, 407518A

Recommended or required reading:

Video-recorded invited briefs on research, trends and challenges in education development by scholars in different contexts (Latin America, South-East Asia, Sub-Saharan Africa) and UNESCO headquarters Harber, Clive (2014) Education and international development: Theory, practice and issues
 Global Education Monitoring Report (2019 or the latest) summary (60 pages)
 Three research articles (among six options provided at the beginning of the course)

Assessment methods and criteria:

Guided online self-assessment and peer review of written assignments.

Grading:

Pass/fail

Person responsible:

Elina Lehtomäki

Other information:

The maximum number of students is 60.

The main target group is Master's level students, but others may participate as well. Recommended to take the UniPID course Introduction to global development and sustainability first.

The course is organized in collaboration with UniPID.

Registration for the course through UniPID portal by 17 January 2021:

<https://www.unipid.fi/students/virtual-studies/>

407534P: Economics of Education, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Railasto-Moran

Opintokohteen kielet: English

ECTS Credits:

5 ECTS Credits

Language of instruction:

English

Timing:

2nd year, Autumn

Learning outcomes:

After completion of the course, students are able to

- Describe political, societal and economic conditions of education
- Identify and discuss the relationship between education and economics
- Analyze the role of the state and market in education in different contexts
- Assess efficiency, effectiveness and productivity factors in education

Contents:

- Theoretical concepts in the economics of education
- Human and social capital in educational policy and planning
- Roles of the state and market in education
- Productivity and efficiency in economics of education
- Effectiveness and quality factors in education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, seminars, individual and/or group work, debate

Target group:

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

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 and exam/essay/other assignment given at the beginning of the course.

Assessment criteria:

The assessment criteria is based on the learning outcomes of the course.

Criteria for assessment of the assignment:

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

408536S: Intercultural Education, Social Justice and Sustainability, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katri Jokikokko

Opintokohteen kielet: English

ECTS Credits:

5 ECTS

Language of instruction:

English

Timing:

2nd year

Learning outcomes:

After completion of the course, students are able to

- Elaborate on some basic concepts and dimensions of intercultural education and social justice
- Describe the basic approaches to intercultural education and social justice education
- Identify and analyse the complexities of diversities
- Acknowledge the necessity of sustainability in educational policies and practices
- Describe and critically analyse the interconnectedness of social justice, intercultural education and sustainability in education

Contents:

- Theoretical concepts and approaches related to intercultural education, social justice and sustainability (e.g. culture, diversity, identity, equality, equity and power)
- Current research findings and practices in the field of intercultural education, social justice and sustainability
- Concerns and debates connected to intercultural education, social justice and sustainability in educational practice

Mode of delivery:

Face-to- face teaching, possibly online components such as:

UN Sustainable development solutions network Europe (SDSN Northern Europe)

<https://www.unsdsn.org/northern-europe>

Finnish University Partnership for International Development (UniPID)

<https://www.unipid.fi/students/virtual-studies/>

Climate University (will have courses in English in the future, now only in Finnish):

<https://blogs.helsinki.fi/climateuniversity/>

Learning activities and teaching methods:

Lectures (20h), seminars (10h), independent work 95

Target group:

2nd year Edglo

Recommended optional programme components:

408513S

Recommended or required reading:

For example

Ayers, W., Quinn, T. & D. Stowall (Eds.) (2008). Handbook of social justice in education. London: Routledge.

Layne, H. Tre#mion, V. and F. Dervin (Eds.) (2015). Making the most of intercultural education. Newcastle upon Tyne: Cambridge Scholars Publishing 2015.

Trifonas, P. (2003). Pedagogies of difference: Rethinking education for social justice. NY: Routledge.

Assessment methods and criteria:

Method of assessment: Active participation in lectures and seminars based on lectures, seminars and study material.

The assignment can be an 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 are based on the learning outcomes of the course.

Read more about assessment criteria at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Katarzyna Kärkkäinen

Other information:

1st year ITE students participate in the same course

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:

50 cr

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 cr
- 411005A Theoretical Foundations of Education, 5 cr
- 411007A Educational Systems I, 5 cr
- 411008A Introduction to the Economics of Education I, 5 cr
- 411020A Methodology of theoretical and philosophical research, 5 cr

In Education major (50 ECTS) also following courses:

- 407040A Basic course in quantitative research 5 cr
- 407041A Basic course in qualitative research 5 cr
- 407045A Bachelor's seminar 10 cr
- 407047A Maturity test 0 cr
- 411014A Paths to working life, 5 cr

In Education minor (35 ECTS) the following course:

- 411016A Proseminar 5 cr
- 411021A 5 cr

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, 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 and 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 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

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:

2. study year

Learning outcomes:

After passing the course, the student is able to

- analyze the philosophical assumptions underlying science and scientific knowledge production, and their background and justification
- analyze and compare educational research traditions
- understands the importance of philosophical assumptions and commitments to scientific research and is able to utilize this understanding in academic writing and in participating in scientific reasoning and discussion

Contents:

- the main philosophical and theoretical traditions of our time and their historical background
- the central paradigms of human research, their philosophical background
- the importance of philosophical and theoretical assumptions for research

Mode of delivery:

Teaching and discussion in seminars, independent study

Learning activities and teaching methods:

Seminars 20 hours. For each seminar session, students will read material which is discussed in the seminar.

Target group:

Ed.science study program students. Open to students from other programs up to 25 students.

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

Course is part of Intermediate studies in Education.

Recommended or required reading:

The essay assignment is based on approximately 350 pages of course literature. In agreement with the teacher, it is also possible to use other literature appropriate to the subject of the course.

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

Hilpelä, J. 1998. Kasvatustieteellinen ajattelu.

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

Assessment methods and criteria:

Active participation in seminars. Writing an essay assignment.

Grading:

0-5

Person responsible:

Katariina Holma

411007A: Educational systems I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Teemu Hanhela

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

- Identify historical, political and economical factors influencing the Finnish educational system
- Consider the international connections of national educational systems, especially with regard to evaluation
- Analyse critically and constructively changes taking place in the national educational system

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 and/or Moodle-environment

Learning activities and teaching methods:

Seminar 18 h.

Target group:

Students in the educational sciences programme studying the Intermediate Studies in Education

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the Intermediate Studies in Education.

Recommended or required reading:

Current scientific literature (journal articles and book chapters) on educational systems

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:

2nd year

Learning outcomes:

Having completed the course, the student perceives the basic concepts, theories and models of economics of education and is able to utilize these analyzing the meaning of educational institutions promoting and furthering the economic and social well-being of individuals and society. Moreover, the student adopts conceptual tools for evaluating the interdependency of educational and economic decision making.

Contents:

During the course, the students are introduced to the economic definitions of education. The emphasis is to introduce the basic theories and models explaining the relationship between education and labor markets, the contribution of the education in the economic and social well-being of individuals and society and the role of the economics of education in educational decision making

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other 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:

Exam

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

Grading:

0-5

Person responsible:

Kimmo Kontio

Working life cooperation:

None

411020A: Methodology of theoretical and philosophical research, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katariina Holma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish (possibly English some academic year)

Timing:

3. study year

Learning outcomes:

After passing the course the student will be able to

- identify the basic principles of theoretical and philosophical research methods
- apply some philosophical research method in her/his Master's Thesis

Contents:

- different methods of theoretical and philosophical research (eg concept analysis, argumentation analysis, philosophical argumentation, reconstruction and deconstruction)
- the relevance of theoretical and philosophical research to educational research and in understanding of educational activities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, exam. Students read material before the lectures.

Prerequisites and co-requisites:

Basic studies of Education

Recommended or required reading:

Fulford, A & Hodgson, N. (eds.) (2016). *Philosophy and Theory in Educational Research. Writing in the Margin*. London: Routledge.

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

TAI Ruitenberg, C. (ed.), *What do Philosophers of Education do? (And how do they do it?)*, Oxford, Wiley-Blackwell

Rosenberg, J. (1996). *The practice of philosophy. A handbook for beginners*. New Jersey: Prentice Hall.

Grading:

0-5

Person responsible:

Katariina Holma

Following courses belong to Educational Science main subject: 407040A, 407041A, 411014A, 407045A and 407047A. Course 411016A and 411021A belongs to minor subject.

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 96h

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:

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

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 credits

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
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made 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

Learning activities and teaching methods:

Lectures 18 h, seminars 16, independent work app. 100 h

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:

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

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

Other information:

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

407045A: Bachelor's Thesis, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish/ English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student

- knows how to define a research problem
- knows how to compose a research plan on the topic of his or her thesis
- knows how to use literature on his or her own research topic to provide a theoretical scrutiny of the topic
- is familiar with the basics of scientific writing and knows how to apply them to write his or her thesis
- knows how to compose a Bachelor's degree
- knows how to act as an opponent to the Bachelor's thesis written by another student

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Construction and presentation of research plan, writing and presentation of thesis, participation in seminar sessions, acting as a peer opponent, writing of the maturity test

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

Grading:

0–5

Person responsible:

Tapio Tenhu and the leaders of seminar groups

Working life cooperation:

None

Other information:

Students submit their finalized theses to the Laturi system for review and approval. Website laturi oulu.fi

A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at www oulu.fi/ktk/opinnaytetyot

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 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, The student

- identifies her/his strengths, occupational interests in the field in s/he is studying, and thereby her/his choices of major and minor subjects, as well as her/his self-knowledge and professional identity and her/his placement in working life
- knows how to acquire knowledge on working life

- perceives the connections of and opportunities offered by education and working life (minor subjects, practice periods, Master's thesis, exchange programmes, work life requirements, jobs, etc.)
- knows how to describe and evaluate the field of educational work and working life in general (e.g. worklife competences, general skills and coping)

Contents:

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. 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:

Basic studies

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.

Grading:

pass/fail

Person responsible:

Kimmo Kontio

Working life cooperation:

Yes. Visits to companies.

Other information:

The course is part of the major 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, if the language is Finnish or Swedish. In other cases the language used is English.

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. If either language is not the student's mother tongue, the test is completed in English.

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

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 ECTS credits

Language of instruction:

Finnish

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

411021A: Optional Studies in Intermediate Studies, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Person responsible:

Kimmo Kontio

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: Phenomena, 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:

0-5

Person responsible:

Ulvinen Veli-Matti

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

Opettajat: Katariina Holma

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- identify basic concepts and approaches in education
- identify the main research areas of educational research
- describe the main traditions and research approaches in education

- apply educational concepts and research findings in describing and analyzing educational practices

Contents:

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

Target group:

Students in Education from different training programs

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of basic studies in education

Recommended or required reading:

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntauksset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

Requirements: Active participation in lectures and independent study of the study material. Written assignment.

Seminar Part 2 ECTS

Requirements: Active participation in seminars. Tasks given by the seminar teacher. The achievement of learning outcomes is assessed on the basis of a written assignment.

To pass the course, the student has to be able to summarize the key themes, concepts and research topics relevant to educational research, and to consider their significance in educational practices or educational research. The student is also expected to relate educational concepts and approaches to each other and apply them in analyzing practical educational situations.

Grading:

Pass/Fail

Person responsible:

Katariina Holma

Working life cooperation:

In seminar groups

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 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational 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
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

Contents:

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 14h, seminars 10h, and independent study 111 h

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 Basic Studies in Education

Recommended or required reading:

Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.

Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

Assessment methods and criteria:

Active participation, essay

Grading:

Pass/Fail

Person responsible:

Hanni Muukkonen

Working life cooperation:

Seminar phase of the course work includes observation task in educational settings.

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:

Students in all study programmes of Faculty of Education

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

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student will be 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.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).
- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

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 (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

Mode of delivery:

Blended teaching and learning. The course is implemented in Moodle learning environment.

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

Learning activities are composed of studying lectures (contact/online/recorded) and their materials, course literature, and carrying out the learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. The learning task is sketched in Moodle workspace of the course, together with the support and guidance by peer students and teacher.

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:

Antikainen, A., Rinne, R. & Koski, L. (2000 tai myöhempi painos). Kasvatussosiologia. Jyväskylä: PS-kustannus. (myös e-kirjana)

Saresma, T., Rossi, L-M. & Juvonen, T. (toim.). (2010 tai myöhempi painos). Käsikirja sukupuoleen. Tampere: Vastapaino. (myös e-kirjana)

Assessment methods and criteria:

The adoption of learning outcomes is measured by learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. Assessment criteria of learning task are:

0 = Work is unfinished, fragmentary, and handled matters are not connected to the theme of the course. References are poorly used.

1 = Work is very superficial in relation to the theme of the course, and handled matters are disconnected from each other. References are weakly used.

2 = Work is superficial in relation to the theme of the course, and handled matters are in some places partly disconnected from each other. References are satisfactorily used.

3 = Work is structured in relation to the theme of the course, handled matters are connected to each other, and there is a visible plot in the work. Using of references is at a good level.

4 = Work is presented and structured in somewhat analytical way in relation to the theme of the course, and handled matters are well connected to each other. Using of references is mainly at a very good level.

5 = Work is presented and structured in a systematic and analytical way in relation to the theme of the course, and handled matters are connected to each other very well. Using of references is at excellent level.

Grading:

0-5

Person responsible:

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

Working life cooperation:

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

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: Hanna-Maija Huhtala

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

Timing:

1st year

Learning outcomes:

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

- 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
Course essay

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 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:

Hanna-Maija Huhtala

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: Johanna Hiitola

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 women'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:

Johanna Hiitola

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: Johanna Hiitola

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 cr

Language of instruction:

Finnish, through HILMA-network English

Timing:

autumn term, 1st period

Learning outcomes:

A person who has completed the course has demonstrated a capability to

- explicate the shaping of gender studies,
- name and define basic concepts of gender studies,
- identify various current theoretical trends in gender studies and basic issues related to them, and
- analyze everyday phenomena with a gender-sensitive way.

Contents:

- The formation of gender studies, it's central concepts
- Recent theories and discussions in gender studies intersectionality.

Mode of delivery:

The course includes contact teaching, and independent individual and pair/group work. Moodle will be in use.

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:

- Tuija Saesma ym. ((2010) Käsikirja sukupuoleen
- Articles related to feminist posthumanist, and other new gender-related discussions.

Assessment methods and criteria:

The assessment of the course is based on the learning outcomes of the course and the matters that will be assessed include the individual learning diary compiled all through the course, group work and related seminar activity.

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:

University lecturer of gender studies

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 cr

Language of instruction:

Finnish

Timing:

fall term period 2

Learning outcomes:

The student will understand how sexuality and body are socially and culturally constructed, knows about the history of the research of sexuality and embodiment as well as the central questions of the research field and can analyse sexuality and embodiment as concepts, identities and lived experiences.

Contents:

- History of sexuality research
- Sexuality and embodiment as theoretical and cultural concepts, identities and experiences
- The construction of sexuality and gender through representations and embodied practices

Mode of delivery:

During the Autumn term the course includes contact teaching. During the Spring term the course will be based on independent studies.

Learning activities and teaching methods:

16 of lectures, 8 hours of seminars and independent studying

Target group:

the students of Gender Studies

Recommended or required reading:

- Kinnunen T & Puuronen A (toim.) (2006) Seksuaalinen ruumis. Kulttuuritieteelliset lähestymistavat (1 op)
- Karkulehto, S (2011) Seksin mediamarkkinat (1 op)
- Juvonen T (2015) Kaapista kaapin päälle -Homoseksuaaliset ihmiset ja heidän oikeutensa edustuksellisessa politiikassa (1 op)
- Paasonen S (2015) Pornosta (1 op)
- Misra J, Stewart M & Brown M (2017) Gendered Lives, Sexual beings. (Opiskelijan valitsemat luvut, 1 op / 150 s)

Assessment methods and criteria:

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

Grading:

Pass/Fail

Person responsible:

Jenny Kangasvuo

417118P: Power, norm and resistance from perspectives of gender 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 cr

Language of instruction:

Finnish, English. If wanting to study the course in English, the student must contact the person responsible beforehand.

Timing:

Period 3

Learning outcomes:

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

- describe and analyze conceptualizations of power, norm and resistance
- describe and analyze conceptualizations of power, norm and resistance in gender responsible scientific discussions
- identify and analyze the use of power, norms and resistance as components in everyday phenomena.
- analyze power, norms and resistance - and use of them - as corporal experience
- analyze connections and tensions between the use of power and the ambitions of the actions

Contents:

- concepts of power, norm and resistance
- power, norm and resistance in scientific discussions in gender studies
- identification of the use of power, norms and resistance in everyday phenomena
- the use of power, norms and resistance as corporal experiences
- the use of power and the aims of action

Mode of delivery:

Face to face teaching, group work, independent studies. Moodle will be in use.

Learning activities and teaching methods:

16 hours face to face teaching, 8 seminar hours

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

It is desirable that the student has studied the course 417113P before this course.

Recommended optional programme components:

Part of the basic studies of Gender Studies

Recommended or required reading:

- Rossi L-M (2015) Muuttuva sukupuoli. Seksuaalisuuden, luokan ja värin politiikkaa (1 op)
- Butler J (2015) Notes toward a performative theory of assembly (2 op)
- Other material discussed and approved with responsible person

Assessment methods and criteria:

The assessment of the course is based on the learning outcomes of the course. The matters that will be assessed include the exam based on the face to face teaching, and the group work and related seminar activity.

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

Grading:

Pass/Fail

Person responsible:

university lecturer in gender studies

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

Language of instruction:

Finnish

Timing:

Autumn term, periods I and II.

Learning outcomes:

Upon completion of the course, the student will be able 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
- analyze in gender sensitive manner while acknowledging cultural differences, the ways gender, sexuality and agency are constructed in audiovisual media genres.

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 course will be organized (in cooperation with partners from the faculty of Humanities) so that it includes face to face teaching, work in Moodle environment and independent work.

Learning activities and teaching methods:

The course will include lectures 16 hours, 8 Moodle weeks and independent studies.

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 Gender Studies.

Recommended or required reading:

- 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.
- Other publications / articles according to a contract.

Assessment methods and criteria:

During the course, the students participate actively in discussing in MOODLE environment. In addition to this the students will be compiling a learning diary all through the course. The assessment of the course is based on the above learning outcomes of the course. 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

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:

University lecturer, Gender studies

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:

Spring term Global/ Local Agency and Gender (English study circle)

The themes of the course are related to cultural diversity, agency, gender and equality, and we'll be looking into them from a local Arctic perspective as well as making some global connections. The course will be organized loosely around the idea of a reading circle. At the course meetings we'll watch three movies located in Finland and other Scandinavia, have one of the directors join us for discussion and continue the conversation in Optima with related academic literature.

In spring term all other optional courses will be studied independently.

Learning outcomes:

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 evolvement 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:

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:

- Course code, course name Gendered violence
- Girlhood-, boyhood- ja queer-study
- 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

Mode of delivery:

Mainly independent study and personal electrical exam – except the following courses: “Global/ Local Agency and Gender” during the spring term reading circle.

In autumn term “Gender equality as multidimensional intra- and intersectional phenomenon” as a web course.

Target group:

Students at the University of Oulu

Assessment methods and criteria:

Grading:

Pass / fail

Person responsible:

A212902: Gender Studies, Intermediate Studies, 35 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Johanna Hiitola

Opintokohteen kielet: Finnish

ECTS Credits:

35 ECTS

Language of instruction:

Finnish

Learning outcomes:

A person who has completed the intermediate studies

- is familiar with essential criticism of science built and levelled in gender studies and knows how to apply it in practice when evaluating scientific knowledge, methodologies, methods and research ethics
- is familiar with and knows how to analyse methodological and methodical debate in 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 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 Gender Studies, the students deepen their expertise in the theories and methodologies of 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 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:

Johanna Hiitola

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: Johanna Hiitola

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 cr

Language of instruction:

Finnish. If you want to study the course in English, please contact the person responsible.

Timing:

Period 3

Learning outcomes:

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

- describe and analyze gender-responsible epistemological and method discussions and conceptualizations
- analyze and reflect knowledge critically
- analyze research conducted with a gender responsible way
- delineate a gender responsible perspective for a research
- know the ethical challenges concerning research
- identify challenges related to power and reflexivity in research

Contents:

- gender-responsible epistemological and method discussions and conceptualizations
- gender-responsible research methods
- ethical challenges concerning research
- power and reflexivity in research

Mode of delivery:

Face to face teaching, independent studies and seminar-work. Moodle will be used.

Learning activities and teaching methods:

Face to face teaching includes 16 hours lectures and 8 hours seminar work.

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

The required prerequisite is the completion of the basic course of gender studies, 417113P.

Recommended optional programme components:

none

Recommended or required reading:

Marianne Liljeström 2004 (toim.) Feministinen tietäminen. Keskustelua metodologiasta.

Additionally 2-3 articles, e.g.

- Tuija Huuki 2016. Pinoa, pusua ja puserrusta. Vallan sukupuolistuneet virtaukset lasten leikeissä. <https://elektra.helsinki.fi/se/s/2342-0634/29/3/pinoapus.pdf/>
- Jiri Nieminen 2013. Hegemonisesta maskuliinisuudesta miesten moneuteen politiikan tutkimuksessa. <https://elektra.helsinki.fi/se/n/0784-3844/26/2/hegemoni.pdf/>
- Riitta Högbäck & Sanna Aaltonen 2015. Refleksiivisyyden ulottuvuudet. Teoksessa Umpikujasta oivallukseen. Refleksiivisyys empiirisessä tutkimuksessa. Toim. Aaltonen, S. & Högbäck, R https://trepo.tuni.fi/bitstream/handle/10024/99323/umpikujasta_oivallukseen_2015.pdf?sequence=1&isAllowed=y
- Emmi Vähäpassi 2017. Transsukupuolisuuden poliittis-relationaalinen malli. <https://elektra.helsinki.fi/se/s/2342-0634/30/1/transsuk.pdf/>

- Annamari Vänskä 2017. Näin muotoillaan sukupuoliä. Performatiivisuuden teoriasta ja muodintutkimuksesta. <https://elektra.helsinki.fi/se/s/2342-0634/30/4/nainmuot.pdf/>

Supplemental material for reading:

- Lykke, N (2010) Feminist Studies. A Guide to Intersectional Theory, Methodology and Writing.
- Bagele Chilisa (2012) Indigenous Research methodologies.
- Sharlene Nagy Hesse-Biber (2012) ed. The handbook of feminist research.
- Ryan-Flood, R. & Gill, R. ((2010) Secrecy and Silence in Research Process. Feminist Reflections. tietäminen. Keskustelua metodologiasta.

Assessment methods and criteria:

The assessment of the course is based on the learning outcomes of the course. The matters that will be assessed include an individual learning diary compiled all through the course, individual essay and related seminar activity.

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.

Person responsible:

University lecturer in gender studies

Working life cooperation:

none

Other information:

It is possible that compensatory courses will be organized, too. Please ask the matter the person responsible.

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: Johanna Hiitola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English

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 cr).

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:

Independent studies and an individual aquarium exam or essay

Learning activities and teaching methods:

Independent studies and an individual aquarium exam or essay

Target group:

Students at the University of Oulu.

Prerequisites and co-requisites:

The required prerequisite is the completion of the basic course of gender studies, 417113P.

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 -lehestä (1 op)
seuraavasti: Kontturi, K-K & Hongisto, I (2011) "Sappho wants to save you". Identitettipolitiikasta mikroliikkeisiin (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. *Materiaalitoimijuus 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:

The assessment criteria are based on the learning outcomes of the course. Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass / fail

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.

Person responsible:

University lecturer in gender studies

Working life cooperation:

None

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 cr

Language of instruction:

Finnish, English

Timing:

3rd period

Learning outcomes:

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

- Describe and reflect black / none-white feminisms and
- describe, analyse and evaluate their critic concerning western feminisms.

Contents:

- None-white feminisms
- Non-white feminists' critic concerning western feminisms.

Mode of delivery:

face to face teaching, independent studies that include writing an essay. Moodle will be in use.

Learning activities and teaching methods:

Face to face teaching 16 hours, independent studies

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

The required prerequisite is the completion of the basic course of gender studies, 417113P

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:

The assessment criteria are based on the learning outcomes of the course.

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

Grading:

Pass / fail

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.

Person responsible:

University lecturer, Gender studies

Working life cooperation:

None

417211A: Ethically sustainable change and responsibility in contemporary feminist thought, 5 - 10 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Suvi Pihkala

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5

Language of instruction:

Finnish/English

Timing:

No restrictions

Learning outcomes:

During this course, ethically sustainable change and responsibility are approached as contemporary challenges primarily from feminist posthuman and new materialist perspectives, which have influenced recent discussions by challenging human-centered thinking, and by foregrounding relationality and materiality. The course examines human being and responsibility in relation to e.g. climate change, anthropocene, neoliberalism and technoscientific realities, as well as in relation to ethical encounters in the everyday.

Upon completing the course, students will be able to

- describe central perspectives to ethicality, care, responsibility and vulnerability in feminist posthuman and new materialist thought and as related to contemporary sustainability challenges, recognizing also its roots in feminist theoretization.

- apply central theories and concepts of ethicality, care, responsibility and vulnerability in feminist posthuman and new materialist thought when analyzing contemporary sustainability challenges
- identify the challenges to human-centered thinking as foregrounded in feminist posthuman and new materialist thinking and reflect the core contents of the course in light of them.

Contents:

Core contents of the course are:

- feminist posthuman and new materialist discussions and conceptualizations in relation to ethics, care, responsibility and vulnerability, including their theoretical premises and genealogies
- feminist posthuman and new materialist approaches and contributions to contemporary global sustainability challenges and ethical encounter in the everyday.

Mode of delivery:

Independent work + book exam or essay.

Possible contact teaching will be informed separately.

Learning activities and teaching methods:

Independent work + book exam or essay

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

No prerequisites.

Recommended optional programme components:

Part of intermediate studies in Gender Studies

Recommended or required reading:

Student reads the following articles (1 op)

- Stacy Alaimo (2012) Sustainable this, sustainable that: New materialisms, posthumanism and unknown futures. *PMLA* Vol. 127, No. 3 (May 2012), pp. 558-564.
- Åsberg & Braidotti (2018) Feminist Posthumanities: An Introduction. In Åsberg C., Braidotti R. (eds) *A Feminist Companion to the Posthumanities*. Springer, (1-22)

and selects parts from the readings below as agreed with the teacher responsible (4 ects). 1 credit = 4 chapters.

- Alaimo, S (2016) *Exposed. Environmental Politics and Pleasures in Posthuman Times*
- Grusin, R (ed) (2017) *Anthropocene Feminism*.
- Haraway, D. (2016): *Staying with the trouble: Making kin in Chthulucene*.
- Puig dela Bellacasa, M. (2017) *Matters of Care: speculative ethics in more than human worlds*
- Braidotti et al. (2018) *Socially Just Pedagogies: Posthumanist, Feminist and Materialist Perspectives in Higher Education (especially chapters 5-12)*

Assessment methods and criteria:

Book exam or essay

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

Grading:

pass /fail

Person responsible:

Suvi Pihkala, Gender Studies
suvi.pihkala(a)oulu.fi

Working life cooperation:

no

417215A: Sukupuolivastuullinen väkivaltatutkimus, 5 - 10 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Suvi Pihkala

Opintokohteen kielet: Finnish

ECTS Credits:

5 - 10 cr

Language of instruction:

Finnish/English

Timing:

Fall or spring semester.

Learning outcomes:

Student who has completed the course:

- is able to identify and describe the conceptualizations of gender theory in violence research.
- is familiar with the key areas of gender-based violence research and can describe their key concepts and questions.
- can analyze analytically and independently the contribution of gender-based violence research in the field of violence research and to apply the presented perspectives in one's own thinking.

Contents:

- Conceptual aspects of gender theory to examine the phenomenon of violence.
- Key areas of gender-based violence research
- Topical questions and discussions on gender-based violence research.

Mode of delivery:

Independent study and/or online course.

Learning activities and teaching methods:

Independent study (5ects): Personal electronical exam or home essay based on the required reading (5ects).

Contact teaching / online courses (5ects): Annually separately reported online or contact teaching.

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Independent study (5ects):

- Lombard, N. (2017) *The Routledge Handbook of Gender and Violence*. Routledge. Chapters 1 and 18-23.
- Shepherd, L. J. (2019) *Handbook on Gender and Violence*. International Handbooks on Gender series. Edward Elgar Publishing. *Chapters 1-11*.

- Student chooses an additional 10 chapters from the abovementioned books, which must be reported when registering for the exam.

Contact teaching / online Course (5sects):

- Study materials will be informed within the course.

Assessment methods and criteria:

Independent studies: Personal electronical exam or home essay.

Contact teaching / online course:

Informed separately.

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

Grading:

pass/fail

Person responsible:

Suvi Pihkala and Helena Louhela.

Email: suvi.pihkala@oulu.fi and helena.louhela@oulu.fi

Working life cooperation:

No

417222A: Sukupuoli ja globalisaatio pohjoisen perspektiivistä, 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/English

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

Learning activities and teaching methods:

Exam or essay

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

Part of intermediate studies in Gender Studies.

Recommended optional programme components:

No

Recommended or required reading:

- Ngan-Ling Chow, E., Texler Segal, M., Esther Ngan-Ling Chow, M. T. S. a. L. T. & Esther Ngan-Ling Chow, M. T. S. a. T. L. (2011). Analyzing Gender, Intersectionality, and Multiple Inequalities: Global, Transnational and Local Contexts. Emerald. (2 ects)
- Keskitalo-Foley Seija (2011) Lappilaisia naisia uuden talouden ajassa. Tulkintoja hallinnasta, toimijuudesta, koulutuksesta ja yrittäjyydestä. Rovaniemi: Lapin yliopistokustannus. (1.5 ects)
- Thiedmann Faber, Stine & Pristed Nielsen Helene (2015) Remapping Gender, Place and Mobility. Global Confluences and Local Particularities in Nordic Peripheries. Routledge (0.5 ects)
- One scientific article from Gender and Development Journal chosen by student, and which is approved by the person responsible. (1 ects)

Assessment methods and criteria:

Exam or essay.

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

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

Grading:

pass/fail

Person responsible:

Anna Reetta Rönkä

Working life cooperation:

No

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: Johanna Hiitola

Opintokohteen kielet: Finnish

ECTS Credits:

5-10 ECTS

Language of instruction:

Finnish

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 evolution 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.

- 417224A Feminist science, technology and society (5 cr) Vastuuhenkilö: Suvi Pihkala, FT, tutkijatohtori, Sukupuolentutkimus
- 417224A Physicality and culture (5 cr) Vastuuhenkilö: Ilmari Leppihalme
- 417224A Materiality and affect (5 cr) Vastuuhenkilö: Suvi Pihkala, FT, tutkijatohtori, Sukupuolentutkimus
- 417224A Gender and Cultural Studies (5 cr) Vastuuhenkilö: Ilmari Leppihalme
- 417224A Gender and History (5 cr) Vastuuhenkilö: Seija Jalagin, Dos. yliopistonlehtori, Historia / HuTK
- 417224A Gender studies in Education (5 op.) Vastuuhenkilö: Mervi Heikkinen, Dos, Yliopistotutkija, Sukupuolentutkimus, KTK

Mode of delivery:

Independent studies, and book exam or essay

Learning activities and teaching methods:

Independent studies, and book exam or essay

Target group:

Students in the University of Oulu

Prerequisites and co-requisites:

no

Recommended or required reading:

Learning material of the courses

417224A Feminist science, technology and society (5 cr)

- Irni, Meskus & Okkonen (toim.) (2014): Muokattu elämä: Teknotiede, sukupuoli ja ruumiillisuus. Vastapaino (2op)

Sikä 3 op:n laajuudelta osa/osia allaolevista.

- Husu & Rolin (toim.) (2005) Tiede, tieto ja sukupuoli. Gaudeamus.
- Pitts-Taylor (ed.) (2016) Mattering: Feminism, Science, and materiality
- Wyer, Barbercheck, Cookmeyer, Ozturk, Wayne (eds.) (2013) Women, Science, and Technology: A Reader in Feminist Science Studies, 3rd Edition. Routledge.

Toimitetuissa kansainvälisissä teoksissa 4 lukua ja kotimaisissa 5 lukua vastaa yhtä opintopistettä. Valittu kirjallisuus tai teosten luvut/sivut on mainittava tenttiin ilmoittautumisen yhteydessä.

417224A Physicality and culture (5 cr)

- Oppimateriaali neuvotellaan kurssin vastuuhenkilö Ilmari Leppihalmeen kanssa.

417224A Materiality and affect (5 cr)

- Artikkeleita sukupuolentutkimus-lehden teemanumeroista 3/2016 Uusmaterialistiset sommitelmat ja 2/2017 Luontokulttuurit
- Gregg MJ & Seigworth (2010) Affect theory reader. Duke University Press.
- Coole & Frost (2010) New materialisms – agency, ontology politics Duke University Press.

- Pitts-Taylor V (ed) (2016) *Mattering: feminism, science and materiality*. NYU Press.
 - Åsberg & Braidotti (2018) *A Feminist Companion to the Posthumanities*. Springer.
 - Ringrose et al. (2019) *Feminist Posthumanisms, New Materialisms and Education*. Routledge.
- 1 op = 4 lukua/artikkelia englanninkielistä ja 5 lukua/artikkelia kotimaista kirjallisuutta.
Kotiessee: Kirjallisuus yllä olevia hyödyntäen tai erikseen tenttaattorin kanssa sovittuna.
Tentti: 5 op laajuudelta osa/osia mainituista teoksista

417224A Gender and Cultural Studies (5 cr.

Valitse tenttiin/esseen materiaaliksi kolme seuraavista:

- Rossi, L-M (2003) *Heterotehdas. 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

417224A, Gender and History (5 cr)

- 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>
- Additionally literature focusing on a specific field in history (e.g. work, family, religion, war, culture) based on an agreement with the person responsible.

417224A, Gender studies in Education (5cr)

- Sukupuolentutkimus -lehden kasvatus teemanumero 3/2019 Eettisiä kohtaamisia ja kosketuksia kasvatuksessa.
- Kasvatus -lehden teemanumero 3/2018 Sukupuoli ja risteävät erot kasvatuksessa ja koulutuksessa.
- Sukupuoli ja toimijuus koulutuksessa (2009) Toim. Hanna Ojala; Tarja Palmu; Jaana Saarinen Vastapaino, 255 s.
- Eroja ja vaarallisia suhteita: keskustelua feministisestä pedagogiikasta (2014) Toim. Jaana Saarinen, Hanna Ojala Tarja Palmu. Suomen kasvatustieteellinen Seura. Kasvatusalan tutkimuksia 65, Jyväskylä 2014, 263 s.
- Hooks, Bell: *Vapauttava kasvatus* (2007)
- Skelton C, Francis B & Smulyan L (2007) *The SAGE Handbook of Gender and Education*. (selected chapters based on agreement. Entire book is 4 ects)

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:

- Gender and cultural studies - Ilmari Leppihalme
- Gender, culture and ethnography - Suvi Pihkala
- Gender and history - Seija Jalagin
- Gender and education - Vappu Sunnari
- 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.

A256404: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (Special Groups), 60 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääsکیlahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

60 ECTS cr

Language of instruction:

Finnish and english

Timing:

1. and 2. year

Learning outcomes:

- The student knows how to analyze curricula and content knowledge and values related to school subjects, and how to apply them in the planning and evaluating of teaching.
- The student knows how to apply various teaching methods and make use of different learning environments in the various subjects and intercultural themes.
- The student knows how to evaluate the suitability of his/her teaching method to implement the core curriculum for single-structure basic education.
- The student knows how to describe the basics of transversal competence and phenomenon-based learning and to design multidisciplinary modules based on them.
- The student knows how to use the assessment criteria presented in the basic education curriculum and analyze the meaning of assessment to guide the pupils' learning processes.

Mode of delivery:

Face - to - face teaching

Learning activities and teaching methods:

Vary by course

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

To be agreed on for each course

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Minna Sääsکیlahti

Working life cooperation:

Yes

Other information:

Multidisciplinary Studies include the following mandatory courses:

406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Säaskilahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr ECTS

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

Having completed the course, student

- knows the basic principles of teaching literacy and multiliteracy
- is able to support and evaluate the development of pupils' literacy skills so that s/he takes into consideration the age-specific developmental level of the child and the national core curriculum.
- is able to apply different teaching methods and learning environments in developing pupils' literacy skills
- knows how to apply language knowledge to guide children to make observations on language and consciously consider language structure
- is able to describe the premises of teaching Finnish as a second language

Contents:

- literacy and multiliteracy
- average features and challenges of children's language development
- development and evaluation of reading and writing skills
- process reading and writing and genre pedagogy
- developing language awareness in primary school
- teaching Finnish as a second language

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h, exercises 30 h and independent work 94 h

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Recommended optional programme components:

Course is a part of the primary teacher education multidisciplinary studies

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and completion of independent assignments

Grading:

0-5

Person responsible:

Minna Säaskilahti

Working life cooperation:

No

406051A: History, Social Studies and Religion/Ethics, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Ainur Elmgren

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Learning outcomes:

Having completed the course the student is able to:

- recognize and understand the principles, goals and values in the curricula of the subjects
- recognize the foundations for learning in transversal competences and phenomenon based learning
- understand the core substance and content of the taught subjects
- apply and implement the goals and content of the curriculum in teaching, taking into account the transversal competencies
- apply different pedagogical models in varying learning environments according to the nature of each taught subject
- apply the principles for evaluation in the curriculum and to understand the significance of evaluation in the student's learning process
- evaluate critically the content and core values within the curricula and subjects of history, civics, religion and ethics

Contents:

The study unit includes subject didactics for history, civics, religion and ethics for Finnish basic education. In addition to didactics for history and civics, the student needs to take the didactics for either religion or ethics.

If the student completes studies both in the didactics or religion and ethics, the student's study certificate will show the completed extra course content. The grade for the course is calculated based on the average in history, civics, religion or ethics. The larger course content within history and civics weighs more when the final grade is determined.

The students receive an extra grade for the completion of extra studies in religion or ethics.

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Lectures 8 h, group work 32 h and independent study 94 h.

- Study of history and civics accounts for 4h of lectures 20h of group work.
- Study of religion and civics accounts for 4h of lectures and 12h of group work.

Target group:

The students in class teacher programmes and students who have received separate study rights for a minor in the subject studies for class teachers.

Recommended optional programme components:

The study unit is a part of the subject studies for class teachers

Recommended or required reading:

- National Core Curriculum for Basic Education, 2014
- Jackson, Robert. (2014) Signposts: Policy and practice for teaching about religions and non-religious worldviews in intercultural education. Strasbourg: Council of Europe Publishing.

Finnish:

- Historia ja yhteiskuntaoppi: Jukka Rantala &, Sirkka Ahonen (2015) Ajan merkit, Historian käyttö ja opetus. Gaudeamus. Muu kirjallisuus sovitaan opintojakson toteutuksen yhteydessä.
- Uskonto: Ubani, Martin (2013) Peruskoulun uskonnonopetus / Martin Ubani. PS-kustannus. Helsinki. Muu kirjallisuus sovitaan opintojakson toteutuksen yhteydessä.

- Elämäkatsomustieto: Tomperi, T. & Juuso H. (2008) Sokrates koulussa :itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa. Eurooppalaisen filosofian seura ry. Tampere. Muu kirjallisuus sovitaan opintojakson toteutuksen yhteydessä.

Assessment methods and criteria:

The student needs to participate actively in teaching and independent work in order to complete the course. The completion of the course includes either group work and a learning diary, research paper or an exam. The teacher may also use other ways of course completion when needed. The teacher agrees on the completion methods at the beginning of the course together with the students.

Evaluation criteria:

0 = not completed, erratic, the presented content is not substantially connected to the issue and there is hardly any use of appropriate sources

1 = very superficial, the presented content is not substantially connected to the issue and there is only limited use of appropriate sources

2 = superficial, the presented content is sometimes not substantially connected to the issue and there is some appropriate use of sources

3 = some independent thinking and the content is somewhat integrated, the central thought is apparent and the use of sources is generally good

4 = somewhat analytic, the content is well integrated and the use of sources is generally very good

5 = systematic and analytic, the content is very well integrated and the use of sources is generally excellent

Grading:

0-5

Person responsible:

Jari Honkanen

Markku Kuorilehto, religion

Juha Mikkonen, ethics, ITE

Working life cooperation:

The studies include visits to professional working environments in line with the content of the taught subjects

Other information:

Study content in religion is obligatory for those students who want to teach religion in Finnish primary school.

Study content in ethics is obligatory for those students who want to teach ethics in Finnish primary school

406052A: Mathematics, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

First year studies

Learning outcomes:

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

- calculation routines for the contents of primary mathematics

- explain maths assessment in primary school
- analyze the learning of maths contents and learning problems in primary school
- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- use mathematics teaching methods, learning materials and tools in the context of primary school

Contents:

- Contents of primary mathematics: f. e. numbers, operations algebra and geometry
- Using of Mathematics learning materials and tools
- Essential methods of work in primary mathematics
- Differentiation in mathematics
- Mathematics didactics
- View of mathematics

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Recommended optional programme components:

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

Recommended or required reading:

Van de Walle, John A., Elementary and middle school mathematics: teaching developmentally / John A. Van de Walle, Karen S. Karp; Jennifer M. Bay-Williams; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013.

In addition materials agreed together at the start of the course

Assessment methods and criteria:

Active participation in teaching
 Completion of independent assignments
 Production of learning materials
 Self- and peer assessment

0. The student's performance is incomplete or deficient and it does not indicate any learning in line with the expected learning outcomes.

1. The student shows a minor degree of learning in line with the learning outcomes, but his/her attainment remains superficial or lacking in terms of one or more objectives. The student is not really applying or using essential theoretical course materials at all.

2. The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow and limited assimilation of the theoretical substance on the level of retention.

3. The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials at the level of retention and description, but without being able to apply or analyze them.

4. The student's performance is in line with the expected outcomes. S/he shows that s/he has a comprehensive familiarity with the essential theoretical substance of the course, and knows how to apply it in an appropriate manner.

5. The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner. S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply them in an appropriate manner.

Grading:

0-5

Person responsible:

Emilia Manninen

Working life cooperation:

None

406053A: Environmental Studies I: Living Environment, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anne Pellikka

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. autumn

Learning outcomes:

After completing the course student can:

- explain biodiversity of organisms, function of ecosystem and the meaning of ecosystem services to nature, human and society
- apply geographical thinking to teaching of natural and human geography phenomena
- analyze different kinds of maps and geomeia and apply them to teaching of geographical contents
- apply different scientific research and observation skills to study nature and close environment
- combine different teaching methods to enhance environmental awareness
- plan and implement teaching which enhances primary school student health skills
- plan and implement inquiry-based teaching lessons
- evaluate primary school student's environmental studies skills based on the objectives set on teaching

Contents:

- Species identification
- Bio- and geodiversity
- Ecosystems and ecosystemservices
- Mapinterpretation and geomeia
- Regional observing and geographical thinking in natural and human geography
- Weather and climate
- Sectors of health education
- The values in biology, geography and health education subject disciplines

Learning activities and teaching methods:

Large group teaching 20 h, small group teaching 20 h and independent work 95 h.

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Prerequisites and co-requisites:

None

Recommended optional programme components:

This course is part of multidisciplinary studies in the subjects and cross curricular themes taught in basic education.

Recommended or required reading:

Recommended reading:

- Juuti, K. (toim.) (2016). Ympäristöoppia opettamaan. PS-Kustannus, Juva.
- Cantell, H., Rikkinen, H. & Tani, S. 2007. Maailma minussa - minä maailmassa. Maantieteen opettajan käsikirja.
- Eloranta, V., Jeronen, E. & Palmberg, I. (toim.) (2005). Biologia eläväksi. Biologian didaktiikka.
- Jeronen, E., Välimaa, R., Tyrväinen, H. & Maijala, H. (toim.) (2009). Terveystietoa oppimaan ja opettamaan.
- Harlen, W. & Qualter, A. (2016). The Teaching of Science in Primary Schools. Routledge, New York.
- Butt, G. (ed.) (2011). Geography, education and the future. Bloomsbury, London

Assessment methods and criteria:

Active participation in teaching, completion of course assignments

- 0=The student's performance is incomplete or deficient and it does not indicate any learning in line with the expected learning outcomes.
- 1=The student shows a minor degree of learning in line with the learning outcomes, but his/her attainment remains superficial or lacking in terms of one or more objectives. The student is not really applying or using essential theoretical course materials at all.
- 2=The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow and limited assimilation of the theoretical substance on the level of retention.
- 3=The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials at the level of retention and description, but without being able to apply or analyze them.
- 4=The student's performance is in line with the expected outcomes. S/he shows that s/he has a comprehensive familiarity with the essential theoretical substance of the course and knows how to apply it in a purposeful manner.
- 5=The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner. S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply it in a purposeful manner.

Grading:

0-5

Person responsible:

Anne Pellikka

Other information:

Environmental studies I (406053A) must be completed before attending Environmental studies II (406054A) course.

406054A: Environmental Studies II: Natural Phenomena in the Environment, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Learning outcomes:

Having completed the study module the student knows how to:

- describe the principles of safety at work and take it into account on planning lesson activities

- design and implement teaching in environmental studies in primary school applying experimental work and research skills
- design and implement versatile assessment in environmental studies
- use key concepts of physics and chemistry in primary school
- recognise connections between key concepts of physics and chemistry and basic structures and phenomena in nature
- identify different learning environments in environmental studies

Contents:

Key content areas:

- safety at work
- didactics of physics and chemistry
- concepts and contents of physics and chemistry, g. water cycle, combustion and heat
- basic structures and phenomena of nature
- properties of matter and changes taking place in them
- different learning environments

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Prerequisites and co-requisites:

Environmental Studies I: The Living Environment

Recommended optional programme components:

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

Recommended or required reading:

Harlen, W. & Qualter, A. (2016). *The Teaching of Science in Primary Schools*. Routledge, New York.

Materials to be jointly agreed on at the start of the course

Assessment methods and criteria:

Active participation in teaching
 Completion of independent assignments
 Self and peer evaluation

0. The student's performance is incomplete or deficient and it does not indicate any learning in line with the expected learning outcomes.

1. The student shows a minor degree of learning in line with the learning outcomes, but his/her attainment remains superficial or lacking in terms of one or more objectives. The student is not really applying or using essential theoretical course materials at all.

2. The student's accomplishment is in line with the expected learning outcomes, but it only indicates superficial ability. The performance shows narrow

3. The student's performance is in line with the expected outcomes. The student processes and analyzes essential theoretical course materials a

4. The student's performance is in line with the expected outcomes. S/he shows that s/he has a comprehensive familiarity with the essential theoretical substance of the course, and knows how to apply it in a purposeful manner.

5. The student exhibits a knowledge that is in line with the learning outcomes in a deep, wide and varied manner. S/he shows her/his ability to describe, evaluate and analyze essential theoretical course materials and to use and apply it in a purposeful manner

Grading:

0-5

Person responsible:

Sari Harmoinen

Working life cooperation:

None

406064A: Arts and Crafts Education I: Visual Arts and Physical Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Lukkari, Matti Ilmari**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits (arts 3 credits, physical education 2 credits)

Language of instruction:

English (ITE), Finnish

Timing:

1st year

Learning outcomes:

Having completed the course, the student knows how to:

- recognize essential pedagogical methods teaching the visual arts and physical education
- apply skills of working, data acquisition, interpretation and evaluation typical of visual arts
- use various materials and techniques in art making
- consider didactic and pedagogical methods in visual arts and PE
- The students identifies the objectives (physical, social and mental capacity to function) and contents of physical education in schools

Contents:

Visual arts

A starting point in visual art is identity and narration.

Contents in the visual arts

- In the visual arts course the student develops her/his visual, didactic and pedagogical thinking by applying various traditions of visual expression
- Visual arts is viewed and various techniques of visual expression are applied in this course from the perspectives of visual culture and the worlds of art.
- The course includes the following contents: drawing and painting, visual design, chromatics and animation.

The study module in physical education comprises the following contents:

- social justification of physical education
- most recent studies in the field of sport and physical education
- indoor skills of physical exercise and tool handling
- exercises with tool handling and making observations/finding solutions in a gym

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 44h, independent work 85h

Visual arts:

Lectures 2h

Small group teaching 28h

Independent work 51h

Physical education:

Lectures 2h

Small group teaching 16h
Independent work 34h

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course

Assessment methods and criteria:

An active participation and completing course assignments

Grading:

Pass/fail

Person responsible:

Matti Lukkari

406065A: Arts and Crafts Education II: Handicrafts and Music, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

1. year autumn/ 1. year spring

Learning outcomes:

Having completed the course, the student is able to:

- describe the steps of an entire craft process
- make decisions and apply ethically sustainable choices related to artisanal expression, design and technology
- guide pupils to understand concepts of music making use of various working methods in music
- consider the contents of the national music curriculum

Contents:

The study module in Handicrafts comprises the following contents:

- the most common materials (eg wood, cotton, wool and electricity) required in the crafts of primary education
- use of hand tools, machinery and equipment
- work safety
- the content of the national handicraft curriculum

The study module in music comprises the following contents:

- concepts and notations in music
- musical collaboration, interaction and creativity
- basic techniques and pedagogical uses of instruments used in schools

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 42h, independent work 89h:

- Crafts 3 cr: Lectures 2h, small group teaching 28h, independent work 51h
- Music 2 cr: Lectures 2h, small group teaching 14h, independent work 38h

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Recommended optional programme components:

Crafts: first course 406065A, second 406067A

Recommended or required reading:

Finnish National Core Curriculum for Basic Education 2014: Handicraft.

Handicraft handsouts

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

Music:

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

Finnish National Core Curriculum for Basic Education 2014: Music.

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

Assessment methods and criteria:

Crafts: : Active participation in teaching, successful completion of independent work, written report.

Music: Active participation in teaching, successful completion of independent assignments

Grading:

Pass/Fail

Person responsible:

Paula Rönkkö

406066A: Arts and Crafts Education III: Music and Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

1. year spring/2. year autumn

Learning outcomes:

Having completed the course, the student

- is familiar with various teaching methods and core points in teaching basic motor skills in physical
- is able to plan for teaching in music and physical education in grades 0-6.
- is able to guide a child in natural voice control and singing and to develop the skill of playing body, rhythm, melody and chord instruments as a member of a music playing group
- is able to use concepts and notations of music in the context of listening to and playing music.

Contents:

The study module in physical education comprises the following contents:

- the curriculum and the process of teaching physical education: physical education = education fo
- observation and solution making skills in nature
- apparatus handling and exercises with observation and solution making skills outdoors

The study module in music comprises the following contents:

- proper voice control and expression is practiced through singing, talking and playful exercises, with an introduction to the pedagogy of teaching songs
- basic techniques and various pedagogical uses of instruments used in schools
- an introduction to notation
- development of the understanding of a child's musical and bodily expression and concepts making use of various working methods in music (singing, playing, listening, composing and moving)

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 42h, independent work 90h:

Physical education: Lectures 2h, small group teaching 20h, independent work 45h

Music: Lectures 2h, Small group teaching 22h, independent work 45h

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course.

Current articles and digital materials on music education, text and music books, playing guides by various publishers

Assessment methods and criteria:

Assessment criteria

Pass: The student participates actively in face-to-face teaching and completes the independent assignments in the study module at the skill level required in the module.

Fail: There are shortcomings in the student's participation in teaching or completion of independent assignments indicating that the student is not in possession of knowledge that is in line with the expected learning outcomes

Grading:

Pass/Fail

Person responsible:

Paula Rönkkö

406067A: Arts and Crafts Education IV: Handicrafts and Music, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish and English (ITE)

Timing:

2. year

Learning outcomes:

Having completed the course, the student

- Understands the importance of a holistic design process and is able to apply it in one's own work
- Use a variety of materials, tools, and techniques in a purposeful and expedient manner in their own work.
- is able to examine different methods of teaching handicraft
- is able to apply craft-specific knowledge acquisition, working, manufacturing and evaluation methods
- is able to plan for and implement music teaching in the grades 0 to 6.
- is able to implement creative musical activities, in which a basis is established through various musical working methods for consistently accumulating experiences and knowledge of music

Contents:

The study module in Handicraft comprises the following contents:

- use and teaching of handicraft tools, machine tools and equipment for primary school handicrafts
- work safety
- planning, implementing and evaluating handicraft education; and product design basics
- National curriculum basics

The study module in music comprises the following contents:

- various functional working methods in listening education
- basic techniques and pedagogical uses of instruments used in schools
- musical collaboration, learning to take into account children's individual skills and prerequisites for learning
- collaborative learning assignment

Mode of delivery:

face-to-face teaching

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Prerequisites and co-requisites:

Course 406065A must be first completed in the Handicraft section.

Recommended optional programme components:

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

Recommended or required reading:

- Inki, J., Lindfors, E. & Sohlo, J. (toim.) (2011). Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Opetushallitus.
- Handicraft material to be distributed during the course.
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.
- Hyvönen, L. (1997) Onko musiikin kuuntelukasvatus musiikin historian opetusta? Musiikkikasvatus 2 (2): 19–33.
- Tenni, J. & Varpama, J. (2004) Vapaa säestys ja improvisointi.
- Styng, J. Vapaa säestys ja melodiasoitto kitaralla. Opi musiikkia 1. Pop/Jazz -improvisaatio kitaralla. Opi musiikkia 2.
- Current articles and digital materials on music education, text and music books, playing guides by various publishers.
- Literature is agreed on at the start of the course.

Assessment methods and criteria:

Crafts: Active participation in teaching, completing independent work with active acceptance, written report.
Music: Active participation in teaching, successful completion of independent assignments

Grading:

Pass/Fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

The course looks at the connection between crafts and working life. Design, production and evaluation skills are needed in working life.

406068A: Arts and Crafts Education V: Visual Arts and Physical Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Niina Loukkola**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

English ITE (and Finnish other groups)

Timing:

2st year

Learning outcomes:

Having completed the course, the student is able to:

- plan for teaching in visual arts and PE in grades 0-6.
- apply and analyze various pedagogical methods in visual arts and PE
- apply various techniques and materials in his or her work
- analyze the objectives and contents of the basic education curriculum and apply them when planning and evaluating art teaching

Contents:

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

Visual arts:

In the course a student develops her/his visual and pedagogical thinking. Also a student ponder her/his personal conception of art and applies various means of visual expression in his/her work.

- visual cultures
- ceramics, building and school graphics
- contemporary art
- final project in visual arts
- creating a course plan in art

Physical education

- planning and implementation of a teaching episode in physical education
- getting to know the School on the Move ideology
- Principles of Move! -national monitoring system
- assessment of the pupil's learning and work in physical education
- balancing, body control and tool handling in the gym and outdoors (on snow/ice)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 46h, independent work 85h

Visual arts:

Lectures 2h, Small group teaching 28h, Independent work 51h

Physical education;

Lectures 2h, Small group teaching 18h, Independent work 34h

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course.

Assessment methods and criteria:**Arts**

An active participation and completing course assignments

0 -Performance is unfinished or insufficient and doesn't show abilities according to the learning outcomes.

1 - Student shows very little abilities according to the learning outcomes, but they are insufficient in one or more cases. Student uses basic methods and material one dimensionally. Student doesn't/is not able to conceptualize his/her creative process in the course. Student is not able to describe his/hers working and solutions.

2- Student's performance is somewhat according to the learning outcomes, but shows only trivial or shallow abilities. Performance shows only narrow adaptation of using visual arts and materials. Student's description of his/her working is fairly narrow

3 - Student performance is somewhat according to the learning outcomes. Student is able to use and apply the key methods and materials of the course in his/hers art education. Student is able to describe his/her working.

4 - Students performance is according to the learning outcomes. Student indicates to know the key methods and materials in wide range and shows that is able to apply them proper ways in his/her art education. Student describes, conceptualizes and evaluates his/hers process through his/hers working.

5 -Students performance shows profound and comprehensive abilities according to the learning outcomes. Student shows abilities to use, apply, evaluate, and analyze the key methods and materials proper ways in his/hers art education. Student describes, conceptualizes, evaluates and justifies profoundly his/hers process.

Physical education:

Pass:

The student takes actively part in face-to-face teaching and completes the independent work included in the course as required in the expected learning outcomes. The content and quality of music playing and reflective assignments show that the student fulfils the goals set for the course.

Fail:

There are deficiencies in the student's participation in teaching, in completion of independent work or in the music playing or reflective assignment such that indicate that the student does not possess skills in line with the expected learning outcomes

Grading:

0-5

Person responsible:

Niina Loukkola

406060A: Phenomena, language awareness and problem solving, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääskilahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

2. year

Contents:

Areas of transversal competence in the basic education curriculum

- Current themes of local and social significance in mathematics and sciences
- Future skills
- Language awareness

- Self-assessment, peer assessment and assessment of a large block of studies as part of a teacher's professional skills

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures a minimum of 4h, small group teaching 26h, and independent work about 100h

Target group:

Students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Prerequisites and co-requisites:

- Mother tongue
- Mathematics
- Environmental studies I
- Environmental studies II

Recommended optional programme components:

The study module is part of the multidisciplinary studies in primary teacher education, and it is implemented in connection with the Bachelor's level school experience.

Recommended or required reading:

Materials to be agreed on at the start of the course

Assessment methods and criteria:

Active participation in teaching

Completion of independent assignments

Planning and implementation of a teaching episode (6h in the Teacher Training School during the Bachelor's stage school experience)

Grading:

Pass/fail

Person responsible:

Sääskilähti, Minna Susanna

Working life cooperation:

406070A: Multidisciplinary studies School experience, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Halme, Auli Maija, Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Second Study year: 2. or 4. period

Learning outcomes:

Having completed the course, the student knows how to:

- set learning objectives for him/herself and evaluate their fulfilment.

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

Contents:

The theme for this study module is teaching and learning.

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

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

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Second year students in the Primary Teacher Education programme and minor subject students with a separate right to pursue the studies

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Bachelor's Level School Experience has a scope of 135h, about 70-75h of which consists of practical training tied to a time and place. Practice tied to time and place includes the lessons given and followed by the student as well as any supervision sessions.

The student plans and implements 28h of teaching based on the curriculum, giving 3-4h with working pair, independently 16h of these lessons and two days as a responsibility day (8-9h) with working pair.

Pass

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

Fail

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

Grading:

Pass / Fail

Person responsible:

Matti Lukkari ja Auli Halme

Working life cooperation:

Practical Training

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 students know

- 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 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 Kempainen (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 cr

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. Orientation 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),

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

421262P: Development as a Music Educator, 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 cr

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

Mode of delivery:

Accompany on piano and guitar in various practical music playing situations.

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. Piano and/or Guitar as accompanying instrument (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 Phenomena, 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 cr

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.

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 cr

Language of instruction:

Finnish

Timing:

Autumn, Spring

Learning outcomes:

Having completed the course, the student knows how to

- use his/her voice and vocal techniques in a sound manner when singing
- apply stylistically appropriate vocal expression and interpretation
- apply pedagogical approaches in practice

In the instrument studies, the student is familiar with

- the most common genres and basic techniques of free accompaniment
- how to apply types of free accompaniment in practice

Contents:

- Playing by notes and basics of free accompaniment
- Teaching of how to use one's voice
- Application of models of pedagogical action.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Voice, 16h + 2h of group teaching

Piano and guitar, 30h of group teaching

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:

In voice studies, partly two-voiced song for a small group, with (guitar) or without accompaniment.

In instrument studies, active participation in practice lessons and a matinee at the end of the term.

An essay written for evaluation

Grading:

0-5

Person responsible:

Markku Pehkonen

Working life cooperation:

none

A251101: Pedagogical Studies for Teachers, 60 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

60 ECT

Language of instruction:

Finnish

Contents:

Bachelor's degree, pedagogical studies for teachers 25 ECT.

The pedagogical studies of the teacher comprise of the basic studies in educational sciences 25 ECT.

Masters degree, pedagogical studies for teachers 35 ECT. The studies consists of the following:

- 416010A Didactics 5 cr
- 416004A Basics of educational administration 2 cr
- 416013A Pedagogical seminar 5 cr
- 416014A Practical Training 18 cr
- 407074A Diversity in School and Education, 5 cr or 407043A Curriculum, School Development and Evaluation 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminars, practice

Target group:

Students in ed sciences programme

Recommended or required reading:

TBC

Assessment methods and criteria:

Participation in seminars, assignments and presentations

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

Grading:

pass/fail

Person responsible:

Jouni Peltonen

Working life cooperation:

Yes. Practice periods. See more at course description 416014A

*e1***416010A: Didactics and school pedagogy, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 credits

Language of instruction:

Finnish

Timing:

4th or 5th year

Learning outcomes:

Having completed the course, the student

- knows how to produce curricula instead of master plans, period plans and teaching session plans
- knows how to use the most common teaching methods, evaluate their strengths and weaknesses and when each method should be used
- knows how to motivate and activate pupils or students
- knows how to use the most common methods of assessment needed in teachers' work

Contents:

- planning of teaching and curricula
- teaching methods, activation, motivation
- evaluation

The viewpoint of adult education is emphasized with all the contents mentioned above are

Mode of delivery:

Face-to-face teaching and independent study

Learning activities and teaching methods:

Small group sessions 26 h, independent work 96 h

Target group:

Students in the Education programme

Prerequisites and co-requisites:

Basic studies in education

Recommended or required reading:

To be announced upon the beginning of the course.

Assessment methods and criteria:

In small groups, the students select a theme associated with didactics (e.g. curriculum and planning, teaching methods, evaluation, special needs students and their supervision). They plan and execute a presentation of the theme with help of teacher of the course. The presentation can include lecturing, small group work, independent work etc. In addition, the students participate in the presentations of other groups.

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

Passed = 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:

pass/fail

Person responsible:

Jouni Peltonen

416013A: Pedagogical seminar, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

4th or 5th year

Learning outcomes:

Having completed the course, the student

- knows how to evaluate her/his own strengths and needs for development in the teaching profession
- knows how to discuss teachership and teaching as a job collegially
- is able to work in multiprofessional contexts
- knows how to apply educational research knowledge to the development of his/her teaching

Contents:

- teachership
- development of teaching and educational institutions
- assessment of teaching (e.g. skills demonstrations and competence-based qualifications)
- theoretical foundations of teaching and educational work

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Small group sessions 24 h, independent work 96 h

Target group:

Students in the Education programme

Prerequisites and co-requisites:

Basic studies in education

Recommended or required reading:

To be announced upon the beginning of the course.

Assessment methods and criteria:

The course is implemented in the form of a seminar in which the students plan, prepare and present a seminar paper. The papers are discussed and each other's papers are commented on.

The paper is

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

Passed = 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:

pass/fail

Person responsible:

Jouni Peltonen

Working life cooperation:

Probable visits to organisations.

416014A: Practical Training, 18 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

18 ECTS credits

Language of instruction:

Finnish

Timing:

4th or 5th year

Learning outcomes:

Having completed practical training, the student

- knows how to plan, implement, evaluate and develop teaching in the subjects taught by her/him
- knows how to use methods of pupil assessment
- is able to identify needs for special education among the learners and to face different learners
- is able to work in different learning environments
- is able to develop her/his work community and her/himself as a teacher
- knows how to function collegially and responsibly in her/his teaching profession

Contents:

- observation of teaching in the practice place
- observation of teaching in other schools or educational institutions
- acting as a teaching assistant and giving practice lessons, participation in individual and group supervision
- planning of practice lessons
- participation in the other activities of educational institutions
- assessment and reportin on her/his own practice activities

Mode of delivery:

Face-to-face teaching, practice

Learning activities and teaching methods:

Observation of teaching, participation in guidance, giving practice lessons, participation in the other activities of educational institutions (190 h) and independent work (300h)

Target group:

Students in the Education programme

Recommended or required reading:

To be announced upon the beginning of the course

Assessment methods and criteria:

The student selects preferably at least two learning institutions in which she or he will carry out the practical training: orientation to practice (e.g. 8 credits) and advanced pratical training (e.g. 12 credits). Together

with the supervisors assigned to the student, the student will devise a general training plan for the practical training including a detailed plan of the work required to complete the training in the institution in question and in other institutions. The plan is carried out and the student reports the details of the training and her/his personal development as a teacher according to the reporting instructions.

Training is

Failed = the planned work in the institution is not executed and there are repeating lapses in the preparation and execution of the training lessons and other work. The student fails to properly take responsibility of the tasks included in her or his training plan. Failed will also be the results of failing to deliver the required report paper.

Passed = The tasks included in the general training plan are carried out properly and with a thorough preparation and execution. The student also takes responsibility of all the other tasks assigned to her or him. The student delivers a proper training report.

Grading:

pass/fail

Person responsible:

Jouni Peltonen

Working life cooperation:

Yes. See more at Learning activities and teaching methods

416004A: Basics of educational administration, 2 op

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 - 2 ECTS cr

Language of instruction:

Finnish

Timing:

4.-5. year

Learning outcomes:

Upon completion of the study module, the students

- know the laws and statutes governing educational administration as well as their contents
- know how to apply educational administration legislation into practice at their own level of education
- know how to use the Finlex software

Contents:

The course aims to give the students the necessary legal proficiency for work as a public servant or in school administration. In addition, the students will gain an understanding of their own rights and obligations and learn how to recognize situations when further information and/or help is necessary. During the course, the students will be introduced with the administration system and public services in terms of set duties and opportunities as defined in legal regulations and norms.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and exam 16 h, post-exam small group work and practice assignment 4 h.
Secondary teacher students: Lectures 10 h ja independent work max. 17 h.

Target group:

Students pursuing Pedagogical Studies

Prerequisites and co-requisites:

No

Recommended optional programme components:

Pedagogical studies for teachers

Recommended or required reading:

TBC at the beginning of the course

Assessment methods and criteria:

Exam, assignment

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

Grading:

pass/fail

Person responsible:

N.N.

Working life cooperation:

No

Alternative

407074A: Diversity in School and Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Timing:

5 ECTS

Learning outcomes:

- understands and takes into account the influence of diversity on a teacher's job, the assessment of a child's developmental level and learning, pedagogical choices, and interaction with parents
- is familiar with the principles of equality and human rights and their requirements on the teaching and educational community
- understands the connection of culture with a child's identity, and with the contents and methods of teaching
- identifies practices and discourses of inequality and mechanisms of othering at school and exerts an influence on them
- is familiar with the values, principles and legislative basis underlying inclusive education
- is familiar with the forms of pedagogical support and the documents connected with them, and knows how to act in the way required by them
- learns to deal with the contents of global education as a teacher and educator in his/her work

Contents:

- human rights, equality and social justice in an educational community
- values, principles and main practices guiding inclusive teaching and education
- main principles of inclusion, special education and intercultural education
- responding to the needs for special support: different forms of support, pedagogical means, multi-professional cooperation
- human rights, equality and social justice in the school and educational community
- main contents of global education
- culture as a dynamic phenomenon, culture- and gender-sensitive pedagogy
- attitudes of teachers and educators and the inclusive school and early childhood education environment, including cooperation with the parents

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, small group teaching 20h

Target group:

Students in the Faculty of Education

Recommended optional programme components:

The study module is part of the Intermediate Studies in Education

Recommended or required reading:

- Itkonen, T. & Talib, M-T. (2013). Aito yhdenvertaisuus koulussa -Syrjinnän vastainen pedagogiikka. Sisäasiainministeriön julkaisu 24/2013
- YK:n yleissopimus lapsen oikeuksista (1998). [target=_blank>https://unicef.studio.crasman.fi/public/pdf/LOS_A5fi.pdf](https://unicef.studio.crasman.fi/public/pdf/LOS_A5fi.pdf)
- Lapsen oikeudet ja aikuisen velvollisuudet
- Monikulttuurisuus
- Älä oletta -Normit nurin! (2013) Suomen Ammattiin opiskelevien liitto -SAKKI ry, Seta ry, Suomen lukiolaisten liitto SLL ry, Finlands Svenska Skolungdomsförbund FSS rf
- Pro gradu työ liittyen yhdenvertaisuuteen tai globaalikasvatukseen: Iida Pieskä, Samuli Poutanen, jne.
- Ahonen T, Aro M, Aro T. 2019. Oppimisen vaikeudet. Niilo Mäki instituutti. s. 224-408.
- Erkkö S, Savolainen H, Lappalainen K, Kuorelahti M, Hotulainen R, Närhi V, Lambert M-C, Epstein M-H. 2018. Käyttäytymisen ja tunteiden vahvuuksien arviointiväline. PS -kustannus. s. 92.
- Moberg, S, Hautamäki, J, Kivirauma, J; Lahtinen, U. ; Savolainen, H. & Vehmas, S. (2015) Erityispedagogiikan perusteet. s. 11-171.
- Lakkala, S., Miettunen, H., Takala, M., Kyrö-Ämmälä, O., Sarivaara, E., Kielinen, M. 2019. Steps towards and challenges of inclusive education in Northern Finland. In book: Including the North: A Comparative Study of the Policies on. Pages 125-142. <http://urn.fi/URN:NBN:fi-fe201903158974>
- Takala, M & Kairaluoma, L(toim.) 2019. Lukivaikeudesta lukitukseen. Gaudeamus. s.11-201.

Grading:

0-5

Person responsible:

Marko Kielinen

407043A: Curriculum, School Development and Evaluation, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Maija-Liisa Lanas

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

Upon completion of the course, the student

- is familiar with the basics of the construction of the national basic education core curriculum and school-specific curricula.
- knows how to analyse the values and goals underlying the curriculum and their connections to society and education policy.
- identifies and knows how to define the various levels and meanings of educational assessment (local, national and international levels; theoretical and practical levels).

- knows how to design a curricular entity and derive/develop the principles of assessment related to it.
- knows how to analyse curriculum development as a collaborative process that develops the entire school community

Contents:

- concept of curriculum
- different curriculum theories and approaches
- foundations, levels and methods of assessment
- assessment and education policy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20 h, small group teaching 12 h, self-study 102 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is part of the educational studies in primary teacher education.

Recommended or required reading:

- Pinar, William F. What is curriculum theory? 2004
- Rinne, Simola, Mäkinen-Streng, Silmäri-Salo & Varjo Arvioinnin arvo: Suomalaisen perusopetuksen laadunarviointi rehtoreiden ja opettajien kokemana 2011
- Vitikka, Erja Opetussuunnitelman mallin jäsenitys. Sisältö ja pedagogiikka kokonaisuuden rakentajina 2009

To be agreed on at the beginning of the course.

Assessment methods and criteria:

Active participation in face-to-face teaching, assignment

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

Grading:

0 - 5

Person responsible:

Maija Lanas

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 cr

Language of instruction:

Finnish

Timing:

3., 4. or 5 year of studies

Learning outcomes:

Having finished the course, the student is able to:

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

Contents:

In Physical Education different learning environments and seasons of the year create the framework. The studies include Finnish sports culture and pedagogical principles. Motor development and learning are also studied as well as adapted physical education.

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

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 cr

Language of instruction:

Finnish

Timing:

1st and 2nd period

Learning outcomes:

Having completed the course the student is able to:

- explain the educational meaning and effects of physical education in the life of children and young people.
- 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
- to measure in practice the physical functional capacity of children and young people (MOVE)

Contents:

- objectives, planning, content areas, working methods, 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.
- 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
- differential (motor) learning
- principles of measuring physical functional capacity (MOVE)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20h, practical lessons 4h, individual work 111

Target group:

Students selected for the minor of Physical Education at the Faculty of Education

Recommended or required reading:

Perusopetuksen opetussuunnitelman perusteet 2014. Liikunta & Arviointi.

Jaakkola T. (2010) Liikuntataitojen oppiminen ja taitoharjoittelu.

[Lasten ja nuorten liikuntakäyttäytyminen Suomessa. LIITU-tutkimuksen tuloksia vuodelta 2018.](#) Valtion liikuntaneuvoston julkaisuja 2019:1. Sami Kokko ja Leena Martin (toim.)

<https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetus/liikunta-perusopetuksessa>. Vuoden 2014 opetussuunnitelman (OPS 2016) liikunnan tukimateriaalit.

Materials given during the course.

Assessment methods and criteria:

Active participation

Exam 0-5

Planning, implementing and assessing practice sessions (pass-fail).

Learning diary pass-fail

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.

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:

Ari Rahikkala

Working life cooperation:

Teacher training in 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 cr

Language of instruction:

Finnish

Timing:

1st and 2nd period

Learning outcomes:

Having completed the course the student is able to

- apply manipulative skills and perceptual motor skills indoors and outdoors
- knows how to plan and apply tasks including running, jumping and throwing
- apply different teaching methods in ballgames
- identify the classification of games

Contents:

- running, throwing, jumping outdoors. The course is concluded with “team decathlon”.
- ballgames including striking games and invasion games
- independent work includes familiarizing in 5 different games

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Practical lessons 36h, individual work 99h

Target group:

Students selected for the minor of Physical Education at the Faculty of Education

Recommended or required reading:

- Sääkslahti A. ym. (2012). Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetus/liikunta-perusopetuksessa>
- <https://sportipankki.com/>
- Materials given during the course.

Assessment methods and criteria:

Active participation

Completing independent work

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.

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:

Ari Rahikkala

402372P: Applications of Physical Education II, 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 cr

Language of instruction:

Finnish

Timing:

2st period

Learning outcomes:

The student is able to

- apply locomotor and manipulative skills using different apparatus and equipment
- plan, implement and assess teaching when using apparatus and equipment
- apply safety principles when using apparatus
- assist peers and students

Contents:

- basic movements and logical simple progression of skills in artistic gymnastic
- equipment and ideas to facilitate and assisting
- basic gymnastics movement and series
- self-expression, creative movement
- fitness, aerobics
- rhythmic gymnastics with traditional and modern equipment

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Practical lessons 26 h, individual work 99h

Target group:

Students selected for the minor of Physical Education at the Faculty of Education

Recommended or required reading:

- Sääkslahti A. ym. (2012). Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetus/liikunta-perusopetuksessa>
- <https://sporttipankki.com/>
- 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

Completing indepent work

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.

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:

Niina Loukkola

Working life cooperation:

Yes

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 cr

Language of instruction:

Finnish

Timing:

3rd period

Learning outcomes:

The student is able to

- plan, implement and assess teaching in water and on ice
- plan, implement and assess teaching to different rhythm and music
- apply locomotor skills, manipulative skills and perceptual motor skills especially in water, on ice and to music
- rescue someone from water
- use a variety of music in teaching
- apply the three-step-support from the aspect of P.E.

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
- self-expression & creative movement
- use of music in dance & structure of music
- different dances around the world
- heart rate monitors in adapted physical education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Practical lessons 58h, individual work 77h

Target group:

Students selected for the minor of Physical Education at the Faculty of Education

Recommended or required reading:

- Keskinen, I. ym. (2018). Uimaopetuksen käsikirja. 6. laitos.
- <https://moniviestin.jyu.fi/ohjelmat/sport/vesiliikunta/uinti1>
- Rintala, P., Huovinen, T., Niemelä, S. (2012) *Soveltava liikunta*
- Sääkslahti, A. ym. (2012) Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetus/liikunta-perusopetuksessa>
- Materials given during the course.

Assessment methods and criteria:

Active participation

Completing independent work

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.

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:

Ari Rahikkala

Working life cooperation:

Yes

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 cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

The student is able to:

- plan, implement and assess teaching of skiing
- apply especially balance and locomotor skills on snow
- apply different teaching methods in ballgames
- knows how to use map and compass in orienteering
- plan, implement and evaluate orienteering exercises
- use everyman's rights and principles of eco-friendly trekking on an overnight hiking tour

Contents:

- ballgames; net-wallgames & target games
- main skiing techniques of classic and skating styles in cross-country skiing and alpine skiing

- planning and implementation of exercises of orienteering in a peer group
- an overnight hiking tour in Rokua National Park

Mode of delivery:

Face-to-face teaching.

Intensive course in skiing and orienteering & hiking

Learning activities and teaching methods:

Practical lessons 58h, individual work 77h

Target group:

Students selected for the minor of Physical Education at the Faculty of Education

Recommended or required reading:

- Sääkslahti, A. ym. (2012) Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.
- <http://www.hiihdonopettajat.fi/koulutus/koulutusmateriaalit/>
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/perusopetus/liikunta-perusopetuksessa>
- Materials given during the course

Assessment methods and criteria:

Active participation

Completing independent work

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.

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:

Ari Rahikkala

Working life cooperation:

A255202: Preschool and Primary Education, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Taina Kyrönlampi

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA255202 Preschool and Primary Education (OPEN UNI) 25.0 op

ECTS Credits:

25 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the students know how to:

- describe and select child-centred phenomena based on the contents areas of pre-primary and primary education curricula such that guide the child to collaborative problem-solving and inquiry-based learning
- select pedagogically appropriate teaching and learning modules promoting the child's positive image of him/herself as a learner and taking into account the child's growth and development
- analyse and apply the nationwide core curricula for pre-primary and primary education in their teaching
- design, implement and evaluate phenomenon-based and integrative teaching and learning modules for pre-primary and primary education
- apply arts and crafts to support the child's experiential self-knowledge and personal growth
- analyse the development of a child's thinking and learning and plan their teaching accordingly

Contents:

- theoretical starting points for teaching and learning of a child in pre-primary and primary education and for his/her growth and development
- developing the thinking of a child in pre-primary and primary education and supporting the child's self-awareness and growth
- phenomenon-based and integrative application of the curriculum in pre-primary and primary education

Mode of delivery:

Face-to-face teaching: lectures and small group sessions

Learning activities and teaching methods:

The minor subject includes the following courses:

Pedagogy of pre-primary and primary education, 5 credits

The exploring child I, 5 credits

The exploring child II, 5 credits

Art and craft education: Narratives in opening up experience and understanding, 10 credits

Target group:

Mainly students in the primary teacher education programme

Recommended optional programme components:

Adds depth to the contents in the primary teacher and early childhood education programmes.

Recommended or required reading:

See for each course

Assessment methods and criteria:

Active participation in teaching and completion of course assignments

Person responsible:

Niina Loukkola

Working life cooperation:

Cooperation with schools and/or daycare centres

Compulsory

402160P: 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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st and 2nd period

Learning outcomes:

Having completed the course, the student knows how to

- apply the documents and curriculum for pre-primary and primary education in the planning, implementation and evaluation of pedagogical activities
- analyze the cultural differences between pre- primary and primary education
- evaluate the importance of co-teaching and multi-professional co-operation for the child's growth, development and learning

Contents:

- documents and curricula for pre-primary education and primary education
- implementation of pre-primary and primary pedagogical activities in a group of children /pupils
- planning, implementation and evaluation of pedagogical activities
- importance of co-teaching and multi-professional work in pre-primary and primary education

- integration of play with pre-primary and primary pedagogy
- multidisciplinary/multiprofessional collaboration and cooperation with families in everyday pre-primary and primary education

Mode of delivery:

Face-to-face teaching/small group sessions/on-the-job learning

Learning activities and teaching methods:

Lectures 25h

Small group sessions 15h

Independent work 95h

Target group:

Students in the Faculty of Education, especially those in the primary teacher education programme

Recommended optional programme components:

The course adds depth to the contents of the multidisciplinary studies for primary teachers.

Recommended or required reading:

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2

Esi- ja alkuopetuksen käsikirja (2010)

Leikkipedagogiikan käsikirja (2014)

Assessment methods and criteria:

To achieve a pass for lectures and exercises: active participation in face-to-face teaching, successful completion of assignments.

Grading:

Pass/fail

Person responsible:

Taina Kyrölämpi

Working life cooperation:

On-the-job learning 47h

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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

period 3

Learning outcomes:

Having completed the course, the student knows how to:

- recognize characteristic features and phases in a child's learning
- apply theoretical models based on a child's learning needs
- justify own pedagogical reasoning and actions
- plan and implement study module concerning reading and writing that take a child's learning phases into account in promoting learning
- plan, implement and evaluate pre-primary and primary education study modules in religion and in studies in ethics
- apply religious and ethical diversity in a positive pedagogical way in enhancing and enriching learning

Contents:

- documents and curricula for pre-primary education and primary education and apply them
- theoretical models in reading and writing instruction and characteristic features in the development
- learning environments, material and didactical solutions
- The focal subject matter and in religion and ethics and planning teaching in pre- primary and primary education

Mode of delivery:

Face to face teaching, small group sessions

Learning activities and teaching methods:

Lectures 4h

Small group sessions 36h

Independent work 95h

Target group:

Students in the Faculty of Education, especially those in the primary teacher education programme

Recommended or required reading:

Esiopetuksen opetussuunnitelman perusteet

Lerkkanen, M-K. (2008). Lukemaan oppiminen ja opettaminen esi- ja alkuopetuksessa. Sanoma Pro

Ajankohtaisia artikkeleita

Uskonto ja elämänkatosmustieto: kirjallisuus sovitaan tarkemmin opintojakson tämän osion alussa.

Ubani, Martin (2013) Peruskoulun uskonnonopetus. PS Kustannus. Helsinki. (suositus) tai Opetan uskontoa alakoulussa. (2007) Juha. Luodeslampi & Sari Nevalainen (toim.) LK-kirjat. Helsinki.

Ajatellaan yhdessä, Beate Borresen & Bo Malmhøst, 2011. tai Sokrates koulussa. Itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa, (Toim.) Tuukka Tomperi ja Hannu Juuso, eurooppalaisen filosofian seura ry, 2008.

Assessment methods and criteria:

Active participation in teaching:

Doing independent exercises. Approved and assessment-based performance of contact teaching.

Conduct is going to be determined more precisely in the beginning of the course.

Grading:

0-5

Person responsible:

Outi Tiainen

Working life cooperation:

Module is being put into practice in cooperation with schools and/kindergartens.

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

ECTS Credits:

5 cr

Language of instruction:

Finnish/ English

Learning outcomes:

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

- describe and recognise the stages of mathematical skills' development of a pupil
- explain the importance of observing environment as a part of pupil's comprehensive development
- design and apply environmental studies and mathematics teaching based on curriculums

Contents:

Key content areas:

- The Finnish national preschool education and basic education (grades 1-2) curriculum
- Assessment of mathematics and environmental studies in preschool and basic education
- Development of mathematical skills and thinking and how to support it
- The development of the concept of number

- The development of spatial thinking
- Experimental skills especially observing
- Environmental sensibility

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

4h lectures, 36h small group teaching

Recommended or required reading:

Van de Walle, John A., Elementary and middle school mathematics : teaching developmentally / John A. Van de Walle, Karen S. Karp ; Jennifer M. Bay-Williams ; with contributions by Jonathan Wray. 8th ed. Boston: Pearson, cop. 2013. or any further edition.

In addition materials agreed together at the start of the course

Assessment methods and criteria:

Active participation in teaching

Completion of groupwork and independent assignments

Producing a multidisciplinary unit plan

Self- and peer-evaluation

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:

Emilia Manninen

Working life cooperation:

The course includes cooperation with schools and/or day care centers.

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

ECTS Credits:

10 cr

Language of instruction:

Finnish

Timing:

1st to 4th periods

Learning outcomes:

Having completed the course, the student knows how to:

- put into use learning environments, approaches and materials accordant with multi-literacy in the planning and implementation of teaching

- select and use children's literature in teaching
- integrate mother tongue learning with other learning modules
- identify and apply in practice the special characteristics of teaching arts and crafts in pre-primary and primary education
- use arts and crafts (visual arts, handicrafts, physical education, music and mother tongue /literary art) for development of children's thinking, expression, creativity and imagination
- design, implement and evaluate an integrative entity in pre-primary and primary learning settings

Contents:

Contents

- Different tools, methods and learning environments in arts and crafts
- The child's world of imagery and play as a starting point
- Different types of children's literature (fact and fiction)

Mode of delivery:

Face-to-face teaching: lectures and small group sessions

Learning activities and teaching methods:

Lectures 8h, face-to-face teaching 72h, independent work 190h

Music education (14h)

Visual arts (14h)

Physical education (14h)

Handicrafts (14h)

Mother tongue and literary art (8h)

Arts and crafts project (8h)

Target group:

Students in the Faculty of Education, especially those in the primary teacher education programme.

Recommended optional programme components:

The course is part of the studies in the minor of pre-primary and primary education. Adds depth to the contents of the multidisciplinary studies for primary teacher students.

Recommended or required reading:

Heikkilä-Halttunen, P. (2015). Lue lapselle.

Kaartinen. T. (2016) Ed. Monilukutaito kaikessa. Tampereen normaalikoulu (http://tampub.uta.fi/bitstream/handle/10024/98047/monilukutaito_kaikki_kaikessa_2015.pdf?sequence=1).

Pekkala. L., Salomaa, S. & Spisak, S. (2016). Monimuotoinen mediatutkimus. Kansallinen audiovisuaalinen instituutti
http://www.mediataitokoulu.fi/monimuotoinen_mediakasvatus.pdf

Yliverronen, V. 2015. Esikoululaisten käsityösuunnittelu: mielikuvitusta, eläytymistä ja leikkiä. Teoksessa Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (Eds.) 2015. Suunnittelusta käsin: käsityön tutkimuksen ja opetuksen vuoropuhelua. Kotitalous- ja käsityötieteiden julkaisuja 36. Helsingin yliopisto.

Yliverronen, V., Rönkkö, M-L. & Korhonen, R. 2010. Käsityö kuuluu varhaiskasvatukseen. Teoksessa R. Korhonen, M-L. Rönkkö & J-A. Aerila (Eds.). Pienet oppimassa. Kasvatuksellisia näkökulmia varhaiskasvatukseen ja esiopetukseen. Turku: Uniprint.

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

Tiainen T., Välimäki V.. 2015. Lukuja liikkuen, tavuja touhuten. PS-kustannus.

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in teaching and completion of course assignments.

Grading:

Pass/Fail

Person responsible:

Niina Loukkola

Working life cooperation:

The course is implemented in cooperation with schools and/or day care centres.

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

75 credits

Language of instruction:

Finnish

Timing:

1st and 3rd years

Learning outcomes:

Having completed the studies, student is able

- to recognize the foundations of his/her professional identity and development from wide-ranging expertise of teacher in early childhood education from their own
- to recognize early childhood education and pre-primary education in changing society as part of the educational system
- to apply theory into practice in pedagogy and in the development of own work and work community in early childhood education
- to work in the role of a teacher in early childhood education as a pedagogic expert of a small child's growth, development and learning in collaboration with children, parents and other partners in cooperation
- to recognize the importance of art education, craft education and physical education for child's growth and to integrate them in pedagogy
- to observe the needs of a child and the child group, and acknowledge them as the premise of the planning, implementation and assessment
- to evaluate sustainable development as part of early childhood education acknowledging the cultural, social, economic and ecologic aspects

Contents:

- 442450A Pedagogic Working Environment of Early Childhood Education 5 cr
- 442451A Pedagogy of Early Childhood Education and Pre-Primary Education 5 cr
- 442427A Art Pedagogy in Early Childhood Education 5 cr
- 442452A Visual Arts Education 5 cr
- 442453A Music Education 5 cr
- 442454A Literary and Drama Education 5 cr
- 442455A Craft and Design Education 5 cr
- 442456A Physical Education 5 cr
- 442457A Children examining environment 5 cr
- 442458A Pedagogical Process in Early Childhood Education 5 cr
- 442459A Collaborative work in a child group as a pedagogic process 5 cr
- 442460A Growth and Development in Early Childhood Education 5 cr
- 442461A Cooperation in Early Childhood Education 5 cr
- 442462A Teacherhood and shared expertise in Early Childhood Education 5 cr
- 442463A Diversity in Education 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

see under each course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

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

0- 5

Person responsible:

Pirjo Suvilehto

Working life cooperation:

Pedagogic Working Environment of Early Childhood Education

Pedagogy of Early Childhood Education and Pre-Primary Education

Other information:

None

*Compulsory***442450A: Pedagogic Working Environment of Early Childhood Education, 5 op****Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Practical training**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jaakko Moilanen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- knows how to determine targets for his or her learning and reflect on them
- is familiar with theories, curricula and other documents connected with early childhood education
- is able to describe the kindergarten as a child's growth environment and work community
- is able to describe the educational partnership implemented in early childhood education
- based on observation, knows how to plan and implement pedagogical activities in a small group
- knows how to observe play, physical activity, arts and everyday cultural activities in pedagogy

Contents:

- determination of and reflection on the student's own learning objectives
- important theories, curricula and other documents related to early childhood education
- the kindergarten as a child's growth environment
- collaboration in early childhood education
- the kindergarten as a work community
- observation, planning and implementation of pedagogical activity in a small group in the kindergarten

Mode of delivery:

face-to-face learning,

Learning activities and teaching methods:

120h work period in ECE centers

10h small group teaching

10h independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education

Recommended or required reading:

to be agreed on at the beginning of the study module

Assessment methods and criteria:

Learning at work period shall be completed successfully.

Active participation in practicum sessions.

To complete the assignments successfully.

The evaluation of the learning at work period is based on student's self-assessment and on an assessment by the teachers supervising the practice. Learning at work is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning.

Grading:

pass/fail

Person responsible:

Jaakko Moilanen

Working life cooperation:

yes

442451A: Pedagogy of Early Childhood Education and Pre-Primary Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Taina Kyrönlampi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

- apply the documents and curricula for early childhood and pre-primary education in practical education and teaching work
- identify the meaning of the transition phase from pre-primary to primary education for a child's growth, development and learning
- based on observation and documentation, implement and evaluate pedagogical activities in pre-primary education through integration of the possibilities offered by play, physical exercise, arts and technology
- apply and use his/her collaboration skills based on the principles of dialogicality
- apply methods and processes of learning to read and write as educator and teacher

Contents:

- documents and curricula for early childhood and pre-primary education

- transition phase from pre-primary to primary education
- observation and documentation, planning, implementation and evaluation of pedagogical activity in pre-primary and primary education
- collaboration in pre-primary and primary education
- integration of play with the pedagogy of pre-primary education
- main principles of learning to read and write
- multidisciplinary/multiprofessional collaboration and cooperation with families in everyday pre-primary and primary education

Mode of delivery:

Lectures 12h

Small group sessions 16h

On-the-job learning in pre-primary education 47h

Independent work 100h

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the professional studies in early childhood education

Recommended or required reading:

Esiopetuksen opetussuunnitelman perusteet (2014)

Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2

Esi- ja alkuopetuksen käsikirja (2010)

Leikkipedagogiikan käsikirja (2014)

Assessment methods and criteria:

As regards on-the-job learning, the evaluation is based on student's self-assessment and on an assessment by the teachers supervising the practice. On-the-job learning is evaluated in terms of the objectives set for the course. The student shall participate actively in the assessment of his/her pedagogical activity and learning. During the course, the student shall be keeping a pedagogical diary. The on-the-job learning period shall be completed successfully.

Lectures and small group sessions: the student needs to take part actively in face-to-face teaching and complete the assignments successfully

Grading:

Pass/fail

Person responsible:

Taina Kyrönlampi

Working life cooperation:

On-the-job learning 47h

442427A: Art Pedagogy in Early Childhood Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

After completing the course, student is able to

- plan for, implement and evaluate experiential and child-oriented Art pedagogy in early childhood education
- describe the conclusion of the artistic process and to identify the part of the artistic making and experiencing the child's growth and well-being
- recognize and describe being in art educator as part of the role of early childhood educators, as well as to develop it as part of their professional identity

Contents:

- an introduction to the pedagogy of art education
- play and art
- artistic working and experience
- experimentalism, embodiment, sensation
- being an arts educator in early childhood education
- music instrument studies

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

8h lectures

20h small group teaching, 8h music instrument studies, 4h seminar in small groups 95h independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously.

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

- Active participation to teaching
- Successful completion of independent tasks
- Evaluation of own individual abilities in the light of the learning outcomes

0= Student performance is unfinished or incomplete and does not demonstrate competence in accordance with the learning outcomes

1= The student shows little directional skills learning outcomes, but one or more of the objectives the know-how remains as missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= Student's performance has reflected the objectives but shows only a superficial knowledge. The performance shows the uptake of the content of the course and narrowly partially remembering level.

3= Student's performance has reflected the objectives. The student discusses and analyze the essence of the course of remembering and recording level, but without applied or analytical approach

4= Student performance is consistent with the learning outcomes. He shows he is aware of the essential content and methods of the course and apply them appropriately.

5= The student will demonstrate knowledge in accordance with the learning outcomes in depth, broad and versatile. He demonstrates the ability to describe, evaluate and analyze the essence of the course as well as to use and apply them in an appropriate manner.

Grading:

0 – 5

Person responsible:

Jaakko Moilanen

Working life cooperation:

None

442452A: Visual Arts Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jaakko Moilanen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

finnish

Learning outcomes:

After the course, the student is able to

- plan, evaluate and develop visual arts education based on the curricula for early childhood and pre-primary education
- Use working data acquisition, research, interpretation and evaluation skills, which are typical for visual arts
- plan visualarts through integration across various content areas
- use materials, techniques and tools of visual arts that are appropriate for early childhood education and pre-primary education.
- describe his/hers own concept of art and art education

Contents:

- Materials, tools and methods used in visual arts
- Planning, implementing and assessing of pedagogy of visual arts education
- Aesthetics in crafts and art education
- Child's development in visual arts and crafts
- Visual culture literacy
- Concepts of art and art education in early childhood education
- Objectives of Visual Arts Education in

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50 hours of face to face teaching

85 hours of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

no

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education

Recommended or required reading:

to be agreed on at the beginning of the study module

Assessment methods and criteria:

Active participation in exercises ja succesfull completion of assignments, succesful completion of individual assignments

Fail

- The student has not completed the study module or deficiencies are revealed in her/his skills that do not meet the expected learning outcomes.

Pass

- Active participation in teaching
- Approved completion of assignments in the study module
- Evaluation of one's own performance in relation to the objectives of the module.
- Identifies the learning process connected with visual arts
- Identifies methods of work, data acquisition, research, interpretation and evaluation that are appropriate in visual arts
- Identifies, uses and applies methods of integration in visual arts
- Uses and applies tools, materials and techniques of visual arts in an appropriate manner

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen

442453A: Music Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Poikela, Leena Riitta

Opintokohteen kielet: Finnish

Language of instruction:

Finnish

Timing:

1st year, autumn (3 groups) and spring (3 groups)

Learning outcomes:

Having completed the course, the student

- recognizes the importance of play for experiential learning, is able to apply music education in early childhood education, integrating it between different content areas is trained and encouraged in self-expression, immersion, and emotional and interaction skills
- identifies the pedagogical and expressive possibilities and meanings of music in early childhood music education and in the development of a child (e.g. emotional and interaction skills)
- has familiarized him/herself with the elements of music theory, has familiarized him/herself with music history and knows how to apply it in early childhood education environments
- knows how to play music at his or her own skill level by singing, playing, using body, rhythm and percussion instruments and by moving to the music that s/he is playing or listening to
- knows how to plan for, use and develop different application areas and musical processes for early childhood music education through, for instance, stories, pictures, movement and play, taking into account the child's various developmental phases and the emotional and interaction skills of a child

Contents:

- music education in support of the overall development and social-emotional abilities of a child at different ages
- methods of music education: singing, playing, movement, listening, integration with other areas of orientation, arts, children's literature (fairytales, stories, poems) and other content areas
- elements of music theory
- music history for children

- play, self-expression, emotional and interaction skills in music education
- viewpoint of music therapy in early childhood music education
- music knowledge and skills as part of student's professional growth

Mode of delivery:

Lectures 2h
 Small group teaching 48h
 Independent work
 Learning diary based on classes and literature

Learning activities and teaching methods:

Lectures and Face-to-face teaching

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended or required reading:

Lindeberg-Piiroinen A. & Ruokonen I. (Eds.) 2017. Musiikki varhaiskasvatuksessa, and other literature to be announced at a later date

Assessment methods and criteria:

Active participation in face-to-face teaching. Successful completion of assignments (learning diary)

Grading:

Pass/fail

Person responsible:

Leena Poikela

442454A: Literary and Drama Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pirjo Suvilehto

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

Upon completion of the study module, the student:

- identifies the meaning of play in experiential learning
- knows how to apply storytelling, literary art and drama
- has been trained and encouraged in the skills of self-expression, empathy and interaction
- identifies the genres of children's theatre and literature and the pedagogical, expressive and therapeutic possibilities offered by them
- knows how to plan, implement and develop literary art and drama education in day care among children of different ages

Contents:

- Basic concepts and methods of children's literature and drama in support of the overall personality of an early childhood child
- Drama and literature education, play, self-expression, interaction skills, storytelling, genres of children's drama and children's literature, bibliotherapy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, small group teaching 46h, including 95h of independent work
Exercises in small groups

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

The study module is an independent entity and does not require any simultaneously pursued studies.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in exercises, completion of independent assignments, planning of a teaching episode and written part.

Grading:

pass/fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

none

Other information:

Contact teaching consists of 2 hours of lectures, 4 hours of exercises taught in the drama studio. Agreement on any cooperation with cultural institutions is to be made during the course

442455A: Craft and Design Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Minna Vastimo

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Learning outcomes:

- recognizes the importance of handicrafts and the concept of a complete piece of handicraft as part of a child's development
- knows how to plan, implement, evaluate and develop teaching in handicrafts based on the curricula for early childhood and pre-primary education
- knows how to use handicrafts materials, techniques and tools suitable for early childhood education in a safe and versatile manner

Contents:

- handicrafts materials and applicable methods from the viewpoint of sustainable development
- techniques, tools and safe working practices in handicrafts
- development of a child's skills in handicrafts

- planning, evaluation and development of pedagogical activities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 4 h
- Handicrafts/Technical work: Small group teaching 10 h
- Handicrafts/Textile work: Small group teaching 36 h
- The study module includes 85 h of independent work

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

The study module is an independent entity and does not require studies to be pursued simultaneously

Recommended optional programme components:

The study module is a part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in exercises, completion of individual assignments, design of a teaching episode and written output.

Fail

- The student has not completed the study module or deficiencies are revealed in her/his skills that do not meet the expected learning outcomes.

Pass

- Active participation in teaching
- Approved completion of assignments in the study module
- Evaluation of one's own performance in relation to the objectives of the module.
- Identifies the learning process connected with handicrafts.
- Identifies methods of work, data acquisition, research, interpretation and evaluation in handicrafts.
- Identifies, uses and applies methods of integration in handicrafts.
- Uses and applies tools, materials and techniques of handicrafts in an appropriate manner

Grading:

pass/fail

Person responsible:

Minna Vastimo

Working life cooperation:

none

442456A: Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Susanna Takalo

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn and spring

Learning outcomes:

Having completed the course, the student

- knows how to shape the physical environment to attract a child under the age of eight to take various forms of physical activity
- knows how to apply the didactic principles of physical education to support physical activity among children under the age of eight
- knows how to plan for, implement and evaluate physical education to support child's holistic growth and development in an early childhood education environment
- knows how to apply and evaluate the meanings of physical activities for families to support a child's physical development

Contents:

Contents of the study module

- different forms and environments of physical activity
- didactics of physical education in early childhood education
- planning, implementation and evaluation of physical education
- both physical education and holistic growth and development of child under the age of eight
- Joy, play and doing together – Recommendations for physical activity in early childhood, Physical activity in the curriculum for early childhood education and movement and Joy in Motion programme document - A national physical activity and well-being programme
- physical activities for families

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, small group sessions 46 h, independent work 85 h

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

The study module is an independent entity and does not require other studies to be pursued at the same time.

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching. Successful completion of practical work included in the study module.

Passing an exam. Assessment of one's own performance with a view on the expected learning outcomes.

Pass:

- Takes actively part in teaching
- Completes the course assignments/examination successfully
- Makes an assessment of his/her skills and knowledge relative to the expected learning outcomes of the study module

Fail:

- The student's performance is unfinished or reveals shortcomings in knowledge and skills relative to the expected learning outcomes

Grading:

Pass/Fail

Person responsible:

Susanna Takalo

442457A: Children examining environment, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Emilia Manninen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Learning outcomes:

knows how to

- explain science concepts by means of an inquiring approach to work a child in early childhood education age
- guide a child in early childhood education age towards mathematical thinking by means of learning tools and utilize mathematics in everyday activity
- plan and implement mathematics and science teaching to children in early childhood education age in various learning environments
- describe the theoretical basis of environmental education
- apply the goals and methods of environmental education in early childhood education to support child's environmental relationship towards sustainable development

Contents:

- the basis, methods and opportunities of environmental education in early childhood education
- the significance of personal environmental relationship
- sustainable way of life

Mode of delivery:

Face-to-face learning

Learning activities and teaching methods:

Lectures 4 h, small group teaching 36 h. The study module includes 95 h of independent work

Recommended optional programme components:

The study module is part of the professional studies in early childhood education

Recommended or required reading:

Parikka-Nihti, M. & Suomela, L. (2017). Iloa ja ihmettelyä: Ympäristökasvatus varhaislapsuudessa. Jyväskylä: PS-kustannus.

Assessment methods and criteria:

Active participation in teaching. Planning, implementation and assessment of a teaching episode. Completion of independent assignments.

pass

- Takes actively part in teaching
- Completes the course assignments/examination successfully
- Makes an assessment of his/her skills and knowledge relative to the expected learning outcomes of the study module

fail

- The student's performance is unfinished or reveals shortcomings in knowledge and skills relative to the expected learning outcomes

Grading:

Pass/Fail

Person responsible:

Emilia Manninen

442458A: Pedagogical Process in Early Childhood Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Karjalainen, Satu-Maarit Krist**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish

Timing:

2nd study year

Learning outcomes:

Having completed the course, the student

- knows how to describe and analyse the pedagogical process theoretically
- through observation and documentation, knows how to plan, implement and evaluate pedagogical activities
- knows how to analyse and develop his or her own pedagogical conception of the child from the viewpoint of the child's active agency
- knows how to evaluate and develop growth and learning environments in a multitude of ways

Contents:

- conception of the child and the child's agency and participation
- observation, documentation and evaluation as the basis for pedagogical planning and implementation
- Pedagogical growth and learning environments

Mode of delivery:

Online work

Learning activities and teaching methods:

Info lecture 2h

Online lectures 10 h

Online exercises and exam 28 h

Independent work 85h

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in online work, completion of assignments and exam

Grading:

0-5

Person responsible:

Satu Karjalainen

Working life cooperation:

none

442459A: Collaborative work in a child group as a pedagogic process, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Enni-Mari Ylikörkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held two times in a year, in the autumn semester during period 2, in the spring semester during period 4.

It is recommended to complete the course at the 2.nd semester

Learning outcomes:

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

- apply a variety of pedagogical methods when instructing a group of children
- analyse and argue for processes of growth and learning from the viewpoint of an individual child and a group of children
- evaluate, argue for and develop both the activities of an educational community and her own abilities as a teacher in early childhood education and care in a team of educators

Contents:

- practical activity in a child group, application of pedagogical methods
- interaction in an educational community (peer interaction in a group of children and in a team, interaction between educator and child)
- teamwork theory
- reflection of one's own professional development as an individual process and as a group process

Mode of delivery:

The course consists of face-to-face teaching. Moodle is used as a learning environment of the course

Learning activities and teaching methods:

40 h face-to-face-teaching

95 h self-study

Target group:

Students in the Degree Programme in Early Childhood Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching and work in a group of children, completion of individual assignments

Grading:

0-5

Person responsible:

Enni-Mari Ylikörkkö

Working life cooperation:

Work in a group of children

442460A: Growth and Development in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Maria Peltola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st study year, 4. period

Learning outcomes:

Upon completion of the course, the student:

- through theories and observation, knows how to analyze the dynamics and processes of development and growth
- knows how to support the development of emotion regulation in the everyday life of early childhood education
- is familiar with the stages of a child's language development
- knows how to identify the potential of supporting language and development in the everyday life of early childhood education
- understands the significance of language and interaction as part of a child's holistic development

Contents:

- Dynamics and processes of development in early childhood
- Emotion regulation and its support in the everyday life of early childhood education
- The child's language development and interaction
- The educator as a promoter of language development and interaction
- Literature and literary art as part of a child's language development

Mode of delivery:

Online and blended learning

Learning activities and teaching methods:

Lectures 10 h

Online lectures 12 h

Exercises 12 h

Online exercises and online work 24 h

Independent work 75 h

Target group:

Students in the Degree Programme in Early Childhood Education

Recommended optional programme components:

Part of the study module Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Online material and literature appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and online work, completion of individual assignments.

Read more about assessment criteria at the University of Oulu webpage.

Grading:

The course utilizes a numerical grading scale 0-5. In the numerical scale zero stands for a fail

Person responsible:

Maria Peltola

442461A: Cooperation in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Loukkola

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year (autumn 4th period / spring 2nd period)

Learning outcomes:

- the student is familiar with the key theoretical starting points of cooperation and interaction in early childhood education and knows how to apply and develop his/her own way of interaction and cooperation based on them.
- the student is familiar with the laws and documents guiding cooperation in early childhood education
- the student identifies and knows how to analyze the meaning of cooperation as part of the pedagogical processes in early childhood education
- the student reflects on his/her own professional interaction and cooperation skills and becomes aware of the importance of his/her expertise as part of multi-disciplinary cooperation

Contents:

- theoretical approaches and topical research related to cooperation and interaction in early childhood education
- laws and documents guiding early childhood education guidance and related to cooperation
- interaction relationship and interaction skills in human relations work
- families and parenting
- cooperation with parents and families in different interaction situations in the child's early childhood education path
- child protection in early childhood education and identification of child protection needs
- multiprofessional and multidisciplinary cooperation

Mode of delivery:

Face-to-face teaching, with the Moodle learning environment in use

Learning activities and teaching methods:

Lectures 12h, exercises 26h and independent work 97h

Target group:

Students of Early Childhood Education

Recommended optional programme components:

Part of the professional studies in Early Childhood Education.

442190A Early Childhood Special Education and the Challenges of Learning

442191A Childhood as a Social and Cultural Phenomenon

442459A Collaborative work in a child group as a pedagogic process

Recommended or required reading:

Nummenmaa, A.R & Karila, K. (2011). Ammatilliset keskustelut varhaiskasvatuksessa. Helsinki: WSOYpro Oy.

Scientific articles appointed in the beginning of the course

Assessment methods and criteria:

Active participation in teaching, completion of individual assignments and portfolio writing
A numerical grading scale (0-5) will be used when assessing the portfolios

Grading:

A numerical scale (0-5) will be used in assessing the course

Person responsible:

Paula Loukkola

442462A: Teacherhood and shared expertise in Early Childhood Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Outi Kristiina Ylitapio-Mäntylä

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

Having completed the course, the student know how to

- reflect on working as a teacher on a professional ethical and theoretical basis
- evaluate professionalism and develop the work community from the viewpoint of equality
- describe the expertise of his/her own profession in (multi)professional and multidisciplinary cooperation
- name the most important documents and key laws guiding his/her work
- plan for, implement and evaluate three-tier support as part of preprimary and primary education
- explicate the meaning of individual and collective student welfare work as part of preprimary and primary education

Contents:

The teacher's professional identity

- the professional ethical and theoretical basis of an early education teacher and special education teacher,
- expertise in early childhood education and special education as part of professional, multi-professional and multidisciplinary cooperation
- practical equality planning from the point of view of gender and other related differences in everyday practice
- laws and documents guiding work, three-tier support and pedagogical documents, individual and collective student welfare work from the viewpoint of multidisciplinary cooperation

Mode of delivery:

Online lectures and practices

Learning activities and teaching methods:

Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Target group:

Students in the degree programme in early childhood education

Prerequisites and co-requisites:

None

Assessment methods and criteria:

Lecture assignments, practices, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Evaluation criteria to be announced at the start of the course

Grading:

0-5

Person responsible:

Outi Ylitapio-Mäntylä

442463A: Diversity in Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Kess

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd year, autumn

Learning outcomes:

After the course, the student is able to:

- define and analyze diversity and the concepts and theories related to diversity
- discuss critically their own values, attitudes and ideas of diversity
- describe the principles of equality, social justice and human rights and responsibilities resulted from them and apply them in educational communities
- analyze the ways diversity affects teacher's work, pedagogical choices and interaction in educational community
- recognize unequal practices and discourses and the mechanisms of othering and influence them

Contents:

- human rights, equality and social justice in educational communities
- diversity and central concepts related to it: intersectionality, intercultural competence, culture as a dynamic phenomenon, diversity of identity, diversity of gender and sexual diversity, diversity of world views, linguistic diversity, othering
- reflection of the student's own diversity, attitudes and abilities to respect diversity
- pedagogical skills and applications to recognize and acknowledge diversity
- unequal practices and mechanisms of othering and tools to deconstruct them

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

lectures at least 16 h, practical work 24 h at the most and 95 h independent work

Target group:

Students in the Early Childhood Education Programme

Recommended optional programme components:

The study module is part of the professional studies in early childhood education.

Recommended or required reading:

Literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching, lecture and literature exam, completion of other assignments from the course.

The exam is assessed on numerical scale 0-5 and other assignments pass/fail.

Grading:

0-5

Person responsible:

Riikka Kess

Working life cooperation:

Yes (possible visiting lecturers)

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:**ECTS Credits:**

40 cr/ 60 ECTS 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.

Contents:

- 402120A, The expertise of special education, 5 cr
- 402121A, Reading and writing difficulties 5 cr
- 402122A, Mathematical difficulties, 5 cr
- 402123A, Socio-emotional growing and pedagogy 5 cr
- 402140S, Learning dimensions and assessment 5 cr
- 402141S, Senses and communication, 5 cr
- 402127A, Teaching practice I 5 cr
- 402128A, Teaching practice II 5 cr

Target group:

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:

Leila Kairaluoma

Working life cooperation:

Yes. Practices.

Compulsory

402120A: Expertise in Special Education, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Sirkko, Elina Viljamaa

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

finnish

Timing:

Early childhood special education: 1st year, 3rd period

Special education: 2nd year, spring

Learning outcomes:

Having completed the course, the student knows how to

- reflect on working as a teacher on a professional ethical and theoretical basis
- evaluate professionalism and develop the work community from the viewpoint of equality
- describe the expertise of his/her own profession in (multi)professional and multidisciplinary cooperation
- name the most important documents and key laws guiding his/her work
- plan for, implement and evaluate three-tier support as part of preprimary and primary education
- explicate the meaning of individual and collective student welfare work as part of preprimary and primary education

Contents:

The teacher's professional identity, the professional ethical and theoretical basis of an early education teacher and special education teacher, expertise in early childhood education and special education as part of professional, multi-professional and multidisciplinary cooperation, laws and documents guiding work, three-tier support and pedagogical documents, individual and collective student welfare work from the viewpoint of multidisciplinary cooperation

Mode of delivery:

Early childhood special education: Flexible teaching and groups

Special education: Lectures and groups

Learning activities and teaching methods:

Early childhood special education: Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Special education: Lectures, groups, assignments, personal skills portfolio

Target group:

Students majoring in special education and students qualifying as special education teachers, also special teachers in early childhood education

Recommended optional programme components:

Early childhood special education: Implemented in cooperation with the early childhood education course 442462A Teachership and shared expertise in early childhood education. Also connected with the course 402132A Practice – Special Education in Early Childhood Education.

Special education: Connection with the primary teacher education course 407049A Special Education in Basic Education. Participation in the multidisciplinary cooperation afternoon.

Recommended or required reading:

Heiskanen Noora (2019) Children's needs for support and support measures in pedagogical documents of early childhood education and care. Väitöskirja. Jyväskylän yliopisto.

Jahnukainen, M.; Kontu, E. & Thuneberg, H. 2015. Erityisopetuksesta oppimisen ja koulunkäynnin tukeen. Suomen kasvatustieteellinen seura. Kasvatusalan tutkimuksia, osa 67. (205 s.)

Cantell, H. 2010. Ratkaiseva vuorovaikutus. Erikoispainos varhaiskasvattajille. Kasvatuksellisia kohtaamisia lasten kanssa. WSOY. (201 s.)

Kurssin alussa ilmoitettavat tieteelliset artikkelit

Assessment methods and criteria:

Early childhood special education: Lecture assignments, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Special education: Participation and assignments, examination as agreed at the beginning. Evaluation criteria to be announced at the start of the course

Grading:

0-5

Person responsible:

Elina Viljamaa

Working life cooperation:

Early childhood special education: Connection with Practice – special education in early childhood education

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

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Autumn term

Learning outcomes:

- The student is familiar with and knows how to identify readiness and risk factors for learning to read and write.
- The student knows the basic methods of teaching to read and write and understands their connection to different languages.
- The student is familiar with the typical development of learning to read and write in a person's life cycle, and identifies development deviating from it in terms of technical reading, spelling, productive writing and reading comprehension.

- In addition to theoretical knowledge, the student also knows how to use tools for assessment of difficulties in reading and writing and how to interpret individual results from the support point of view.
- The student is familiar with various research-based reading and writing intervention methods and knows how to use them effectively, applying them to the individual support needs among pupils of different ages.
- The student understands the far-reaching significance of support and the importance of reading generally and specifically.
- The student knows and understands the importance of multiprofessional collaboration and collaboration with parents.

Contents:

Readiness to learn to read and write and the identifiable risk factors before school age, teaching and learning to read and write, dyslexia, theoretical background of dyslexia and poor reading skills, identification of dyslexia, individual assessment, giving support and monitoring the effectiveness of support. There is an emphasis on pre-emptive support for dyslexia in early childhood education. Reinforcement of reading motivation with different methods generally and specifically. Multiprofessional collaboration and collaboration with parents.

Mode of delivery:

Face to face teaching

Learning activities and teaching methods:

Large group teaching 16 h, small group teaching 14 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:

Takala, M. & Kairaluoma, L. 2019. Lukivaikkeudesta lukitukseen. Gaudeamus.

JA

Kamhi, A. & Catts, H. (2011). Language and reading disabilities. 3rd edition. Pearson Education. Luvut 1-4; 6-7. (soveltuvin osin, n. 150 s)

JA

Rasinski, T.; Blachowicz, C. & Lems, K. (eds.) 2012. Fluency Instruction. Research-based best practices. New York: Guilford press. (soveltuvin osin, n. 150 s)

TAI

Khateb, A. & Bar-Kochva, I. (toim.) 2016. Reading Fluency : Current Insights from Neurocognitive Research and Intervention Studies. Springer. (Soveltuvin osin)

JA

Yksi tieteellinen artikkeli opettajan ohjeiden mukaan.

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

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

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Autumn or spring

Learning outcomes:

- The student is familiar with the developmental phases of mathematical skills and the difficulties in learning mathematics from early childhood to adulthood. She or he becomes familiar with the theoretical background of the phenomenon, identification of difficulties, individual assessment and research-based intervention methods.
- The student identifies needs for support and knows how to plan for and implement focused support and assess its effectiveness.
- The student knows and understands the importance of multiprofessional collaboration and collaboration with parents.
- The student is familiar with and capable of using research-based assessment and teaching materials.

Contents:

- development and assessment of mathematical skills (e.g. number-sequence skills, development of logic mathematical thinking, sub-processes of calculation)
- learning difficulties in mathematics
- Comorbidity of other learning difficulties
- identification of difficulties, assessment, support, and monitoring the effectiveness of support

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:

- Mononen, R., Aunio, P., Väisänen- Korhonen, J., Tapola: Matemaattiset oppimisvaikeudet
- Joutsenlahti, Jorma & Silfverberg, Harry & Räsänen, Pekka. 2018. Matematiikan opetus ja oppiminen
- 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? TAI
- 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.

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:

Leila Kairaluoma

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 16h, small group sessions 14h, exam 3h.

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. 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). Yhteensä 248 sivua.

AND

Kumpulainen, K., Aronen, E., Ebeling, H, Laukkanen, E. ym. (toim.) (2016). Lastenpsykiatria ja nuorisopsykiatria. Duodecim. Osa III (s. 194-425) ja osasta V luvut 36-44 (s. 544-624). Yhteensä 311 sivua. TAI Varhaiserityiskasvatuksen opiskelijoille: Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 289 sivua.

AND

Ahtola, A-R. 2016. Psykkinen hyvinvointi ja oppiminen. PS-Kustannus: Jyväskylä. 318 sivua.

AND

Ranta, K. Fredriksson, J.; Koskinen, M.; Tuomisto, M. T. (toim.) 2018. Lasten ja nuorten kognitiiviset ja käyttäytymisterapiat. Duodecim, Osat II (s. 176-257) ja IV (s. 470-604), osasta III luvut 12 (s. 294-320) ja 16 (s. 402-436). Yhteensä 275 sivua.

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:

Nina Heräjärvi

Working life cooperation:

None

402140S: Learning Dimensions and Assessment, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Kielinen, Marko Esa Juhani

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

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. 11th 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 (6th edition, luvut 1-7; soveltuvin osin

AND

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

Opettajat: Marjatta Takala

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

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
- Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 s. (osa III, vain luvut 15, 16, 19,20)
AND one on these
- Baron-Cohen, S. (2008). Autism and Asperger Syndrome. Oxford University press. 127 s.
- Alant, Erna. 2017. Augmentative and alternative communication : engagement and participation
Luvut 1-5. <https://oula.finna.fi/Record/oula.1660124>

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

Other information:**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

Opettajat: Kielinen, Marko Esa Juhani

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:

Marko Kielinen

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

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

Person responsible:

Leila Kairaluoma

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

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

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:

For relevant parts as informed in the beginning of the course:

- 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.

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 will be able to explain, evaluate and compare developmental psychological concepts and theories
- The student will be able to explain the developmental processes of different ages
- The student will be able to practice with the developmental psychological research data collection and report the results
- The student will be able to analyze the significance of factors affecting development and present applications of developmental psychology

Contents:

The aim of the course is to introduce the student to developmental psychological thinking. This is done by familiarizing student with the basic questions, concepts and key theories of developmental psychology. The aim of the course is that the student learns to use the concepts of developmental psychology research and theories in understanding and supporting development. After completing the course, the student will have a basic knowledge of the key aspects of psychological development and the factors affecting development at different stages of life

- Key questions and theoretical concepts in developmental psychology
- Developmental psychological research settings and methods
- Psychological development, areas and stages of development
- The role of biological, social and cultural factors in development

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

Lectures and other teaching, a maximum of 24h, and approx. 110h of independent work

Target group:

Graduate students in educational psychology and non-degree students

Prerequisites and co-requisites:

No

Recommended optional programme components:

The study module is part of the basic studies in psychology

Recommended or required reading:

Study material, applicable parts:

- 1) Berger, K.S. (2011 or later). The developing person through the life-span. (New York: Worth).
- 2) Nurmi, J-E., Ahonen, T., Lyytinen, H. ym. (2006 or later). Ihmisen psykologinen kehitys. (Porvoo: WSOY).

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.

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:

Virva Siira

Working life cooperation:

None

Voimassaolo: 01.08.2008 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heli Kiema-Junes

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 can search, combine and arrange the concepts and theories of personality psychology
- The student is able to use the research and theories of personality psychology to explain the structure and development of personality in problem solving
- The student is able to explain the associations between personality, social interaction and societal decision-making

Contents:

The aim of the course is to introduce students the core concepts, theories and research in personality psychology. The student will understand the development, persistence and change of personality. In addition, the student gets acquainted with the role of personality for human life and life course.

Content

- The concepts and theories of personality psychology
- The research of personality psychology and personality assessment
- The biological base of personality and social interaction
- The role of personality in health and well-being

Mode of delivery:

Contact/multimethod teaching/, confirmed annually before the start of the course

Learning activities and teaching methods:

Lectures and other teaching max. 24 h, some 110h of independent work

Target group:

Master's students in educational psychology, minor students in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

Basic studies in psychology

Recommended or required reading:

- 1) Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Lutz, C. (2014). Atkinson & Hilgard's introduction to psychology. (16. painos, Cengage Learning: U.K.). Luvut 12-13.
- 2) Cervone, D. & Pervin, L. (2008 and newer editions). Personality: theory and research. (Hoboken NJ: Wiley).
- 3) Metsäpelto, R-L. & Feldt, T. (toim.) (2009). Meitä on moneksi. Persoonallisuuden psykologiset piirteet. Jyväskylä: PS-Kustannus.
- 4) Martin, J. & Bickhard, M.H. (eds.) (2013). The psychology of personhood: philosophical, historical, social-developmental and narrative perspectives. (Cambridge: Cambridge University Press).

Assessment methods and criteria:

Assessment is based on the information given in the beginning of the course. One or more of following: lectures, assignments independently or in a group, practices, study diary, demonstration, seminar, exam or other in the beginning of the course informed method.

In an approved course, the student demonstrates knowledge of the main research topics, basic concepts, approaches, as well as the main trends and developments in the field of developmental psychology. Students will be able to relate concepts and approaches to each other. The student will be able to apply the basic concepts of personality psychology and research results when describing and analyzing practical interaction situations. The analysis of practical interaction situations is analytical and well-founded.

Approved = Sufficiently comprehensive, reasonably clearly formulated answers / texts / documents that demonstrate understanding and some ability to apply the lessons learned in the course.

In unsuccessful course work, the understanding of personality psychological research subjects, basic concepts, approaches, and major trends in the discipline is superficial. There is a lack of correlation between concepts and approaches. Analyzing and describing practical interaction situations is mechanical and superficial and fails to exploit the basic concepts and research findings of personality psychology.

Rejected = Concise, intermittent, unclear answers / texts / documents that do not demonstrate understanding or ability to use and apply the lessons learned in the course.

Grading:

pass/fail

Person responsible:

Heli Kiema-Junes

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 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 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: Clinical 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:

- Students will be able to define health promoting and recognize the importance of stress as a factor in quality of life
- The student will be able to report the effects of health promotion interventions
- The student will be able to name the main mental disorders and their risk and protective factors and draw conclusions about the role of mental disorders in the individual's behavior
- The student will be able to describe forms of treatment and therapy for mental disorders

Contents:

Objective: The student acquires knowledge about health, mental health and mental disorders and learns about various applications that produce well-being. The course deals with lifelong health and mental health factors. The aim is that the student learns to recognize features of health-promoting, normal and abnormal processes at the level of the individual's biological psycho-behavior and at the level of the family and the surrounding social environment.

- Fundamentals of Health Psychology and the Use of Psychological Information to Promote Health and Mental Health
- Mental health and mental disorders as psychological phenomena from childhood to old age
- Health and Mental Health Interventions
- Positive Psychology

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

A maximum of 24h of lectures and other teaching, some 110h of independent work

Target group:

Graduate students in educational psychology and non-degree students

Prerequisites and co-requisites:

None

Recommended optional programme components:

The course is a part of educational psychology programme and belongs to optional basic studies of psychology

Recommended or required reading:

- 1) Lönnqvist, J., Henriksson, M., Marttunen, M. & Partonen, T. (toim.) (2014 tai uudempi) Psykiatria (Helsinki: Duodecim). (soveltuvien osin).
- 2) Kumpulainen, K. ym. (toim.) (2016 tai uudempi). Lastenpsykiatria ja nuorisopsykiatria. (Helsinki: Duodecim).
- 3) Seikkula, J. & Arnkil, T.E. (2009). Dialoginen verkostotyö. (Helsinki:Tammi).
- 4) Baumgardner, S. & Crothers, M. (2014). Positive psychology. Pearson (New International Edition).

Assessment methods and criteria:

By passing the course, the student demonstrates knowledge of the key research topics, basic concepts, approaches, and major trends in the field of health psychology. They will be able to relate concepts and approaches to each other. The student will be able to apply the basic concepts of health psychology and research results when describing and analyzing practical interaction situations. The analysis of practical interaction situations is analytical and well-founded. Approved = Sufficiently comprehensive, reasonably clearly formulated answers / texts / documents that demonstrate understanding and some ability to apply the lessons learned in the course.

In the rejected course, the understanding of research topics, basic concepts, approaches, and major trends in the field of health psychology is superficial. There is a lack of correlation between concepts and approaches. Analyzing and describing practical interactions is mechanical and superficial and fails to utilize basic concepts and research findings in health psychology.

Rejected = Concise, intermittent, unclear answers / texts / documents that do not demonstrate understanding or ability to use and apply the lessons learned in the course.

Grading:

Pass/fail

Person responsible:

Virva Siira

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:

50 cr

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 50 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

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

Learning outcomes:

- The student will be able to name, classify and modify the concepts and theories of developmental psychology
- The student will be able to generalize his / her developmental psychological skills at different stages of life to solve problems in individual cases.
- The student will be able to evaluate the effectiveness of practical applications developed on the basis of developmental psychological theories

Contents:

The course deals with the development of childhood and adolescence through adulthood and old age on the basis of different theoretical approaches to development. Students are introduced to the relationship between individual development and family structure, other social environments, and cultural factors. Students are helped to find different ways to consider and influence individuals of different ages and their development through psychological interventions.

- The links between key issues and theories of developmental psychology and developmental contexts
- Applications of developmental psychological research information
- The importance of the family as a mediator of psychological, biological, social and cultural factors in the development of different ages
- Knowledge of psychological development and professional skills in human services

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

Maximum of 24h of lectures and approx. 110h of independent work.

Target group:

Graduate students in educational psychology and non-degree students

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:

- 1) Miller, P.H. (2011 or later). Theories of developmental psychology. (New York: Worth).
- 2) Rogoff, B. (2003 or later). The Cultural nature of human development. (Oxford: Oxford University Press).
- 3) Walsh, F. (ed.) (2012 or later). Normal family processes. Growing Diversity and Complexity. (New York: Guilford Press).
- 4) Goldenberg, H. & Goldenberg, I. (2003 or later). Family therapy: an overview. (Belmont, CA: Thomson Brooks/Cole).

Assessment methods and criteria:

0 = incomplete, intermittent, presented issues not relevant to the subject matter and use of sources is significantly inadequate. Does not show understanding and ability to apply.

1 = very superficial, things are completely separated and sources are poorly used. Does not show understanding and ability to apply.

2 = superficial, associations are sometimes loose and sources are satisfactory. Demonstrates low ability to understand and apply.

3 = reflective and associations are somewhat related; logical structure is mainly present and most of the sources are adequate. Demonstrates ability to understand and apply.

4 = somewhat analytical, associations are well argued and sources are adequate. Demonstrates a good ability to understand and apply.

5 = systematic and analytical, associations and reasoning represent high level and the use of sources is excellent. Demonstrates in-depth understanding and excellent ability to apply.

Grading:

0-5

Person responsible:

Virva Siira

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: Heli Kiema-Junes

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

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:

- 1) McLeod, J. (2013). An introduction to counselling. (5th ed). Maidenhead: Open University Press
- 2) Vehviläinen, S. (2014). Ohjaustyön opas. Yhteistyössä kohti toimijuutta. Helsinki:Gaudeamus.

3) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integratiivisen 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 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:

Heli Kiema-Junes

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

Learning outcomes:

- The student will be able to define the concepts of health and mental health
- The student will be able to identify different methods of assessing psychological functioning
- The student will be able to describe normal and abnormal behavior and the factors affecting them
- The student will be able to explain the functioning of mental health care models

Contents:

After completing the course, students will develop an understanding of the psychological basis of health and models and assessing systems that explain mental health and care. The aim is for the student to become familiar with the differences between individuals and their diagnosis with regard to mental, cognitive and social functions. In addition, students are helped to understand the importance of psychology in health-related organizations.

- Concepts and theories of health and mental health

- Health Psychology
- Psychotherapies and their psychological basis
- Trauma Psychology
- Psychological expertise in social and health care and educational and teaching organizations

Mode of delivery:

Contact / multimethod teaching, confirmed annually before the start of the course

Learning activities and teaching methods:

Lectures and other teaching, max. 24h, and independent work, approx. 110h

Target group:

Graduate students in educational psychology and non-degree students

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) Saari, S. (2003 or later). *Kuin salama kirkkaalta taivaalta. Kriisit ja niistä selviytyminen.* (Helsinki: Otava).
- 2) Sinikallio, S. (toim.). (2019). *Terveysten psykologia.* (Jyväskylä: PS-kustannus).
- 3) Corey, G. (2013 or later). *Theory and Practice of Counseling and Psychotherapy.* (Belmont, CA: Thomson Brooks/Cole).
- 4) Eronen, S. & Lahti-Nuutila, P. (2012 or later). *Mikä psykoterapiassa auttaa? Integratiivisen 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 answers are 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

412075A: Experimental Psychology, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Seppo Laukka

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

- Student get to know the bases of experimental studies and the bases of scientific reporting
- Student understands the principles of scientific reporting
- Student can collect and analyze data in guidance
- Student adopt the structure of the article and the principles of argumentation
- Student know how to write a limited scientific report on the grounds of experimental results

Contents:

The course covers the following topics: Experimental research as part of scientific research. Principles and requirements of laboratory work. Features of the structure of scientific reports and critical examination of reports.

Mode of delivery:

Lectures, small group working and laboratory working

Learning activities and teaching methods:

Students study the course material, write a research plan in the group, make measurements in the laboratories and analyze the results under the guidance of a teacher and write a research report

Target group:

Students of the Faculty of Education and students of other faculties

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

The course is part of the intermediate studies in psychology

Recommended or required reading:

Shared scientific articles and other material and the supplementary literature: Kantowitz et al. (2015) Experimental Psychology. 10th edition

Assessment methods and criteria:

The student's approved performance consists of participating in small group working, implementing a research plan, working in a laboratory and preparing a research report and presenting the results.

Grading:

0-5

Person responsible:

Seppo Laukka

Following courses belong to Educational Psychology main subject: 407040A, 407041A, 411014A, 412074A and 407047A. Following course belongs to minor subject: 412073A and 412076A.

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 96h

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:

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

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 credits

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
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made 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

Learning activities and teaching methods:

Lectures 18 h, seminars 16, independent work app. 100 h

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:

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

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

Other information:

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

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: Virva Siira, Seppo Laukka

Opintokohteen kielet: Finnish

ECTS Credits:

10 credits

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

- The student will be capable of critical and scientific writing and discussion

- The student will be capable of constructive collaboration by developing his/her own and other students' scientific thinking
- The student will be capable to apply one of the following topics related to research topics in educational psychology: 1) guidance, counseling, psychotherapy to development, 2) learning and learning difficulties, school and educational psychology issues, 3) development and interaction in social contexts, 4) theoretical and methodological issues in psychology and educational psychology

Contents:

At the bachelor's seminar, the student completes his or her bachelor's thesis, and after receiving the Laturi-permission, he/she writes maturity test on the topic of the thesis

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 16h

Target group:

Graduate students in educational psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology

Recommended optional programme components:

Bachelor's degree programme

Recommended or required reading:

Literature on the topic of seminar work

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:

Virva Siira

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, if the language is Finnish or Swedish. In other cases the language used is English.

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. If either language is not the student's mother tongue, the test is completed in English.

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 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, The student

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

Contents:

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. 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:

Basic studies

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.

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: Heli Kiema-Junes

Opintokohteen kielet: Finnish

Leikkaavuudet:

412068A-01 a) Proseminar 8.0 op

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

3. year

Learning outcomes:

- The student is able to critical and scientific writing and discussion
- The student is able to develop scientific and critical thinking independently and in group
- The student is able to discuss and write one of the subjects of psychological research:
 1. Counseling, consultation, psychotherapy,
 2. Learning and school psychology
 3. Development and interaction in different periods in life

4. Psychological well-being in different circumstances eg. at work
5. Theoretical and methodological questions in psychology

Contents:

The student writes thesis about selected subject based on current literature on psychology:

1. Counseling, consultation, psychotherapy,
2. Learning and school psychology
3. Development and interaction in different periods in life
4. Psychological well-being in different circumstances eg. at work
5. Theoretical and methodological questions in psychology

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Seminar 16 hours and independent work approx. 110 hours

Target group:

Students minoring in psychology

Prerequisites and co-requisites:

Basic and intermediate studies in psychology

Recommended optional programme components:

Intermediate studies psychology

Recommended or required reading:

Literature related to the selected subject

Assessment methods and criteria:

Thesis, presentation and act as an opponent

More details in University website [course grading](#)

Grading:

pass/fail

Person responsible:

Heli Kiema-Junes

412076A: Educational planning, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Target group:**Grading:**

Pass/fail, 0-5

Person responsible:

Kimmo Kontio

A257501: STEAM, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

ECTS Credits:

25 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Learning outcomes

- To apply multidisciplinary STEAM skills in the context of the subjects taught in primary education
- To explain the nature of STEAM pedagogy and its learning-theoretical basis
- To plan, produce and evaluate both individuals products and those of a more broadly based STEAM project
- To be able to work in diverse and multidisciplinary STEAM student and school communities

Contents:

The basis of STEAM studies is formed by the sciences, technology, technology education, mathematics and, for instance, arts and crafts. The courses are using methods to develop the skills of interaction and problem solving, creativity and critical thinking. The implementation involves connections with working life, entrepreneurship, and cooperation with STEAM schools in the vicinity. The studies provide an ability to teach STEAM subjects and develop the STEAM teaching curriculum in the basic education grades 0 to 6.

Compulsory

402730P: Introduction to STEAM, 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: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

After completion of this course, the student is able to:

- Define concepts of STEAM and maker education
- Understand role of collaborative problem solving and multidisciplinary, cross-topic, themes in the context of STEAM education
- Recognize learning processes in STEAM education
- Describe how STEAM education is related to needs of the working life
- Participate in the groupwork efficiently, so that group working skills increase

Contents:

- STEAM as a concept and STEAM skills a working life skills
- Collaborative learning and self-regulated learning
- Collaborative problem solving
- Computational thinking
- Technology Enhanced Learning
- Maker Education

Mode of delivery:

- Lectures / expert talks
- Individual and collaborative work
- Online learning

Learning activities and teaching methods:

- Course will be implemented (mainly) by using flipped classroom as a method: students will study individually online materials before lesson. Face-to-face meetings will be used for applying and deepening understanding
- Students will do learning tasks in collaboration between face-to-face lessons
- Students will create and update portfolio, which will be used in all courses in these subject studies.
- Sharing learning results from the course as a poster, 360-degree content or other applicable content.

Target group:

Students studying in early childhood teacher education, classroom teacher education, educational science degree programs

Recommended optional programme components:

- 402731P Product design and digitalization
- 402732P Experimental natural science
- 402734P STEAM workshops

SISTER COURSE (integrated topics):

- Major studies in STEAM

Recommended or required reading:

Readings will be announced when course begins

Assessment methods and criteria:

Completion of the course requires active participation in all course activities face-to-face, online and independently. 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. 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 s/he has understood and is able to combine key concepts and theories. 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. 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 her/his understanding about some of the key concepts and theories. 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, 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:

Expert talks and online lectures from the working life experts

402731P: Product design and digitalization, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Turpeinen, Juha-Matti

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

After completion of this course, the student is able to:

- Understand basics of product design
- Use problem solving and teamwork skills in the context of product design
- Recognize the role of the product design as a part of the future working life skills
- Describe and analyze concepts such as creativity, ideating, innovation and invention
- Interpret and apply basics of the product design in educational contexts.
- Use tools used in digital design and fabrication (such as 3D printer, vinyl cutter and laser cutter)

Contents:

- Our environment, it's objects, things and artefacts.
- Modern phenomenas, designs and designers.
- History and backgrounds of the product design and industrial design
- Basics of the product design
- Experimental product design: new and novel concepts and methods for creating design
- Technical drawings and it's tools
tekninen piirtäminen ja sen apuvälineet
- Digital fabrication and digital design (2D and 3D tools). Virtual prototyping with XR tools (virtual and augmented reality)
- Instructional design: how to apply product design methods and concepts in education and working life

Mode of delivery:

Lectures, independent work and topic spesific assignments

Learning activities and teaching methods:

- Lectures, workshops and independent tasks
- FabLab visit + 2D/3D digital product
- Learning material task
- Portfolio (covering whole subject studies)

Target group:

Students in Faculty of Educational Sciences

Recommended optional programme components:

- 402730P Introduction to STEAM
- 402732P Experimental natural science
- 402734P STEAM workshops

SISTER COURSE (integrated topics):

- Major studies in STEAM

Recommended or required reading:

Literature will be discussed when course will start.

Assessment methods and criteria:

Completion of the course requires active participation in all course activities faceto-face, online and independently. 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. 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 s/he has understood and is able to combine key concepts and theories. 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. 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 her/his understanding about some of the key concepts and theories. 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, 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:

Juha-Matti Turpeinen

Working life cooperation:

Business visit, talks of working life experts, visit into Fab Lab Oulu

402732P: Experimental natural science, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

After completion of this course, the student is able to:

- Define central properties and concepts in experimental science
- Choose laboratory work and demonstrations which can be used in primary education
- Design multidisciplinary learning experiences
- Use different learning environments, tools and applications in experimental science
- Use research skills in approaching the science phenomena

Contents:

- Experimental work and experimental science in primary schools
- Inquiry learning
- Different learning contexts and environments: e.g. Science centre Tietomaa, LUMA-centre and/or botanical garden Oulu
- Scientific reporting
- Technologies in science and computational science

Mode of delivery:

- Lectures / expert talks
- Workshops
- Independent work: individual and collaborative work
- Online learning

Learning activities and teaching methods:

- Lectures, workshops and independent work (assignments)
- Portfolio (for whole STEAM basic studies)
- Learning material task

Target group:

Students in Faculty of Educational Sciences

Recommended optional programme components:

- 402730P Introduction to STEAM
- 402731P Product design and digitalization
- 402734P STEAM workshops

SISTER COURSE (integrated topics):

- Intermediate studies in STEAM

Recommended or required reading:

Will be announced when course starts

Assessment methods and criteria:

Completion of the course requires active participation in all course activities face-to-face, online and independently. 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. 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 s/he has understood and is able to combine key concepts and theories. S/he participates actively in group work, and contributes to the group assignments.

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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, 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:

Emilia Manninen

Working life cooperation:

External learning environments and contexts

402734P: STEAM workshops, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nykänen, Jaakko Juhani

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS

Language of instruction:

Finnish

Learning outcomes:

After completion of this course, the student is able to:

- Explain what are STEAM topics from the primary school education point of view
- Plan, implement and assess STEAM lessons for primary school level education
- Design multidisciplinary and multitopic educational project together with peer students

Contents:

- Use expertise gained in earlier STEAM courses and focus it based on own interests in workshop
- Workshop specific contents according to chosen workshop
- Multidisciplinary and multiperspective instructional design and/or learning material
- Apply and assess instructional design in the club-, daycare- or schoolcontext (or in similar environment)
- Design and implementation of the exhibition booth (individual workshop) or educational fair exhibition (event workshop)

Mode of delivery:

- Lectures / expert speeches
- Workshops
- Independent and collaborative work

Learning activities and teaching methods:

STEAM workshops –course has three phases:

- Introduction lecture, where workshops are presented
- Workshops: obligatory workshop (problem solving in the context of electronics and robotics) and two other workshops (students choose 2 of 5): a) product workshop; b) game workshop; c) event workshop; d) robotics and electronics II; e) special education workshop;
- Educational fair, where results from the workshop are presented to peer students and other stakeholders

Target group:

Students in Faculty of Educational Sciences

Prerequisites and co-requisites:

- 402730P Introduction to STEAM
- 402731P Product design and digitalization
- 402732P Experimental natural science

Recommended optional programme components:

- 402730P Introduction to STEAM
- 402731P Product design and digitalization
- 402732P Experimental natural science

SISTER COURSE (integrated topics):

- Major studies in STEAM

Recommended or required reading:

Readings will be discussed and distributed in the beginning of the course

Assessment methods and criteria:

- Active participation into workshop and submitting assigned tasks
- Participation into educational fair
- Maintaining portfolio, finalizing it and sharing at the end of the course to peers

The achievement of learning outcomes is assessed on the basis of the materials produced by the student, the open badges and/or the portfolio

To complete the course with a pass, the student shows that s/he is familiar with the main tools, concepts and approaches in STEAM and is able to apply those in the context of workshops

Student knows how to evaluate his/her own production critically and how to present suggestions for improvement. S/he is capable of making his/her competence visible by means of a portfolio, educational fair and sharing of productions.

In a failed course, the student has not shown any competence as described in the course instructions. His /her productions are unfinished, fragmentary and superficial. The student does not show familiarity with the basic tools, concepts and approaches of STEAM.

Grading:

Pass/fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

Workshop specific working life cooperation

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

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

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 18h, exam 2 h, independent work 115 h

Target group:

Students who have completed the Basic Studies in Sociology.

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic Studies in Sociology required. Compulsory for those pursuing the Intermediary studies in Sociology.

Recommended or required reading:

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

Assessment methods and criteria:

Exam on lectures and literature. First exam during the last lecture. After that, students take an e-exam.

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

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
- can make 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 18 h, exam 2 h, independent work 115 h

Target group:

Students having completed the Basic Studies in Sociology

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic Studies in Sociology required. Compulsory for those pursuing the Intermediary studies in Sociology.

Recommended or required reading:

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

Assessment methods and criteria:

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

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

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:

- Phases in sociological research
- Data collection and analysis in qualitative and quantitative sociological research

Mode of delivery:

Face-to-face-learning

Learning activities and teaching methods:

Lectures 10 h, seminars 10 h, independent work 115 h

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic Studies in Sociology required. Compulsory for students pursuing Intermediate 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 seminars. Lecture diary based on the lectures and literature. During the seminars, students practice the data analysis, based on which a written assignment.

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

Working life cooperation:

None

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: Anu Alanko

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

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:

Independent studying/face-to-face teaching

Learning activities and teaching methods:

- E-exam or an essay (15 pages), independent work 135 h
- Compensatory lectures if possible.

Target group:

Students having completed the basic studies

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic studies in Sociology. Compulsory for those pursuing for Intermediary studies in Sociology.

Recommended or required reading:

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

Assessment methods and criteria:

E-exam or essay (15 pages)

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

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

Timing:

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:

Introductory lecture 2 h, seminars 18 h, independent work 115 h

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Completion of Basic studies in Sociology.

Recommended optional programme components:

Completion of Basic Studies in Sociology required. Compulsory for students pursuing Intermediate 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 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.

Grading:

Pass/Fail

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 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student

- knows how to approach work critically from the sociological and cultural perspective
- can describe the main concepts, the theoretical tradition and current research related to the field
- knows 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:

Independent studying/face-to-face teaching

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- Compensatory lectures if possible.

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic studies in Sociology. An elective 5-credit course

Recommended or required reading:

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

Assessment methods and criteria:

E-exam or essay.

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

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 cr

Language of instruction:

Finnish

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
- can describe the main concepts, the theoretical tradition and current research related to the field
- knows 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 culture and everyday life.

Mode of delivery:

Independent studying/face-to-face teaching

Learning activities and teaching methods:

E-exam or an essay (15 pages)

Compensatory lectures if possible.

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic studies in Sociology. An elective 5-credit course

Recommended or required reading:

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

Assessment methods and criteria:

E-exam or essay.

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

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 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- knows how to approach citizenship critically from the sociological and cultural perspective
- can describe the main concepts, the theoretical tradition and current research related to the field
- knows 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:

Independent studying/Face-to-face teaching

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- Compensatory lectures if possible.

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Basic studies in sociology

Recommended optional programme components:

Completion of Basic studies in Sociology. An elective 5-credit course

Recommended or required reading:

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

Assessment methods and criteria:

E-exam or essay.

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

414092A: Sociology of digitalization, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

ECTS Credits:

5cr

Language of instruction:

Finnish

Timing:

Autumn and spring semester

Learning outcomes:

Having completed the course, the student

- knows how to approach digitalization critically from the sociological and cultural perspective
- can describe the main concepts, the theoretical tradition and current research related to the field
- knows how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

Contents:

Current sociological research on digitalization

Mode of delivery:

Independent studying/face-to-face teaching

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- Compensatory lectures if possible.

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic studies in Sociology. An elective 5-credit course

Recommended or required reading:

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

Assessment methods and criteria:

E-exam or essay.

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

414093A: Sociology of Emotions, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Vesa Puuronen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5cr

Language of instruction:

Finnish

Timing:

Autumn and spring semester

Learning outcomes:

Having completed the course, the student

- knows how to approach emotions critically from the sociological and cultural perspective
- can describe the main concepts, the theoretical tradition and current research related to the field
- knows how to use this knowledge in research and practical working duties and how to participate in societal discussion concerning the issue.

Contents:

Current sociological research on emotions

Mode of delivery:

Independent studying

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- Compensatory lectures if possible

Target group:

Students pursuing Intermediate studies in Sociology

Prerequisites and co-requisites:

Basic studies in Sociology

Recommended optional programme components:

Completion of Basic studies in Sociology. An elective 5-credit course

Recommended or required reading:

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

Assessment methods and criteria:

E-exam or essay.

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

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

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
- how 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 18 h, optional literature and exam 2 h, independent work 115 h

Target group:

Students pursuing Basic studies in Sociology and entering Intermediate 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.

Grading:

Pass/Fail

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 cr

Language of instruction:

Finnish

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
- can 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: lectures and e-exam

E-exam http://www oulu.fi/sites/default/files/content/Exam_Oulun%20yliopiston%20ohjeet%20opiskelijalle_1.pdf

Learning activities and teaching methods:

Lectures 18 h, e-exam, independent work 115 h

Target group:

Students pursuing Basic Studies in Sociology

Prerequisites and co-requisites:

None

Recommended optional programme components:

Compulsory course for those studying Basic studies in Sociology and for those who are entering Intermediate 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
- E-exam OR written assignment 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.

Grading:

Pass/Fail

Person responsible:

Anu Alanko

Working life cooperation:

None

414079P: Introduction to sociological 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 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student is capable of

- composing a summary and a scientific essay based on scientific texts
- taking part in scientific 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:

Compulsory course for those studying Basic studies in Sociology and for those who are entering Intermediate studies in Sociology

Recommended or required reading:

- Articles in scientific sociological journals (e.g. Sosiologia, 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.

Grading:

Pass/Fail

Person responsible:

Anu Alanko

Working life cooperation:

None

Choose two of the following

414080P: Sociological research on family and lifespan, 5 op

Voimassaolo: 01.08.2014 -

Opiskeluoto: 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 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student

- has familiarized her/himself with important current research in family and lifespan (especially childhood and youth) studies.
- can describe 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 (especially childhood and youth) as a focus of sociological research

Mode of delivery:

Independent studying/face-to-face teaching

Learning activities and teaching methods:

- E-exam or essay (15 pages), independent work 135h.
- During the spring semester, compensatory lectures 16 h. In this case, the course entails the lectures, a short study task, and an e-exam OR a lecture diary. Lectures 16 h, independent work 119 h.

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.

Assessment methods and criteria:

E-exam or 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.

Grading:

Pass/Fail

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: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay414081P Sociological environment research (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student

- has familiarized her/himself with important current studies in sociological environmental research.
- can describe 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:

Independent studying

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- Compensatory lectures if possible.

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:

E-exam or 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.

Grading:

Pass/Fail

Person responsible:

Anu Alanko

Working life cooperation:

None

414082P: Changing World - Sociological approaches, 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 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student

- has familiarized her/himself with important current research on globalization
- can describe 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:

Independent studying

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- During the spring semester, compensatory lectures if possible.

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:

E-exam or 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.

Grading:

Pass/Fail

Person responsible:

Vesa Puuronen

Working life cooperation:

None

414083P: Education and equality, 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:

ay414083P Education and equality (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student

- has familiarized her/himself with important current research on educational sociology and education as a social phenomenon.
- can describe 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 and equality as a focus of sociological research

Mode of delivery:

Independent studying

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- Compensatory lectures if possible.

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:

E-exam or 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.

Grading:

Pass/Fail

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 cr

Language of instruction:

Finnish

Timing:

Autumn and spring term

Learning outcomes:

Having completed the course, the student

- has familiarized her/himself with important current research on racism and multiculturalism.
- can describe the main concepts, the theoretical traditions 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: lectures and literature

Learning activities and teaching methods:

- E-exam or an essay (15 pages)
- During the spring semester, compensatory lectures 16 h. In this case, students take an exam based on the lectures and one book.

Target group:

Students pursuing Basic Studies in Sociology

Prerequisites and co-requisites:

None

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:

E-exam or 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.

Grading:

Pass/Fail

Person responsible:

Vesa Puuronen

Working life cooperation:

no

Other information:

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

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:

After completing the course, the student is able to:

- describe the role of special needs education in the basic education system.
- identify inclusive education and training system.
- describe the individual challenges of learning.
- define the related service systems and search for information about them.

Contents:

- Special pedagogy and related sciences
- Special pedagogy, special education and special education
- Supportive service systems
- Special pedagogy in practice
- Ideologies, values and principles in special education
- Special teacher work description

Courses in the Basic Studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Supporting Language and Communication Development (5 cr)
- 402108P Learning Difficulties and Uniqueness of Learning (5 cr)
- 402119P Socio-emotional Development (5 cr)
- 402110P Special Education in the Life Course (5 cr)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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:

0-5

Person responsible:

Dr. 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

Opettajat: Kielinen, Marko Esa Juhani

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 and 3rd period

Learning outcomes:

After completing the course, the student is able:

- to define special education in theory and practice
- to identify and analyze special pedagogical common values and different forms of disability
- to describe the development of special education in national context

Contents:

- Ideologies, value and principles underlying special education
- Views of the essence, dissimilarity and diversity of man
- Special education and close sciences
- 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, 2 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 or required reading:

Moberg, S., Hautamäki, J., Kivirauma, J., Lahtinen, UY., Savolainen H. & Vehmas S. (2015).

Eriyispedagogiikan perusteet. WSOY. 221 s.

Lasten erityishuolto ja -opetus Suomessa. 2012, toim. Jahnukainen M.. Lastensuojelun Keskusliitto. 437 s.

a harjoitusryhmissä: *Sosiaali- ja terveydenhuoltolainsäädäntö. (2016). Toim. Kokkonen T. 966 s . tai FINLEX-tietokanta, (<http://www.finlex.fi/fi/laki/>).*

Ryhmässä soveltuvin osin, (mm. [Oppilas- ja opiskelijahuoltolaki 1287/2013](#); [Perusopetuslaki 2010, 1287/2013](#);

Varhaiskasvatuslaki (2018/580); Kehitysvammaisten huolto: So 206 Laki kehitysvammaisten erityishuollosta ja Asetus kehitysvammaisten erityishuollosta ja erityishuoltopiirit; Vammaiset: So 214 Laki vammaisuuden perusteella järjestettävistä palveluista ja tukitoimista, So 215 Asetus vammaisuuden perusteella järjestettävistä palveluista ja tukitoimista, So 216 Laki vammaisuuksista, So 217 Laki vammaisten henkilöiden tulkkauspalvelusta, muut vammaisuuden perusteella järjestettävät tukitoimet;

Perustuslaki, ihmisoikeudet ja yhdenvertaisuus: Pe 101 Suomen perustuslaki: Perusoikeudet; Lapsen oikeudet: Si 209, Lastensuojelu: Si 233 Lastensuojelulaki, Si 234 Laki lasten kanssa työskentelevien rikostaustan selvittämisestä ja Valtion koulukodit. Lukiolaki 714/2018

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: Supporting Language and Communication Development, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Sirkko

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 evaluation and their uses
- compare individual and collaborative rehabilitation methods and other support measures

- identify meaning of multidisciplinary co-operation in supporting language and communication

Contents:

- Manifestation and identification of speech, language and communication problems
- Delayed and abnormal development of speech and language, Specific Language Impairment
- Language and hearing problems
- Supporting communication and communication methods to support and replace speech
- Multidisciplinary co-operation in supporting language and communication

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 or required reading:

Three books of below list

- Niemitalo-Haapola, E., Haapala S. & Ukkola, S. (toim.) 2020. Lapsen kielen kehitys. Vuorovaikutus, leikin ja luovuuden merkitys. PS-kustannus.
- Loukusa, S & Paavola, L. (toim.) 2011. Lapset kieltä käyttämässä. Pragmaattisten taitojen kehitys ja sen häiriöt. PS-kustannus. 336 s.
- Siiskonen, T.; Aro, T.; Ahonen, T. & Ketonen, R. (toim.) 2014. Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa. 4. uudistettu painos. 385 s.
- Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2008. Sanat sekaisin? Kielelliset oppimisvaikeudet ja opetus kouluiässä. Uusin painos.
- 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:

Riikka Sirkko

Working life cooperation:

Yes

402108P: Learning Difficulties and Uniqueness of Learning, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Leila Kairaluoma

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

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 or required reading:

- Ahonen, T.; Aro, M.; Aro, T.; Lerkkanen, K. & Siiskonen, T. (toim.) 2019. Oppimisen vaikeudet. Niilo Mäki Instituutti.
- Kaski, M., Manninen, A., Mölsä, P. & Pihko, H. 2012. Kehitysvammaisuus.
- 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:

Leila Kairaluoma

Working life cooperation:

Yes, visitor

402119P: Socio-Emotional Development, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402119P Socio-Emotional Development (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held in the spring semester, during period 4. It is recommended to complete the course at the 1st spring semester

Learning outcomes:

After the course, the student:

- can describe the socioemotional development of children and youth. Moreover, the student can describe the protective and risk factors of the socioemotional development.

- can reflect the challenges of socioemotional development and emotional and behavioral disorders in the educational contexts from the individual`s and community`s perspective
- can tell how to support the socioemotional development of children and youth in multiprofessional cooperation and cooperation with parents and carers
- can describe the consequences of challenges in socioemotional development to an individual`s life

Contents:

- children`s and youth`s socioemotional development
- protective and risk factors of socioemotional development
- challenges in socioemotional development and behavior
- the impact of strengths-based education and the influence of encountering the child and youth for their self-esteem and self-image

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures (the first one is highly compulsory), visits, independent work and 3 h exam

Target group:

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

Prerequisites and co-requisites:

None

Recommended or required reading:

- Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 289 pages.
- Uusitalo-Malmivaara, L. (toim.). (2015). Positiivisen psykologian voima. Jyväskylä: PS-kustannus. 381 pages.
- Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. Jyväskylä: PS-kustannus. 165 pages.
- Ahonen, L. (2017). Haastavat kasvatusilanteet. Lämpimän vuorovaikutuksen käsikirja. Jyväskylä: PS-kustannus. 290 pages.

Assessment methods and criteria:

Participation in the face-to-face teaching and visits and literature and lecture (4 books) exam as agreed with the teacher. Read more about the assessment criteria at the University of Oulu website.

Grading:

0-5

Person responsible:

Nina Heräjärvi

Working life cooperation:

None

402110P: Special Education and the Course of Life, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Elina Viljamaa

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

Learning outcomes:

Having completed the course, the student knows how to

- reflect on their own experiences, emotions and attitude towards diversity
- name values, meanings and paradigms behind special education and service systems
- name qualities of an accessible, barrier-free society
- reflect on the significance of family and close relatives in collaborating with professionals

Contents:

- Special education at different phases of the life span
- Service systems and multiprofessionalism in support of individual and family
- past, present and future of special Education
- Integration, inclusion and the neighbourhood school principle
- Accessibility

Mode of delivery:

Contact instruction and multiform learning. Course materials in Finnish and English. Coursework can be submitted in both languages

Learning activities and teaching methods:

6h of lectures, multiform learning, independent and group work and exam.

Target group:

Students selected for the major or minor of Special education, or exchange students, at the Faculty of Education.

Prerequisites and co-requisites:

It is recommended that the student has completed at least Basic Course in Special Education as a prerequisite. The prerequisite does not apply to exchange students.

Recommended or required reading:

1. One literary prose book which handles disability or special needs and their efforts to one's life The book can be chosen by oneself.
 2. Määttä, P. & Rantala, A. 2016. Tavallisen erityinen lapsi. Onnistuneen yhteistyön arvoitusta ratkaisemassa. 2. painos. Jyväskylä: PS-kustannus. 312 s.
 3. Vehmas, S. 2013. Vammaisuus. Johdatus historiaan, teoriaan ja etiikkaan. Yliopistokustannus. 214 s.
 4. Ammatilliseen erityisopetukseen liittyvää verkkomateriaalia / Internet material
- Books 2. and 3. can be changed into this book:
1. Kauffman, J.M. Hallahan, D.P., & Pullen, P.C. 2017. Handbook of Special Education. New York: Routledge. <https://www.taylorfrancis.com/books/9781315517698> (pages will be told in the beginning of the course)

Assessment methods and criteria:

The conduction of the exam is determined at the beginning of the course.

Grading:

0-5

Person responsible:

Elina Viljamaa

Working life cooperation:

None

H251402: Subsidiary Entity for Subject Teacher 60 ECTS, Music Education, 60 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Compulsory

421270P: Introduction to Music Education, part 1, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

After completing the course, the student will be able 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 music
- explore the variety of pedagogical environments in music education.
- study the roles of music teacher in various music education environments.
- explore and practice his skills in teaching music.
- 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

Contents:

- development of student's own personal relationship with music, music as a cultural phenomenon
- introduction to the pedagogies in music education.
- from a pedagogical viewpoint, application of active exercises in playing music suitable for group teaching for all age groups in basic education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40h, independent work 95 h

Target group:

Music education students

Recommended or required reading:

Material to be distributed during the course

Assessment methods and criteria:

Active participation in contact teaching

Exercises and assignments during the course

Grading:

Accepted/ rejected

Person responsible:

Mikko Ketovuori

421271P: Introduction to Music Education, part 2, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

After completing the course, the student will be able to

- explore the variety of pedagogical environments and items of equipment in music education.
- study the roles of music teacher in various music education environments.
- explore and practice his skills in teaching music.
- develop his skills in music and movement

Contents:

- Basics of music theory
- Basics of music technology in notation
- Music and movement in Dalcroze pedagogy

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 38 h, independent work 97 h

Target group:

Students of music education

Recommended or required reading:

Material to be distributed during the course

Participation in the lessons

Exercises and assignments during the course

Assessment methods and criteria:

Participation in the lessons

Exercises and assignments during the course

Grading:

Accepted/rejected

Person responsible:

Mikko Ketovuori

422280A: World Musics, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katja Sutela

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English (depending on the participants)

Timing:

1. year

Learning outcomes:

After completing the course, the student will be able

- explore the different music cultures from the perspective of music research
- practice the main instruments of world and folk music (techniques, improvisation)
- practice, arrange and perform folk and world music based on Finnish folk music tradition and world music tradition

Contents:

- The basics of Finnish folk music and world music
- basic techniques of the folk and world music instruments
- performing and arranging world music and planning the teaching material

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lessons 40h

Target group:

Students of music education

Recommended or required reading:

Material to be distributed during the course

Assessment methods and criteria:

Active participation in the lessons

Exercises during the course

Planning, rehearsing and executing of the folk music concert

Grading:

0-5

Person responsible:

Katja Sutela

Working life cooperation:

None

422281A: Music and Movement, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Katja Sutela**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish, English (depending on the participants)

Timing:

1. year

Learning outcomes:

After completing the course, the student will be able to:

- develop one's bodily awareness and skills in music and movement
- apply Dalcroze Eurhythmics in practice
- use music and movement as an approach to music education
- use the music and movement teaching material in one's teaching

Contents:

- Basics of Dalcroze Eurhythmics, dances, creative movements,

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40h

Target group:

Students of music education

Prerequisites and co-requisites:

Connection between
421270P Part 1, 421271P Part 2, 421272P Part 3
in music education basic studies

Recommended or required reading:

Material to be distributed during the course

Assessment methods and criteria:

Participation in the lessons

Grading:

0-5

Person responsible:

Katja Sutela

Working life cooperation:

None

422268A: Theory and practise of music education, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

2. year

Learning outcomes:

After completing the course, the student will be able to

- apply music education theories and approaches and their educational and musical principles
- critically assess music education practices based on recent music education research
- analyze contemporary discussions in music education

Contents:

- apply adatedmusic education approaches such as Kodály-, Orff-, Dalcroze-, Suzuki-pedagogy
- research in sonic environment, acoustic ecology,
- composing education
- music as a part of individual's life and as a part of social group and society

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h , independent work 95 h

Target group:

Students of music education

Recommended or required reading:

Material to be distributed during the course

Assessment methods and criteria:

Active participation in the lectures
Exercises and assignments during the course
Summative evaluation in small groups

Grading:

Accepted/rejected

Person responsible:

Mikko Ketovuori

Working life cooperation:

None

422271A: Music technology, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jussi Jaako

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

2. year, autumn

Learning outcomes:

After the course students are able to:

- take use of music technology in music education
- manage electro acoustic equipment used in schools
- manage digital audio technology
- take use of most valuable digital applications for different pedagogical contexts

Contents:

- Music technology in schools
- Music technology as teachers' tool
- the practices of music technology
- the basics of mixing music

Mode of delivery:

Classroom learning

Learning activities and teaching methods:

Lectures 4h, demonstrations 36h, independent work 95h

Target group:

Students of music education

Prerequisites and co-requisites:

Introduction to music education 421271P; Technology and learning & Orientation to studies 405028Y

Recommended optional programme components:

None

Recommended or required reading:

Suntola, Silja. Luova Studiotyö

Assessment methods and criteria:

Continuous assessment based on students' participation. Portfolio

Grading:

0-5

Person responsible:

Jaako Jussi

Working life cooperation:

A school visit

*Alternative***421251P: Free accompaniment 1, 5 op**

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pehkonen Markku

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

Having completed the course, the student will be capable of
PIANO AND GUITAR

- using the most general styles and basic techniques of keyboard harmony/free accompaniment
- apply keyboard harmony/free accompaniment in different ways in pedagogical environments in teaching

Contents:

Use of piano and guitar playing for accompaniment in accordance with the expected learning outcomes

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Teaching in pairs and small groups, 8h autumn/spring

Target group:

Students of music education

Recommended or required reading:

Materials to be agreed on in class

Assessment methods and criteria:

Active participation in teaching and exam consisting of a technical and artistic part

0=accompaniment is fragmentary and unfinished, failures in technical assignments

1=accompaniment partly fragmentary and unfinished, technical assignments partly deficient

2=accompaniment partly expressive and superficial, technical assignments completed tolerably

3=accompaniment partly expressive and stylistically appropriate, technical assignments completed acceptably

4=accompaniment expressive and stylistically appropriate, presentation very good and technical assignments completed flawlessly

5 = accompaniment highly expressive and stylistically appropriate, excellent presentation and technical assignments completed very fluently

Grading:

0-5

Person responsible:

Pehkonen Markku

Working life cooperation:

None

422264A: Free accompaniment 2, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Levy, Jari Markus

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. year, autumn, spring

Learning outcomes:

Having completed the course, the student will be capable of

PIANO AND GUITAR

- using his/her skills in keyboard harmony/free accompaniment in different styles
- apply his/her skills in harmonization, prima vista and transposition in practice
- put into practice pedagogical approaches in free accompaniment

Contents:

Advance his/her skills as a free accompanist in guitar and piano

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and teaching in pairs; lectures 2h, teaching in pairs 18h, independent work 47h

Target group:

Students of music education

Prerequisites and co-requisites:

Keyboard harmony/free accompaniment 1 421251P

Recommended or required reading:

Materials to be agreed on in class

Assessment methods and criteria:

Active participation in teaching and exam consisting of a technical and artistic part

0=accompaniment is fragmentary and unfinished, failures in technical assignments

1=accompaniment partly fragmentary and unfinished, technical assignments partly deficient

2=accompaniment partly expressive and superficial, technical assignments completed tolerably

3=accompaniment partly expressive and stylistically appropriate, technical assignments completed acceptably

4=accompaniment expressive and stylistically appropriate, presentation very good and technical assignments completed flawlessly

5 = accompaniment highly expressive and stylistically appropriate, excellent presentation and technical assignments completed very fluently

Grading:

0–5

Person responsible:

Jari Levy

Working life cooperation:

None

421258P: Instrument Studies 1, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Jokela

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

Having completed the course, the student knows how to

- use the basic technique and repertoire when playing the piano
- apply the proper expression and style in piano playing
- use healthy voice production and singing techniques
- apply stylistically adherent expression and interpretation in singing

Contents:

Piano playing as soloist and accompanist

Singing as a soloist and harmony singing

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

In voice, small group and group teaching:

lectures 6h, individual lessons and teaching in small groups 14h, independent work 47h

In piano, individual, pair, small group and group teaching: lectures 6h, individual lessons and teaching in small groups 14h, independent work 47h

Target group:

Students of music education

Recommended or required reading:

Material to be announced in class

Assessment methods and criteria:

In piano, two performances as a soloist and one as an accompanist, and in voice, two performances. One of the piano solos and the songs are to be performed from memory. Learning diaries in both piano and voice. Summary of an article. Active participation in class.

0 = Piano and voice interrupted and unfinished, tunes played from music, no learning diaries returned

1 = Piano and voice partly fragmentary and superficial, tunes played from music, learning diaries incomplete

2 = Piano and voice partly expressive and superficial, satisfactory performance, learning diaries completed reasonably well

3 = Piano and voice partly expressive and styled, good presentation and satisfactorily completed learning diaries

4 = Piano and voice expressive and stylish, praiseworthy performance, and perfect learning diaries

5 = Piano and voice very expressive and in style, excellent presentation and learning diaries filled with credit

Grading:

0-5

Person responsible:

Jokela, Nina

Working life cooperation:

None

422277A: Instrument Studies 2, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Jokela

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn, spring

Learning outcomes:

Having completed the course, the student is able to

- use his/her piano skills and repertoire as both soloist and accompanist
- apply voice skills and the repertoire in singing as both a soloist and in harmony singing
- put into practice pedagogical approaches in both piano and voice instruction

Contents:

To advance his/her skills as a pianist and singer and to practice instrumental pedagogy in teaching piano and voice.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

In piano, lectures 6 h, individual lessons and teaching in small groups 14 h, independent work 47 h
In voice, lectures 6 h, individual lessons and teaching in small groups 14 h, independent work 47 h

Target group:

Students of music education

Prerequisites and co-requisites:

421258P Instrument Studies 1

Recommended or required reading:

Material to be announced in class

Assessment methods and criteria:

In piano, one performance as a soloist and one as an accompanist, and in voice, two performance. The performances are to be performed from memory. Learning diaries in piano, voice and instrument pedagogy. Summary of an article. Active participation.

0 = Piano and voice interrupted and unfinished, tunes played from music, no learning diaries returned

1 = Piano and voice partly fragmentary and superficial, tunes played from music, learning diaries incomplete

2 = Piano and voice partly expressive and superficial, satisfactory performance, learning diaries completed fairly well

3 = Partially expressive and styled piano and voice, good presentation and satisfactorily completed learning diaries

4 = Piano and voice expressive and stylish, praiseworthy performance, and learning diaries perfect

5 = Piano and voice very expressive and in style, excellent presentation and learning diaries filled with credit

Grading:

0-5

Person responsible:

Nina Jokela

Working life cooperation:

None

421252P: Popular Music 1, 5 op

Voimassaolo: 01.08.2013 -

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. year, autumn

Learning outcomes:

Having completed the course, the student

- recognizes the variety of pop music styles, typical theoretical phenomena and harmonic practices.
- can play guitar, bass, drums and keyboards in a pop group.
- is able to design tasks for a variety of instruments.

Contents:

Playing in a pop group. Introduction to the styles in pop music.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, exercises 24 h, independent work 95 h

Target group:

Students of music education

Prerequisites and co-requisites:

Introduction to Music education 421250P

Recommended or required reading:

Material handed out during the course.

Assessment methods and criteria:

Participation in exercises. Exam on history of popular music and playing in a band.

Grading:

0-5

Person responsible:

Mikko Ketovuori

Working life cooperation:

None

422260A: Popular Music 2, 5 op

Voimassaolo: 01.08.2013 -

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. year, autumn and spring

Learning outcomes:

Having completed the course, the student

- practices by playing the variety of pop music styles, typical theoretical phenomena and harmonic practices.
- can play guitar, bass, drums and keyboards according to the style.
- is able to design material for teaching pop music.

Contents:

Playing in a pop group. Pop music styles in practice.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, exercises 24 h, independent work 95 h

Target group:

Students of music education

Recommended or required reading:

Material handed out during the course.

Assessment methods and criteria:

Participation in exercises. Exam on history of popular music and playing in a band.

Grading:

0-5

Person responsible:

Mikko Ketovuori

Working life cooperation:

None

421253P: Choir and orchestra conducting 1, 5 op

Voimassaolo: 01.08.2013 -

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. year, spring

Learning outcomes:

Having completed the course, the student

- will be able to create a good contact with choir and orchestra
- will understand the signification of pleasant atmosphere as a part of conducting
- have learned to perceive simple choral and instrumental scores through playing and singing
- will be able to teach the vocal parts of simple four-part choral works to singers
- will be able to correct coarse misintonations and imprecisions of temporal phrasing
- will masters the stroke patterns for typical meters
- is able to start and finish conducting, and give simple entry cues and exert basic control on dynamics
- have acquainted with basic choral and orchestral repertoire suitable for school context, and be capable of applying the learning outcomes for rehearsing the repertoire

Contents:

General knowledge of conducting

- choir types, voices and their ranges
- instrumentation, clefs and transpositions
- acoustic principles of tuning systems and intonation of tonal texture Fundamentals of conducting technique
- technical principles of conducting, basic stroke patterns, start and finish, crescendi and diminuendi
- conducting practice with different choirs and instrumental ensembles
- score reading and playing, conducting practice with simple choral scores
- the necessities of visual contact, exact listening, intervening when necessary, and efficiency in time management

Practices of choral conducting

- fluent singing and teaching of choral parts
- use of piano in choral conducting and demonstration of textures
- textual analysis of choral works
- reading of simple scores and their harmonic analysis

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work 95 h

Target group:

Students of music education

Recommended optional programme components:

The following courses are recommended for concurrent study: 421256P Music ensemble 1

Recommended or required reading:

To be announced during the course

Assessment methods and criteria:

Participation in teaching and exercises, examination

Grading:

0–5

Working life cooperation:

None

422270A: Choir and orchestra conducting 2, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

3. year, spring

Learning outcomes:

Having completed the course, the student will

- be able to create, maintain and develop a good, productive relationship with choir and orchestra
- have learned to perceive intermediate choral and instrumental scores through playing and singing
- be able to teach the vocal and orchestral parts to singers and players, respectively
- be able to correct minor misintonations and imprecisions of temporal phrasing
- masters a wide selection of stroke patterns
- is able to cue entries and exert control on various aspects of expression
- have acquainted with intermediate choral and orchestral repertoire suitable for school context, and be capable of applying the learning outcomes for rehearsing such repertoire

Contents:

- vocal training in choral music
- tuning and basic techniques of instruments
- conducting practice of choirs, orchestras and their sections and parts in different situations
- rehearsing the reading, playing and conducting scored music for various choral and orchestral ensembles
- modifying and arranging the score in changing situations
- control of intonation, expression and its technique as well as time management
- fluency in reading and teaching of choral and orchestral parts
- familiarization of a variety of scores, analysis of their expressive means, and subsequent technical consideration for conducting and training

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work 95 h

Target group:

Students of music education

Prerequisites and co-requisites:

421253P Choral and orchestral conducting 1

Recommended or required reading:

To be announced during the course

Assessment methods and criteria:

Participation in teaching and exercises, examination

Grading:

0–5

Working life cooperation:

None

421256P: Playing band music 1, 5 op

Voimassaolo: 01.08.2013 -

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. year, spring

Learning outcomes:

Having completed the course, the student:

- will evaluate his working in variety of ensembles and musical tasks.
- will make music according to the style and arrangement in variety of ensembles.
- will arrange and perform music in a group.

Contents:

Vocal ensemble á cappella

Vocal ensemble in a pop group

Orchestra, mixed ensemble

Concert

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work 95 h

Target group:

Students of music education

Prerequisites and co-requisites:

Introduction to Music education 421250P

Recommended optional programme components:

Choir and orchestra conducting 1 421253P

Recommended or required reading:

Material handed out during the course.

Assessment methods and criteria:

Participation in exercises. Tasks given during the course. Concert.

Grading:

0-5

Working life cooperation:

None

422269A: Playing band music 2, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

3. year, spring

Learning outcomes:

Having completed the course, the student is able

- to conduct, rehearse and arrange music in variety of ensembles according to the style and arrangements

Contents:

Vocal ensemble á cappella, arranging music for an á cappella ensemble

Vocal ensemble in a pop group, arranging for a vocal group

Conducting orchestra, mixed ensemble

Concert

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work 95 h

Target group:

Students of music education

Prerequisites and co-requisites:

421256P Music ensemble 1

Recommended or required reading:

Material handed out during the course.

Assessment methods and criteria:

Participation in exercises. Tasks given during the course. Concert.

Grading:

0-5

Working life cooperation:

None

422273A: Music Theory and Arrangement 1, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish

Timing:

2. year, autumn

Learning outcomes:

Having completed the course, the student

- knows how to conceive and analyze the stylistic features of tonal musics in terms of rhythm, melody, polyphony, tone and forms.
- understands the basic stylistic and technical principles of tonal musics and how they are manifested in homophonic and polyphonic types of works.
- knows how to reduce tonal music to observe structure, voice leading and other technically and expressively significant factors and to complement reductions to produce stylistically appropriate music.
- knows how to apply his/her knowledge and skills to create stylistically appropriate music.
- knows how to arrange music for different musical groups based on different styles.
- knows how to use his/her knowledge of and skills with different instruments/musical groups to produce his/her own and arranged music for the needs of music education.
- is able to evaluate the stylistic appropriateness of music produced by him/herself.
- perceives his/her own pedagogical possibilities and courses of action in teaching music theory and ear training.

Contents:

Ear training, analysis and familiarization with music writing techniques with tonal music, writing stylistically appropriate music. Arrangement for various musical groups. Evaluation and development of models of pedagogical action for music theory, arrangement and ear training.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work alone or in groups 93 h

Target group:

Students of music education

Prerequisites and co-requisites:

421250P Introduction to Music Education, 421258P Instrument Studies 1 ja 421251P Free Accompaniment 1, 422265A World Musics 1

Recommended optional programme components:

Recommended to be pursued simultaneously with 421259P Instrument Studies 2, 422264A Free Accompaniment 2, 422275A Music History 1, 421252P Rhythm Music 1, and 422271A Music Technology.

Recommended or required reading:

- Kostka: Tonal Harmony, with an Introduction to Twentieth-Century Music (selected parts).
- Schachter & Aldwell: Harmonia ja äänenkuljetus (selected parts).
- Tabell: Jazzmusiikin harmonia (selected parts).
- Additional materials to be announced in the lectures

Assessment methods and criteria:

The study module employs the method of continuous assessment and a final examination. There is a separate examination in the instrument studies. Active participation in the lectures and supervision, completion of practical and online assignments, portfolio. The assessment given for the study module is based on the expected learning outcomes in the course.

Assessment criteria: The student has shown his/her achievement of the learning outcomes to be
0 = unfinished, fragmented, the matters presented by him/her are not essentially connected with the theme, and there is almost no use of sources.

1 = highly superficial, the matters are presented as if they were quite detached from each other, the use of sources is at a poor level.

2 = superficial, matters are presented at times as if they were detached from each other, sources have been used satisfactorily.

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

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

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

Grading:

0-5

Working life cooperation:

None

422274A: Music Theory and Arrangement 2, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

2. year, spring

Learning outcomes:

Having completed the course, the student

- knows how to conceive and analyze the stylistic features of chromatic tonal and modal musics in terms of rhythm, melody, harmony, polyphony, tone and forms.
- understands the basic stylistic and technical principles of chromatic tonal and modal musics and how they are manifested in homophonic and polyphonic types of works
- knows how to reduce tonal and modal music to observe the structure, voice leading and other technically and expressively significant factors and to complement reductions to produce stylistically appropriate music.
- knows how to apply his/her knowledge and skills to create stylistically appropriate music.
- knows how to arrange music for different musical groups according to different styles.
- knows how to use his/her knowledge of and skills with different instruments/musical groups to produce his/her own and arranged music for the needs of music education.
- is able to evaluate the stylistic appropriateness of music produced by him/herself.
- perceives his/her own pedagogical possibilities and courses of action in teaching music theory and ear training.

Contents:

Ear training, analysis and familiarization with music writing techniques with chromatic tonal and modal music, writing stylistically appropriate music. Arrangement for various musical groups. Evaluation and development of pedagogical models for music theory, arrangement and ear training.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work alone or in groups 93 h

Target group:

Students of music education

Prerequisites and co-requisites:

422273A Music Theory and Arrangement 1, 422275A Music History 1, 421252P Rhythm Music 1, and 422271A Music Technology

Recommended optional programme components:

Recommended to be pursued simultaneously with the following study modules: 421259P Instrument Studies 2, 422264A Free Accompaniment 2, 422276A Music History 2, 421253P Choir and Orchestral Conducting 1, and 421256P Playing Band Music

Recommended or required reading:

- Kostka: Tonal Harmony, with an Introduction to Twentieth-Century Music (selected parts).
- Schachter & Aldwell: Harmonia ja äänenkuljetus (selected parts).
- Tabell: Jazzmusiikin harmonia (selected parts).
- Levine: Jazz theory book (selected parts).
- Benjamin: The Craft of Tonal Counterpoint tai Owen: Modal and Tonal Counterpoint: From Josquin to Stravinsky (selected parts).
- Additional materials to be handed out in the lectures.

More detailed agreement on the learning materials at the start of the study module.

Assessment methods and criteria:

The study module employs the method of continuous assessment and a final examination. There is a separate examination in the instrument studies. Active participation in the lectures and supervision, completion of practical and online assignments, portfolio. The assessment given for the study module is based on the expected learning outcomes in the course.

Assessment criteria: The student has shown his/her achievement of the learning outcomes to be 0 = unfinished, fragmented, the matters presented by him/her are not essentially connected with the theme, and there is almost no use of sources.

1 = highly superficial, the matters are presented as if they were quite detached from each other, the use of sources is at a poor level.

2 = superficial, matters are presented at times as if they were detached from each other, sources have been used satisfactorily.

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

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

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

Grading:

0-5

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

ECTS Credits:

25 cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the 25-credit studies in technical work, the student acquires a readiness to teach technical work in the lower grades of basic education. In her/his studies the student learns to apply technology to combine knowledge and skills in technical work. The main learning outcomes for each course are to be found in their descriptions.

Contents:

- 402263P, Materials and Manufacturing Technology, 10 cr
- 402264P, Electrical Engineering and Electronics, 5 cr
- 402265P, Robotics and Automation, 5 cr
- 402261P, Technology and pedagogics, 5 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions. For further information see

Target group:

Students selected for the minor of Technical Work at the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Assessment methods and criteria:

- Examinations in lectures/course books. (Other coursework alternatives must be pre-approved)
- Written and online materials produced during the exercises are assessed, particularly in terms of contents and pedagogical aspects.
- Objects produced in the exercises are assessed numerically (0-5), with particular attention to pedagogical value, functionalism and aesthetics.
- Assessment ratio between objects/written work is 2:1.

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

Grading:

1 - 5

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

*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**Opettajat:** Nykänen, Jaakko Juhani**Opintokohteen kielet:** Finnish**ECTS Credits:**

10 cr

Language of instruction:

Finnish

Timing:

Period 1-2

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.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 16 h, Small group teaching 68 h and Self-study 190 h

Target group:

Primary teacher students

Recommended optional programme components:

402265P Robotics and Automation (5 cr)

402264P Electrical engineering and Electronics (5 cr)

402261P Technology and Pedagogics (5 cr)

Recommended or required reading:

To be announced on at the beginning of the course.

Assessment methods and criteria:

Active participation in contact teaching, practical exercises and textual outputs

Grading:

0 - 5

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

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 cr

Language of instruction:

Finnish

Timing:

period 3

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 enterprises.
- 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.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, Small group teaching 36 h and Self-study 95 h

Target group:

Primary teacher students

Prerequisites and co-requisites:

402263P Material and Manufacturing Technology (10 cr)

Recommended optional programme components:

402261P Technology and Pedagogics (5 cr)

402265P Robotics and Automation (5 cr)

Recommended or required reading:

To be announced on at the beginning of the course

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

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 cr

Language of instruction:

Finnish

Timing:

Period 2

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 every day 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.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, Small group teaching 36h and Self-study 95h.

Target group:

Primary teacher students

Recommended optional programme components:

402264P Electrical engineering and Electronics (5 cr)

402261P Technology and Pedagogics (5 cr)

402263P Material and Manufacturing Technology (10 cr)

Recommended or required reading:

To be announced on at the beginning of the course.

Assessment methods and criteria:

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

Grading:

Passed/Failed

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

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 cr

Language of instruction:

Finnish

Timing:

Period 4

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 4h, Small group teaching 36h, Self-study 95h.

Target group:

Primary teacher students

Prerequisites and co-requisites:

402263P Material and Manufacturing Technology (10 cr)

402264P Electrical Engineering and Electronics (5 cr)

402265P Robotics and Automation (5 cr)

Recommended optional programme components:**Recommended or required reading:**

To be announced on at the beginning of the course.

Assessment methods and criteria:

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

Grading:

pass/ fail

Person responsible:

Jaakko Nykänen

A256002: Textile work / Technology, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Leena Hartikka

Opintokohteen kielet: Finnish

Leikkaavuudet:

ayA256002 Textile Work (Oulu) (OPEN UNI) 25.0 op

ECTS Credits:

25 cr

Language of instruction:

Finnish

Learning outcomes:

The student adds depth to the working, data acquisition and assessment skills typical of the crafts acquired in their basic studies. The student learns to identify craft science as a discipline of science and to recognize the properties of different materials, basic knowledge and skills in product design and manufacturing, and is able to apply working, data acquisition, interpretation and evaluation skills specific to crafts independently and collaboratively.

Contents:

In the study module, crafts are considered as a social phenomenon based on craft science, crafts, arts and technology education. Both crafts and the problem- solving process producing concrete handmade products are discussed, applying it as part of the aesthetic and technological culture. During the study module, crafts projects are designed, implemented and evaluated collaboratively, making use of information and communication technologies and external parties.

The course contents are complemented by study visits.

The minor subject comprises the following courses:

- 402325P Craft Science and Product Design, 5 credits

- 402328P Craft Culture and Skills, 5 credits
- 402330P Material and Skill, 10 credits
- 402329P Craft Expression, 5 credits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Teaching is implemented through large and small group sessions, online work and independent work. Study visits are included in the course.

Target group:

Students selected for the minor of Textile Work at the Faculty of Education

Prerequisites and co-requisites:

Completion of the basic studies

Recommended or required reading:

Course-specific literature

Assessment methods and criteria:

Active participation is required.

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

Grading:

0-5

Person responsible:

Leena Hartikka

Working life cooperation:

Actors in the neighbourhood, schools, daycare centres, businesses, museums

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 cr

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

The student

- forms an understanding of the starting points of craft science and their application in basic education
- understands the viewpoints of product design on handicrafts and surrounding society
- knows how to apply ethical and ecological approaches
- masters the basics of product design

Contents:

- familiarization with the processes of design and manufacture in handicrafts and with the basis of craft science
- design and manufacture of a product related to the course thematics
- study visits

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises 20h, study visits 16h, independent work 95h

Target group:

Student in the early childhood education and primary teacher education programmes

Prerequisites and co-requisites:

In primary teacher education, the multidisciplinary studies, and in early childhood education, the professional studies

Recommended optional programme components:

The course deepens the contents of the primary teacher students' multidisciplinary and the early childhood education students' professional studies.

Recommended or required reading:

- Forss, M. 2002. Värimenetelmät. Värjäys, maalaus, kankaanpainanta. Taideteollisen korkeakoulun julkaisu B 60.
- Inki, J., Lindfors, E. & Sohlo, J. (Eds.) 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. (Ed.) (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 output is unfinished or deficient and does not show any learning in line with the expected learning outcomes.

1=The student shows some learning in line with the expected learning outcomes, but in terms of one or more objectives his/her learning remains missing or superficial. The student is not using or applying important theoretical and pedagogical contents of the course.

2=The student's output is in line with the expected outcomes, but his/her learning is superficial, showing limited adoption of theoretical and pedagogical contents.

3=The student's output is in line with the expected outcomes. The student is dealing with and applying the main theoretical contents of the course in a mechanical way without any applied or pedagogical grasp.

4=The student's output is in line with the expected outcomes. S/he shows that s/he can apply the main theoretical and pedagogical contents of the course in a broad and purposeful manner.

5=The student shows learning in line with the expected learning outcomes in depth, width and various ways. S/he is demonstrating an ability to use and analyze important theoretical course materials, and to apply and evaluate them in a pedagogically appropriate manner.

Grading:

Pass/Fail

Person responsible:

Leena Hartikka

Working life cooperation:

None

402330P: Materials and Skills, 10 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Leena Hartikka

Opintokohteen kielet: Finnish

ECTS Credits:

5cr

Language of instruction:

Finnish

Timing:

3rd and 4th period

Learning outcomes:

The student

- is capable of identifying materials, tools and techniques in handicrafts
- is capable of applying a knowledge of materials in the design and manufacture of a handmade product, taking into consideration the ecological and ethical points of view
- understands the various manufacturing methods, finishings and purposes of use in handicrafts
- identifies the viewpoint of work safety in crafts methods

Contents:

- materials, tools and techniques in handicrafts
- familiarization with the working tools, machinery and contents of sewing, weaving, threading, and dyeing
- familiarization with work safety in handicrafts
- application of documentation and evaluation as part of ideation, designing and manufacturing in the process of making a handmade product

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises 36h, independent work 95h

Target group:

Student in the early childhood education and primary teacher education programmes

Prerequisites and co-requisites:

In primary teacher education, the multidisciplinary studies, and in early childhood education, the professional studies.

Recommended optional programme components:

The course deepens the contents of the primary teacher students' multidisciplinary and the early childhood education students' professional studies.

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, Tupu & Mikkela, Tiina 2010. Printti & pisto. Helsinki, Otava
 Tetri, A.-K. 2008. Luonnonvärjäys. Multikustannus.
 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.
 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 output is unfinished or deficient and does not show any learning in line with the expected learning outcomes.

1=The student shows some learning in line with the expected learning outcomes, but in terms of one or more objectives his/her learning remains missing or superficial. The student is not using or applying important theoretical and pedagogical contents of the course.

2=The student's output is in line with the expected outcomes, but his/her learning is superficial, showing limited adoption of theoretical and pedagogical contents.

3=The student's output is in line with the expected outcomes. The student is dealing with and applying the main theoretical contents of the course in a mechanical way without any applied or pedagogical grasp.

4=The student's output is in line with the expected outcomes. S/he shows that s/he can apply the main theoretical and pedagogical contents of the course in a broad and purposeful manner.

5=The student shows learning in line with the expected learning outcomes in depth, width and various ways. S/he is demonstrating an ability to use and analyze important theoretical course materials, and to apply and evaluate them in a pedagogically appropriate manner.

Grading:

0-5

Person responsible:

Leena Hartikka

402328P: Craft Culture and Technology, 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 cr

Language of instruction:

Finnish

Learning outcomes:

The student

- identifies the characteristics of craft culture and technology in different eras
- knows how to classify and describe the structure of textiles from fibre to product
- identifies the learning of handicrafts from the viewpoint of pupils with special needs

Contents:

Contents

- craft culture and technology in today's teaching
- design and implementation of a crafts project collaboratively with co-operating partners
- problem solving by doing and experimenting

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, work in small groups 36h, 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 or required reading:

Hiltunen, Emilia & Laru, Jari & Mäkitalo, Kati. (2019). VÄRKKÄÄMÖ - oppilaiden vahvuuksien mukainen oppimisympäristö ja pedagoginen malli?.

Kojonkoski-Rännäli, S. 2014. Käsin tekemisen filosofiaa. Turku: Turun yliopiston opettajankoulutuslaitos. Jaatinen, Juha; Lindfors, Eila. Makerspace for Innovation Learning: How Finnish Comprehensive Schools Create Space for Makers. Design and Technology Education: an International Journal, [S.l.], v. 24, n. 2, p. 42-66, july 2019. ISSN 1360-1431. Available at: <<https://ojs.lboro.ac.uk/DATE/article/view/2623>>.

Assessment methods and criteria:

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

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 his/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:

Minna Vastimo

Working life cooperation:

None

402329P: Craft Expression, 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 cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

The student

- understands product design and craft entrepreneurship as part of the surrounding society
- knows how to apply various methods and working practices to implement three-dimensional craft products
- knows how to design, document, implement and evaluate a crafts project for a specific event or for a certain target group
- knows how to design modern and occupationally safe crafts learning environments

Contents:

- design and manufacturing of a multi-material handmade object with due consideration of localness
- viewpoint of sustainable development

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises 36h, independent work 95h

Target group:

Students in the early childhood education and primary teacher education programmes

Prerequisites and co-requisites:

In primary teacher education, the multidisciplinary studies, and in early childhood education, the professional studies.

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 käsityöopetus. 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.

SUUNNITTELUKÄSIN, 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. Soveltuvin 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 and group assignments, essay.

0=The student's output is unfinished or deficient and does not show any learning in line with the expected learning outcomes.

1=The student shows some learning in line with the expected learning outcomes, but in terms of one or more objectives his/her learning remains missing or superficial. The student is not using or applying important theoretical and pedagogical contents of the course.

2=The student's output is in line with the expected outcomes, but his/her learning is superficial, showing limited adoption of theoretical and pedagogical contents.

3=The student's output is in line with the expected outcomes. The student is dealing with and applying the main theoretical contents of the course in a mechanical way without any applied or pedagogical grasp.

4=The student's output is in line with the expected outcomes. S/he shows that s/he can apply the main theoretical and pedagogical contents of the course in a broad and purposeful manner.

5=The student shows learning in line with the expected learning outcomes in depth, width and various ways. S/he is demonstrating an ability to use and analyze important theoretical course materials, and to apply and evaluate them in a pedagogically appropriate manner.

Grading:

Pass/Fail

Person responsible:

Leena Hartikka

A251105: University Pedagogy, Basic Studies, 25 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

Compulsory

050413A: Research-based Teacherhood, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

English

Timing:

Autumn - spring

Learning outcomes:

Upon the completion of the course, the participants will be able to:

- identify their own university pedagogy research interest and issues
- plan and implement small-scale pedagogical research, which supports the development of their own work
- apply the research-oriented approach to teaching

Contents:

- Research-based teaching
- University pedagogy research
- Research methods

Mode of delivery:

Face-to-face

Learning activities and teaching methods:

Seminars (16h), individual supervision (1-2h per student) and independent work (117h). The total workload is 135h. The seminars are discussion-based.

Target group:

University teaching and research staff

Recommended optional programme components:

This course is part of the 25 cr. Studies in University Pedagogy in English. The course's work can be utilized and further developed in the course 050421P Guided teaching practice and development of teaching.

Recommended or required reading:

Required reading will consist of published research papers related to the self-chosen topic.

Assessment methods and criteria:

The participants will write a literature review on a topic of their own interest, relevant to teaching in higher education context. This literature review will be peer-assessed and presented to the entire group of participants. The assessment criteria are based on the learning outcomes of the course and active participation in seminars.

Grading:

Pass/Fail

Person responsible:

Sonja Lutovac

050414P: Basics of University Pedagogy, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Merja Maikkola

Opintokohteen kielet: Finnish

ECTS Credits:

10 cr

Language of instruction:

English

Timing:

Autumn - spring

Learning outcomes:

Upon the completion of the course, the participants will be able to:

- use reflection as a tool to develop their own work
- identify and analyze the strengths and areas needing development with respect to their teaching activities
- plan their teaching based on the principles of constructive alignment
- self- and peer-assess, and make use of feedback received
- use portfolio as a tool for own professional development as teachers

Contents:

The main contents of the course are the following:

- teacher identity, reflective practice and professional development
- personal theories of learning and teaching
- constructive alignment and student-centred teaching
- the use of technology for teaching and learning
- research supervision as a part of teacher's work
- research-based teaching

- student and peer feedback
- teaching portfolio

Mode of delivery:

The teaching is face-to-face and web-based teaching. The learning environment of the course is Moodle.

Learning activities and teaching methods:

Contact teaching (80h) and independent work (190h). The total workload is 270h.

Teaching is activity- and discussion-based. Independent work includes advance assignments conducted individually and/or in groups. Peer-group work includes assignments and contact meetings.

Target group:

University teaching and research staff

Recommended optional programme components:

This course is part of the 25 cr. Studies in University Pedagogy in English. Only participants who are enrolled in these studies can take the course.

Recommended or required reading:

Recommended or required reading will be assigned during the course and may be subject to change.

Assessment methods and criteria:

During the course, participants complete various advance assignments. These are designed in a manner that promotes participant's development of his/her teaching portfolio. During the course, participants also reflect on their development process in a reflective diary. This diary will be self- and peer-assessed. The assessment criteria are based on the learning outcomes of the course and active participation in contact teaching.

Grading:

Pass/Fail

Person responsible:

Sonja Lutovac

Other information:

Optional courses can be taken in other universities / vocational higher education institutions. Optional courses should deepen the participant's knowledge of any topic related to university pedagogy. The recognition of optional studies must always be agreed with the person responsible for the course.

050415P: Practical Training of University Pedagogy, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Merja Maikkola

Opintokohteen kielet: Finnish

ECTS Credits:

10 cr

Language of instruction:

English

Timing:

Spring – spring. The course begins in the spring semester and ends in the spring semester of next year.

Learning outcomes:

The aim of this course is to support participants' development of their own teaching in a guided and supportive environment. Upon the completion of the course, participants will be able to:

- reflect critically upon their own work and working environment
- apply a variety of teaching methods, learning environments and technology-supported learning tools in the design, delivery and assessment of their own teaching
- apply the research-based approach to the design of the curriculum and their teaching practices

- develop teaching innovations to support their students' learning

Contents:

The participants choose an aspect of their teaching/course that they would like to develop. Guided teaching practice consists of (1) an idea, design and implementation, (2) guidance via mentoring and peer-support, (3) presentation of key results in OpinTori and final report. The guided teaching practice calls for inquiry-based approach to one's own work.

Mode of delivery:

The course includes face-to-face seminars, group and individual guidance, mentoring and OpinTori event. Individual work is conducted at participants' own department/unit. The course uses Moodle environment.

Learning activities and teaching methods:

Contact teaching (80h) and independent work (190). The total workload is 270 hours. Active participation in seminars, group meetings, mentoring sessions and OpinTori is required. The seminars are activity- and discussion-based.

Target group:

University teaching and research staff

Prerequisites and co-requisites:

050420P Introduction to university pedagogy

Recommended optional programme components:

This course is part of the Studies in University Pedagogy in English (25 cr.). Each participant will conduct a guided teaching practice and development of own teaching after acquiring some basic pedagogical knowledge in the course 050420P Introduction to university pedagogy.

Recommended or required reading:

Literature will vary depending on the aspect of work that each participant wants to develop. Participants chose their study material independently.

Assessment methods and criteria:

As a result of teaching practice, participants will provide a final report about the work that has been carried out. The assessment criteria are based on the participation in seminars and other activities, completion of assignments and reaching the objectives set by each participant at the beginning of the course. Participant should also demonstrate that the material of the course has been analysed and reflected upon in the portfolio and appropriately applied.

Grading:

Pass/Fail

Person responsible:

Sonja Lutovac

Working life cooperation:

Expert visit (14h)

A251106: University Pedagogy, Intermediate Studies, 35 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

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

Opettajat: Katariina Holma

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- identify basic concepts and approaches in education
- identify the main research areas of educational research
- describe the main traditions and research approaches in education
- apply educational concepts and research findings in describing and analyzing educational practices

Contents:

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

Target group:

Students in Education from different training programs

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of basic studies in education

Recommended or required reading:

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntaukset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

Requirements: Active participation in lectures and independent study of the study material. Written assignment.

Seminar Part 2 ECTS

Requirements: Active participation in seminars. Tasks given by the seminar teacher. The achievement of learning outcomes is assessed on the basis of a written assignment.

To pass the course, the student has to be able to summarize the key themes, concepts and research topics relevant to educational research, and to consider their significance in educational practices or educational research. The student is also expected to relate educational concepts and approaches to each other and apply them in analyzing practical educational situations.

Grading:

Pass/Fail

Person responsible:

Katariina Holma

Working life cooperation:

In seminar groups

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 credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational 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
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

Contents:

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 14h, seminars 10h, and independent study 111 h

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 Basic Studies in Education

Recommended or required reading:

Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.

Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

Assessment methods and criteria:

Active participation, essay

Grading:

Pass/Fail

Person responsible:

Hanni Muukkonen

Working life cooperation:

Seminar phase of the course work includes observation task in educational settings.

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

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student will be 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.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).
- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

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 (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

Mode of delivery:

Blended teaching and learning. The course is implemented in Moodle learning environment.

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

Learning activities are composed of studying lectures (contact/online/recorded) and their materials, course literature, and carrying out the learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences. The learning task is sketched in Moodle workspace of the course, together with the support and guidance by peer students and teacher.

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:

Antikainen, A., Rinne, R. & Koski, L. (2000 tai myöhempi painos). Kasvatustieteologia. Jyväskylä: PS-kustannus. (myös e-kirjana)

Saresma, T., Rossi, L-M. & Juvonen, T. (toim.). (2010 tai myöhempi painos). Käsikirja sukupuoleen. Tampere: Vastapaino. (myös e-kirjana)

Assessment methods and criteria:

The adoption of learning outcomes is measured by learning task (e.g., essay), which combines the contents of lectures, course literature and the phenomena of student's own life-world experiences.

Assessment criteria of learning task are:

0 = Work is unfinished, fragmentary, and handled matters are not connected to the theme of the course. References are poorly used.

1 = Work is very superficial in relation to the theme of the course, and handled matters are disconnected from each other. References are weakly used.

2 = Work is superficial in relation to the theme of the course, and handled matters are in some places partly disconnected from each other. References are satisfactorily used.

3 = Work is structured in relation to the theme of the course, handled matters are connected to each other, and there is a visible plot in the work. Using of references is at a good level.

4 = Work is presented and structured in somewhat analytical way in relation to the theme of the course, and handled matters are well connected to each other. Using of references is mainly at a very good level.

5 = Work is presented and structured in a systematic and analytical way in relation to the theme of the course, and handled matters are connected to each other very well. Using of references is at excellent level.

Grading:

0-5

Person responsible:

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

Working life cooperation:

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

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: Hanna-Maija Huhtala

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

Timing:

1st year

Learning outcomes:

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

- 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

Course essay

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 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:

Hanna-Maija Huhtala

Working life cooperation:

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

050416A: Research Based training, 15 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail

Opettajat: Raimo Kaasila

Opintokohteen kielet: Finnish

ECTS Credits:

15 cr

Language of instruction:

Finnish

Timing:

1. year spring -2. year spring

Learning outcomes:

Upon the completion of the course, participants will be able to:

- apply a variety of teaching methods, learning environments and technology-supported learning tools in the design, delivery and assessment of their own teaching
- reflect critically upon their own teaching
- describe the starting points for pedagogical research and apply qualitative and / or quantitative research methods in the study of one's own teaching
- make use of the didactic research of their own subject and produce a didactic article
- assess and implement the role of subject-based research in teaching their own subject
- apply and use the research-based approach to their teaching practices

Contents:

- teacher identity, reflective practice and professional development
- research-based teaching
- university pedagogy research
- qualitative and quantitative research method

Mode of delivery:

Lectures, seminars, individual supervision and teaching practice. The course uses Moodle environment.

Learning activities and teaching methods:

Part of research: Lectures (2 h), individual supervision (1-2 h), seminars (22 h) and independent work (190 h).

Teaching practice: Seminars (24 h), individual supervision (1-2 h) and independent work (163 h)

Target group:

University teaching staff

Recommended optional programme components:

Course is a part of the University Pedagogy 35 ECTS credits studies.

Recommended or required reading:

Literature will vary depending on the aspect of work that each student wants to develop.

Assessment methods and criteria:

The assessment criteria are based on the learning outcomes of the course and on the participation in seminars and other activities, completion of assignments and reaching the objectives set by each participant at the beginning of the course.

Grading:

Pass/Fail

Person responsible:

Raimo Kaasila ja Tanja Kähkönen (Merja Maikkola)

Working life cooperation:

The course includes teaching practice:

- 3 cr in upper secondary school
- 4 cr in higher education context, in a company or other optional location, but outside of own working place