

Opasraportti

FEdu - Minor Subjects (2021 - 2022)

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

A257401: Children's culture, 25 op

Compulsory

- 402756P: Child, education and culture, 5 op
- 402757P: Project work, 5 op
- 402758P: Children's media culture, 5 op
- 402759P: Researching with children, 5 op
- 402760P: Diverse environments of childhood, 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

407047A: Maturity Test, 0 op

411014A: Paths to Working Life, 5 op

411016A: Proseminar, 5 op

411021A: Educational planning, 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

417140P: Basic course in gender studies, 5 op

417141P: Sexuality, corporality and culture, 5 op

417142P: Feminist knowledges, 5 op

Alternative

417143P: Media culture and gender, 5 op

417144P: Gender equality as a diverse phenomenon, 5 op

417145P: Gender and power in education, 5 op

417146P: Current discussions in gender studies, 5 op

417147P: Racism and racialization, 5 op

A212902: Gender Studies, Intermediate Studies, 35 op

Compulsory

417230A: Feminist classics, 5 op

417231A: Feminist science and technology studies, 5 op

417232A: Postcolonial and non-white feminism, 5 op

417233A: Gendered violence, 5 op

417234A: Gender studies research seminar, 5 op

Alternative

417235A: Arctic perspectives to gender and globalization, 5 op

417236A: Materiality and affect, 5 op

417237A: Girlhood and boyhood studies, 5 op

417238A: Transnational childhoods, 5 op

417239A: Forced migration and asylum, 5 op

A256003: Handicrafts, 25 op

Compulsory

402335P: Product design, 5 op

402336P: Craft culture and applications of technology, 5 op

402337P: Material and Skill, 5 op

402338P: Material and manufacturing technology, 5 op

402339P: Experimental and innovative handicrafts, 5 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

- 421274P: Minor studies in music, part 1, 5 op
 421275P: Minor studies in music, part 2, 5 op
 421276P: Minor studies in music, part 3, 5 op
 421277P: Minor studies in music, part 4, 5 op
 421278P: Minor studies in music, part 5, 5 op
 A251101: Pedagogical Studies for Teachers, 60 op
e1
 416010A: Didactics and school pedagogy, 5 op
 416004A: Basics of educational administration, 2 op
 416013A: Pedagogical seminar, 5 op
 416014A: Practical Training, 18 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
 402136A: Supporting Behaviour, 5 op
 402127A: Teaching Practice I, 5 op
 402128A: Teaching Practice II, 5 op
 402140S: Learning Dimensions and Assessment, 5 op
 402141S: Senses and Communication, 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 and neuropsychology II, 5 op
 412059A: Developmental psychology II, 5 op

412077A: Clinical Psychology II: Psychological disorders and psychological interventions, 5 op

412078A: Social psychology, 5 op

412079A: Work and Organizational Psychology I, 5 op

Electives

412074A: Bachelor's Thesis in Educational Psychology, 10 op

407047A: Maturity Test, 0 op

411014A: Paths to Working Life, 5 op

407040A: Basic Course in Quantitative Research, 5 op

407041A: Basic Course in Qualitative Research, 5 op

412067A: Psychology of counselling I, 5 op

412084A: Personality Psychology II, 5 op

412085A: Geropsychology, 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

422282A: Choir and Orchestra Conducting, 5 op

422283A: Playing Band Music, 5 op

422284A: Music Theory and Arrangement, 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

422278A: Popular Music a), 5 op

422260A: Popular Music 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. Maaillman 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: Tapio Tenhu, Myllykangas Minna

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:

Minna Myllykangas ja Tapio Tenhu

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

A257401: Children's culture, 25 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaakko Moilanen

Opintokohteen kielet: Finnish

ECTS Credits:

25 cr

Language of instruction:

Finnish and English

Learning outcomes:

After the minor studies student is able to

- analyze childhood as a culturally constructed and changing phenomenon
- apply his/her pedagogical knowledge and work with children in various cultural surroundings
- carry out research based on inclusive/child centered pedagogy
- plan, implement, document, represent, evaluate and develop pedagogical project work

Contents:

Childhood and Culture; entangled to each other in multilayers, constructed, experienced, connected to places and surroundings, as a continuum of past, present and future.

1. Children's media culture
2. Various surroundings of childhood
3. Work and Research methods, which enable participation
4. Developing expertise
5. Project work

Mode of delivery:

Face-to-face teaching , lectures, seminar, visits, work practice

Prerequisites and co-requisites:

No

Recommended optional programme components:

None

Recommended or required reading:

Varies by course

Assessment methods and criteria:

Vary by course

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

Grading:

0 - 5

Person responsible:

Jaakko Moilanen ja Jaana Juutinen

Compulsory

402756P: Child, education and culture, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaana Juutinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish and English

Timing:

1st period (Finnish/English)

Learning outcomes:

After completing the course, the student is able:

- to analyze childhood as a multilevel and culturally constructed phenomenon
- understand the relationality between child, identity, belonging and culture
- describe childhood as part of the educational institutions and guiding documents

Contents:

- The concepts of childhood, relationality, identity, belonging and culture
- Childhood in educational institutions
- Childhood in guiding documents of education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10h, exercise in groups 30h, independent work 95h

Target group:

Children´s culture - minor subject´s students and exchange students

Prerequisites and co-requisites:

Recommended optional programme components:

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

Recommended or required reading:

Research literature assigned at the beginning of the course.

Assessment methods and criteria:

Active participation in face-to-face teaching, completing the assignments agreed in the beginning of the course.

Learning outcomes are assessed by self assessment, peer assessment and assessment given by the course teacher.

0= The student's performance is unfinished or incomplete and does not demonstrate competence in accordance with the expected learning outcomes.

1= The student shows some progress in line with the expected learning outcomes, but his/her knowledge in terms of one or more of the objectives remains missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= The student's performance is somewhat in line with the objectives but only shows a superficial knowledge. His/her performance shows assimilation of the course contents narrowly at the level of partial of retention.

3= The student's performance is in line with the objectives. The student discusses and analyzes the essential contents of the course at the level of retention and description but without any applied or analytical approach.

4= The student's performance is consistent with the expected learning outcomes. S/he shows broad familiarity with the essential contents of the course and knows how to apply them appropriately.

5= The student manifests knowledge in line with the expected learning outcomes in depth, breadth and variety. S/he demonstrates an ability to describe, evaluate and analyze the essence of the course, as well as to use and apply it in an appropriate manner.

Grading:

0 - 5

Person responsible:

Jaana Juutinen

Working life cooperation:

None

Other information:

The course utilizes Moodle as a learning environment.

402757P: Project work, 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/English

Timing:

1.-4.period

Learning outcomes:

Having completed the course, student is able to

- plan, implement, document and present collaborative project work
- evaluate features and methods typical for project work
- define and develop own expertise in project work

Contents:

- planning, implementing, documenting and presenting a collaborative project work
- collaborative work

Mode of delivery:

face-to-face teaching/online teaching/ working life cooperation

Course is held throughout the whole year. Registration is possible in the beginning of Autumn and/or Spring semester. During the course student plan, implement, document and present collaborative project work. Guidance for project is provided in face-to-face teaching.

Learning activities and teaching methods:

40 hours of face-to –face teaching

95 hours of independent work

Target group:

Student accepted into Childrens' Culture minor studies, International exchange students

Recommended optional programme components:

The study module is a part of the Childrens' Culture minor studies

Recommended or required reading:

to be agreed on at the beginning of the study module

Assessment methods and criteria:

Active participation in face-to-face teaching, completing the assignments agreed in the beginning of the course.

Learning outcomes are assessed by self assesment, peer assessment and assessment given by the course teacher.

0= The student's performance is unfinished or incomplete and does not demonstrate competence in accordance with the expected learning outcomes.

1= The student shows some progress in line with the expected learning outcomes, but his/her knowledge in terms of one or more of the objectives remains missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= The student's performance is somewhat in line with the objectives but only shows a superficial knowledge. His/her performance shows assimilation of the course contents narrowly at the level of partial of retention.

3= The student's performance is in line with the objectives. The student discusses and analyzes the essential contents of the course at the level of retention and description but without any applied or analytical approach.

4= The student's performance is consistent with the expected learning outcomes. S/he shows broad familiarity with the essential contents of the course and knows how to apply them appropriately.

5= The student manifests knowledge in line with the expected learning outcomes in depth, breadth and variety. S/he demonstrates an ability to describe, evaluate and analyze the essence of the course, as well as to use and apply it in an appropriate manner.

Grading:

0-5

Person responsible:

Jaakko Moilanen

Working life cooperation:

yes

402758P: Children's media culture, 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/English

Learning outcomes:

After the course the student

- understands the extent and diversity of media culture

- combines media literacy to wider pedagogical outcomes
- identifies his/hers own conceptions, and attitudes towards media culture as an educator
- understands the relationality between childhood and media culture

Contents:

- Children's media culture (micro and macro levels - culture created by and for children)
- Childhoods in media culture - childhoods created in/by media
- Phenomenality
- Media education and different methods for its implementation

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

4 h lectures

36 h practical work

95 h independent work

Target group:

Students completing Children's culture minor subject

Prerequisites and co-requisites:

none

Recommended optional programme components:

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

Assessment methods and criteria:

0= The student's performance is unfinished or incomplete and does not demonstrate competence in accordance with the expected learning outcomes.

1= The student shows some progress in line with the expected learning outcomes, but his/her knowledge in terms of one or more of the objectives remains missing or superficial. The student does not apply or use the course-oriented theory of matter at all.

2= The student's performance is somewhat in line with the objectives but only shows a superficial knowledge. His/her performance shows assimilation of the course contents narrowly at the level of partial of retention.

3= The student's performance is in line with the objectives. The student discusses and analyzes the essential contents of the course at the level of retention and description but without any applied or analytical approach.

4= The student's performance is consistent with the expected learning outcomes. S/he shows broad familiarity with the essential contents of the course and knows how to apply them appropriately.

5= The student manifests knowledge in line with the expected learning outcomes in depth, breadth and variety. S/he demonstrates an ability to describe, evaluate and analyze the essence of the course, as well as to use and apply it in an appropriate manner.

Grading:

Pass/Fail 1- 5

Person responsible:

Jaakko Moilanen

Working life cooperation:

none

402759P: Researching with children, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jaana Juutinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

After the course, the student is able:

- To locate childhood studies in the field of educational sciences
- To analyse methodological and ethical basis and challenges related to doing research with children
- To apply working and research methods that supports children's participation as a part of his/her expertise

Contents:

- Theoretical, methodological and ethical basis of childhood studies
- Working and research methods related to child initiative and child perspective
- Inquiry-based working as part of expertise

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

10h Lectures (8h in the beginning, 2h in the end)

14h Practical work (6h in the beginning, 8 in the end)

111h Independent work

Target group:

"Children's culture" minor subject's students

Prerequisites and co-requisites:

none

Recommended optional programme components:

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

Recommended or required reading:

Research literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching, implementation of the small-scale research process together with children or other appointed assignment, and other tasks included in the course.

Learning outcomes are assessed by self assessment, peer assessment and assessment given by the course teacher.

Grading:

Pass/Fail

Person responsible:

Jaana Juutinen

Working life cooperation:

yes

402760P: Diverse environments of childhood, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic 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 period

Learning outcomes:

After the course, the student is able to:

- recognize the meaning of diverse environments and places to childhood and education and as part of student's own expertise
- analyze environments of childhood at different levels: from individual, communal and social level, from local to global level and from past to the future
- analyze environments of childhood from different perspectives: i.a. built environment, social environment, cultural environment and natural environment

Contents:

- Diverse environments of childhood
- The meaning of environment and place to childhood and education
- Different perspectives and levels to analyze environments of childhood
- Arctic childhood

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

8 h lectures

32 h practical work

95 h independent work

Target group:

"Children's culture" minor subject's students

Prerequisites and co-requisites:

none

Recommended optional programme components:

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

Recommended or required reading:

Literature assigned at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of seminar presentation, essay and other tasks from the course.

Learning outcomes are assessed by self assessment, peer assessment and assessment given by the teacher.

Grading:

pass/fail

Person responsible:

Riikka Kess

Working life cooperation:

none

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:

Vuopala Essi

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:** Jonna Malmberg**Opintokohteen kielet:** English**ECTS Credits:**

5 ECTS

Language of instruction:

English

Timing:

1st year, 2.period

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*. RoutledgeZimmerman, 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:

Jonna Malmberg

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), periods 3 and 4

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:

1-5

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

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 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
- 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

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 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

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:

0-5

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

407540P: Language, Education, Society, 5 op

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:

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:

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.

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:

1-5

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: Henri Pettersson

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 Finnish educational system as part of national and international educational policies. Special attention is given to issues of 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:

Lectures 4 h Seminar 14 h

Target group:

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

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Active participation and completing seminar assignments

Grading:

0-5

Person responsible:

Teemu Hanhela

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 Ruitenber, 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

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.

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: 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

Timing:

2nd year

Learning outcomes:

Having completed the course, the student:

- perceives the traditional approaches on educational planning and the basics of strategic educational planning at different planning levels.
- Recognizes the current educational challenges and their impacts on the educational planning.

Contents:

During the course, the students are introduced to the basic concepts and approaches on educational planning. The emphasis is to perceive the traditional educational planning approaches – alternative human resource approaches and social demand approach – and the basics of strategic educational planning in micro-, macro-, and mega levels. In addition, the current national and supranational educational challenges are recognized and their impact on educational planning in educational sectors.

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 or required reading:

To be agreed on the course

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Kimmo Kontio

Working life cooperation:

no

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 the 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

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:

1-5

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 pääsuuntauukset. 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:

0-5

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 14 h, seminars 10 h, 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:

0-5

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

- Brandsford, J.D., Brown, A. Cocking, R. R. (2004). Miten opimme: Aivot, mieli, kokemus ja koulu. Helsinki: WSOY. (tai englanninkielinen versio: Brandsford, J.D., Brown, A. Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school. National Academies Press.)
- Hakkarainen, K., Lonka, K. Lipponen, L. (2004). Tutkiva oppiminen: Järki, tunteet ja Kulttuuri oppimisen sytyttäjinä. Helsinki: WSOY. (vuoden 2001 painos käy myös)
- Luvut 4, 5, 6, 7, ja 8: How People Learn II Learners, Contexts, and Cultures (2018). Washington, DC: The National Academies Press. doi:10.17226/24783. Löydettävissä: <https://www.nap.edu/read/24783/chapter/1>

Assessment methods and criteria:

Active participation,
Essay

Grading:

0-5

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 -

Opiskelumoto: 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 are:

In approved (Pass) completion of the course, the handling is clearly structured, and matters are connected to each other at least to some degree. The handling is reflective, and connections between matters are handled at least to some degree. There must be a visible plot in the handling and mainly the use of references must be at a good level.

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

Grading:

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

Course essay

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

Preferably the last course of the Basic Studies in Education or at least completed after the course Education as an Object of Scientific Research

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

0 - Based on the student's performance, it cannot be concluded that he/she has achieved the expected learning outcomes. The content produced by him/her is fragmented and it is not essentially related to the topic and contents of the course.

1 - The student has achieved the expected learning outcomes of the course in a marginally acceptable manner. S/he has discussed the course contents in a highly superficial and fragmented manner. His/her use of sources is at a poor level.

2 - The student has achieved the expected learning outcomes of the course in an adequate manner. S/he has discussed the course contents superficially, the connections between issues remain somewhat vague, and independent reflection is somewhat deficient. His/her use of sources is mostly at a poor or fair level.

3 - The student has achieved the expected learning outcomes of the course well. S/he has a good command of the course contents, and his/her discussion of the contents is reflective and keeps issues in perspective. His/her use of sources is mostly in accordance with the instructions.

4 - The student appears to have achieved the expected learning outcomes of the course very well. S/he has discussed the course contents quite analytically and systematically, including some well-justified independent thinking and also showing a command of general academic skills. His/her use of sources is mostly very good.

5 - The student has achieved the expected learning outcomes excellently both with regard to the course and more generally in academic terms. The student shows very good mastery of the course contents, and his/her treatment of them is well structured and analytical, including his/her own reflection that is well-justified, relevant and critical. His/her use of sources is mostly excellent.

Grading:

0-5

Person responsible:

Hanna-Maija Huhtala (Finnish course)

Katri Jokikokko (ITE) (seminar teacher Audrey Paradis)

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 or English (usually lectures in Finnish, but possible to arrange an essay or exam in English)

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 in gender studies as well as knows the historical, cultural and methodological backgrounds of feminist research
- analyse societal phenomena by using the theories and concepts of gender studies
- approach societal phenomena intersectionally, which means taking into consideration gendered, racialized and classed differences among others
- to reflect and develop sensitivity of gendered other societal positions in one's own actions and interactions

Contents:

In basic studies in gender studies, the students are familiarised with the theories, conceptualisations and academic discussions in the field.

Mode of delivery:

Face-to-face teaching, blended teaching, exams and essays.

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:

1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

None

Compulsory

417140P: Basic course in gender studies, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic 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 or English. HILMA-network arranges English language courses, <https://blogs.helsinki.fi/hilma-verkosto/opetus/> (if there is no instruction through Hilma, non-Finnish speaking students can ask for the possibility to have an exam).

Timing:

Autumn term (periods I and/or II)

Learning outcomes:

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

- understand the history of the feminist movement and how gender studies as a discipline has developed
- name and define basic concepts of gender studies
- identify current theoretical trends in gender studies and basic issues related these discussions
- critically analyze societal developments and phenomena

Contents:

- The formation of gender studies, central concepts
- Recent theories and academic discussions in gender studies

Mode of delivery:

The course includes contact teaching and group work

This course can be substituted by [HILMA-network](#) introductory course.

Learning activities and teaching methods:

Lectures and group 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:

Announced when the course starts.

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

No

417141P: Sexuality, corporality and culture, 5 op

Voimassaolo: 01.08.2021 -

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 or English

Timing:

Autumn term, periods I and/or II. Also possible to have an exam during the Spring term.

Learning outcomes:

The student will understand how sexuality and body and intimate relationships 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
- Intimate relations as an individual, societal and cultural issue
- The construction of sexuality and gender through representations and embodied practices
- Phenomenological perspectives to the body, culture and embodiment

Mode of delivery:

Exam

Learning activities and teaching methods:

Independent studying

Target group:

All students

Recommended or required reading:

Please ask the responsible teacher for a reading list for an exam in English.

Assessment methods and criteria:

Read about assessment criteria at the University of Oulu webpage.

Grading:

Fail, 1-5

Person responsible:

Johanna Hiitola

417142P: Feminist knowledges, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic 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 or English. Lectures in Finnish, but possibility for an exam in English.

Timing:

Spring term, periods III or IV. Possibility for an exam or essay during the Autumn term.

Learning outcomes:

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

- describe and analyze feminist epistemological and methodological discussions
- analyze and reflect knowledge critically
- understand ethical challenges concerning feminist research
- identify challenges related to power and develop a reflexive approach to knowledge

Contents:

- epistemological and methodological discussions and conceptualizations
- ethical challenges concerning research
- power and reflexivity in research

Mode of delivery:

Lectures or exam/essay

Learning activities and teaching methods:

Lectures or exam/essay

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Announced at the beginning of the course

Assessment methods and criteria:

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

Grading:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

None

*Alternative***417143P: Media culture and gender, 5 op**

Voimassaolo: 01.08.2021 -

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 or English

Timing:

Autumn term, periods I and/or II. Also possibility for an exam or essay during the Spring term. Contact the person responsible.

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:

Exam

Learning activities and teaching methods:

Independent studying

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended optional programme components:

Introduction to gender studies.

Recommended or required reading:

Please ask the responsible teacher for a reading list for an exam in English.

Assessment methods and criteria:

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

Grading:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

None

417144P: Gender equality as a diverse phenomenon, 5 op**Voimassaolo:** 01.08.2021 -**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 or English

Timing:

Autumn term, III and/or IV periods. Also possibility for exam or essay during the Autumn term. Contact the person responsible.

Learning outcomes:

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

- define concepts and theories of gender equality and central research lines in it
- acknowledge research and research results of the area
- recognize and analyze the impacts and connections of the research area / themes as related with individual life span as well as with a broader social, societal and global phenomena in a gender-responsible manner
- reflect the knowledge learned from the course at practical level (e.g. promotion of non-violence and gender equality and diversity)

Contents:

- central concepts and theories of gender equality and diversity
- gender equality and diversity at education, labor market, leisure and other spheres everyday life
- gender equality and diversity in decision making, politics and gender mainstreaming
- gender equality and diversity as elaborated from a viewpoint of local, national and international legislation, regulations and recommendations

Mode of delivery:

Blended learning

Learning activities and teaching methods:

Blended learning

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended optional programme components:

Introduction to gender studies

Recommended or required reading:

Announced when the course starts

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Mervi Heikkinen

Working life cooperation:

No

417145P: Gender and power in education, 5 op

Voimassaolo: 01.08.2021 -

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 or English

Timing:

Spring term, periods III and/or IV. Also a possibility for an exam or essay during the Autumn term. Contact the person in charge of the course to agree on how to complete it.

Learning outcomes:

A person who has completed the course has demonstrated a capability analyze power, violence and sexuality as gendered phenomena in children's peer relationships, early education and school.

Contents:

- Power, gender and sexuality in children's lives
- Violence, harrassment and bullying
- Security and insecurity in educational settings
- Feminist pedagogy and equality

Mode of delivery:

Essay or exam, Contact the person in charge of the course to agree on how to complete it.

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended or required reading:

- Kupfer, A. (Ed.) (2015) Power and Education: Contexts of Oppression and Opportunity. New York: Palgrave Macmillan.
- Nicholas, J., Light, T. P. & Bondy, J. (Eds.) (2015) Feminist pedagogy in Higher Education: Critical theory and practice. Waterloo: Wilfrid Laurier University Press.
- Renold, E. (2013) Boys and girls speak out: A qualitative study of children's gender and sexual cultures (age 10–12). Cardiff: Cardiff University.
- Saltmarsh, S. & Robinson, K. & Davies, C. (toim.) (2012) Rethinking school violence. Theory, gender and context. New York: Palgrave Macmillan.
- Schott, R. M. & Søndergaard, D. M. (Eds.). (2014) School bullying: New theories in context Cambridge. UK: Cambridge University Press.
- Sunnari, V. (2010) "I cannot speak about it". Physical Sexual harassment as experienced by children at school in Northern Finland and Northwest Russia. VDM Verlag.
- Other literature as agreed.

Assessment methods and criteria:

Student should contact the responsible person and agree about the personal electronical exam or essay accomplishment.

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:

Fail, 1-5

Person responsible:

Eveliina Puutio, eveliina.puutio(a)oulu.fi

Working life cooperation:

No

417146P: Current discussions in gender studies, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic 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 or English

Timing:

Autumn or Spring term

Learning outcomes:

A person who has completed the course has demonstrated a capability to analyse current debates in gender studies and acquired current theoretical knowledge.

Contents:

Exam, essay or guest lecturers, who shed light to current discussions and trends in gender studies. Contact the person in charge of the course to agree on how to complete it.

Mode of delivery:

Course can be compensated by completing one of the thematic courses in the gender studies Hilma network's annually updated virtual course catalogue: <https://blogs.helsinki.fi/hilma-verkosto/opetus/tuleva-opetus/>

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended or required reading:

Announced when the course starts

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

No

417147P: Racism and racialization, 5 op**Voimassaolo:** 01.08.2021 -**Opiskelumuoto:** Basic 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 or English

Timing:

Spring term. Exam or essay during the Fall 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, intersectionality.

Mode of delivery:

Lectures, essay/exam

Learning activities and teaching methods:

Participation to ETMU conference 2021 "

After Crises" (December 2021). The course will be arranged as participation to ETMU conference 2-3.12.2021. The students in this course can participate to the conference free of charge. The students on this

Target group:

Students pursuing Basic Studies in Sociology or Gender Studies

Prerequisites and co-requisites:

None

Recommended or required reading:

English literature on request.

Grading:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

No

Other information:

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

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 or English

Learning outcomes:

A person who has completed the intermediate studies

- is familiar with essential theoretical discussions in gender studies and knows how to apply it in practice when evaluating scientific knowledge, methodologies and research ethics
- is able to analyse societal phenomena critically
- knows the main theories in gender studies and is able to use them in one's own research
- knows how to apply the concept of intersectionality in research and professional environments

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:

Lectures, exams, essays

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 organized 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

Person responsible:

Johanna Hiitola

Working life cooperation:

None

Compulsory

417230A: Feminist classics, 5 op

Voimassaolo: 01.08.2021 -

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 or English

Timing:

Not restricted

Learning outcomes:

A person who has completed the course has demonstrated capability to conceptualize, analyse and evaluate critically feminist thinking / gender research.

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

Contents:

Historical/political core contents in feminist/ thinking

Mode of delivery:

Lectures, essay/exam. Contact the person in charge of the course to agree on how to complete it.

Learning activities and teaching methods:

Lectures, essay/exam

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of intermediate studies in Gender Studies.

Recommended or required reading:

Announced in the beginning of the course

Assessment methods and criteria:

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

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

Grading:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

None

417231A: Feminist science and technology studies, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Suvi Pihkala

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish or English

Timing:

Not restricted

Learning outcomes:

The course familiarizes students to the field of feminist science and technology studies. It offers gender responsible perspectives to the ways science, technology and society reconfigure one another and opens critical perspectives into the ways gender is part of these processes.

Upon completing the course, student is able to

- recognized feminist science and technology studies as a field and describe its central approaches, questions and contributions
- analyze gender in the practices and processes of science and technology
- give examples and critically reflect the ways science, technology and society reconfigure one another and the challenges this involves.

Contents:

Core contents of the course are

- Feminist science and technology studies as a field
- Gender in the practices and processes of science and technology
- Feminist contributions in the social studies of science and technology
- contemporary issue in feminist science and technology studies

Mode of delivery:

Lectures, essay or exam

Learning activities and teaching methods:

Lectures, essay or exam as agreed with the person responsible.

Target group:

Students pursuing intermediate studies in gender studies

Prerequisites and co-requisites:

None

Recommended or required reading:

Pitts-Taylor, V. (Ed) (2016) *Mattering: Feminism, Science, and Materialism*. NYU Press.
Additional readings as agreed upon with the teacher responsible.

Assessment methods and criteria:

Lectures, essay or exam.

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:

Fail, 1-5

Person responsible:

Suvi Pihkala

Working life cooperation:

No

Other information:

Students are encouraged to check for possible compensatory courses offered by national Hilma network for <https://blogs.helsinki.fi/hilma-verkosto/opetus/tuleva-opetus/>

417232A: Postcolonial and non-white feminism, 5 op

Voimassaolo: 01.08.2021 -

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 or English. Lectures in English, possibility for an exam in Finnish.

Timing:

Not restricted

Learning outcomes:

Upon completion of the course, students will understand postcolonial and non-white feminist scholarship. Students will also learn to analyse critical discussions concerning western feminism and reflect on normative whiteness.

Contents:

- Postcolonial feminism
- Non-white feminism
- Normative whiteness

Mode of delivery:

Lectures, essay/exam

Learning activities and teaching methods:

Lectures, essay/exam

Target group:

Students at the University of Oulu

Recommended optional programme components:

Part of intermediate studies in Gender Studies.

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:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

None

417233A: Gendered violence, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Helena Louhela

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish or English. Lectures in Finnish, but possibility for an exam in English.

Timing:

Period 4

Learning outcomes:

When completed the course the student can:

- Define the basic concepts of gender-based violence, taking into account the dimensions of othering.
- Identify factors that predispose them to different forms of gender-based violence at different stages of life.

- Identify and analyze the effects of gender-based violence on the individual's life course, but also as a wider social and global phenomenon.
- Reflect on their own actions in terms of preventing violence, developing equality and promoting equality.

Contents:

- Multidisciplinary research on violence from a gender perspective.
- Multidisciplinary research on violence from a gender perspective.
- Basic concepts of gender-based violence, the prevalence of the phenomenon, its different manifestations and its possible accumulation in the course of human life in different areas of life.
- International agreements and multidisciplinary approaches to detect and prevent violence in different settings.

Mode of delivery:

Lectures and independent work online.

Learning activities and teaching methods:

Lectures and independent work online.

Target group:

Students at the University of Oulu

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Helena Louhela

Other information:

Students are encouraged to check for possible compensatory courses offered by national Hilma network for gender studies: <https://blogs.helsinki.fi/hilma-verkosto/opetus/tuleva-opetus/>

417234A: Gender studies research seminar, 5 op

Voimassaolo: 01.08.2021 -

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 or English. The research seminar is in Finnish, but this section can be arranged as an exam in English. Please also note that gender studies may offer thesis supervision in English.

Timing:

Not restricted

Learning outcomes:

Having completed the course, the student

- knows how to synthesize the content of gender studies academic discussions
- is able to write and discuss scientifically

Contents:

The research seminar provides a learning environment for intersectional feminist research concerning, for example gender, race, ethnicity, class and ability. The research papers in the seminar may be related to various fields including everyday environments, school, early education or peer relationships.

Mode of delivery:

Attending the research seminar. The seminar can be used as an undergraduate or graduate seminar in your own discipline (agree on compensation beforehand). An exam is possible, if you have attended a undergraduate seminar already.

Learning activities and teaching methods:

Seminar work. In some cases exam is possible.

Target group:

Students pursuing Intermediate studies in Gender Studies

Recommended or required reading:

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

Assessment methods and criteria:

Active participation in the seminars, conducting a small-scale research, presenting the research in the seminar and commenting on other's reports.

Pass: The student has completed the course assignments successfully, taken actively part in the study module and assessed his or her performance from the viewpoint of the expected learning outcomes. The student's performance is in line with the expected learning outcomes.

Fail: The student has not completed the course assignments in line with the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Tuija Huuki and Suvi Pihkala

*Alternative***417235A: Arctic perspectives to gender and globalization, 5 op**

Voimassaolo: 01.08.2021 -

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 or English

Timing:

Spring III period

Learning outcomes:

The person who has completed the course is able to

- recognizes Arctic indigenous people knowledges and its meaningfulness in knowledge production also in relation to gender
- 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 related to Arctic-
- analyze sociocultural issues related to northern peripheries
- analyze socially sustainable future and matters related to it in Arctic as concepts as such and especially from gender perspective

Contents:

- The position of gender equality, women, their life worlds and challenges in the global North
- Northern societies and cultures, Nordic Welfare model
- Gender and gender awareness as Arctic and global issues
- Local, global and periphery
- Socially sustainable future

Mode of delivery:

Independent study

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:

Negotiable

Assessment methods and criteria:

Exam, presentation or essay. Contact the person in charge of the course to agree on how to complete it. The course assessment is based on the learning outcomes of the course. Read more about assessment criteria at the University of Oulu webpage.

Grading:

Fail, 1-5

Person responsible:

Mervi Heikkinen

Working life cooperation:

No

Other information:

Students are encouraged to check for possible compensatory courses offered by national Hilma network for gender studies: <https://blogs.helsinki.fi/hilma-verkosto/opetus/tuleva-opetus/>

417236A: Materiality and affect, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Suvi Pihkala

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish or English

Timing:

No restrictions

Learning outcomes:

Upon completing the course, student will be able to

- describe materiality and affect as theorized in feminist new materialist and posthuman thinking and recognize their ontological premises
- recognize methodological possibilities of materiality and affect particularly in social sciences and can apply these concepts for analyzing topics related to ones' own field of study.

Contents:

The core contents of the course are

- Materiality and affect as central concepts in feminist new materialist and posthuman theory,
- Methodological applications of materiality and affect in educational and social scientific research and examples from research in social sciences.

Mode of delivery:

Lectures or essay/exam

Learning activities and teaching methods:

Lectures or essay/exam agreed with the people responsible.

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

No

Recommended or required reading:

Agreed upon with the person responsible.

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

No

Other information:

Students are encouraged to check for possible compensatory courses offered by national Hilma network for gender studies: <https://blogs.helsinki.fi/hilma-verkosto/opetus/tuleva-opetus/>

417237A: Girlhood and boyhood studies, 5 op

Voimassaolo: 01.08.2021 -

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 or English

Timing:

No restrictions

Learning outcomes:

When completed the course, the student will be able to:

- Analyze the normality and diversity of gender and sexuality in children's and young people's lives
- Be critical of dichotomous gender divisions and questioning.

Contents:

Key conceptualizations of Finnish Girlhood and Boyhood Studies.

Mode of delivery:

Lectures or essay/exam

Learning activities and teaching methods:

Essay/exam. Contact the person in charge of the course to agree on how to complete it.

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended or required reading:

- Kivijärvi A., Huuki T., & Lunabba H. (toim.) (2018). Poikatutkimus. Tampere: Vastapaino.
- Ojanen K., Mulari H. & Aaltonen, S. (Toim.) (2011). Entäs tytöt: Johdatus tyttötutkimukseen. Tampere: Vastapaino.
- Isotalo, A. (2015). Mistä on hyvät tytöt tehty? Somalitytöt ja maineen merkitykset.
- Tormulainen, A. (2018). Tyttöenergialla kasvaneet. Postfeministisen populaarikulttuuri-ilmiön yhdessä muistellut merkitykset.

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Helena Louhela

Working life cooperation:

No

Other information:

Students are encouraged to check for possible compensatory courses offered by national Hilma network for gender studies: <https://blogs.helsinki.fi/hilma-verkosto/opetus/tuleva-opetus/>

417238A: Transnational childhoods, 5 op

Voimassaolo: 01.08.2021 -

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 or English. Lectures in English, possibility for an exam in Finnish.

Timing:

No restrictions

Learning outcomes:

After completing the course, students can:

- analyse transnational issues in childrens' lives, such as care and everyday issues
- evaluate problematic transnational situations
- identify issues of racism and stigmatization in children's transnational lives

- understand the role of religion in children's transnational lives

Contents:

This course is arranged in cooperation with the working group "Transnational Childhoods, Transnational Rights? Nordic Responses to Global Challenges in the Field of Child Protection" funded by NOS-HS. Transnational family relations and social spheres provide resources and sources of identity and belonging for children, but the transnational element may also contribute to power imbalances within families, adding to the hardships of the less powerful family members. This course provides an understanding of children's transnational lives and care relationships across borders. In addition, this course broadens students' understanding of problematic situations which can emerge, for example, in cases of involuntary stays abroad and domestic abuse, forced or child marriage, FGM, abducting children to escape the interference by the child welfare or taking children to conflict areas.

Mode of delivery:

Lectures or essay/exam

Learning activities and teaching methods:

Lectures or essay/exam

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended or required reading:

Announced when the course starts

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Johanna Hiitola

Working life cooperation:

No

417239A: Forced migration and asylum, 5 op

Voimassaolo: 01.08.2021 -

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 or English. Lectures in English, possibility for an exam in Finnish.

Timing:

Not restricted

Learning outcomes:

The course will provide students with:

- an understanding of forced migration in history
- an ability to analyse phenomena related to forced migration such as the effects of conflict and war, violence, precarious residency, discrimination and racism

- understanding of family separation resulting from forced migration
- critically analyse media discussions related to forced migration

Contents:

The course will provide an understanding of forced migration as a gendered, classed and racialized intersectional phenomena.

Mode of delivery:

Lectures together with the discipline of history

Target group:

Students at the University of Oulu

Prerequisites and co-requisites:

None

Recommended or required reading:

Announced when the course starts

Assessment methods and criteria:

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:

Fail, 1-5

Person responsible:

Johanna Hiitola (in History Seija Jalagin)

Working life cooperation:

No

A256003: Handicrafts, 25 op

Voimassaolo: 01.08.2020 -

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 credits of studies in handicrafts, the student acquires the ability to teach handicrafts in the basic education grades 1 to 6. In the course of the study module, handicrafts are approached as a field of knowledge and skills with their scientific basis in craft science and technology education. The studies focus on doing by learning and continuous problem solving as well as the application of solutions as part of the aesthetic and technological culture. Craft education projects are planned, implemented and evaluated during the study module collaboratively, making use of information and communication technology and outside parties. In these studies, the student learns knowledge and skills in both technical work and textile work through application of technology.

Contents:

The minor subject studies comprise the following courses:

402335P, Product design, 5 credits

402336P, Craft culture and applications of technology, 5 credits

402337P, Material and skill, 5 credits

402338P, Material and manufacturing technology, 5 credits

402339P, Experimental and innovative handicrafts, 5 credits

Person responsible:

Jaakko Nykänen

Other information:

Teachers: Leena Hartikka, Jaakko Nykänen ja Minna Vastimo

*Compulsory***402335P: Product design, 5 op**

Voimassaolo: 01.08.2021 -

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

Learning outcomes:

Having completed the course, the student

- is capable of forming an idea of the foundations and research basis of craft science and technology education
- understands the perspectives of design on handicrafts and the surrounding society and of their application in basic education making use of various pedagogical methods
- masters the basics of product design
- identifies the viewpoint of occupational safety in craft methods

Contents:

- familiarisation with design and manufacturing processes in handicrafts and with the basis of craft science and technology education
- familiarisation with occupational safety in handicrafts
- design and manufacture of a product related to the course themes

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises textile work 18h, technical work 18h, 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 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. (toim.) 2011. Käsityön työturvallisuusopas. Perusopetuksen teknisen työn ja tekstiilityön opetukseen. Oppaat ja käsikirjat 2011:15. Opetushallitus.
- Pellonpää-Forss, M. 2009. Kankaanpainanta. Välineet, suunnittelu, painaminen. Taideteollisen korkeakoulun julkaisu B 89. Jyväskylä: Gummerus.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet.
- SUUNNITTELUSTA KÄSIN, Käsityön ja tutkimuksen vuoropuhelua <https://helda.helsinki.fi/handle/10138/153027>

- Tapaninen, R. (toim.) (2002) Peruskoulun käsityön opetustilojen suunnitteluopas. Tekninen työ ja tekstiilityö
- agreement on other learning materials to be made at the start of the course

Grading:

Pass/Fail

Person responsible:

Leena Hartikka

Working life cooperation:

none

402336P: Craft culture and applications of technology, 5 op**Voimassaolo:** 01.08.2021 -**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

Learning outcomes:

Having completed the course, the student

- identifies the developmental stages of craft culture and technology in different eras
- understands design and crafts entrepreneurship as part of the surrounding society
- knows how to explain the implementations of modern technological applications in craft education
- has adopted more traditional and newer methods of manufacturing multimaterial crafts

Contents:

Craft culture, developmental stages and application of technology

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises textile work 18h, technical work 18h, 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 course deepens the contents of the primary teacher students' multidisciplinary and the early childhood education students' professional studies

Recommended or required reading:

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

Grading:

Pass/Fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

none

402337P: Material and Skill, 5 op

Voimassaolo: 01.08.2021 -

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

Learning outcomes:

Having completed the course, the student

- is able to identify materials, tools and techniques used in textile work with due consideration of pedagogical approaches
- knows how to apply material knowledge in the design and manufacture of a craft product, taking into account the ecological and ethical points of view
- knows how to classify and describe textile structures from fibre to product
- learns various manufacturing methods and finishing skills used in textile work as well as their applications with due regard for occupational safety
- knows how to document her or his own processes of ideation, planning and manufacture, and to reflect on her or his work and learning

Contents:

- materials, tools and techniques in handicrafts
- apply documentation and evaluation as part of thinking up, planning and manufacture for a crafts process

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises: textilework 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 course deepens the contents of the primary teacher students' multidisciplinary and the early childhood education students' professional studies

Recommended or required reading:

- Koskennurmi-Sivonen, R. (toimi.) 2013. Lankatekniikoiden käsikirja. Tammi.
- Mentu, Tupu & Mikkela, Tiina 2010. Printti & pisto. Helsinki, Otava
- Aalto, K. 2002. Kotitalouksien tekstiilienhoitokäytännöt ja niiden ympäristömyötäisyys. Kuluttajatutkimuskeskus. S. 1-87.
- R. Koskennurmi-Sivonen ja A-M Raunio (toim.) Vaatekirja.
- Anttila, R. & Jokinen, R. (2008) Sovitus ja muotoilu.
- Boncamper, I. (2011) Vaatetusalan materiaalit.
- Eberle, H. & al. (2012) Ammattina vaate.

- 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

Working life cooperation:

none

402338P: Material and manufacturing technology, 5 op

Voimassaolo: 01.08.2021 -

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

Learning outcomes:

Having completed the course, the student

- identifies materials, tools and techniques used in technical work with due consideration of pedagogical approaches
- knows how to apply knowledge of materials in the design and manufacture of a craft product, taking into account the ecological and ethical points of view, among others
- adopts various manufacturing and finishing methods used in technical work, as well as their uses with due regard for occupational safety
- knows how to document his or her own processes of ideation, design and manufacture and to reflect on his or her work and learning

Contents:

Working methods and materials in technical work, technological design

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises textile work 18h, technical work 18 h, 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 course deepens the contents of the primary teacher students' multidisciplinary and the early childhood education students' professional studies

Recommended or required reading:

Agreement on 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:

Jaakko Nykänen

Working life cooperation:

none

402339P: Experimental and innovative handicrafts, 5 op

Voimassaolo: 01.08.2021 -

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

Learning outcomes:

Having completed the course, the student

- identifies the learning of handicrafts from the pupils' point of view
- knows how to plan, implement, document and evaluate different methods and working practices with due consideration of pedagogy in handicrafts
- is capable of independent data acquisition, development of ideas and experimental application
- knows how to integrate the contents of different areas of technology in handicrafts

Contents:

Integration of different areas of technology in handicrafts

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, exercises textile work 18h, technical work 18 h, 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 course deepens the contents of the primary teacher students' multidisciplinary and the early childhood education students' professional studies

Recommended or required reading:

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

Grading:

Pass/Fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

none

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: Sääskilahti, 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 Sääskilahti

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: Sääskilahti, 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 Sääskilähti

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:

Course literature is agreed upon at the beginning of the course

Assessment methods and criteria:

Assessment of a successful completion of the course is based on active participation in the course exercises and independent work individually or in teams. The product of independent course work can be a learning diary, an essay, a teaching video, an oral presentation etc., as agreed with the teacher. The teacher agrees on the completion methods and the evaluation criteria at the beginning of the course together with the students.

Grading:

0-5

Person responsible:

Ainur Elmgren

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 -

Opiskelumuoto: 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:

Large group teaching 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 10 h, small group teaching 30 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.

- 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 skill:
- 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 n:
- 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 for
- 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 studymodule 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.

Other information:

textile work: possibly a collaborative charity project where the products are donated to charity

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: Sääsilahti, 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 student knows

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

The student is capable

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- 421274P, Minor studies in music, part 1
- 421275P, Minor studies in music, part 2
- 421276P, Minor studies in music, part 3
- 421277P, Minor studies in music, part 4
- 421278P, Minor studies in music, part 5

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:

1 - 5

Person responsible:

Marja Ervasti (the wholeness) and Markku Pehkonen (Voice, piano and guitar)

Working life cooperation:

None

Compulsory

421274P: Minor studies in music, part 1, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Ervasti

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1. periodi

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 (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

421275P: Minor studies in music, part 2, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Ervasti, Pehkonen Markku

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Autumn

Learning outcomes:

Having completed the course, 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.
- 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
- use and apply band instruments and PA systems as part of music playing in groups

Contents:

- from a pedagogical viewpoint, application of active exercises in playing music suitable for group teaching for all age groups in basic education
- Playing by notes and basics of free accompaniment
- Teaching of how to use one's voice
- playing music in a group in the school's band and pedagogical learning materials for the various instruments
- Application of models of pedagogical action

Mode of delivery:

The study module comprises three parts:

1. Music pedagogy (2 credits)
2. Piano and guitar, voice studies (2 credits)
2. Band, part one (1 credits)

Learning activities and teaching methods:

4 h lectures, 36 h group and small group exercises

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 or music studies (professional studies in early childhood education.

Recommended optional programme components:

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional :

Recommended or required reading:

Agreement on current literature and learning material to be made at the start of the course

Assessment methods and criteria:

Active participation in practice lessons, completion of autonomous assignments. Band exam.

In voice studies, partly two-voiced song for

a small group, with (guitar) or without accompaniment. An essay written for evaluation

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

An essay written for evaluation.

Written exam in music education-part. (0-5)

Grading:

0-5

Person responsible:

Marja Ervasti (1.), Markku Pehkonen (2.) ja Jussi Jaako (3.)

Working life cooperation:

no

421276P: Minor studies in music, part 3, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Pehkonen Markku, Katja Sutela

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

finnish

Timing:

spring

Learning outcomes:

Having completed the study module, the student knows how to

- apply music and movement in music education through bodily experiences
- accompany on his/her instrument in various practical music playing situations
- read real chords in notation and master different styles of accompaniment.
- 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
- Application of models of pedagogical action

Contents:

- improving mastery of the body, physiology of physical exercise, and principles of Dalcroze pedagogy
- in small group lessons training for direction and accompaniment of singalong and playing together
- from a pedagogical viewpoint, application of active exercises in playing music suitable for group teaching for all age groups in basic education
- Playing by notes and basics of free accompaniment
- Teaching of how to use one's voice

Mode of delivery:

4 h L and 36 h exercises in basic group and small groups

Learning activities and teaching methods:

Face-to-face teaching

The study module comprises two parts:

1. Piano and guitar, voice studies (3,5 credits)
2. Music and movement (1,5 credits)

Target group:

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

Prerequisites and co-requisites:

Basic studies in music

(multidisciplinary studies for primary teachers, or music studies (professional studies in early childhood educ

Recommended optional programme components:

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional :

Recommended or required reading:

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

Assessment methods and criteria:

Active participation in practice lessons, completion of autonomous assignments.

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 and Katja Sutela

Working life cooperation:

no

421277P: Minor studies in music, part 4, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Ervasti

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

finnish

Timing:

spring

Learning outcomes:

- develop his/her own sense of tone, rhythm and melody and pedagogical applications through exercises of Kodály and Orff pedagogy, for instance.
- 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:

- ear training as active singing and playing part of music theory
- 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:

8 h L and 32 H exercises

Learning activities and teaching methods:

The study module comprises four parts:

1. Pedagogy of Ear Training (1,5 credits)
2. Choir and choir pedagogy (1,5 credits)
3. Folk and School Instruments, part. (2 credits)

Target group:

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

Prerequisites and co-requisites:

Basic studies in music

(multidisciplinary studies for primary teachers) or music studies (professional studies in early childhood educ

Recommended optional programme components:

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional :

Recommended or required reading:

Agreement on current literature and learning material to be made at the start and during the course.

Assessment methods and criteria:

Active participation in face-to-face teaching, in practice lessons, completion of autonomous assignments. Participation in playing and singing performances.

Grading:

pass/fail

Person responsible:

Marja Ervasti

Working life cooperation:

yes

421278P: Minor studies in music, part 5, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Ervasti

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

finnish

Timing:

spring

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
- apply music technology in music education

Contents:

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

- 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:

The study module comprises four parts:

1. Project (2 credits)
2. Band (2 credits)
3. Folk and School Instruments, part (1 credit)
4. Music technology, part 2. (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) or music studies (professional studies in early childhood educ

Recommended optional programme components:

The study module deepens the contents of the multidisciplinary studies for primary teachers or professional :

Recommended or required reading:

Agreement on current literature and learning material 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 plan
Band exam.

Grading:

pass/fail

Person responsible:

Marja Ervasti and Jussi Jaako (bänd)

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

Timing:

4-5th year

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
- 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

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

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

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 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:

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:

pass/fail

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:

1 - 5

Person responsible:

Ari Rahikkala

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
- 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:

- 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

- 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 orienteering

Learning activities and teaching methods:

Practical lessons 56h, individual work 79h

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/>
- 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 jumpvideot ja telinevoimistelu materiaali <http://moniviestin.juy.fi/ohjelmat/sport/eki/koe>
- 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:

Niina Loukkola

Working life cooperation:

Yes

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

Contents:

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

Mode of delivery:

Face-to-face teaching.

Intensive course in skiing

Learning activities and teaching methods:

Practical lessons 38h, individual work 97h

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:

Taina Kyrönlampi

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 16 h

Small group sessions 12 h

Independent work 98 h

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 47 h

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

Lerikkanen, 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 Malmhester, 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: Karjalainen, Satu-Maarit Krist

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:

1-5

Person responsible:

Karjalainen Satu

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

Learning activities and teaching methods:

Lectures 12 h

Small group sessions 16 h

On-the-job learning in pre-primary education 50 h

Independent work 96 h

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 50 h

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

Timing:

1st year

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 36h, including 98h 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.

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 1-2, in the spring semester during period 3-4.

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

Info and exercises 6 h

Online exercises and online work 32 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 and portfolio.

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: Marjo Mäntyjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year, autumn/ spring

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
- 402136A, Supporting Behaviour 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:

1-5

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: Elina Viljamaa, Riikka Sirkko

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.

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. Erytisopetuksesta 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 (veo), Riikka Sirkko (erkka)

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. Lukivaikeudesta lukitukseen. Gaudeamus.

AND Kamhi, A. & Catts, H. (2011). Language and reading disabilities. 3rd edition. Pearson Education.

Luvut 1-4; 6-7. (soveltuvien osin, n. 150 s)

AND Rasinski, T.; Blachowicz, C. & Lems, K. (eds.) 2012. Fluency Instruction. Research-based best

practices. New York: Guildford press. (soveltuvin osin, n. 150 s)
 OR Khateb, A. & Bar-Kochva, I. (toim.) 2016. Reading Fluency : Current Insights from Neurocognitive Research and Intervention Studies. Springer. (Soveltuvin osin)
 AND one article

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

402136A: Supporting Behaviour, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring term

Learning outcomes:

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

- differentiate socio-emotional challenges and adaptation difficulties related to developmental, personality and environmental factors
- apply the special educational and child psychiatric knowledge and different methods to support child and youth development
- develop educational materials, pedagogical solutions and organize cooperation when planning early intervention and special educational arrangements
- analyze behavioral disorders from pedagogical, psychological, psychiatric, neurological and community frames of reference

Contents:

- concepts, diagnostics, and interpretations of behavioral disorders
- emotional and behavioral disorders in different contexts
- research in special education and child psychiatry
- the connection between children`s and youth`s neurological backgrounds (e. g. ADHD) with the behavior
- identifying mental disorders and the rehabilitative methods
- guiding and supporting the behavior in different educational contexts
- multi-professional cooperation and cooperation with parents and carers to support children and youth

Mode of delivery:

Face-to-face teaching, an excursion possible

Learning activities and teaching methods:

Large group teaching 16 h, small group sessions 14 h, exam 3 h

Target group:

Students majoring in special education and students qualifying as special education teachers

Prerequisites and co-requisites:

Basic studies in Special Education

Recommended optional programme components:

The course is a 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. Part 1: chapters 1,2,3,4 (pp. 1-93). Part 2: chapters 6,7 (pp. 116-155). Part 3: chapters 9,10,11,12 (pp. 177-293), (10th edition). Total 248 pages.
- Kumpulainen, K., Aronen, E., Ebeling, H., Laukkanen, E. et al. (eds.). (2016). Lastenpsykiatria ja nuorisopsykiatria. Duodecim. Part III (s. 194-425) and from the Part V chapters 36-44 (pp. 544-624). Total 311 pages.
- Sinkkonen, J. (2018). Kiintymyssuhteet elämänkaareissa. Duodecim. 223 pages.
- Supplemental literature: Ahtola, A-R. (2016). Psyykkinen hyvinvointi ja oppiminen. Jyväskylä: PS-kustannus. 318 pages.

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on three books and the lectures.

Grading:

0-5

Person responsible:

Nina Heräjärvi

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:

Autumn first study year

Learning outcomes:

After completing the internship, the student is able to

- plan and implement for special pedagogical assessment e.g. test-based teaching
- also implements and uses a consultative approach in primary school operating environments
- reflect on themselves as a teacher and educator and maintain their own professional growth and resilience at work

Contents:

- tests to support the design, implementation and evaluation of teaching
- the work of a special education teacher in part-time or classroom special education.
- inclusive education, student well-being
- research-based interventions
- multidisciplinary cooperation
- internship report

Mode of delivery:

The internship is carried out in the operating environments of the primary school in the primary school ensured by the instructor

Learning activities and teaching methods:

The internship happens actively four days in a week and during four week period. During this time, the student cannot be employed by the internship place. The supervisor gives supervision 4h/ student or 8h a pair of students. As part of the internship, the student participates in four group supervision sessions organized by the faculty, a total of 8 hours. At the end of the internship, the student prepares an internship report, in which he / she selects one or a maximum of three phenomenon related to the learning challenges. The report lays on the latest national and international articles in the field. The length of the training report is about 10 pages.

Target group:

Student qualifying as special education teachers

Prerequisites and co-requisites:

Basic Studies in Special Education, 402122A Learning Disabilities in Mathematics, 402121A Learning Disabilities in Reading and Writing

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:

Active participation in internship activities at school and mentoring events, independent assignments, and a written internship report.

Grading:

accepted / rejected / to be completed

Person responsible:

Marko Kielinen

Working life cooperation:

Yes

Other information:

Student must present the report of criminal record before internship. The report is presented once in this internship

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

ECTS Credits:

5 cr

Language of instruction:

finnish

Learning outcomes:

- tests to support the design, implementation, and evaluation of teaching
- the work of a special education teacher in part-time or classroom special education.
- inclusive education, student well-being
- research-based interventions
- multidisciplinary cooperation

Contents:

- planning teaching for systematic student support, monitoring the effectiveness of support
- differentiation, special pedagogical targeted support (eg individual / small group) pedagogical support in a group
- targeted support (eg individual / small group)
- the interprofessional and consultative work of a special education teacher in secondary school and secondary school
- internship report

Mode of delivery:

The internship is carried out in high school or secondary schools confirmed by the supervisor.

Learning activities and teaching methods:

The training takes place as a continuous training four days a week and for a period of four weeks. During this time, the student cannot be employed by the internship. There is flexibility in the necessary overlaps in teaching. The supervisor of the internship gives supervision 6h/ student or 12h/ a pair of students. As part of the internship, the student participates in four group supervision organized by the university, a total of 8 hours. At the end of the internship, the student prepares an internship report, in which he / she selects one or a maximum of three phenomena that have emerged during the internship, which he / she addresses on a research basis using the most recent national and international articles in the field. The length of the internship report is about 10 pages.

Prerequisites and co-requisites:

Basic Studies in Special Education, 402127A Internship I. This course cannot be completed before Internship I.

Assessment methods and criteria:

Active participation in internship activities and mentoring events, independent assignments, and a written internship report.

Grading:

accepted / rejected / to be completed

Person responsible:

Leila Kairaluoma

Working life cooperation:

yes

Other information:

The student must present the report of criminal record. The student makes sure that the criminal record is shown before the start of the first internship. The report is presented once in the bachelor's level and once in the master's level.

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:

Nina Heräjärvi

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 16 h, small group work 14 h, 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:

3 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.
- 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)
- Alant, Erna. 2017. Augmentative and alternative communication : engagement and participation Luvut 1-5. <https://oula.finna.fi/Record/oula.1660124>
- 2 articles chosen by the lecturer, from journal Autism & Developmental Language Impairments

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:

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:**

1-5

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 basic level, how to evaluate psychological scientific research and the methods and procedures used in it.
- The student knows how to describe the meaning of methodological knowledge in the work of specialist in psychology.

Contents:

Psychology as a field of science, general idea of research in the field of psychology, traditions of psychological science, theory and principles of science, basic concepts of psychological research, research setups, stages, methods and ethics of research, basics of psychological thinking

Mode of delivery:

Face-to-face teaching/distance learning / blended teaching) will be confirmed yearly in the beginning of the course

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 Psychology as well as 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) (2012 tai 2006) Research Methods in Psychology (3rd ed) London: Sage

Assessment methods and criteria:

Lectures and exercises, completion of independent assignments and/or group assignments, exam. More detailed instructions are given in the first lecture.

Fail = Deficient, fragmented, unclear answers/texts which do not indicate understanding or an ability to use and apply what was learnt in the course.

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

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

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

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

5 = Systematic and analytical, matters are related to each other well, the use of sources is mainly excellent, shows a deep understanding and an excellent ability to apply

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

Grading:

0-5

Person responsible:

NN

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:

1. period

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 psychology, educational psychology and non-degree students, open university 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 tai uudempi). The developing person through the life-span. (New York: Worth).
- 2) Nurmi, J-E., Ahonen, T., Lyytinen, H. ym. (2014). Ihmisen psykologinen kehitys. (Porvoo: WSOY).

Assessment methods and criteria:

0 = rejected, 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

Working life cooperation:

None

Other information:

Implementation of the open university and Psykonet

412071P: Personality Psychology I, 5 op**Voimassaolo:** 01.08.2008 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** 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 is familiar with the historical development of personality psychology and the common theories of personality
- The student understands the factors and the structure of personality
- The student is able to combine, search and organize basic concepts and theories of personality
- The students understand the meaning of personality in the life course
- The students is familiar with personality assessment methods and is able to estimate those critically

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 psychology and educational psychology, minor students in psychology

Prerequisites and co-requisites:

None

Recommended optional programme components:

Basic studies in psychology

Recommended or required reading:

Haslam (2007). Introduction to personality and intelligence. Sage. E-kirja: <https://ebookcentral.proquest.com/lib/tampere/detail.action?docID=370509>

Extra reading: Metsäpelto, R-L. & Feldt, T. (eds.) (2010). Meitä on moneksi. Persoonallisuuden psykologiset perusteet. Helsinki: PS-kustannus.

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:

0-5

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:

2nd period

Learning outcomes:

- Student can define the principles of sensory function and the nervous system
- Student can evaluate modern research methods in the field of cognitive and neuropsychology
- Student recognizes the structure and development of the nervous system, as well as the neural basis and neural mechanisms of cognitive processes
- Student can apply neuropsychological research and research methods in his / her 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:

Contact teaching and distance learning (PsykoNet)

Learning activities and teaching methods:

Max. 24 hours of lectures and individual work (PsykoNet)

Target group:

Undergraduate students in psychology (including students of the Open University)

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, B. & Whishaw, I. (2021). Fundamentals of Human Neuropsychology, 8. edition

Assessment methods and criteria:

The student participates in the teaching and the final examination

Grading:

A numerical scale of 0-5 is used to evaluate the course

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, 4. period

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.
- The student identifies health and mental health interventions related to the professional practice of a psychologist and is acquainted with the psychologist's expertise and its applications in health care.

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 psychology, 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:

- Hilgard's introduction to psychology (14. painos). Belmont, CA: Wadsworth/Thomson. Luvut 14–16. tai uudempi painos
- Seikkula, J. & Arnkil, T.E. (2009). Dialoginen verkostotyö. (Helsinki: Tammi).
- Baumgardner, S. & Crothers, M. (2014). Positive psychology. Pearson (New International Edition).
- Saari, S. (2003 or later). Kuin salama kirkkaalta taivaalta. Kriisit ja niistä selviytyminen. (Helsinki: Otava).
- Sinikallio, S. (toim.). (2019). Terveiden psykologia. (Jyväskylä: PS-kustannus).

Assessment methods and criteria:

0 = rejected, 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:

Pass/fail

Person responsible:

nn

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:

55 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:

1-5

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 and neuropsychology II, 5 op

Voimassaolo: 01.08.2008 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Seppo Laukka

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

3th period

Learning outcomes:

- Student can explain cognitive processes and brain mechanisms and identify their research methods.
- Student can critically view people as recipients, processors and users of information.
- The student can evaluate different paradigms related to the research of cognitive psychology and neuropsychology.

- Student recognizes the relationship between cognitive and neuroscience and recognize theories of cognitive psychology.
- In addition, student can critically evaluate the concepts of basic cognitive processes.

Contents:

The course covers the following subjects:

- 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:

Contact teaching and distance learning

Learning activities and teaching methods:

Online lectures and individual assignments max. 24 hours as well as independent work. The course is implemented in cooperation with Psykonet.

Target group:

Major students in psychology (including students of the Open University)

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended optional programme components:

The course is part of the intermediate studies in psychology and the bachelor's degree

Recommended or required reading:

Kolb, B. & Whishaw, I. (2021). Fundamentals of Human Neuropsychology, 8. edition.

Assessment methods and criteria:

The student participates in the teaching and the final examination

0 = unfinished, fragmentary, issues presented are not essentially related to the topic, and there is almost no use of sources at all

1 = highly superficial, issues presented in full detachment from each other, poor use of sources

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

3 = reflective and issues are related to each other to some extent; a common thread is to be seen, and the use of sources is mainly good

4 = quite analytical, issues are related to each other well, and the use of sources is mainly very good

5 = systematic and analytical, issues are related to each other very well, and the use of sources is mainly excellent

Participation in lectures and other teaching. A lecture exam, a literature exam/essay.

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

Grading:

0-5

Person responsible:

Seppo Laukka

Working life cooperation:

None

412059A: Developmental psychology II, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

5 credits

Language of instruction:

Finnish

Timing:

2. year, 1. period

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.
- The student is able to communicate in writing and orally about his / her expertise in the field to others.
- The student is able to evaluate and analyze research in developmental psychology.

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 psychology, educational psychology and non-degree students, open university implementation.

Prerequisites and co-requisites:

Basic Studies in Psychology

Recommended or required reading:

Applicable parts or other literature

- 1) Miller, P.H. (2011 or later). Theories of developmental psychology. (New York: Worth).
- 2) Willis, S. & Martin, M. (eds.) (2005 tai uudempi). Middle adulthood: A lifespan perspective. Thousand Oaks, CA: Sage.
- 3) Goldenberg, H. & Goldenberg, I. (2003 or later). Family therapy: an overview. (Belmont, CA: Thomson Brooks/Cole).
- 4) Oppimisen vaikeudet, Toimittajat: Timo Ahonen, Mikko Aro, Tuija Aro, Marja-Kristiina Lerkkanen & Tiina Siiskonen, Kustantaja: Niilo Mäki Instituutti, Vuosi: 2019

Assessment methods and criteria:

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

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

412077A: Clinical Psychology II: Psychological disorders and psychological interventions, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Virva Siira

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2. year, 4. period

Learning outcomes:

- The student recognizes the diagnostic classifications of mental disorders and the key features related to the disorders and is able to critically examine them and their classification systems.
- The student knows the basics of research into mental disorders and is able to evaluate them.
- The student knows psychological interventions

Contents:

During the course, students will be introduced to mental disorders, various diagnostic classifications, assessment of disorders and related challenges, mental health treatment methods and interventions, and service systems. The aim is for the student to become familiar with the differences between individuals and their diagnosis in terms of mental, cognitive and social functions.

Mode of delivery:

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

Learning activities and teaching methods:

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

Target group:

Graduate students in psychology, educational psychology, non-degree students, and open university students.

Prerequisites and co-requisites:

Bachelor's basic courses in psychology

Recommended or required reading:

Applicable parts or other literature:

- 1) Corey, G. (2013 tai uudempi). Theory and Practice of Counseling and Psychotherapy. (Belmont, CA: Thomson Brooks/Cole).
- 2) Eronen, S. & Lahti-Nuutila, P. (2012 tai uudempi). Mikä psykoterapiassa auttaa? Integratiivisen lähestymistavan perusteita. (Helsinki: Edita Publishing Oy).
- 3) Lönnqvist, J., Henriksson, M., Marttunen, M. & Partonen, T. (toim.) (2014 tai uudempi) Psykiatria (Helsinki: Duodecim).
- 4) Kumpulainen, K. ym. (toim.) (2016 tai uudempi). Lastenpsykiatria ja nuorisopsykiatria. (Helsinki: Duodecim).
- 5) Oppimisen vaikeudet, Toimittajat: Timo Ahonen, Mikko Aro, Tuija Aro, Marja-Kristiina Lerkkanen & Tiina Siiskonen, Kustantaja: Niilo Mäki Instituutti, Vuosi: 2019

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

412078A: Social psychology, 5 op

Voimassaolo: 01.08.2021 -

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

Learning outcomes:

- The student is familiar with the basic concepts and theories of social psychology
- The student is acquainted with social psychology as science and is familiar with the basic research methods
- The student is familiar with common research results and orientations of social psychology

Contents:

- The basic concepts and theories in social psychology
- The basic research orientations in social psychology

Mode of delivery:

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

Target group:

Students majoring and minoring in psychology

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

The course is part of optional intermediate studies in psychology

Recommended or required reading:

- Franzoi, S. (2012). Social Psychology. Redding, CA: BWT Publishing.
- Helkama, K., Myllyniemi, R., Liebkind, K., Ruusuvaori, J., Lönnqvist, J-E., ... Lipponen, J. (2014). Johdatus sosiaalipsykologiaan. Helsinki: Edita

Research articles

Assessment methods and criteria:

Lectures and practices, individual and group tasks/ or essay, portfolio, exam. Specific introduction for course accomplishment and grading will be given in the first lecture.

Grading:

0-5

Person responsible:

N.N

412079A: Work and Organizational Psychology I, 5 op

Voimassaolo: 01.08.2021 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Heli Kiema-Junes

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Learning outcomes:

- The student is able to identify the basic issues and is able to define the basic concepts and theories related to basic organizational psychological issues
- The student is able to recognize factors that promote well-being at work and work motivation
- The student is familiar with group behavior dynamics and understands basic principles related to organizational change

Contents:

- Basic issues in work and organizational psychology
- Common work stress and job burnout theories
- Common factors and interventions in promoting well-being at work and work motivation

Mode of delivery:

Lectures and other teaching max. 24 hours

Target group:

Students majoring and minoring in psychology

Prerequisites and co-requisites:

Intermediate studies in psychology

Recommended or required reading:

- Mäkikangas, Mauno & Feldt (toim.) (2017). Tykkää työstä. Työhyvinvoinnin psykologiset perusteet. Jyväskylä: PS-kustannus.
- Chmiel, N., Fraccaroli, F., & Sverke, M (toim.) (2017). An introduction to work and organizational psychology: An international perspective (3. painos). Oxford: Wiley.

Grading:

0-5

Person responsible:

Heli Kiema-Junes

*Electives***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:

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.

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.

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

Timing:

3. year

Learning outcomes:

The student knows how to

- identify the psychological principles of social interaction
- knows how to define the basic concepts, theories and trends of counselling, guidance and therapy
- identifies counselling, guidance and therapy as an activity
- knows how to apply basic methods of counselling to construct a counselling process
- knows how to give examples of ways to identify his/her own personal working prerequisites

Contents:

Upon completion of the study module, the student identifies the psychological principles of social interaction, knows how to make a difference between guidance, counselling, consultation and therapy, and understands the similarities between them. An effort towards this end is made by guiding the student to experiment with various methods of guidance, counselling, consultation and therapy, by familiarizing them with theory and practice, and by introducing them to identification of their own personal working prerequisites by means of practice and theory.

Contents

- Basic concepts, differences and similarities of guidance, counselling, consultation and therapy
- Guidance, counselling, consultation and therapy as activities, and practical applications
- Basic theories of guidance, counselling, consultation and therapy
- Psychological basis of social interaction

Mode of delivery:

Contact 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? Integriatiivisen lähestymistavan perusteita. Helsinki: Edita Publishing Oy.

Assessment methods and criteria:

The assessment is based on the outputs announced at the start of the course. One or more of the following: lectures. assignments alone, in pairs and in a group, exercises, demonstrations, learning journal, summary, essay, thesis, seminar, examination or some other method mentioned at the start of the course. 0 = The student's output is unfinished and fragmented, his/her answer does not indicate any familiarity at all with the core themes and materials of the course. The output is not at all in line with the assignment given.

1 = The student's output is highly superficial, and the use of course materials is superficial and limited. The structure of the answer is lacking logic.

2 = The student's output is quite superficial. Some of the core materials of the course have been utilized, but the use of source materials is haphazard and summarizing. The 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

412084A: Personality Psychology II, 5 op**Voimassaolo:** 01.08.2021 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Mirka Hintsanen**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS credits

Language of instruction:

Finnish

Timing:

3. year

Learning outcomes:

The student knows

- how to describe and explain the following with more depth as previously: personality psychology theories, personality as dynamic whole and personality development, stability and change
- how to describe the meaning of personality for well-being and life course
- how to apply personality psychology knowledge

Contents:

Central theories of personality psychology, personality development, research in personality psychology and current results, meaning of personality for well-being and life course, personality psychology applications

Mode of delivery:

Mode of delivery (face-to-face teaching/distance learning / blended teaching) will be confirmed yearly in the beginning of the course

Learning activities and teaching methods:

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

Target group:

Students pursuing optional subject studies in psychology (major and minor subject students)

Prerequisites and co-requisites:

Basic studies in psychology

Recommended optional programme components:

The study module is part of the optional subject studies in psychology

Recommended or required reading:

Will be announced in the beginning of the course

Assessment methods and criteria:

Lectures and exercises, completion of independent assignments and/or group assignments, exam. More detailed instructions are given in the first lecture.

Fail = Deficient, fragmented, unclear answers/texts which do not indicate understanding or an ability to use and apply what was learnt in the course.

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

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

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

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

5 = Systematic and analytical, matters are related to each other well, the use of sources is mainly excellent, shows a deep understanding and an excellent ability to apply

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

Grading:

0-5

Person responsible:

Mirka Hintsanen

412085A: Geropsychology, 5 op

Voimassaolo: 01.08.2021 -

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

Learning outcomes:

The student identifies the factors influencing the development of cognitive abilities, personality, mental health and life management in the elderly.

The student understands the importance of the factors behind the differences between individuals in the later years.

The student describes the features of successful, normal, and morbid aging.

Contents:

Development of cognitive abilities and personality, mental health, well-being and life management, individual and environmental attitudes towards aging.

Learning activities and teaching methods:

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

More detailed course instructions are given at the beginning of the course.

The assessment is based on the results reported at the beginning of the course. One or more of the following: Lectures, Assignments individually, in pairs and in groups, Exercises, Demonstrations, Lecture diary, Abstract, Essay, Thesis, Seminar, Exam, or Other Practice.

Target group:

Graduate students in psychology

Prerequisites and co-requisites:

Bachelor's basic courses in psychology

Recommended or required reading:

Applicable parts and other literature

1) RAITANEN, T., HÄNNINEN, T., PAJUNEN, H. & SUUTAMA, T. (toim.) (2004) Geropsykologia # vanhenemisen ja vanhuuden psykologia. Helsinki: WSOY.

2) STUART#HAMILTON, I. (2006) The psychology of ageing, An introduction. Fourth edition. London: Jessica Kingsley Publishers.

3) Schaie, K. W. & Willis, S. L. (eds.) (2016). Handbook of the psychology of aging, 7th edition. Boston: Elsevier.

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:

N.N

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 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:

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: Sari Harmoinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

3th and 4th period.

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.

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:

Sari Harmoinen

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: Jari Laru

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:

Jari Laru

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 in 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:

1 - 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

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

414077A: Sociological research seminar, 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 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:

0-5

Person responsible:

Anu Alanko

Choose two of the following

414085A: Sociology of Work, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

ECTS Credits:

5 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:

1-5

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.

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

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.

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

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.

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

Choose two of the following

414080P: Sociological research on family and lifespan, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay414080P Sociological research on family and lifespan (OPEN UNI) 5.0 op

ECTS Credits:

5 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.

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

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.

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

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.

Assessment:

0 = incomplete, fragmented, issues presented not essentially connected with the subject matter of the course nor based on course literature

1 = highly superficial, issues presented as if they were quite detached from each other, course literature used inadequately

2 = superficial, issues at times presented in disconnection from each other, course literature used satisfactorily

3 = reflective, issues related to each other to some extent: common thread is to be seen, mainly good use of course literature

4 = quite analytical, issues related to each other well, course literature used mainly very well

5 = systematic and analytical, issues related to each other very well, use of course literature mainly excellent

Grading:

0-5

Person responsible:

Anu Alanko

Working life cooperation:

None

414084P: Sociology of racism and multiculturalism, 5 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Vesa Puuronen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay414084P Sociology of racism and multiculturalism (OPEN UNI) 5.0 op

ECTS Credits:

5 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.

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:

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).

Erityispedagogiikan perusteet. WSOY. 221 s.

Lasten erityishuolto ja -opetus Suomessa. 2012, toim. Jahnukainen M.. Lastensuojelun Keskusliitto. 437 s.

Ja harjoitusryhmissä: Sosiaali- ja terveydenhuoltolainsäädäntö. (2016). Toim. Kokkonen T. 966 s. tai

FINLEX-tietokanta, (<http://www.finlex.fi/fi/laki/>).

Ryhmässä soveltuvien 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:

Two books from below:

- Niemitalo-Haapola, E., Haapala S. & Ukkola, S. (toim.) 2020. Lapsen kielen kehitys. Vuorovaikutus, leikin ja luovuuden merkitys. PS-kustannus.
- 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.
- Launonen, Kaisa & Korpjaakko-Huuhka, Anna-Maija (toim.) 2009. Kommunikoinnin häiriöt syitä, ilmenemismuotoja ja kuntoutuksen perusteita

in addition, an article presented at the lecture.

Assessment methods and criteria:

Approved execution requires the examination of lectures as well as 2 books and one scientific article presented at the lecture. Any other execution will be agreed with the lecturer.

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:

After completing the course, the student can name and understand the main learning difficulties and causes of them, describe the individual and social factors behind the learning, reflect the significance of special difficulties in learning and further in the whole life, describe the support, multi-professional collaboration and reflect and understand the significance of the support to learning, well-being and the course of life.

Contents:

- The learning readinesses, the background of learning difficulties and the anticipating factors
- The central specific learning difficulties and comorbidity, the widespread learning difficulties, the mental disability, the autism, the language difficulties, the special issues of immigration, the attention deficit and the weak skills of executive functions, the sense-impaired and physically disabled people in learning
- the assessment, identification and support

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h teaching, 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:

The accepted performance involves compulsory face-to-face lectures (14h), accepted exam, individual and group tasks, e.g. learning diary as agreed.

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:

- knows how to define central concepts of challenging behaviour and describe their characteristics based on pedagogical, psychological, psychiatric, neurobiological and communal frames of reference
- identifies different challenges of behaviour in the educational system from the viewpoint of the individual and the community
- is familiar with ways to provide support to the pupil, and the contents and meaning of multidisciplinary collaboration
- understands how psychological problems or school bullying are part of a phenomenon called social exclusion

Contents:

- emotional and behavioural disorders based on different frames of reference
- concepts, diagnostics and interpretations of challenging behavior
- manifestation of behaviour in attention and behaviour among children and adolescents
- meaning of emotional life to a child's development and the related need for support
- risk factors of unfavourable development, such as the risk of marginalization
- factors providing protection from behavioural disorders and ways to support favourable development
- school bullying, criminality as a phenomenon of alienation

Mode of delivery:

Face-to-face teaching and remote teaching

Learning activities and teaching methods:

14 h lectures, possible 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 optional programme components:

Other 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)
- 402110P Special Education and the Course of Life (5 cr)

Recommended or required reading:

Four (4) books:

- - Uusitalo-Malmivaara, L. (2015). (toim.) Positiivisen psykologian voima. Jyväskylä. PS-kustannus. 381 s.

- - Kerola, K. & Sipilä, A-K. (2017). Haastava käyttäytyminen – syitä ja muutoksen mahdollisuuksia. Oulu: Tervaväylän koulu.
- - Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. Jyväskylä: PS-kustannus. 337 s.
- - Ahonen, L. 2017. Haastavat kasvatustilanteet. Lämpimän vuorovaikutuksen käsikirja. Jyväskylä: PS-kustannus. 290 s.

Assessment methods and criteria:

Participation in the face-to-face teaching or remote teaching and study visits and lecture and literature exam (3 books) 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 -

Opiskelumuoto: 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 and English

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:

6 h 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

Learning outcomes:

The module of intermediate studies in music education (60 credits) comprises the studies in a teaching subject as part of subject teacher education (Government Decree 794/2004, section 19). These studies qualify the student to teach music in the upper grades 7 to 9, provided that the person in question has completed the Master's degree and the pedagogical studies for teachers (60 credits).

Target group:

The study module is intended for primary (class) or secondary (subject) teacher students interested in music studies, or who need the qualification of a subject teacher in music in their work.

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:

Nina Jokela

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:

Nina Jokela

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 32 h, exercises 2 groups 4 h / group, independent work 99 h

Target group:

Students of music education

Prerequisites and co-requisites:

music education basic studies

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:

- Basic 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

Opettajat: Pirkko Paananen

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:

Pirkko Paananen-Vitikka

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

422282A: Choir and Orchestra Conducting, 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

Timing:

2. year, autumn

Learning outcomes:

Having completed the course, the student will

- will be able to create a good contact 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 misintonations and imprecisions of temporal phrasing
- will masters the stroke patterns for typical meters
- 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
- apply pedagogical approaches

Contents:

General knowledge of conducting

- vocal training in choral music
- tuning and basic techniques of instruments
- conducting practice of choirs, orchestras and their sections
- control of intonation, expression and its technique as well as time management
- fluency in reading and teaching of choral and orchestral parts
- evaluation and development of models for pedagogical action in choir and orchestra conducting

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Choir conducting lectures 20 h, Orchestra conducting lectures 20 h, independent work 95 h

Target group:

Students of music education

Recommended optional programme components:

The following courses are recommended for concurrent study: 422283A Music ensemble

Recommended or required reading:

To be announced during the course

Assessment methods and criteria:

Participation in teaching and exercises, examination

Grading:

0-5

Person responsible:

Sutela Katja

Working life cooperation:

None

422283A: Playing Band Music, 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 cr

Language of instruction:

Finnish

Timing:

2. year

Learning outcomes:

Having completed the course, the student is able

- to conduct, rehearse and arrange music in vocal ensemble á cappella and a school orchestra according to the style and arrangements
- will make music according to the style and arrangement in a group
- to arrange a rehearsal plan to a school orchestra
- to perform as a member a vocal ensemble and a school orchestra
- apply pedagogical approaches

Contents:

- vocal ensemble á cappella, arranging music for an á cappella ensemble
- playing in orchestra, to arrange and put into practice a rehearsal plan in a school orchestra
- concert
- evaluation and development of models for pedagogical action in music ensemble

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 40 h, independent work alone or in groups 95 h

Target group:

Students of music education

Prerequisites and co-requisites:

Introduction to Music education 421270P Part 1, 421271P Part 2, 421272P Part 3

Recommended optional programme components:

422282A Choir and orchestra conducting

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

Person responsible:

University lecturer

Working life cooperation:

None

422284A: Music Theory and Arrangement, 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 cr

Language of instruction:

Finnish

Timing:

2. year, spring

Learning outcomes:

Having completed the course, the student

- 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 tonal and Afro-American 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 95 h

Target group:

Students of music education

Prerequisites and co-requisites:

Introduction to Music education 421270P Part 1, 421271P Part 2, 421272P Part 3, 421258P Instrument Studies 1, 421251P Free accompaniment 1, 422280A World Musics

Recommended or required reading:

- Kostka: Tonal Harmony, with an Introduction to Twentieth-Century Music, 2004 (selected parts).
- Schachter & Aldwell: Harmonia ja äänenkuljetus, 2009 (selected parts).

- Tabell: Jazzmusiikin harmonia, 2008 (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. Active participation in the lectures and supervision, completion of practical and online assignments, portfolio.

Grading:

0-5

Person responsible:

University lecturer

Working life cooperation:

None

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:

1st year, autumn, spring

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, 8 h 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 2 h, teaching in pairs 18 h, independent work 47 h

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. 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 and voice. 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

422278A: Popular Music a), 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jussi Jaako

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd year autumn

Learning outcomes:

After the course students are able to:

- recognize different rhythm music styles and relate typical theoretical phenomena and harmonic progressions on them
- do different kinds of transcriptions
- play electric guitar, bass, drums and keyboards in the band

Contents:

- Arranging transcriptions
- Plying different genres of music in the band

Mode of delivery:

classroom learning

Learning activities and teaching methods:

Lectures 16h, demonstrations 24h, independent working 95h

Target group:

Students of Music education

Prerequisites and co-requisites:

Principles of music education 421270P; 421271P and 421272P

Recommended or required reading:

The material provided during the course

Assessment methods and criteria:

Continuous assessment based on students' participation. Portfolio. Exam on band playing and transcription.

Exam criteria

5 – Student is able to play extremely well and is capable of listening other players.

4 – different instruments are handled with skill

3 – the playing is sufficient and logical

2 – music is played quite well

1 – not all the instruments handled well

Grading:

0-5

Person responsible:

Jussi Jaako

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

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

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 entirities.
- use the most common machines and equipment which are needed in machining plastics in primary school technical work.
- apply the basics of electronics in primary school technical work.

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.

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:

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

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 käsityönopeus. 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.
- SUUNNITTELUKÄÄSIN, Käsityön ja tutkimuksen vuoropuhelua <https://helda.helsinki.fi/handle/10138/153027>
- Syrjäläinen, E. (2003) Käsityön opettajan pedagogisen tiedon lähteeltä. Helsingin yliopisto. Kotitalous- ja käsityötieteiden laitoksen julkaisuja 12. Soveltuvien osin.
- agreement on other learning materials to be made at the start of the course.

Assessment methods and criteria:

Active participation in teaching, completion of independent 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

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:

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

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:

0-5

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 14 h, seminars 10 h, 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:

0-5

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). Kasvatustieteiden tutkimuskeskus. 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 are:

In approved (Pass) completion of the course, the handling is clearly structured, and matters are connected to each other at least to some degree. The handling is reflective, and connections between matters are handled at least to some degree. There must be a visible plot in the handling and mainly the use of references must be at a good level.

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

Grading:

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

Course essay

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

Preferably the last course of the Basic Studies in Education or at least completed after the course Education as an Object of Scientific Research

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

0 - Based on the student's performance, it cannot be concluded that he/she has achieved the expected learning outcomes. The content produced by him/her is fragmented and it is not essentially related to the topic and contents of the course.

1 - The student has achieved the expected learning outcomes of the course in a marginally acceptable manner. S/he has discussed the course contents in a highly superficial and fragmented manner. His/her use of sources is at a poor level.

2 - The student has achieved the expected learning outcomes of the course in an adequate manner. S/he has discussed the course contents superficially, the connections between issues remain somewhat vague, and independent reflection is somewhat deficient. His/her use of sources is mostly at a poor or fair level.

3 - The student has achieved the expected learning outcomes of the course well. S/he has a good command of the course contents, and his/her discussion of the contents is reflective and keeps issues in perspective. His/her use of sources is mostly in accordance with the instructions.

4 - The student appears to have achieved the expected learning outcomes of the course very well. S/he has discussed the course contents quite analytically and systematically, including some well-justified independent thinking and also showing a command of general academic skills. His/her use of sources is mostly very good.

5 - The student has achieved the expected learning outcomes excellently both with regard to the course and more generally in academic terms. The student shows very good mastery of the course contents, and his/her treatment of them is well structured and analytical, including his/her own reflection that is well-justified, relevant and critical. His/her use of sources is mostly excellent.

Grading:

0-5

Person responsible:

Hanna-Maija Huhtala (Finnish course)

Katri Jokikokko (ITE) (seminar teacher Audrey Paradis)

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