

Opasraportti

FEdu - Pedagogical Studies (2021 - 2022)

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

H251103: Pedagogical Studies in Bachelor's Degree, 30 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

050120A: Subject Didactics, 5 op

050121A: Basic Practice, 5 op

050122A: Broadly Based Subject Didactics, 5 op

H251104: Pedagogical Studies in Master's Degree, 30 op

Compulsory

410087P: Sociocultural Contexts of Education, 5 op

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

050123A: Research-Based Subject Didactics, 10 op

050124A: Advanced Practice, 5 op

050125A: Teacher as a Researcher in Teaching Practice, 5 op

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

H251103: Pedagogical Studies in Bachelor's Degree, 30 op

Voimassaolo: 01.08.2017 -

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.

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.

050120A: Subject Didactics, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

3. year, 3. period

Learning outcomes:

Having completed the study module, the student knows how to

- identify the fundamentals of his/her own subject in terms of subject didactics.
- describe different approaches to and methods of teaching, learning environments and teaching aids in his/her own subject..
- identify the meaning of interaction in teaching.
- apply national curricula to plan teaching in his/her own subject.
- develop working methods that take into account the pupils' special needs.
- develop capabilities to assess their own teaching and the students' knowledge.

Contents:

- curricula
- the grounds of the didactics of their own subject

- teaching methods, learning environments, teaching aids
- interaction in teaching
- differentiation and encountering difference
- assessment

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, small group teaching 34 h, independent work 95h

Target group:

Secondary teacher students

Recommended optional programme components:

The study module is part of the pedagogical studies for secondary teachers.

Recommended or required reading:

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

Assessment methods and criteria:

Assessment may be based, among other things, on active participation in teaching, completion of independent and online assignments, visits, planning of a teaching episode, production of learning materials, diary, blog, video, examination, etc.

pass

The student's performance shows accomplishment that is in line with the expected learning outcomes on an acceptable level. S/he deals with theoretical substance analytically enough and applies it in an appropriate manner.

fail

The student's performance shows shortcomings in accomplishments based on the expected learning outcomes, or is unfinished.

Grading:

Pass/ fail

Person responsible:

Sari Harmoinen

Working life cooperation:

Non

050121A: Basic Practice, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student knows how to

- describe the meaning of a teacher's pedagogical thinking and activity and interaction in educational and teaching situations
- construct an idea of the school's activity, the learners, the teacher's work and school as a work community
- put into use in the lessons the contents of both the core curriculum and ones specific to the subject
- develop his/her capability to encounter different learners in all teaching and learning situations

- identify the teacher's task to guide the learners into active agents who set objectives for their own learning and solve problems.

Contents:

- supervised and independent observation of teaching
- getting to know the school practices and teachers' work and curricula
- familiarisation with the practice plan and assessment criteria
- setting of objectives for yourself
- planning of teaching based on curricula
- implementation and assessment of lessons alone and as a co-teacher
- design of teaching materials and lessons in such a way that the learners are taken into account as active agents
- development of skills of interaction and getting to know the students, encounters with different learners
- getting to know the educational technology used in the school
- special traits of your own subject.

Mode of delivery:

Supervised teaching practice in the lower and upper secondary levels of Oulu Teacher Training School
Face-to-face teaching

Learning activities and teaching methods:

5 credits = 135 lessons (45 minutes each), out of which face-to-face teaching 50 lessons (45 min each) and independent work 85 lessons (45 min each).

Face-to-face teaching:

- participation in the planning, implementation and assessment of 6–8 lessons (75 min each)
- observation of at least 15 lessons (75 min each), which must also include lessons in subjects other than your own
- working as a co-teacher in your own small group
- individual and group supervision 3–3,5 times (75 min each) per week
- participation in the practice information meeting and lectures belonging to the practice period

Target group:

Secondary teacher education students

Prerequisites and co-requisites:

Subject didactics

Education as an Object of Scientific Research

Recommended optional programme components:

The study module is part of the pedagogical studies in secondary teacher education

Recommended or required reading:

To be agreed on at the start of the study module

Assessment methods and criteria:

Pass

To pass the course the student shall successfully follow the programme assigned to him/her and attend the information meeting, lectures, supervision sessions and any specifically required events. Passing the course requires mastery of the subjects taught by the student. The assessment criteria focus on commitment and interaction.

Fail

The student's performance in the study module is deficient or does not show accomplishment in line with the expected learning outcomes.

Grading:

Pass/fail

Person responsible:

Katja Leinonen and Emilia Manninen

Working life cooperation:

Non

050122A: Broadly Based Subject Didactics, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student knows how to

- discuss the meaning of the curriculum in the planning and assessment of teaching.
- apply the general and subject-specific foundations and main working and teaching methods laid down in the curriculum in various learning environments.
- apply what s/he has learnt in his/her teaching and school community.
- discuss research in subject didactics.
- describe the most essential contents of a special course selected by him/herself, and apply it in his /her work as a teacher.

Contents:

- curriculum
- preconceptions
- motivation
- interaction
- lesson plan
- illustration
- educational technology
- assessment
- orientation to research in subject didactics

The contents of the special course are permanent and/or annually changing courses supporting the general objectives of teachers' pedagogical studies, offered by the Teacher Training School, educational sciences, subject didactics, and subject departments. There will be an effort to organise courses in the following areas, among others: ICT, ethics, inquiring orientation in teaching and as part of professional deintity, civic skills and active citizenship, responsibility for the environment, multiculturalism and interculturalism, encountering difference, multiprofessional collaboration, functional mathematics, teaching literature and writing, etc.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4h

Subject didactics/Oulu Teacher Training School: small group teaching, a maximum of 10h (45 minutes each)

University subject didactics: small group teaching, 8h

Implementation of the special course: face-to-face teaching 16h, independent work 97h

Target group:

Students in the secondary teacher education programme

Recommended optional programme components:

The study module is part of the pedagogical studies for secondary teachers.

Recommended or required reading:

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

Assessment methods and criteria:

For example, active participation in teaching, completion of independent and online assignments, visit, planning of a teaching episode, production of learning materials, diary, blog, video, examination, etc.

Pass

The student's performance shows accomplishment in line with the expected learning outcomes at an acceptable level. S/he deals with the theoretical substance of the study module analytically enough, and applies it in an appropriate manner.

Fail

The student's performance reveals deficiencies in accomplishment relative to the expected learning outcomes, or is unfinished.

Grading:

Pass/fail

Person responsible:

Minna Säaskilahti

Working life cooperation:

Non

H251104: Pedagogical Studies in Master's Degree, 30 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Compulsory

410087P: Sociocultural Contexts of Education, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Vesa Puuronen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410087P Sociocultural Contexts of Education (OPEN UNI) 5.0 op

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

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

- use the central concepts of social sciences in educational research and analyze the related basic issues in various contexts of education and growth.

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

Contents:

- The basics of social sciences in educational research.
- The possibilities and limitations of education and growth determined by the context, i.e., culture, society and environment (incl., e.g., the political, economic and gendered points of view).
- The social, multicultural, juridical and responsibility issues related to education (incl. e.g., from the point of view of gender, sexuality and intersectionality).
- Education systems and their gender as part of the historical development of society (incl. education politics as a part of social politics).
- Gender equality politics as a part of education politics and social politics.

Mode of delivery:

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

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

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

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

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

Assessment criteria 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.

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.

050123A: Research-Based Subject Didactics, 10 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS

Language of instruction:

Finnish

Timing:

4. year autumn, 1. period

Learning outcomes:

The student knows how to

- describe the starting-points of educational research and explain the basics of qualitative and quantitative research.
- make use of didactic research in his/her own subject and compose a thesis in subject didactics.
- choose a relevant research method for his/her study and analyze the research data.
- assess the significance of research in subject didactics for the teaching of his/her own subject and construct the thinking of an inquiring teacher.
- apply the knowledge acquired in the study related to subject didactics in supervised teaching practice.

Contents:

Planning and implementation of and reporting on a study in subject didactics. The study can be about

- a teaching experiment
- a study related to the curriculum
- research into knowledge of subject contents

- research on learning materials
- research of learning environments and use of new technologies in teaching
- research on attitudes
- research on hobby activities connected with the subject
- research on assessment methods

The study can be related to primary, secondary or tertiary education. The study can also be involved with the third sector.

Supervised teaching practice involves

- planning and implementation of lessons and blocks of teaching making use of knowledge acquired in studies on subject didactics.
- observation of lessons from the viewpoint of subject didactics

Mode of delivery:

Face-to-face teaching, supervised teaching practices in grades 7-9 and in the upper secondary grades of the Oulu Teacher Training School, the Faculty

Learning activities and teaching methods:

Lectures 8h, methodological exercises and seminar work, a maximum of 42h, and independent work 195h, including the production of a seminar thesis, preparation to act as opponent to another thesis, and familiarization with the other theses.

In supervised teaching practice, 1 credit equals 27 lessons (45 min each) = 16–17 lessons (75 min each).

- lessons to be given: 2–3 (75 min each)
- lessons to be monitored: 3 (75 min)
- independent work

Target group:

Students in the secondary teacher education programme

Prerequisites and co-requisites:

Recommended optional programme components:

The study module is part of the pedagogical studies in secondary teacher education

Recommended or required reading:

Curricula in the Oulu Teacher Training School and the literature to be agreed on at the start of the study module

Assessment methods and criteria:

Active participation in teaching, completion of independent assignments, conducting, and acting as an opponent to, a scientific study. Active and committed involvement in supervised teaching practice and related activities.

Pass

The student's performance shows accomplishment in line with the expected learning outcomes at an acceptable level. S/he deals with the theoretical substance of the study module analytically enough, and applies it in an appropriate manner.

In supervised teaching practice, a pass requires observance of the given programme in a manner that corresponds to the grade "good". The study module calls for a good mastery of the subjects to be taught by the student, and application of didactic knowledge in the subjects. The assessment criteria focus on commitment, interaction, target orientation, assessment, and expertise.

Grading:

Pass/fail

Person responsible:

Raimo Kaasila

Working life cooperation:

Non

050124A: Advanced Practice, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student knows how to

- plan independently for work with pupils and students
- apply his/her knowledge about assessment and plan for and implement assessment of study attainments
- apply in practice the knowledge and skills s/he has learnt before
- apply social, multicultural and legal questions related to education in various situations of everyday life
- discuss the significance of teacher responsibility and take independent responsibility of work as a teacher
- explain the meaning of collaboration between school and home.

Contents:

The study module includes the following:

- elaboration of the student's own objectives for the practice
- goal-oriented planning, implementation and assessment of lessons based on curricula so that the self-direction of the pupils is also taken into account
- observation and analysis of teaching
- getting to know the three-tier support in basic education
- utilization of the information and communication technologies in teaching
- familiarization with the collaboration between home and school
- special traits of your own subject.

Mode of delivery:

Supervised teaching practice in the basic education grades 7–9 and in the upper secondary school at the Oulu Teacher Training School.

Face-to-face teaching

Learning activities and teaching methods:

5 credits = 135 lessons (45 minutes each), out of which 50 lessons (45 min each) of face-to-face teaching and 85 lessons (45 min each) of independent work.

Face-to-face teaching:

- lessons to be given 7–9 (75 min each)
- minimum of lessons to be observed 18 (75 min each)
- individual and group supervision 3–3,5 lessons/week (à 75 min)
- working as a co-teacher in the student's own supervision group
- participation in the practice period information meeting and the lectures forming part of the study module

Target group:

Students in the secondary teacher education programme

Prerequisites and co-requisites:

Subject didactics

Basic practice

Education as an Object of Scientific Research

Recommended optional programme components:

The study module is part of the pedagogical studies in secondary teacher education.

Recommended or required reading:

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

Assessment methods and criteria:

Pass

A pass for the study module requires observance of the given programme at a level corresponding to the grade "good" and participation in the information meetings, lectures, supervision sessions and events to be announced separately. The study module calls for good mastery of the subjects to be taught by the student. The assessment criteria focus on commitment, interaction, goal-orientedness and assessment.

Fail

The student's performance is deficient or does not show any accomplishment in line with the expected learning outcomes of the study module.

Grading:

Pass/fail

Person responsible:

Katja Leinonen and Emilia Manninen

Working life cooperation:

Non

050125A: Teacher as a Researcher in Teaching Practice, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student knows how to

- apply his/her knowledge of educational philosophy in a constructive way when working with other actors in the field of education in the context of philosophical and ethical issues in education
- apply the knowledge and skills s/he has learnt and carry independent responsibility for his/her work as a teacher
- explain the meaning of multiprofessional collaboration in a teacher's work
- discuss the significance of student welfare services in a teacher's work
- analyze and apply the knowledge and skills acquired in previous studies in independent work with pupils and students
- sum up the meaning of assessment in a teacher's work and apply this knowledge in the planning and implementation of assessment.

Contents:

The study module includes

- deepening one's own objectives in teaching practice
- observation and analysis of teaching and modules of teaching
- independent, goal-oriented planning, implementation and assessment of a broad teaching package based on curricula in such a way that self-regulation of learning is also taken into account
- taking independent responsibility for teaching
- deepening the teacher's job description (the pupil and familiarization with student welfare, encountering different learners and situations, familiarization with ethical moral issues and values, the learner as an independent, active actor and influential person, familiarization with the collaboration between home and school)
- special traits of the student's own subject

Mode of delivery:

Supervised teaching practice in the lower and upper secondary school of the Oulu Teacher Training School

Learning activities and teaching methods:

5 credits = 135 lessons (45 minutes each), including 50h (45 min each) of face-to-face teaching and 85h (45 min each) of independent work.

Face-to-face teaching:

- lessons to be given: 9–10, which can also include co-teaching and remedial lessons (75 min each)
- lessons to be monitored: a minimum of 15 (75 min each)
- individual and group supervision 3–3,5 lessons/week (75 min each)
- working as a co-teacher in your own group
- participation in the practice period information meeting and in the lectures forming part of the study module

Target group:

Students in the secondary teacher education programme.

Prerequisites and co-requisites:

Subject didactics
Basic practice
Advanced practice

Recommended optional programme components:

The study module is part of the pedagogical studies in secondary teacher education.

Recommended or required reading:

The Oulu Teacher Training School curricula
To be agreed on at the start of the study module.

Assessment methods and criteria:

Pass

A pass for the study module requires observance of the given programme at a level that corresponds to the grade “good” as well as participation in the info meetings, lectures, supervision sessions and events to be announced separately. The study module calls for good mastery of the subjects to be taught by the student. The assessment criteria focus on commitment, interaction, target orientation and assessment as well as expertise.

Fail

The student’s performance in the study module is deficient or it does not show accomplishment in line with the expected learning outcomes of the module.

Grading:

Pass/fail

Person responsible:

Katja Leinonen and Emilia Manninen

Working life cooperation:

Non