

Opasraportti

FEdu - Primary teacher education, BA (Education) (2021 - 2022)

Tutkintorakenteet

Primary Teacher, Bachelor's Degree. Group D, E and F

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

Orientation Studies (5 ECTS cr) (vähintään 5 op)

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Language and communication studies (10 ECTS cr) (vähintään 10 op)

A200031: Language and Communication Studies, 10 op

e1

900102Y: Communicate with Impact, 5 op

901032Y: Second Official Language (Swedish), Written Skills, 1 op

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Alternative

902130Y: Foreign Language (English), 3 op

902179Y: Foreign language other than English, 3 op

Basic Studies in Education (25 ECTS cr) (vähintään 25 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

Intermediate studies in education (50 ECTS cr) (vähintään 50 op)

A250531: Education, Intermediate Studies (LO), 45 - 50 op

Intermediate Studies include the following mandatory courses:

407048A: Diversity in Education, 5 op

407049A: Special Education in Basic Education, 5 op

- 407075A: Pre and Primary Education, 5 op
- 407076A: Pedagogical Seminar, 5 op
- 407077A: Encounters and Interaction by Means of Art, 5 op
- 407043A: Curriculum, School Development and Evaluation, 5 op
- 407041A: Basic Course in Qualitative Research, 5 op
- 407040A: Basic Course in Quantitative Research, 5 op
- 407045A: Bachelor's Thesis, 10 op
- 407047A: Maturity Test, 0 op

Multidisciplinary Studies in the Subjects and Cross-Cullicular Themes Taught in Basic Education (65 ECTS cr) (vähintään 65 op)

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Multidisciplinary Studies include the following mandatory courses:

- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op
- 406050A: Mother Tongue and Literature II: Literary Art and Drama, 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
- 406061A: Bachelor's Level School Experience, 5 op

Minor Studies (25 ECTS cr) (vähintään 25 op)

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

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

Primary Teacher, Bachelor's Degree, Group A, B and C

Tutkintorakenteen tila: archived

Lukuvuosi: 2021-22

Lukuvuoden alkamispäivämäärä: 01.08.2021

Orientation Studies (5 ECTS cr) (vähintään 5 op)

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Language and communication studies (10 ECTS cr) (vähintään 10 op)

A200031: Language and Communication Studies, 10 op

e1

- 900102Y: Communicate with Impact, 5 op
- 901032Y: Second Official Language (Swedish), Written Skills, 1 op
- 901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Alternative

- 902130Y: Foreign Language (English), 3 op
- 902179Y: Foreign language other than English, 3 op

Basic Studies in Education (25 ECTS cr) (vähintään 25 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

Intermediate studies in education (50 ECTS cr) (vähintään 50 op)

A250531: Education, Intermediate Studies (LO), 45 - 50 op

Intermediate Studies include the following mandatory courses:

- 407048A: Diversity in Education, 5 op
- 407049A: Special Education in Basic Education, 5 op
- 407075A: Pre and Primary Education, 5 op
- 407076A: Pedagogical Seminar, 5 op
- 407077A: Encounters and Interaction by Means of Art, 5 op
- 407043A: Curriculum, School Development and Evaluation, 5 op
- 407041A: Basic Course in Qualitative Research, 5 op
- 407040A: Basic Course in Quantitative Research, 5 op
- 407045A: Bachelor's Thesis, 10 op
- 407047A: Maturity Test, 0 op

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education (65 ECTS cr) (vähintään 65 op)

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Multidisciplinary Studies include the following mandatory courses:

- 406049A: Mother Tongue and Literature I: Language and Textual Skills, 5 op
- 406050A: Mother Tongue and Literature II: Literary Art and Drama, 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
- 406061A: Bachelor's Level School Experience, 5 op

Minor Studies (25 ECTS cr) (vähintään 25 op)

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

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

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay405028Y Technology-Enhanced Learning and Orientation to Studies (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the technology enhanced learning part of the course (4cr), the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and computational thinking
- identify the future skills from different competency frameworks (g. 21st century skills, digital competency framework etc) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and computational thinking when planning and implementing practical teaching and learning situations
- evaluate and categorise contemporary and future technologies from the pedagogical point of view.

Having attended the informative orientation lectures and small group sessions, the student

- know how to plan his/her studies on his/her own and in collaboration with the student community.
- understand the degree structures, contents and studying practices in his/her degree programme..
- become a member of his/her own small group

Contents:

Orientation to the studies (1 cr):

- issues related to starting to study, objectives, course, structure and contents of the studies, ethical principles and studying culture, constructing a personal study plan, group formation and integration to the university community and your own faculty

Technology enhanced learning –part (4cr)

- Concepts and methods in technology enhanced learning
- STEAM (science, technology, engineering, arts, mathematics) in early childhood education and primary schools, especially digital fabrication and maker education
- Technologies, tools and application which can be used to support learning or teaching
- Programming, robotics and computational thinking
- Design of learning materials and using learning environments

Mode of delivery:

- Lectures and expert talks
- Independent work: individual and collaborative work

Learning activities and teaching methods:

Orientation to studies, 1 credit

- Information lectures and supervision sessions by senior tutor and in small groups, 20-30h.

Technology-Supported Learning, 4 credits

- 10h lectures (5x2h)
- 20h workshops (4x4h in digital learning lab + 4h in online workshop)
- 70h of independent work: individual or collaborative learning

Course design can include small task which can be done in daycare center, school, afterschool club or in other working life context.

Target group:

Students of education in the various degree programmes

Recommended optional programme components:

- Programming in primary school (voluntary course)
- Open workshop (voluntary course)
- STEAM minor studies (basic and intermediate studies)

Recommended or required reading:

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. Essential series. MIT Press.
- Näykki, Piia & Laru, Jari & Vuopala, Essi & Siklander, Pirkko & Järvelä, Sanna. (2019). Affective Learning in Digital Education – Case Studies of Social Networking Systems, Games for Learning and Digital Fabrication. *Frontiers in Education*. 4. 10.3389/feduc.2019.00128. (Open Access)
- Papers above are examples of recommended readings

Assessment methods and criteria:

Course methods: Participation in lessons, construction of a personal study plan (PSP), discussion on the PSP with senior tutor, and completion and sharing of technology-supported learning assignments.

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 of technology-supported learning and teaching, and their development.

The student also shows that s/he is familiar with the 21st century core skills (in terms of the curriculum, the skills of transversal competence) as part of the frame of reference of technology-supported learning and teaching. S/he knows how to make systematic use of applications and tools as part of learning, teaching and interaction. The 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, open badges 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 technology-supported learning and teaching. S/he also does not perceive the meaning of the 21st century core skills (skills of transversal competence in the basic education curriculum) in the frame of reference of technology-supported teaching and learning. The student has not made her competence visible by means of a portfolio, open badges and/or shared productions.

Grading:

Pass/Fail

Person responsible:

Jari Laru

Working life cooperation:

Expert talks from the representatives of working life, fab lab assignments and possible other working life connections

A200031: Language and Communication Studies, 10 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: General Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

e1

900102Y: Communicate with Impact, 5 op

Voimassaolo: 01.01.2017 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Proficiency level:

This course is not offered in English. It is only Finnish-speaking students.

Language of instruction:

Finnish

Person responsible:

Anu Laurikkala

901032Y: Second Official Language (Swedish), Written Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

901060Y Second Official Language (Swedish), Written Skills 1.0 op

ay901032Y Second Official Language (Swedish), Written Skills (OPEN UNI) 1.0 op

Other information:

This course is only for Finnish speaking students with CEFR-level A2-B1 in Swedish language. There are no beginners' courses in Swedish at the university.

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

901061Y Second Official Language (Swedish), Oral Skills 1.0 op

ay901033Y Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

Alternative

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

ay902130Y Foreign Language (English) (OPEN UNI) 3.0 op

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

English must have been the A1 or A2 language at school or equivalent English skills acquired otherwise.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term, period 1)

Kako/Kapsy: second year (spring term, period 3)

Luko: second year (autumn or spring term, period 1 or 3)

Muko: first year (spring term, period 4)

Vaka: second year (autumn or spring term, period 2 or 4).

Learning outcomes:**Objectives:**

- develop students' English language skills needed for effective communication on different topics related to education and teaching
- to practice comprehending and producing oral presentations and written texts using formal or semi-formal English

Learning outcomes - by the end of the course students are expected to be able:

- to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education
- to write assignments on topics related to education and teaching
- to search for information on a chosen educational theme as well as analyse and explain the ideas
- to better understand the concept of diversity in education
- to better communicate with parents / colleagues of foreign background

Contents:

- texts and short videos related to education and teaching
- formal and semi-formal writing practice
- oral presentation practice
- communicative activities

Mode of delivery:

Contact teaching and independent study

Learning activities and teaching methods:

28 hrs of contact teaching + 8 hours of online studies + 44 hrs of independent study. Classroom sessions, online studies, individual assignments, group activities, an oral presentation in pairs or small groups, and homework tasks.

Target group:

Students of the Faculty of Education.

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher in electronic form.

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework (a policy of 100% participation in lessons, with compensatory work in case of occasional absence).

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

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:**Attendance is compulsory for ALL students in the first lesson.****902179Y: Foreign language other than English, 3 op****Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** General Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Marja Pohjola-Effe**Opintokohteen kielet:** English**Proficiency level:**

CEFR-level B1/B2

Status:

Obligatory foreign language course for students of the Faculty of Education who choose German as their foreign language.

Required proficiency level:

German must have been the B2, A1 or A2 language at school or equivalent German skills acquired otherwise. If you received in "long German" the grade **L or E** in the matriculation exam, you can be exempted from the **Written Communication** part of the course.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

German

Timing:

Free / Autumn and spring term

Learning outcomes:

Upon completion of the course the student should be able to understand standard language texts as well as scientific texts related to education and teaching. He/she should be able to comment on the content of texts and summarise them in Finnish. He/she should be able search for information on a chosen educational theme as well as analyse and explain the ideas. The student should be conversant with various reading strategies and be familiar with the distinctive features of written German expression. The student is expected to be able to discuss on topics related to the field of education.

Contents:

The student reads texts of his/her own choosing and completes various exercises related to the texts. Communicative activities and short oral presentations.

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

The written part will be completed by participating in the course [903000Y Reading Comprehension in German](#) 1.5 ECTS cr (CEFR-level B1/B2).

The oral part will be completed by participating in one of the following courses:
903041Y Intercultural Communication / Tandem German–Finnish, 1,5 ECTS cr (CEFR-level B1)
903042Y Intermediate Course in German 3, 1,5 ECTS cr (CEFR-level B1)

903048Y Intermediate Course in German 4, 1,5 ECTS cr (CEFR-level B1/B2).

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level.

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher during the course.

Assessment methods and criteria:

Regular participation in contact teaching and completion of all required coursework. Read more about the assessment criteria at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Marja Pohjola-Effe

Working life cooperation:

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Other information:

Registration in WebOodi. If the registration has closed the student can sign up by contacting the teacher by e-mail.

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 pääsuuntauksset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

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

Seminar Part 2 ECTS

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

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

Grading:

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 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 -

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.

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.

A250531: Education, Intermediate Studies (LO), 45 - 50 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

50 credits

Language of instruction:

Finnish

Timing:

2nd and 3th year

Learning outcomes:

Upon completion of the intermediate studies in education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable of scientific data acquisition and argumentation and knows how to report scientific results.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Prerequisites and co-requisites:

Basic Studies (25 credits) in Education

Recommended optional programme components:

Comprises the Intermediate Studies courses.

Recommended or required reading:

To be agreed on for each course.

Assessment methods and criteria:

Vary by course

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

Grading:

0 - 5

Intermediate Studies include the following mandatory courses:

407048A: Diversity in Education, 5 op

Voimassaolo: 01.08.2020 -

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

Timing:

3 rd. year

Learning outcomes:

After completing the course, the student is able to

- define and analyze diversity and the concepts and theories related to diversity
- utilize the tools of antiracist pedagogies
- 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
- 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 worldviews, 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, small group teaching 24 hours at the most and independent work 95h

Target group:

Students in the Faculty of Education

Recommended optional programme components:

The study module is part of the Intermediate Studies in Education

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in the teaching, exam and independent work

Grading:

0-5

Person responsible:

Johanna Hiitola

Working life cooperation:

guest lecturers

407049A: Special Education in Basic Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate 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

Recommended or required reading:

- Ahonen T, Aro M, Aro T. 2019. Oppimisen vaikeudet. Niilo Mäki instituutti. s. 224-408.
- Erkkö S, Savolainen H, Lappalainen K, Kuorelahti M, Hotulainen R, Närhi V, Lambert M-C, Epstein M-H. 2018. Käyttäytymisen ja tunteiden vahvuuksien arviointiväline. PS -kustannus. s. 92.
- Moberg, S, Hautamäki, J, Kivirauma, J; Lahtinen, U. ; Savolainen, H. & Vehmas, S. (2015) Erityispedagogiikan perusteet. s. 11-171.
- Lakkala, S., Miettunen, H., Takala, M., Kyrö-Ämmälä, O., Sarivaara, E., Kielinen, M. 2019. Steps towards and challenges of inclusive education in Northern Finland. In book: Including the North: A Comparative Study of the Policies on. Pages 125-142. <http://urn.fi/URN:NBN:fi-fe201903158974>
- Takala, M & Kairaluoma, L(toim.) 2019. Lukivaikeudesta lukitukseen. Gaudeamus. s.11-201

Grading:

0-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

407075A: Pre and Primary Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Taina Kyrönlampi**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student

- knows how to describe the meaning of play in a child's social growth, development and learning in the preprimary and primary teaching context
- identifies the child's role and the change in the growth environment in the transition phase to school, and is able to cooperate with the professionals in the child's various growth environments and with the child's family
- is familiar with the continuation of a child's growth and learning processes from early childhood education to preprimary and primary education
- is familiar with the theoretical and practical starting-points and methods of teaching a child to read and write/of a child learning to read and write
- knows how to apply the principles of integration, transversal competence and differentiation in preprimary and primary education
- knows how to use assessment to support a child's learning and growth and to develop his/her own pedagogical activities.

Contents:

- Preprimary and primary education as a child's growth and learning context
- The child's learning process as a continuum from early childhood education to preprimary and primary education
- The meaning of play for preprimary and primary children in their social growth, development and learning
- The phase of a child's transition to school in collaboration between the home, pre-school and school (multi-professionalism)
- Teaching the child to read and write as part of verbal development, communication and interaction
- Integration, transversal competence and differentiation in preprimary and primary education
- Assessment in support of learning and teaching in preprimary and primary education

Mode of delivery:

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

Learning activities and teaching methods:

Lectures 24 h, small group teaching 16 h, independent work 98 h

Target group:

Students in the Primary Teacher Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

- Esiopetuksen opetussuunnitelman perusteet (2014)
- Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2
- Esi- ja alkuopetuksen käsikirja (2010)
- Leikkipedagogiikan perusteet (2014)

Grading:

0-5

Person responsible:

Kyrönlampi Taina

407076A: Pedagogical Seminar, 5 op**Voimassaolo:** 01.08.2016 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Tapio Tenhu**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Timing:

2. year spring

Learning outcomes:

Having completed the study module, the student

- knows how to analyze and evaluate pedagogical activities as a teacher
- is able to reflect on the starting points and development of one's own teaching
- is familiar with the significance of the learning environment to support learning and interaction
- knows how to analyze factors influencing the classroom and school culture
- knows how to view assessment as a part of the teacher's pedagogical activity
- identifies manifestations of violence and bullying in the educational environment, and know how to intervene in them

Contents:

- multidisciplinary as part of the teacher's work
- reflection of pedagogical activity and thinking
- pedagogical activities of the teacher
- teacher identity and growing into teacherhood
- physical, psychological and social learning environment
- school culture
- assessment
- power and violence in educational environments

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, practice 36h independent work 95h

Target group:

Student for primary teacher education

Prerequisites and co-requisites:

Basic Studies in education

Recommended or required reading:

To be agreed at the beginning of the course

Assessment methods and criteria:

Approved: The student operates in accordance with the knowledge objectives.

Rejected: The course is in some respects deficient or does not indicate competence.

Grading:

pass/fail

Person responsible:

Tenhu, Tapio Juhani

Working life cooperation:

The course includes working life cooperation with both the City of Oulu and the Normal School

407077A: Encounters and Interaction by Means of Art, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Myllykangas Minna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The student

- understands the possibilities offered by art education from the viewpoint of interaction and encountering and knows how to apply them, how to plan and implement, how to document the fulfilment and goals of a project
- is familiar with factors influencing the functioning of a group
- learns to use various emotional and interaction skills, knows how to apply them and understands their meaning for a positive teaching and learning atmosphere and for school satisfaction
- gains insight into the significance of collaboration and his/her own responsible action
- knows how to evaluate the meaning of a project as part of his/her own growth to be a teacher
- knows how to reflect and report on the fulfilment and goals of the project
- knows how to produce an oral presentation/a poster/a multimedia presentation on the themes of the study module for the purposes of a seminar day

Mode of delivery:

Face-to-face teaching/flexible teaching

Learning activities and teaching methods:

Lectures 4 h, exercises 36 h and independent work 95 h

Target group:

Primary teacher students in the Faculty of Education

Prerequisites and co-requisites:

Multidisciplinary studies in primary teacher education

Recommended or required reading:

- Halonen, Katja. 2009. Musiikki hyvinvoinnin edistäjänä. Kolme tapausesimerkkiä musiikin innovatiivisesta käytöstä. Musiikkialan toimintaympäristöt ja osaamistarve - Toive Osaraportti 2
- Metropolia Ammattikorkeakoulu. Kulttuuri ja luova ala. Helsinki. Ladattavissa sivustolta

- http://www.metropolia.fi/fileadmin/user_upload/Kulttuuri/Kehittaevae_hanketoiminta/56DC3279d01.pdf
- Karppinen, S. 2005. "Mitä taide tekee käsityöstä?" Käsityötaiteen perusopetuksen käsitteellinen analyysi. Väitöskirja. Helsingin yliopisto.
- Kataja, J., Jaakkola, T. & Liukkonen, J. 2011. Ryhmä liikkeelle. Juva: PS-kustannus
- Kuusela, M. 2005. Sosioemotionaalisten taitojen harjaannuttaminen, oppiminen ja käyttäminen perusopetuksen kahdeksannen luokan tyttöjen liikuntatunneilla. Väitöskirja. Liikunnan ja kansanterveyden edistämissäätiö. Jyväskylä.
- Klemola, U. 2008. Opettajaksi opiskelevien vuorovaikutustaitojen kehittäminen liikunnan aineenopettajakoulutuksessa. Väitöskirja. Jyväskylän yliopisto.
- Kokkonen, Marja. 2010. Ihastuttavat, vihastuttavat tunteet. Opi tunteiden säätelyn taito. PS-kustannus.
- Manninen S. 2010. Iso, vahva, rohkee - kaikenlaista. Maskuliinisuudet, poikien valtahierarkiat ja väkivalta koulussa". Acta Universitatis Ouluensis 112. Juvenes Print
- Nikkola, T., Löppönen P. Oivalluksia ryhmästä- pintaa syvemmälle koulun ryhmäilmiöihin.
- http://www.opinkirjo.fi/easydata/customers/opinkirjo/files/materiaalit/web_oivalluksia.pdf
- Lilja-Viherlampi, Liisa-Maria (toim.) 2011 Ihminen ja musiikki. Musiikillisen vuorovaikutuksen ulottuvuuksia. Turun ammattikorkeakoulu, Turku, Juvenes print
- Vartiainen, L. 2010. Yhteisöllinen käsityö. Verkostoja, taitoja ja yhteisiä elämyksiä. Väitöskirja. Itä-Suomen yliopisto. Joensuu.
- Suomen mielenterveysseura:
- <http://www.mielenterveysseura.fi>
- Luokanohjaajan käsikirja:http://www.oph.fi/download/46530_luokanohjaajan_kasikirja.pdf
- Anttila, E. 2010. Taiteen jälki. Taidepedagogiikan polkuja ja risteyskiä.. Teatterikorkeakoulu.
- Sava, Inkeri. 2007. Katsomme-näemmekö? Luovuudesta, taiteesta ja visuaalisesta kulttuurista. Taideteollisen korkeakoulun julkaisusarja B 81.
- Räsänen, M. 2008. Kuvakulttuurit ja integroiva taideopetus. Taideteollinen korkeakoulu.
- Hiltunen, M. 2009. Yhteisöllinen taidekasvatus. Performatiivisesti pohjoisen sosiokulttuurissa ympäristössä. [Acta Universitatis Lapponiensis 160](http://www.oph.fi/download/46530_luokanohjaajan_kasikirja.pdf)

Assessment methods and criteria:

Active participation in lectures, small group sessions and the seminar day in conclusion of the study module. The study module also requires successful completion of the project and written work.

Assessment criteria

Pass:

The student takes actively part in face-to-face teaching during the study module. In his/her planning and implementation of project work, s/he shows accomplishment that is in line with the expected learning outcomes. In the written essay, the student reflects in depth on the phenomena covered by the study module and his/her own activities in relation to the goals of the study module.

Fail:

The student's participation in face-to-face teaching in the study module is deficient, or the quality of project work or the written essay does not indicate accomplishment in line with the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Myllykangas Minna

Working life cooperation:

The project forming part of the study module is carried out in a primary school or in some other suitable place outside the university setting.

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

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.

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.

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

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääskilähti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

65 ECTS cr

Language of instruction:

Finnish and English

Timing:

1st and 2nd year

Learning outcomes:

Learning outcomes for multidisciplinary studies in the primary teacher education programme

- The student knows how to analyse curricula and the content knowledge and value base of school subjects and how to apply them in the planning and evaluation of teaching.
- The student knows how to apply various teaching methods and make use of various learning environments in different subjects and intercultural themes.
- The student knows how to evaluate the suitability of his/her teaching method to implement the unified core curriculum for basic education.
- The student knows how to describe the basics of transversal competence and phenomenon-based learning and to plan learning entities based on them.
- The student knows how to use the assessment criteria in the curriculum for basic education and analyse the meaning of assessment in the guidance of a pupil's learning process.

Contents:

406049A	Mother Tongue and Literature I: Language and Textual Skills	5 ECTS
406050A	Mother Tongue and Literature II: Literary Art and Drama	5 ECTS
406051A	History, Social Studies and Religion/Ethics	5 ECTS
406052A	Mathematics	5 ECTS
406053A	Environmental Studies I: Living Environment	5 ECTS
406054A	Environmental Studies II: Natural Phenomena in the Environment	5 ECTS
406064A	Arts and Crafts Education I: Visual Arts and Physical Education	5 ECTS
406065A	Arts and Crafts Education II: Handicrafts and Music	5 ECTS
406066A	Arts and Crafts Education III: Music and Physical Education	5 ECTS
406067A	Arts and Crafts Education IV: Handicrafts and Music	5 ECTS
406068A	Arts and Crafts Education V: Visual Arts and Physical Education	5 ECTS
406060A	Phenomena, language awareness and problem solving	5 ECTS
406061A	Bachelor's Level School Experience	5 ECTS

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

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:

Vary by course

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

Grading:

0 - 5

Person responsible:

Minna Säaskilahti

Working life cooperation:

Yes (practice with teaching relevant subjects in the School Experience II: Bachelor's Level 6 ECTS cr)

Multidisciplinary Studies include the following mandatory courses:

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

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Säaskilahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr ECTS

Language of instruction:

Finnish

Timing:

1. year

Learning outcomes:

Having completed the course, student

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Recommended optional programme components:

Course is a part of the primary teacher education multidisciplinary studies

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in teaching and completion of independent assignments

Grading:

0-5

Person responsible:

Minna Sääskilähti

Working life cooperation:

No

406050A: Mother Tongue and Literature II: Literary Art and Drama, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääskilähti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English in ITE programme

Timing:

2. year

Learning outcomes:

Having completed the course, student

- is able to analyse children's literature and evaluate suitability of children's books for different learners
- knows how to apply and evaluate the learning outcomes, contents and teaching methods of literature teaching
- is able to use literature as a tool to support child's growth, development and learning
- is able to use literature in phenomenon oriented teaching
- is able to elaborate on the basic characteristics and genres of drama education as a part of mother tongue drama teaching
- is able to apply dramaturgy in processing of texts and organizing a play
- is able to conceptualize the design and guidance of teaching and learning processes involving drama for learners of different ages

Contents:

- genres of children's literature
- supporting the child's literary interests
- folklore
- teaching methods of literature
- drama education as a field of science and as a part of education
- key concepts of drama education and the meaning of language, roles and group processes of theatre in drama work
- basics of dramaturgy and the significance of dramaturgical thinking as a part of mother tongue

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, exercises 36 h and independent work 94 h

Target group:

Students in the Primary Teacher Education programme

Recommended optional programme components:

Course is a part of the primary education multidisciplinary studies

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in the teaching, independent work, project work and essay, and self-assessment

Grading:

0-5

Person responsible:

Minna Sääsilahti

Working life cooperation:

None

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 ecosystem services
- Map interpretation 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.

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sari Harmoinen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Learning outcomes:

Having completed the study module the student knows how to:

- describe the principles of safety at work and take it into account on planning lesson activities
- design and implement teaching in environmental studies in primary school applying experimental work and research skills
- design and implement versatile assessment in environmental studies
- use key concepts of physics and chemistry in primary school
- recognise connections between key concepts of physics and chemistry and basic structures and phenomena in nature
- identify different learning environments in environmental studies

Contents:

Key content areas:

- safety at work
- didactics of physics and chemistry
- concepts and contents of physics and chemistry, e.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 handouts

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 study module in Handicraft comprises the following contents:

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

The study module in music comprises the following contents:

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

Mode of delivery:

face-to-face teaching

Target group:

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

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

- Inki, J., Lindfors, E. & Sohlo, J. (toim.) (2011). Käsiyön 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: Säaskilahti, 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:

Säaskilahti, Minna Susanna

Working life cooperation:

406061A: Bachelor's Level School Experience, 5 op

Voimassaolo: 01.08.2017 -

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 ECTS 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. Themes connected with these are discussed in the practice period and in Pedagogical Seminar II.

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 practising 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:

The courses which include in degree programme completed (minimum 45 cr) 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, 70h 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 20h of teaching based on the curriculum, giving independently 12h of these lessons.

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

405028Y: Technology-Enhanced Learning and Orientation to Studies, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay405028Y Technology-Enhanced Learning and Orientation to Studies (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Having completed the technology enhanced learning part of the course (4cr), the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and computational thinking
- identify the future skills from different competency frameworks (g. 21st century skills, digital competency framework etc) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and computational thinking when planning and implementing practical teaching and learning situations
- evaluate and categorise contemporary and future technologies from the pedagogical point of view.

Having attended the informative orientation lectures and small group sessions, the student

- know how to plan his/her studies on his/her own and in collaboration with the student community.

- understand the degree structures, contents and studying practices in his/her degree programme..
- become a member of his/her own small group

Contents:

Orientation to the studies (1 cr):

- issues related to starting to study, objectives, course, structure and contents of the studies, ethical principles and studying culture, constructing a personal study plan, group formation and integration to the university community and your own faculty

Technology enhanced learning –part (4cr)

- Concepts and methods in technology enhanced learning
- STEAM (science, technology, engineering, arts, mathematics) in early childhood education and primary schools, especially digital fabrication and maker education
- Technologies, tools and application which can be used to support learning or teaching
- Programming, robotics and computational thinking
- Design of learning materials and using learning environments

Mode of delivery:

- Lectures and expert talks
- Independent work: individual and collaborative work

Learning activities and teaching methods:

Orientation to studies, 1 credit

- Information lectures and supervision sessions by senior tutor and in small groups, 20-30h.

Technology-Supported Learning, 4 credits

- 10h lectures (5x2h)
- 20h workshops (4x4h in digital learning lab + 4h in online workshop)
- 70h of independent work: individual or collaborative learning

Course design can include small tasks which can be done in daycare center, school, afterschool club or in other working life context.

Target group:

Students of education in the various degree programmes

Recommended optional programme components:

- Programming in primary school (voluntary course)
- Open workshop (voluntary course)
- STEAM minor studies (basic and intermediate studies)

Recommended or required reading:

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. Essential series. MIT Press.
- Näykki, Piia & Laru, Jari & Vuopala, Essi & Siklander, Pirkko & Järvelä, Sanna. (2019). Affective Learning in Digital Education – Case Studies of Social Networking Systems, Games for Learning and Digital Fabrication. *Frontiers in Education*. 4. 10.3389/educ.2019.00128. (Open Access)
- Papers above are examples of recommended readings

Assessment methods and criteria:

Course methods: Participation in lessons, construction of a personal study plan (PSP), discussion on the PSP with senior tutor, and completion and sharing of technology-supported learning assignments.

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 of technology-supported learning and teaching, and their development.

The student also shows that s/he is familiar with the 21st century core skills (in terms of the curriculum, the skills of transversal competence) as part of the frame of reference of technology-supported learning and teaching. S/he knows how to make systematic use of applications and tools as part of learning, teaching and interaction. The 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, open badges 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 technology-supported learning and teaching. S/he also does not perceive the meaning of the 21st century core skills (skills of transversal competence in the basic education curriculum) in the frame of reference of technology-supported teaching and learning. The student has not made her competence visible by means of a portfolio, open badges and/or shared productions.

Grading:

Pass/Fail

Person responsible:

Jari Laru

Working life cooperation:

Expert talks from the representatives of working life, fab lab assignments and possible other working life connections

A200031: Language and Communication Studies, 10 op**Voimassaolo:** 01.08.2010 -**Opiskelumuoto:** General Studies**Laji:** Study module**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Voidaan suorittaa useasti:** Kyllä

Ei opintojaksokuvauksia.

*e1***900102Y: Communicate with Impact, 5 op****Voimassaolo:** 01.01.2017 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Proficiency level:**

This course is not offered in English. It is only Finnish-speaking students.

Language of instruction:

Finnish

Person responsible:

Anu Laurikkala

901032Y: Second Official Language (Swedish), Written Skills, 1 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Languages and Communication**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

901060Y	Second Official Language (Swedish), Written Skills	1.0 op
ay901032Y	Second Official Language (Swedish), Written Skills (OPEN UNI)	1.0 op

Other information:

This course is only for Finnish speaking students with CEFR-level A2-B1 in Swedish language. There are no beginners' courses in Swedish at the university.

901033Y: Second Official Language (Swedish), Oral Skills, 1 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

901061Y Second Official Language (Swedish), Oral Skills 1.0 op

ay901033Y Second Official Language (Swedish), Oral Skills (OPEN UNI) 1.0 op

Alternative

902130Y: Foreign Language (English), 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

ay902130Y Foreign Language (English) (OPEN UNI) 3.0 op

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

English must have been the A1 or A2 language at school or equivalent English skills acquired otherwise.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term, period 1)

Kako/Kapsy: second year (spring term, period 3)

Luko: second year (autumn or spring term, period 1 or 3)

Muko: first year (spring term, period 4)

Vaka: second year (autumn or spring term, period 2 or 4).

Learning outcomes:

Objectives:

- develop students' English language skills needed for effective communication on different topics related to education and teaching
- to practice comprehending and producing oral presentations and written texts using formal or semi-formal English

Learning outcomes - by the end of the course students are expected to be able:

- to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education
- to write assignments on topics related to education and teaching
- to search for information on a chosen educational theme as well as analyse and explain the ideas
- to better understand the concept of diversity in education
- to better communicate with parents / colleagues of foreign background

Contents:

- texts and short videos related to education and teaching
- formal and semi-formal writing practice
- oral presentation practice
- communicative activities

Mode of delivery:

Contact teaching and independent study

Learning activities and teaching methods:

28 hrs of contact teaching + 8 hours of online studies + 44 hrs of independent study. Classroom sessions, online studies, individual assignments, group activities, an oral presentation in pairs or small groups, and homework tasks.

Target group:

Students of the Faculty of Education.

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher in electronic form.

Assessment methods and criteria:

Regular participation in all contact teaching and completion of all required coursework (a policy of 100% participation in lessons, with compensatory work in case of occasional absence).
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:

Attendance is compulsory for ALL students in the first lesson.

902179Y: Foreign language other than English, 3 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Pohjola-Effe

Opintokohteen kielet: English

Proficiency level:

CEFR-level B1/B2

Status:

Obligatory foreign language course for students of the Faculty of Education who choose German as their foreign language.

Required proficiency level:

German must have been the B2, A1 or A2 language at school or equivalent German skills acquired otherwise. If you received in "long German" the grade **L or E** in the matriculation exam, you can be exempted from the **Written Communication** part of the course.

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

German

Timing:

Free / Autumn and spring term

Learning outcomes:

Upon completion of the course the student should be able to understand standard language texts as well as scientific texts related to education and teaching. He/she should be able to comment on the content of texts and summarise them in Finnish. He/she should be able search for information on a chosen educational theme as well as analyse and explain the ideas. The student should be conversant with various reading strategies and be familiar with the distinctive features of written German expression. The student is expected to be able to discuss on topics related to the field of education.

Contents:

The student reads texts of his/her own choosing and completes various exercises related to the texts. Communicative activities and short oral presentations.

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

The written part will be completed by participating in the course [903000Y Reading Comprehension in German](#) 1.5 ECTS cr (CEFR-level B1/B2).

The oral part will be completed by participating in one of the following courses:
 903041Y Intercultural Communication / Tandem German–Finnish, 1,5 ECTS cr (CEFR-level B1)
 903042Y Intermediate Course in German 3, 1,5 ECTS cr (CEFR-level B1)
 903048Y Intermediate Course in German 4, 1,5 ECTS cr (CEFR-level B1/B2).

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level.

Recommended optional programme components:

-

Recommended or required reading:

Course materials will be provided by the teacher during the course.

Assessment methods and criteria:

Regular participation in contact teaching and completion of all required coursework. Read more about the assessment criteria at the University of Oulu webpage.

Grading:

Pass / fail

Person responsible:

Marja Pohjola-Effe

Working life cooperation:

-

Other information:

Registration in WebOodi. If the registration has closed the student can sign up by contacting the teacher by e-mail.

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:

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 -

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.

A250531: Education, Intermediate Studies (LO), 45 - 50 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

50 credits

Language of instruction:

Finnish

Timing:

2nd and 3th year

Learning outcomes:

Upon completion of the intermediate studies in education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable of scientific data acquisition and argumentation and knows how to report scientific results.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

Prerequisites and co-requisites:

Basic Studies (25 credits) in Education

Recommended optional programme components:

Comprises the Intermediate Studies courses.

Recommended or required reading:

To be agreed on for each course.

Assessment methods and criteria:

Vary by course

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

Grading:

0 - 5

Intermediate Studies include the following mandatory courses:

407048A: Diversity in Education, 5 op

Voimassaolo: 01.08.2020 -

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

Timing:

3 rd. year

Learning outcomes:

After completing the course, the student is able to

- define and analyze diversity and the concepts and theories related to diversity
- utilize the tools of antiracist pedagogies
- discuss critically their own values, attitudes and ideas of diversity
- describe the principles of equality, social justice and human rights and responsibilities resulted from their 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 worldviews, 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, small group teaching 24 hours at the most and independent work 95h

Target group:

Students in the Faculty of Education

Recommended optional programme components:

The study module is part of the Intermediate Studies in Education

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in the teaching, exam and independent work

Grading:

0-5

Person responsible:

Johanna Hiitola

Working life cooperation:

guest lecturers

407049A: Special Education in Basic Education, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate 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

Recommended or required reading:

- Ahonen T, Aro M, Aro T. 2019. Oppimisen vaikeudet. Niilo Mäki instituutti. s. 224-408.
- Erkko S, Savolainen H, Lappalainen K, Kuorelahti M, Hotulainen R, Närhi V, Lambert M-C, Epstein M-H. 2018. Käyttäytymisen ja tunteiden vahvuuksien arviointiväline. PS -kustannus. s. 92.
- Moberg, S, Hautamäki, J, Kivirauma, J; Lahtinen, U. ; Savolainen, H. & Vehmas, S. (2015) Erityispedagogiikan perusteet. s. 11-171.
- Lakkala, S., Miettunen, H., Takala, M., Kyrö-Ämmälä, O., Sarivaara, E., Kielinen, M. 2019. Steps towards and challenges of inclusive education in Northern Finland. In book: Including the North: A Comparative Study of the Policies on. Pages 125-142. <http://urn.fi/URN:NBN:fi-fe201903158974>
- Takala, M & Kairaluoma, L(toim.) 2019. Lukivaikeudesta lukitukseen. Gaudeamus. s.11-201

Grading:

0-5

Person responsible:

Marko Kielinen

Working life cooperation:

None

407075A: Pre and Primary Education, 5 op**Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Taina Kyrönlampi**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the study module, the student

- knows how to describe the meaning of play in a child's social growth, development and learning in the preprimary and primary yeaching context
- identifies the child's role and the change in the growth environment in the transition phase to school, and is able to cooperate with the professionals in the child's various growth environments and with the child's family
- is familiar with the continuation of a child's growrh and learning processes from early childhood education to preprimary and primary education
- is familiar with the theoretical and practical starting-points and methods of teaching a child to read and write/of a child learning to read and write
- knows how to apply the principles of integration, transversal competence and differentiation in preprimary and primary education
- knows how to use assessment to support a child's learning and growth and to develop his/her own own pedagogical activities.

Contents:

- Preprimary and primary education as a child's growth and learning context
- The child's learning process as a continuum from early childhood education to preprimary and primary education

- The meaning of play for preprimary and primary children in their social growth, development and learning
- The phase of a child's transition to school in collaboration between the home, pre-school and school (multi-professionalism)
- Teaching the child to read and write as part of verbal development, communication and interaction
- Integration, transversal competence and differentiation in preprimary and primary education
- Assessment in support of learning and teaching in preprimary and primary education

Mode of delivery:

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

Learning activities and teaching methods:

Lectures 24 h, small group teaching 16 h, independent work 98 h

Target group:

Students in the Primary Teacher Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

- Esiopetuksen opetussuunnitelman perusteet (2014)
- Perusopetuksen opetussuunnitelman perusteet (2014), luokat 1-2
- Esi- ja alkuopetuksen käsikirja (2010)
- Leikkipedagogiikan perusteet (2014)

Grading:

0-5

Person responsible:

Kyrönlampi Taina

407076A: Pedagogical Seminar, 5 op

Voimassaolo: 01.08.2016 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Tapio Tenhu

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2. year spring

Learning outcomes:

Having completed the study module, the student

- knows how to analyze and evaluate pedagogical activities as a teacher
- is able to reflect on the starting points and development of one's own teaching
- is familiar with the significance of the learning environment to support learning and interaction
- knows how to analyze factors influencing the classroom and school culture
- knows how to view assessment as a part of the teacher's pedagogical activity
- identifies manifestations of violence and bullying in the educational environment, and know how to intervene in them

Contents:

- multidisciplinary as part of the teacher's work
- reflection of pedagogical activity and thinking
- pedagogical activities of the teacher
- teacher identity and growing into teacherhood
- physical, psychological and social learning environment
- school culture
- assessment
- power and violence in educational environments

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Lectures 4h, practice 36h independent work 95h

Target group:

Student for primary teacher education

Prerequisites and co-requisites:

Basic Studies in education

Recommended or required reading:

To be agreed at the beginning of the course

Assessment methods and criteria:

Approved: The student operates in accordance with the knowledge objectives.

Rejected: The course is in some respects deficient or does not indicate competence.

Grading:

pass/fail

Person responsible:

Tenhu, Tapio Juhani

Working life cooperation:

The course includes working life cooperation with both the City of Oulu and the Normal School

407077A: Encounters and Interaction by Means of Art, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Myllykangas Minna

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

The student

- understands the possibilities offered by art education from the viewpoint of interaction and encountering and knows how to apply them, how to plan and implement, how to document the fulfilment and goals of a project

- is familiar with factors influencing the functioning of a group
- learns to use various emotional and interaction skills, knows how to apply them and understands their meaning for a positive teaching and learning atmosphere and for school satisfaction
- gains insight into the significance of collaboration and his/her own responsible action
- knows how to evaluate the meaning of a project as part of his/her own growth to be a teacher
- knows how to reflect and report on the fulfilment and goals of the project
- knows how to produce an oral presentation/a poster/a multimedia presentation on the themes of the study module for the purposes of a seminar day

Mode of delivery:

Face-to-face teaching/flexible teaching

Learning activities and teaching methods:

Lectures 4 h, exercises 36 h and independent work 95 h

Target group:

Primary teacher students in the Faculty of Education

Prerequisites and co-requisites:

Multidisciplinary studies in primary teacher education

Recommended or required reading:

- Halonen, Katja. 2009. Musiikki hyvinvoinnin edistäjänä. Kolme tapausesimerkkiä musiikin innovatiivisesta käytöstä. Musiikkialan toimintaympäristöt ja osaamistarve - Toive Osaraportti 2
- Metropolia Ammattikorkeakoulu. Kulttuuri ja luova ala. Helsinki. Ladattavissa sivustolta
- http://www.metropolia.fi/fileadmin/user_upload/Kulttuuri/Kehittaevae_hanketoiminta/56DC3279d01.pdf
- Karppinen, S. 2005. "Mitä taide tekee käsityöstä?" Käsityötaiteen perusopetuksen käsitteellinen analyysi. Väitöskirja. Helsingin yliopisto.
- Kataja, J., Jaakkola, T. & Liukkonen, J. 2011. Ryhmä liikkeelle. Juva: PS-kustannus
- Kuusela, M. 2005. Sosioemotionaalisten taitojen harjaannuttaminen, oppiminen ja käyttäminen perusopetuksen kahdeksannen luokan tyttöjen liikuntatunneilla. Väitöskirja. Liikunnan ja kansanterveyden edistämissäätiö. Jyväskylä.
- Klemola, U. 2008. Opettajaksi opiskelevien vuorovaikutustaitojen kehittäminen liikunnan aineenopettajakoulutuksessa. Väitöskirja. Jyväskylän yliopisto.
- Kokkonen, Marja. 2010. Ihastuttavat, vihastuttavat tunteet. Opi tunteiden säätelyn taito. PS-kustannus.
- Manninen S. 2010. Iso, vahva, rohke - kaikenlaista. Maskuliinisuudet, poikien valtahierarkiat ja väkivalta koulussa". Acta Universitatis Ouluensis 112. Juvenes Print
- Nikkola, T., Löppönen P. Oivalluksia ryhmästä- pintaa syvemmälle koulun ryhmäilmiöihin.
- http://www.opinkirjo.fi/easydata/customers/opinkirjo/files/materiaalit/web_oivalluksia.pdf
- Lilja-Viherlampi, Liisa-Maria (toim.) 2011 Ihminen ja musiikki. Musiikillisen vuorovaikutuksen ulottuvuuksia. Turun ammattikorkeakoulu, Turku, Juvenes print
- Vartiainen, L. 2010. Yhteisöllinen käsityö. Verkostoja, taitoja ja yhteisiä elämyksiä. Väitöskirja. Itä-Suomen yliopisto. Joensuu.
- Suomen mielenterveysseura:
- <http://www.mielenterveysseura.fi>
- Luokanohjaajan käsikirja:http://www.oph.fi/download/46530_luokanohjaajan_kasikirja.pdf
- Anttila, E. 2010. Taiteen jälki. Taidepedagogiikan polkuja ja risteyksiä.. Teatterikorkeakoulu.
- Sava, Inkeri. 2007. Katsomme-näemmekö? Luovuudesta, taiteesta ja visuaalisesta kulttuurista. Taideteollisen korkeakoulun julkaisusarja B 81.
- Räsänen, M. 2008. Kuvakulttuurit ja integroiva taideopetus. Taideteollinen n korkeakoulu.
- Hiltunen, M. 2009. Yhteisöllinen taidekasvatus. Performatiivisesti pohjoisen sosiokulttuurissa ympäristössä. [Acta Universitatis Lapponiensis 160](http://www.acta-uni-lapponia.fi/)

Assessment methods and criteria:

Active participation in lectures, small group sessions and the seminar day in conclusion of the study module. The study module also requires successful completion of the project and written work.

Assessment criteria

Pass:

The student takes actively part in face-to-face teaching during the study module. In his/her planning and implementation of project work, s/he shows accomplishment that is in line with the expected learning

outcomes. In the written essay, the student reflects in depth on the phenomena covered by the study module and his/her own activities in relation to the goals of the study module.

Fail:

The student's participation in face-to-face teaching in the study module is deficient, or the quality of project work or the written essay does not indicate accomplishment in line with the expected learning outcomes.

Grading:

Pass/Fail

Person responsible:

Myllykangas Minna

Working life cooperation:

The project forming part of the study module is carried out in a primary school or in some other suitable place outside the university setting.

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

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.

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.

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

A256402: Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education, 65 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Sääsکیlahti, Minna Susanna

Opintokohteen kielet: Finnish

ECTS Credits:

65 ECTS cr

Language of instruction:

Finnish and English

Timing:

1st and 2nd year

Learning outcomes:

Learning outcomes for multidisciplinary studies in the primary teacher education programme

- The student knows how to analyse curricula and the content knowledge and value base of school subjects and how to apply them in the planning and evaluation of teaching.
- The student knows how to apply various teaching methods and make use of various learning environments in different subjects and intercultural themes.
- The student knows how to evaluate the suitability of his/her teaching method to implement the unified core curriculum for basic education.
- The student knows how to describe the basics of transversal competence and phenomenon-based learning and to plan learning entities based on them.
- The student knows how to use the assessment criteria in the curriculum for basic education and analyse the meaning of assessment in the guidance of a pupil's learning process.

Contents:

406049A	Mother Tongue and Literature I: Language and Textual Skills	5 ECTS
406050A	Mother Tongue and Literature II: Literary Art and Drama	5 ECTS
406051A	History, Social Studies and Religion/Ethics	5 ECTS
406052A	Mathematics	5 ECTS
406053A	Environmental Studies I: Living Environment	5 ECTS
406054A	Environmental Studies II: Natural Phenomena in the Environment	5 ECTS
406064A	Arts and Crafts Education I: Visual Arts and Physical Education	5 ECTS
406065A	Arts and Crafts Education II: Handicrafts and Music	5 ECTS
406066A	Arts and Crafts Education III: Music and Physical Education	5 ECTS
406067A	Arts and Crafts Education IV: Handicrafts and Music	5 ECTS
406068A	Arts and Crafts Education V: Visual Arts and Physical Education	5 ECTS
406060A	Phenomena, language awareness and problem solving	5 ECTS
406061A	Bachelor's Level School Experience	5 ECTS

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Vary by course

Target group:

Primary teacher students

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:

Vary by course

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

Grading:

0 - 5

Person responsible:

Minna Sääsکیlahti

Working life cooperation:

Yes (practice with teaching relevant subjects in the School Experience II: Bachelor's Level 6 ECTS cr)

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: Sääsکیlahti, 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 Sääsکیlahti

Working life cooperation:

No

406050A: Mother Tongue and Literature II: Literary Art and Drama, 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 in ITE programme

Timing:

2. year

Learning outcomes:

Having completed the course, student

- is able to analyse children's literature and evaluate suitability of children's books for different learners
- knows how to apply and evaluate the learning outcomes, contents and teaching methods of literature teaching
- is able to use literature as a tool to support child's growth, development and learning
- is able to use literature in phenomenon oriented teaching
- is able to elaborate on the basic characteristics and genres of drama education as a part of mother tongue drama teaching
- is able to apply dramaturgy in processing of texts and organizing a play
- is able to conceptualize the design and guidance of teaching and learning processes involving drama for learners of different ages

Contents:

- genres of children's literature
- supporting the child's literary interests
- folklore
- teaching methods of literature
- drama education as a field of science and as a part of education
- key concepts of drama education and the meaning of language, roles and group processes of theatre in drama work
- basics of dramaturgy and the significance of dramaturgical thinking as a part of mother tongue

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 4 h, exercises 36 h and independent work 94 h

Target group:

Students in the Primary Teacher Education programme

Recommended optional programme components:

Course is a part of the primary education multidisciplinary studies

Recommended or required reading:

Agreed on in the beginning of the course

Assessment methods and criteria:

Active participation in the teaching, independent work, project work and essay, and self-assessment

Grading:

0-5

Person responsible:

Minna Sääskilähti

Working life cooperation:

None

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 -

Opiskelumoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Emilia Manninen

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish, English for ITE

Timing:

First year studies

Learning outcomes:

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

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

Contents:

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

- Differentiation in mathematics
- Mathematics didactics
- View of mathematics

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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 geomedia 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 ecosystem services
- Map interpretation and geomedia
- 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 skills
- design and implement versatile assessment in environmental studies
- use key concepts of physics and chemistry in primary school
- recognise connections between key concepts of physics and chemistry and basic structures and phenomena in nature
- identify different learning environments in environmental studies

Contents:

Key content areas:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Environmental Studies I: The Living Environment

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

Active participation in teaching

Completion of independent assignments

Self and peer evaluation

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

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

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

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

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

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

Grading:

0-5

Person responsible:

Sari Harmoinen

Working life cooperation:

None

406064A: Arts and Crafts Education I: Visual Arts and Physical Education, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Lukkari, Matti Ilmari

Opintokohteen kielet: Finnish

ECTS Credits:

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

Language of instruction:

English (ITE), Finnish

Timing:

1st year

Learning outcomes:

Having completed the course, the student knows how to:

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

Contents:

Visual arts

A starting point in visual art is identity and narration.

Contents in the visual arts

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

The study module in physical education comprises the following contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Visual arts:

Lectures 2h

Small group teaching 28h

Independent work 51h

Physical education:

Lectures 2h

Small group teaching 16h

Independent work 34h

Target group:

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

Recommended optional programme components:

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

Recommended or required reading:

Literature is agreed on at the start of the course

Assessment methods and criteria:

An active participation and completing course assignments

Grading:

Pass/fail

Person responsible:

Matti Lukkari

406065A: Arts and Crafts Education II: Handicrafts and Music, 5 op**Voimassaolo:** 01.08.2020 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Paula Rönkkö**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

1. year autumn/ 1. year spring

Learning outcomes:

Having completed the course, the student is able to:

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

Contents:

The study module in Handicrafts comprises the following contents:

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

The study module in music comprises the following contents:

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

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

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

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

Target group:

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

Recommended optional programme components:

Crafts: first course 406065A, second 406067A

Recommended or required reading:

Finnish National Core Curriculum for Basic Education 2014: Handicraft.

Handicraft handsouts

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

Music:

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

Finnish National Core Curriculum for Basic Education 2014: Music.

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

Assessment methods and criteria:

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

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

Grading:

Pass/Fail

Person responsible:

Paula Rönkkö

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

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Paula Rönkkö

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

1. year spring/2. year autumn

Learning outcomes:

Having completed the course, the student

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

Contents:

The study module in physical education comprises the following contents:

- the curriculum and the process of teaching physical education: physical education = education 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 study module in Handicraft comprises the following contents:

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

The study module in music comprises the following contents:

- various functional working methods in listening education
- basic techniques and pedagogical uses of instruments used in schools

- musical collaboration, learning to take into account children's individual skills and prerequisites for learning
- collaborative learning assignment

Mode of delivery:

face-to-face teaching

Target group:

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

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

Pass/Fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

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

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:

406061A: Bachelor's Level School Experience, 5 op

Voimassaolo: 01.08.2017 -

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 ECTS 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. Themes connected with these are discussed in the practice period and in Pedagogical Seminar II.

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:

The courses which include in degree programme completed (minimum 45 cr) 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, 70h 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 20h of teaching based on the curriculum, giving independently 12h of these lessons.

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