

# Opasraportti

## FEdu - Primary teacher education, BA (Education) (includes Taika and Tekno) (2017 - 2018)

### Degree Programme in Primary Teacher Education

Primary Teacher Education specifically aims at working in the learning and growth environments of the basic education grades 0 to 6. The programme gives the student plentiful capabilities in pedagogy, didactics and subject mastery to encounter educational challenges in the future school.

The studies offer ingredients for the construction of a student's own pedagogical views and activities, and they guide the student to become aware of the social meaning of a primary teacher's work. In addition to the courses offered by the Faculty of Education, the student can also apply for a right to pursue studies in the modules offered by five other faculties.

### Course Structure Diagrams of the Studies you find [here](#).

#### Knowledge

The student is familiar with the main concepts, methods, scientific traditions, theories, research results and methodology of his or her own discipline of science.

The student knows how to analyze knowledge obtained through research on growth, development, teaching and learning and how to apply this knowledge in different environments.

The student is familiar with the principles of inclusive education.

#### Working method and application (skill)

The student knows how to plan, implement and report on a small-scale study, compose reports needed in working life and evaluate the reliability of different sources of knowledge.

The student is familiar with mechanisms and documents of educational planning, such as curricula, and knows how to analyze and apply them meaningfully.

The student knows how to consider individual needs related to growth and learning and how to take them into account in her or his own activities.

The student is capable of evaluating his or her own activity and to act empathetically, ethically, cooperatively and with pedagogical tact in different functions in the field of education.

The student knows how to interpret the social and global links of education and identifies his or her social responsibility as a pedagogical expert.

The student knows how to evaluate and analyze human interaction and its psychological foundations from the viewpoints of equality, human rights and caring.

#### Responsibility, leadership and entrepreneurship

The student knows how to define and identify the various areas of responsibility in the field of education and how to evaluate his or her placement and interest in different sectors of working life.

The student has the basics to function in expert and management duties in his or her own field in an independent and responsible manner as part of a multi-professional work community.

### **Evaluation**

The student is capable of evaluating his or her own development and taking responsibility for the development of individual groups and persons, taking into account the continuum of lifelong learning.

### **Key skills of lifelong learning**

The student is capable of taking part in discussion in his or her field of science in mother tongue, the second national language and one foreign language, both orally and in writing.

The student is capable of continuous learning and developing and evaluating his or her own competence.

## **Tutkintorakenteet**

### **Primary Teacher, Bachelor's Degree**

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

#### **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

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900102Y: Communicate with Impact, 5 op

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

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

902130Y: Foreign Language (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 (45 ECTS cr) (vähintään 45 op)

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

*Intermediate Studies include the following mandatory courses:*

- 407074A: Diversity in School and 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
- 406055A: Arts and Crafts Education I: Music, Physical Education and Handicrafts, 5 op
- 406056A: Arts and Crafts Education II: Visual Arts and Handicrafts, 5 op
- 406057A: Arts and Crafts Education III: Physical Education and Music, 5 op
- 406058A: Arts and Crafts Education IV: Physical Education and Visual Arts, 5 op
- 406059A: Arts and Crafts Education V: Handicrafts and Music, 5 op
- 406060A: An Integrative Project: Multiliteracy in Phenomena, 5 op

*Student completes either Bachelor's Level School Experience 406061A (LO, TAIKA, TEKNO) or School Experience: Bachelor's Level 407533A (ITE)*

- 406061A: Bachelor's Level School Experience, 5 op
- 407533A: School experience: Bachelor's level, 5 op

## Optional Studies/ Programme Specific Studies (5 ECTS cr) (vähintään 5 op)

Technology-oriented students choose the study module: 405051A Technology Education Research, 5 ECTS cr

Creative Arts oriented students choose the study module: 405047A Creative Arts Oriented Studies, Part 1, 5 ECTS cr

## 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 credits

**Language of instruction:**

Finnish

**Timing:**

1st year, autumn

**Learning outcomes:**

Having completed the course, the student knows how to:

- identify and understand the basic concepts and phenomena of technology-supported learning and teaching
- identify the skills of transversal competence (21st century skills) and knows how to apply them as part of learning and teaching
- apply the basic concepts and research results of technology-supported learning and teaching when planning and implementing practical teaching and learning situations
- apply the phenomena of technology-supported learning and teaching to solve challenges in practical working life

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

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

**Contents:**

- Orientation to the studies: 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
- Research subjects, basic concepts and developmental trends in technology-supported learning and teaching
- Core skills of the 21st century and the skills of transversal competence in the basic education curriculum
- Practical applications of technology-supported learning and teaching: a) learning environments, cloud services and office softwares, b) production and distribution of digital materials, c) hardware and networks, d) introduction to programming
- Making competence visible: digital portfolio and open badges

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

Orientation to studies, 1 credit

Information lectures and supervision sessions by senior tutor and in small groups, 20-30h. PLEASE NOTE! In the course implementation of the Open University, the Orientation to Studies part of the study module is replaced by a separate additional assignment that is given in connection with the appropriate course.

Technology-Supported Learning, 4 credits

Technology-supported learning and teaching comprises three sections:

- introduction (10h of large group sessions, 20h of workshop exercises, 40h of group or individual work),
- study integration (30h of independent or group work), and
- sharing (a 4h session + 10h of independent or group work)

1) The large group sessions common to all (10h) in the Introduction part consist of expert talks that are implemented through blended teaching as applicable, making use of the newest available technology. The exercise workshops (20h) concentrate on exercises in the phenomena and applications of technology-supported learning and teaching. In

connection with this part, various exercises are made and the student starts composing his/her personal portfolio comprising (40h of group and/or individual work)..

2) In the part of the course integrated in the studies, students apply the skills and knowledge learnt in the introductory part in practical teaching, learning and interaction situations. Such situations arise, among other things, in connection with the intermediate, multidisciplinary and professional studies. (This integrative phase is supported by a support person on duty, and it includes 30h of independent or group work)

3) In the sharing part, competences are made visible in three ways:

- a) The student share their productions making use of tools assigned for the purpose. The productions and other performances shared are created during the introductory and integrated parts of the course.
- b) Competence is made visible by means of digital open badges, for instance, for which applications are made in return for performances. When a sufficient number of badges proving practical competence have been gathered, the student is automatically awarded a certificate of competence.
- c) The student creates a digital portfolio that functions both as a tool of personal reflection and as a bank of materials.

(A 4h joint session + 20h of independent or group work have been reserved for the sharing part)

### **Target group:**

Students of education in the various degree programmes

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

None

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

The study module is part of the orientation studies

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

Available in the learning environment used in the study module

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

Course methods: Participation in blended learning, 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 & education coordinators

### **Working life cooperation:**

The student has an opportunity to earn some of the course credits in working life environments. Some of the course studies are also integrated with the intermediate, multidisciplinary or professional studies (depending on the degree programme) or they can be implemented as a project, for instance, in a field-specific working context (such as school).

### **Other information:**

The study module is connected with the multidisciplinary studies in primary teacher education and professional studies in early childhood education.

Related courses: Programming in Basic Education and Open Workshop

## **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

**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

**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

**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	
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**Voidaan suorittaa useasti:** Kyllä

**Proficiency level:**

B2

**Status:**

Compulsory course for students of education.

**Required proficiency level:**

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

**ECTS Credits:**

3 ECTS, workload is 80 hrs (36 hrs of contact teaching + 44 hrs of independent study).

**Language of instruction:**

English

**Timing:**

See the study guide of your study programme.

**Learning outcomes:****Objectives:**

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

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

- to summarize, interpret and discuss academic texts on topics related to the field of education,
- to write short essays and summaries on topics related to education and teaching,
- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas

**Contents:**

- reading strategies and techniques with academic texts,
- academic writing practice,
- oral presentation practice,
- multicultural awareness activities

**Mode of delivery:**

Contact teaching and independent study.

**Learning activities and teaching methods:**

Classroom sessions, individual assignments (essays and summaries), an oral presentation in pairs and homework tasks.

**Target group:**

Students of the Faculty of Education

**Prerequisites and co-requisites:**

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**Recommended optional programme components:**

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**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. An end-of-course examination.

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

The evaluation scale is 0-5.

**Person responsible:**See [contact teachers](#)**Working life cooperation:**

## A250504: Education, Basic Studies, 25 op

**Opiskelumuoto:** Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA250504 Education, Basic Studies (OPEN UNI) 25.0 op

**ECTS Credits:**

25 ECTS credits

**Language of instruction:**

Finnish or English

**Timing:**

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

**Learning outcomes:**

At the end of the module, the student is expected to be able to analytically understand and describe pedagogical phenomena connected with the various stages and situations in a human being's growth as well as pedagogical interaction in different areas of the educational field. To understand and describe these phenomena, s/he knows how to use the basic concepts and theories in the classic fields of education and knowledge on the historical development of educational activity and thinking. The student also knows how to use various academic study and working methods and is able to conduct independent literary work and is getting oriented to educational expertise and research.

**Contents:**

Consists of the following courses:

[410084P](#) Education as an Object of Scientific Research 5 ECTS cr

[410085P](#) Growth, Development and Learning 5 ECTS cr

[410086P](#) Teaching and Educational Interaction 5 ECTS cr

[410087P](#) Sociocultural Contexts of Education 5 ECTS cr

[410088P](#) Philosophical and Ethical Foundations and Objectives of Education 5 ECTS cr

The courses are divided into the following areas:

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

**Mode of delivery:**

Face-to-face and mixed teaching

**Learning activities and teaching methods:**

Lectures and seminar sessions

**Target group:**

Students pursuing major or minor studies in education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be announced in connection with the courses

**Assessment methods and criteria:**

Exams, written assignments (a variety of individual or group assignments can be used depending on the situation)

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

**Grading:**

pass/fail

**Other information:**

None

*Compulsory***410084P: Education as an Object of Scientific Research, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Sari Harmoinen**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

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

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. English for the ITE students

**Timing:**

1st year

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

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

Pass/Fail

**Person responsible:**

Sari Harmoinen

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

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

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Recommended or required reading:**

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

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

Pass/Fail

**Working life cooperation:**

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

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Järvelä Sanna

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410086P Teaching and Educational Interaction (OPEN UNI) 5.0 op

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. For ITE students English

**Timing:**

1st year

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Assessment methods and criteria:**

Active participation,  
Essay

**Grading:**

Pass/fail

**Person responsible:**

Sanna Järvelä

**Working life cooperation:**

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

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Vesa Puuronen

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410087P Sociocultural Contexts of Education (OPEN UNI) 5.0 op

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish. English for the ITE students.

**Timing:**

1st year

**Learning outcomes:**

After completion the student is able

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

**Contents:**

Contents

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

**Mode of delivery:**

Face-to-face teaching / blended teaching and learning

**Learning activities and teaching methods:**

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

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

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

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

**Target group:**

Students in all study programmes of Faculty of Education

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

- Arum, R., Beattie, I. R. & Ford, K. (Eds.). (2011). *The Structure of schooling: Readings in the sociology of education*. Los Angeles: SAGE.
- Ballantine, J. H. & Spade, J. Z. (Eds.). (2012). *Schools and society: A sociological approach to education*. Los Angeles: SAGE.
- Demaine, J. (Ed.). (2001). *Sociology of education today*. London: Palgrave.

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

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

Basic part 3 ECTS.

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

Seminar part 2 ECTS.

Assessment method: Learning portfolio in study group working

The assessment criteria are weighted in the following way:

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

In approved (Pass) completion of the course, the use of central concepts of social sciences in educational research and analytical handling of basic issues in various contexts of education and growth is clearly structured, and matters are connected to each other at least to some degree. The handling of social, multicultural and juridical issues related to education and schooling in everyday life situations is reflective, and connections between matters are handled at least to some degree. In addition, the description of the historical, socio-political and professional starting points of Finnish education system and educational politics is clear and appropriate. In all assignments, there has to be a visible plot and mainly the use of references has to be at a good level.

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

### **Grading:**

pass/fail

### **Person responsible:**

Vesa Puuronen (Veli-Matti Ulvinen)

### **Working life cooperation:**

The seminar part contains working life cooperation.

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Eetu Pikkarainen

**Opintokohteen kielet:** Finnish

### **Leikkaavuudet:**

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

### **ECTS Credits:**

5 ECTS

### **Language of instruction:**

Finnish. For ITE students: English

**Timing:**

1st year

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

Blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

The course is part of Basic Studies in Education

**Recommended or required reading:**

- Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Oxford: Rowman & Littlefield Publishers.  
Noddings, N. (2005). *Challenge to care in Schools*. 2 nd ed. New York: Teachers' College Press.

**Assessment methods and criteria:**

Active participation,  
Essay

**Grading:**

Pass/Fail

**Person responsible:**

Jouni Peltonen, Eetu Pikkarainen

**Working life cooperation:**

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

**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:**

45 credits

**Language of instruction:**

Finnish

**Timing:**

2nd and 3th year

**Learning outcomes:****Intermediate/subject studies in education (45 credits) ( Primary teacher education)**

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.

**Contents:**

<a href="#">406049A</a> Mother Tongue and Literature I: Language and Textual Skills	5 ECTS
<a href="#">406051A</a> History, Social Studies and Religion/Ethics	5 ECTS
<a href="#">406052A</a> Mathematics	5 ECTS
<a href="#">406053A</a> Environmental Studies I: Living Environment	5 ECTS
<a href="#">406054A</a> Environmental Studies II: Natural Phenomena in the Environment	5 ECTS
<a href="#">406055A</a> Arts and Crafts Education I: Music, Physical Education and Handicrafts	5 ECTS
<a href="#">406056A</a> Arts and Crafts Education II: Visual Arts and Handicrafts	5 ECTS
<a href="#">406057A</a> Arts and Crafts Education III: Physical Education and Music	5 ECTS
<a href="#">406058A</a> Arts and Crafts Education IV: Physical Education and Visual Arts	5 ECTS
<a href="#">406059A</a> Arts and Crafts Education V: Handicrafts and Music	5 ECTS
<a href="#">406060A</a> An Integrative Project: Multiliteracy in Phenomena	5 ECTS
<a href="#">408041S</a> Master's Level School Experience and Pedagogical Seminar, part 2	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:**

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:*

**407074A: Diversity in School and Education, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Timing:**

5 ECTS

**Learning outcomes:**

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

**Contents:**

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

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 20h, small group teaching 20h

**Target group:**

Students in the Faculty of Education

**Recommended optional programme components:**

The study module is part of the Intermediate Studies in Education

**Recommended or required reading:**

Itkonen, T. & Talib, M-T. (2013). Aito yhdenvertaisuus koulussa -Syrjinnän vastainen pedagogiikka. Sisäasiainministeriön julkaisu 24/2013

YK:n yleissopimus lapsen oikeuksista (1988). [https://unicef.studio.crasman.fi/pub/public/pdf/LOS\\_A5fi.pdf](https://unicef.studio.crasman.fi/pub/public/pdf/LOS_A5fi.pdf)

Lapsen oikeudet ja aikuisen velvollisuudet

Monikulttuurisuus

Älä olet! -Normit nurin! (2013) Suomen Ammattiin opiskelevien liitto -SAKKI ry, Seta ry, Suomen lukiolaisten liitto SLL ry, Finlands Svenska Skolungdomsförbundet FSS rf

Pro gradu työ liittyen yhdenvertaisuuteen tai globaalikasvatukseen:

Iida Pieskä, Samuli Poutanen, etc.

Ahvenainen, O. & Holopainen, E. (2014 ensisijaisesti, käy myös 2005) Lukemis- ja kirjoittamisvaikeudet.

Teoreettista taustaa ja opetuksen perusteita.

OR

Lukivaikeudesta lukitaitoon. (2006). Takala, M. & Kontu, E. Yliopistopaino Kustannus. Palmenia-sarja. 250 p.

Moberg, S, Hautamäki, J, Kivirauma, J; Lahtinen, U. ; Savolainen, H. & Vehmas, S. (2009)

Erityispedagogiikan perusteet.

Ikonen, O. & Virtanen, P. (toim.) (2007) Erilainen oppija- yhteiseen kouluun.

Farrell, M: 2009. Foundations of Special Education. John Wiley& Sons.

Lindh, R. & Sinkkonen, H-M. 2009. Koulusta selviytyminen. Gaudeamus. s. 209.

**Grading:**

0-5

**Person responsible:**

Leila Kairaluoma

**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

**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 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 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 25h, small group teaching 15h, independent work 94h

**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.

Helenius, Aili & Lummelahti, Leena (2014). Leikin käsikirja.

Hujala Eeva ja Turja Leena (toim.) (2011). Varhaiskasvatuksen käsikirja. PS-kustannus (soveltuvien osien).

Lerkanen Marja- Liisa (2008). Lukemaan oppiminen ja opettaminen esi- ja alkuopetuksessa. SanomaPro.

Räisänen, Sari (2015). Changing Literacy Practices. A Becoming of a New Teacher Agency. Oulun yliopisto

Other literature to be announced at the start of the course.

**Grading:**

0-5

**Person responsible:**

University lecturer in Early childhood education

**407076A: Pedagogical Seminar, 5 op**

**Voimassaolo:** 01.08.2016 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2. year spring

**Learning outcomes:**

Having completed the study module, the student

- based on research knowledge, knows how to analyze and evaluate his/her own and others' activities as a teacher
- 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:**

- teacher identity and growing into teacherhood
- physical, psychological and social learning environment
- school culture
- power and violence in educational environments
- assessment

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 10h, practice 24h independent work 100h

**Target group:**

Student for primary teacher education

**Prerequisites and co-requisites:**

Basic Studies in education

**Grading:**

pass/fail

**Person responsible:**

Timo Pinola

**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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3rd year/1st period, autumn

**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

**Contents:**

- the study module considers the themes of encountering and interaction by means of arts and crafts education
- implementation of an arts education project in an appropriate place (such as a primary school outside the university setting)
- themes to be discussed during the study module: multiculturalism, interaction, encountering, activity, collaboration, issues between age groups, participation, sensuality, practicality, emotions, positiveness, practising emotional and interactive skills by occupational means, various community art methods and inter-art/integrative methods
- application of these themes in the project to be implemented
- at the end of the study module, the students organise a seminar day during which the projects that have been implemented are presented and evaluated

**Mode of delivery:**

Face-to-face teaching/flexible teaching

**Learning activities and teaching methods:**

6h lectures

28h work in small groups

6h seminar  
Group work and independent work

**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](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](http://www.opinkirjo.fi/easydata/customers/opinkirjo/files/materiaalit/web_oivalluksia.pdf)

Numminen, Ava. 2005. Laulutaidottomasta kehittyväksi laulajaksi. Sibelius-Akatemia Studia Musica 25. Ladattavissa sivustolta [http://ethesis.siba.fi/ethesis/files/ isbn9525531171\\_copy.pdf](http://ethesis.siba.fi/ethesis/files/isbn9525531171_copy.pdf). Osittain.

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](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.actauniversitatislapponiensis.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:**

Niina Loukkola

**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, spring term

**Learning outcomes:**

Upon completion of the course, the student

- is familiar with the basics of the construction of the national basic education core curriculum and school-specific curricula.
- knows how to analyse the values and goals underlying the curriculum and their connections to society and education policy.
- identifies and knows how to define the various levels and meanings of educational assessment (local, national and international levels; theoretical and practical levels).
- knows how to design a curricular entity and derive/develop the principles of assessment related to it.
- knows how to analyse curriculum development as a collaborative process that develops the entire school community

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Primary teacher students

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

Pinar, William F. What is curriculum theory? 2004

Rinne, Simola, Mäkinen-Streng, Silmäri-Salo & Varjo Arvioinnin arvo: Suomalaisen perusopetuksen laadunarviointi rehtoreiden ja opettajien kokemana 2011

Vitikka, Erja Opetussuunnitelman mallin jäsenitys. Sisältö ja pedagogiikka kokonaisuuden rakentajina 2009

To be agreed on at the beginning of the course.

**Assessment methods and criteria:**

Active participation in face-to-face teaching, assignment

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

**Grading:**

0 - 5

**Person responsible:**

Maija Lanas

**Working life cooperation:**

None

**407041A: Basic Course in Qualitative Research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anu Alanko

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

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

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2nd or 3rd year

**Learning outcomes:**

Having completed the course, the student knows how to

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

**Contents:**

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

**Mode of delivery:**

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

**Learning activities and teaching methods:**

Lectures 18h, small group sessions 14h, independent work approx. 100h

**Target group:**

All students in the faculty pursuing Intermediate Studies in Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

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

**Recommended or required reading:**

Applicable parts:

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

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

Valli, R. & Aaltola, J. (eds.) (2015) Ikkunoita tutkimusmetodeihin II: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin. Especially Part I. Jyväskylä: PS-kustannus. Metsämuuronen, J. (2003–). Tutkimuksen tekemisen perusteet ihmistieteissä (opiskelija- ja tutkijalaitokset). Helsinki: International Methelp. (Chapter: Laadullisen tutkimuksen perusteet).

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

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

**Assessment methods and criteria:**

Lectures:

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

Exercises:

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

**Grading:**

The lecture assignments are graded Pass or Fail.

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

**Person responsible:**

Anu Alanko

**Working life cooperation:**

None

**Other information:**

Students in the Education and Special Education programmes: if Qualitative Research Methods has been completed in the major subject studies, the student will sit a literature exam requiring equivalent credits in an intermediate-level minor subject, OR takes part in the activities of a research group in the faculty, OR completes an equivalent amount of content courses for a minor subject (choosing from among the optional courses in the broadly-based Master's programme).

**407040A: Basic Course in Quantitative Research, 5 op**

**Voimassaolo:** 01.08.2011 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

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

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2. or 3. year

**Learning outcomes:**

Having completed the course, the student knows how to

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

**Contents:**

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

**Mode of delivery:**

Face-to-face or blended teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

Basic studies in education/psychology

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

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

Criteria for course performance:

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

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

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

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

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

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

**Grading:**

0 - 5

**Person responsible:**

Jouni Peltonen

**Working life cooperation:**

None

**Other information:**

Students in the education programme and in the specialization option of special education: If a similar course has been taken by the student in his/her major subject studies, s/he shall, instead of the research methodology studies, sit a literature exam of a similar scope in a minor subject at the level of intermediate studies (education/psychology) OR study a similar scope of content courses toward a minor subject, choosing such courses from among those offered in the optional studies in the broadly-based Master's programme.

**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**Leikkaavuudet:**

442164A-01 Bachelor's thesis 8.0 op

**ECTS Credits:**

10 ECTS credits

**Language of instruction:**

Finnish/ English

**Timing:**

3rd year

**Learning outcomes:**

Having completed the course, the student

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

**Contents:**

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

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

Students at the Faculty of Education

**Prerequisites and co-requisites:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

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

**Assessment methods and criteria:**

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

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

**Grading:**

0–5

**Person responsible:**

Tapio Tenhu and the leaders of seminar groups

**Working life cooperation:**

None

**Other information:**

Students submit their finalized theses to the Laturi system for review and approval. Website [laturi.oulu.fi](http://laturi.oulu.fi)

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

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

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

442164A-03 Maturity Test 0.0 op

**ECTS Credits:**

0 credits

**Language of instruction:**

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

**Timing:**

3rd year

**Learning outcomes:**

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

**Learning activities and teaching methods:**

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

student is given the choice to write on one of them. The student is allowed to use three hours to write the maturity essay.

**Target group:**

Students in the Faculty of Education

**Recommended optional programme components:**

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

**Grading:**

For content and language: pass/fail.

**Person responsible:**

Sari Harmoinen and the supervisors of seminar groups

## **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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

65 ECTS cr

**Language of instruction:**

Finnish and English

**Timing:**

1st and 2nd year

**Contents:**

<a href="#">406049A</a> Mother Tongue and Literature I: Language and Textual Skills	5 ECTS
<a href="#">406050A</a> Mother Tongue and Literature II: Literary Art and Drama	5 ECTS
<a href="#">406051A</a> History, Social Studies and Religion/Ethics	5 ECTS
<a href="#">406052A</a> Mathematics	5 ECTS
<a href="#">406053A</a> Environmental Studies I: Living Environment	5 ECTS
<a href="#">406054A</a> Environmental Studies II: Natural Phenomena in the Environment	5 ECTS
<a href="#">406055A</a> Arts and Crafts Education I: Music, Physical Education and Handicrafts	5 ECTS
<a href="#">406056A</a> Arts and Crafts Education II: Visual Arts and Handicrafts	5 ECTS
<a href="#">406057A</a> Arts and Crafts Education III: Physical Education and Music	5 ECTS
<a href="#">406058A</a> Arts and Crafts Education IV: Physical Education and Visual Arts	5 ECTS
<a href="#">406059A</a> Arts and Crafts Education V: Handicrafts and Music	5 ECTS
<a href="#">406060A</a> An Integrative Project: Multiliteracy in Phenomena	5 ECTS
<a href="#">406061A</a> 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 Sääskilähti

**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:** Sääskilähti, Minna Susanna

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 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 4 h, exercises 36 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

**Grading:**

0-5

**Person responsible:**

Minna Sääskilahti

**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:** Sääskilahti, Minna Susanna

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**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 study module, the student knows how to:

- identify curriculum principles
- identifies principles of transversal competence and phenomenon-based learning
- identifies the special characteristics of subjects
- identifies the general goals and values of the curriculum in the subject-specific learning outcomes
- understands the basic nature of the various subjects, i.e. subject-specific substance
- understands the meanings of and changes in the general goals and values of the curriculum
- applies the objectives of the curriculum to teach the subjects in accordance with the nature of each subject
- plan broad-scale learning entities based on the curriculum, taking into consideration the special nature of each subject
- apply different teaching methods in different learning environments, with due consideration of the special nature of each subject
- apply his or her subject-specific knowledge and skills to plan, implement and assess teaching, with due consideration of the UN declaration of human rights, and the pedagogical principles of primary school derived from it
- apply the assessment principles of the curriculum and interpret the meaning of assessment in the pupil's learning process and in its guidance, with due consideration of the nature of the subject
- analyze the content knowledge and base values connected with the curricula and subjects of history, social studies and religion or ethics.

**Contents:**

The study module consists of teaching the didactics of primary school history, social studies, and religion or ethics. Among the sections of the study module, the student needs to take part in studies in history and social studies, and in either religion or ethics.

- the objectives and contents of the history, social studies and religion/ethics curriculum for the primary school, their application to the teaching of the above subjects with a focus on the primary school contents
- history, social studies and religion or ethics as subjects taught in primary school
- didactics of history, social studies and religion, and its application to the above subjects

- assessment and its foundations in the above subjects

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lectures 8 h, small group teaching 32h and independent work 94h.

Share of history and social studies: 4h lectures, 20h small group teaching.

Share of religion/ethics: 4h lectures, 12h small group teaching.

**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:**

- *Peruskoulun opetussuunnitelman perusteet 2014*
- History and social studies: Jukka Rantala &, Sirkka Ahonen (2015) *Ajan merkit, Historian käyttö ja opetus*. Gaudeamus. Other literature to be agreed on when the study module is being implemented.
- Religion: Ubani, Martin (2013) *Peruskoulun uskonnonopetus / Martin Ubani*. PS-kustannus. Helsinki. Other literature to be agreed on when the study module is being implemented
- Ethics: Tomperi, T. & Juuso H. (2008) *Sokrates koulussa : itsenäisen ja yhteisöllisen ajattelun edistäminen opetuksessa*. Eurooppalaisen filosofian seura ry. Tampere. Other literature to be agreed on when the study module is being implemented

**Assessment methods and criteria:**

A pass for the course requires active participation in teaching and independent work. Depending on the subject, either a group introduction and learning diary, essay, or examination is required. The teacher may also accept alternative methods if necessary. The teacher will agree on the methods of assessment with the students at the start of the course.

Assessment criteria:

0 = unfinished, fragmented, the matters presented are not essentially connected with the thematics, and there is almost no use of sources at all.

1 = highly superficial, matters are presented as if they were fully detached from one another, tgeh use of sources is at a poor level.

2 = superficial, matters are partly presented as if they were detached from each other, and the use of sources is satisfactory.

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

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

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

**Grading:**

0-5

**Person responsible:**

Religion and ethics: Markku Salakka, History: Jari Honkanen

**Other information:**

The religion section is compulsory for all students who wish to teach religion in primary school. The Ethics section is recommended for students who wish to teach ethics in 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

**Learning outcomes:**

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

- develop calculation routines for the contents of primary mathematics
- describe the contents of maths as part of transversal competence and phenomenon-based learning
- explain maths assessment in primary school
- design maths teaching and set objectives for teaching and learning in accordance with the basic education curriculum
- analyze the learning of maths contents and learning problems in primary school and apply it in the planning and evaluation of teaching
- apply and evaluate critically mathematics teaching methods, learning materials and tools

**Contents:**

Contents of primary mathematics:

- thinking skills
- numbers, operations and algebra
- geometry
- data processing, statistics, probability

View of mathematics

Mathematics learning tools

Essential methods of work in primary mathematics

Differentiation in mathematics

Mathematics didactics

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

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

**Target group:**

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

**Recommended optional programme components:**

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

**Recommended or required reading:**

Van de Walle, John A., Elementary and middle school mathematics: teaching developmentally / John A.

Van de Walle, Karen S. Karp; Jennifer M. Bay-Williams; with contributions by Jonathan Wray. 8th ed.

Boston: Pearson, cop. 2013.

In addition materials agreed together at the start of the course

**Assessment methods and criteria:**

Active participation in teaching

Completion of independent assignments

Production of learning materials

Self- and peer assessment

0

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

1

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

essential theoretical course materials at all.

2

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

3

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

4

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

5

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

**Grading:**

0-5

**Person responsible:**

Emilia Manninen

**Working life cooperation:**

None

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

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anne Pellikka

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

1. year autumn or 2. year autumn or spring

**Learning outcomes:**

After the completion of course student is able to

- explain the biodiversity of organisms, the function of ecosystems and the meaning of ecosystem services to nature, human being and to society
- apply geographical thinking in teaching phenomenos related to physical, regional and cultural geography
- analyze different kind of maps and combine geomedia to teaching different geographical contents
- choose and try different kind of teaching methods to improve students' skills in observing living and close environment
- combine different kind of teaching methods to improve students' environmental awareness and sustainable way of living
- plan and put into practice teaching that supports students' know-how in wellbeing and health
- plan and put into practice environmental studies lesson which apply inquiry based learning
- plan objectives for teaching environmental studies lessons and make conclusions about students learning based on these objectives

**Contents:**

- Species identification
- Bio- ja geodiversity
- Ecosystems and ecosystemservices
- Map interpretation and geomedia
- Physical, regional and cultural geography characteristics and geographical thinking
- Weather and climate factors
- Health sectors and promoting health know-how
- Values determining the disciplines of biology, geography and health education

**Learning activities and teaching methods:**

Lectures (4 h) and small group practice (36 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:**

Optional literature:

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

**Assessment methods and criteria:**

Active participation in teaching, completion of an independent 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

#### **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 course, student

- select and develop teaching-learning methods to safeguard student health and safety
- explain, for example, concepts of weather and motion at primary school level
- explore and explain simple phenomena of science (burning, circulation of water and state of matter)
- plan teaching based on the Finnish basic education curriculum (POPS 2014) to promote pupils' skills in observing and studying inorganic nature and near environment
- take advantage of modelling in primary school teaching
- analyze the suitability of various learning materials for environmental studies in primary school
- plan for teaching and assessment in environmental studies in primary school, taking into account the diversity of learners and opportunities offered by experimental work

#### **Contents:**

Contents such as:

- didactics of physics and chemistry
- phenomena in the environment
- near and built environment
- burning
- safety at work
- water and heat

#### **Mode of delivery:**

Face-to-face teaching

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

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

#### **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  
A period plan for environmental studies

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:**

Sari Harmoinen

**Working life cooperation:**

None

**406055A: Arts and Crafts Education I: Music, Physical Education and Handicrafts, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Niina Loukkola

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

1. year autumn

**Learning outcomes:**

- The student functions actively as a group member and acquires substance and pedagogical skills for music, physical and crafts education in grades 0 to 6.
- The students identifies the objectives (physical, social and mental capacity to function) and contents of physical education in schools

- The student knows how to put into use an entire crafts process, activities based on crafts expression, design and technology.
- The student knows how to guide pupils to understand concepts of music making use of various working methods in music

### **Contents:**

Orientation to arts and craft studies in the primary teacher education programme

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
- outdoor skills of physical exercise and tool handling
- exercises with tool handling and making observations/finding solutions in a gym

The study module in music comprises the following contents:

- concepts and notations in music
- musical collaboration, interaction and creativity

The study module in crafts/textile work comprises the following contents:

- crafts materials, - work premises, - equipment, - working safety
- school crafts time image, the content of the national curriculum and crafts

The study module in crafts/technical work comprises the following contents:

- wood and metal materials in technical work in primary school
- the use of most common wood and metal working machines and equipment in technical work in primary school
- teaching of the safe use of manual tools in technical work in primary school
- occupational safety in technical work
- planning, implementation and assessment of teaching in technical work
- contents of the national curriculum for technical work, especially a broad-based competence L5 and L6

### **Mode of delivery:**

face-to-face teaching

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

Lectures 6h, small group teaching 38h, independent work 95h:

Physical education: Lectures 2h, small group teaching 16h, independent work 38h

Crafts/textile work: Lectures 2h, small group teaching 14h, independent work 38h

or

Crafts/technical work: Lectures 2h, small group teaching 14h, independent work 38h

Music: Small group teaching 8h, independent work 19h

### **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:**

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

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

Crafts:

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityöopetus. WSOY: Porvoo.

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

Marjanen, P. (2012). Koulukäsityö vuosina 1866–2003. Kodin hyvinvointiin kasvattavista tavoitteista kohti elämänhallinnan taitoja. Turun yliopiston julkaisuja C 344.

Finnish National Core Curriculum 2014: Crafts. 2014.

Material distributed during the class

Music:

Ruokonen I. (2016) Esi- ja alkuopetuksen musiikin didaktiikka  
Finnish National Core Curriculum 2014: Music. 2014.

Physical Education:

Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.

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

Material distributed during the class

**Assessment methods and criteria:**

Methods

- # Crafts: Active participation in teaching, successful completion of independent assignments, written essay.
- # Music: Active participation in teaching, successful completion of independent assignments, working on a reflection task.
- # Physical education: Active participation in teaching, successful completion of independent assignments, working on a reflection task.

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. The contents and quality of a written output, examination and reflective assignment show that the student fulfils the expected learning outcomes

Fail:

There are shortcomings in the student's participation in teaching, completion of an independent assignment or written output, examination or reflective assignment indicating that the student is not in possession of knowledge that is in line with the expected learning outcomes.

**Grading:**

Pass/Fail

**Person responsible:**

Niina Loukkola

**406056A: Arts and Crafts Education II: Visual Arts and Handicrafts, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Lukkari, Matti Ilmari

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

1. year spring

**Learning outcomes:**

Having completed the course, the student knows how to:

- recognize essential pedagogical methods teaching the visual arts and crafts.
- apply skills of working, data acquisition, interpretation and evaluation typical of visual arts and crafts.

- understand the significance of a holistic planning process and apply it in their own work
- use various materials and techniques in a purposeful and appropriate manner
- consider didactic and pedagogical methods in visual arts and crafts

### **Contents:**

A common starting point in this course is identity and narration which is studied by means of visual arts and crafts.

#### 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 construction and design, chromatics and animation.

#### Crafts

- During the study module in crafts, the student expands his/her skills into the techniques, materials and tools used in crafts.
- The student develops his/her pedagogical thinking through a crafts process.
- The student documents the starting-points and analysis of his/her own learning process orally and in writing.

The study module in crafts consists of the following contents:

- elements of electrical and plastic techniques
- cloth printing and felting
- elements of design, documentation and evaluation

### **Mode of delivery:**

face-to-face teaching

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

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

#### Visual arts:

Lectures 2h

Small group teaching 22h

Independent work 57h

#### Crafts:

Lectures 2h, small group teaching 14h

The studies in the crafts include 38h of 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:**

None

### **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.

Forsman, A-C & Piironen, L.(2006). Kuvien kirja. Kuvataideopetuksen käsikirja perusopetukseen. Tammi. Helsinki

Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityönopetus. WSOY: Porvoo.

Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisu 36.

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

Material shared during the course.

**Assessment methods and criteria:**

An active participation and completing course assignments

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

1 - The student shows some performance in line with the expected learning outcomes, but attainment of one or more objectives remains superficial or is missing. The student is using the essential methods and materials in the course one-sidedly and does not much verbalize his or her doings. The student is not able to describe what s/he is doing and does not know how to justify his or her choices.

2 - The student's performance is somewhat in line with the learning outcomes, but only shows superficial learning. His/her performance shows only limited assimilation of the use of methods and materials. The student's is capable of description his or her doings to a limited extent.

3 - The student's performance is in line with the expected learning outcomes. The student is able to use and apply the key methods and materials of the course in his/her visual and craft expression . The student is able to describe his/her creative process and working.

4 - The student's performance is in line with the expected learning outcomes. The student shows that s/he has a wide knowledge of the key methods and materials and that s/he is able to apply them in proper ways in his/her visual and craft expression. The student describes, conceptualizes and evaluates his/her process through his/her working.

5 - The students shows pursuance to the expected learning outcomes on a profound and comprehensive scale. S/he uses, applies and evaluates the key methods and materials in proper ways in his/her visual and craft expression. The student describes, conceptualizes, evaluates and justifies his/her working process.

**Grading:**

pass/fail

**Person responsible:**

Matti Lukkari

**406057A: Arts and Crafts Education III: Physical Education and Music, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Paula Rönkkö

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

1. year, spring term

### **Learning outcomes:**

The objective of the study module is that the student

- functions actively as a group member and acquires pedagogical and subject mastery skills needed in music and physical education in the primary school grades 0 to 6
- knows how 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
- learns to use and understand concepts and notations of music in the context of listening to and playing music.
- is familiar with various teaching methods and core points in teaching basic motor skills in physical education and knows how to apply them in different learning environments at different times of the year

### **Contents:**

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, chord symbols and intervals
- 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)

The study module in physical education comprises the following contents:

- the curriculum and the process of teaching physical education: physical education = education for exercise and education by means of exercise
- balancing on snow/ice
- body control, tool handling and bodily expression in the gym (gymnastic and musical plays, rhythmic exercise)

### **Mode of delivery:**

Face-to-face teaching

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

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

- Music: lectures 2 h, small group teaching 24 h, independent work 57 h
- Physical education: lectures 2 h, small group teaching 10 h, independent work 38 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:**

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

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

Music:

Musiikki kuuluu kaikille. (2009) Koulujen Musiikinopettajat ry. Jyväskylä. Kopijyvä Oy

Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehyksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.

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

Ojala J. & Väkevä, L. (2013) Säveltäjäksi kasvattaminen. Pedagogisia näkökulmia musiikin luovaan tekijyyteen. Opetushallitus

Ervasti, M. (2003) Lorutan laulun, sävellän sillan, piirrän partituurin, äänikuvitan kertomuksen -musiikillinen keksintä osana sovellettua Orff-pedagogiikkaa. Lisensiaatintutkimus. Kasvatustieteiden tiedekunta. Oulun yliopisto. (As applicable)

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

Physical education:

Sääkslahti A. ym. 2012 Kirja Liikunnasta, Luokkien 3-4 liikunnanopetus.

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

Materials distributed during the exercises.

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

Music: Active participation in teaching, successful completion of independent assignments, working on the reflective assignment.

Physical education: Active participation in teaching, successful completion of independent assignments, working on the reflective assignment.

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:**

Pass/fail

**Person responsible:**

Paula Rönkkö

**Working life cooperation:**

None

**406058A: Arts and Crafts Education IV: Physical Education and Visual Arts, 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

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2. year, autumn term

**Learning outcomes:**

Having completed the course, the student is able to:

- plan for teaching in visual arts and physical education in grades 0-6.
- apply and analyze various didactic and pedagogical methods in visual arts and physical education
- 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 teaching

**Contents:**

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

Contents in visual arts

In the arts course, the student develops her/his visual, didactic and pedagogical thinking and 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

Contents in physical education

- observation and solution making skills in nature
- apparatus handling and exercises with observation and solution making skills outdoors



0-5

**Person responsible:**

Minna Myllykangas

**Working life cooperation:**

None

**406059A: Arts and Crafts Education V: Handicrafts and Music, 5 op****Voimassaolo:** 01.08.2017 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Paula Rönkkö**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

**Language of instruction:**

Finnish, English for ITE

**Timing:**

2. year autumn

**Learning outcomes:**

The aim of the study module is that the student

- knows how to plan for and implement crafts and music teaching in the grades 0 to 6.
- knows how to apply methods of data acquisition, working, manufacturing and assessment typical of crafts, making use of information and communication technology.
- knows how 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:**

Crafts:

- During the study module in crafts, the student designs, implements and evaluates collaborative projects making use of the information and communication technologies.
- The student develops his/her pedagogical thinking by analyzing his/her learning process orally and in writing.

The study module in crafts comprises the following contents:

- basic elements of the safe use of crafts tools
- making use of information and communication technology in teaching
- collaborative learning assignment

The study module in music comprises the following contents:

- 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
- various functional working methods in listening education, temporal and spatial structuring of music and the acoustic environment, guiding the pupil to experiential listening and to observation of the aesthetic, cultural and historical diversity of music
- making use of information and communication technology in teaching
- collaborative learning assignment

**Mode of delivery:**

face-to-face teaching

**Learning activities and teaching methods:**

Lectures 4h, small group teaching 36h, independent work 95h:

Music: Lectures 2h, small group teaching 22h, independent work 57h

Crafts:

Small group teaching 16h

Independent work 38h

**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:**

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

**Recommended or required reading:**

- Huovila, R., Hintsala, T. & Säilä, J. (2009). Kirja käsityöstä. Luokkien 3-6 käsityöopetus. WSOY: Porvoo.
- Karpainen, S., Kouhia, A. & Syrjäläinen, E. (2014). Kättä pidempää; Otteita käsityön tutkimuksesta ja käsitteellistämistä.
- Nuutinen, A., Fernström, P., Kokko, S. & Lahti, H. (2014). Suunnittelusta käsin. Käsityön tutkimuksen ja opetuksen vuoropuhelua. Helsingin yliopisto. Kotitalous- ja käsityötieteiden julkaisuja 36.
- Rönkkö, M.-L. (2011). Käsityön monet merkitykset. Opettajankoulutuksen opiskelijoiden käsityölle antamat merkitykset ja niiden huomioon ottaminen käsityön opetuksessa. Turun yliopisto.
- Suojanen, U. (1993) Käsityökasvatuksen perusteet.
- Hyvönen, L. (2002) Musiikin oppiminen taiteen oppimisen kehityksessä. Teoksessa Outi Saloranta (toim.) Ensimmäiset kouluvuodet.
- Laitinen S., Hilmola A. (2011) Taito- taideaineiden oppimistulokset. Oph raportit ja selvitykset. [http://www.oph.fi/julkaisut/2011/taide\\_ja\\_taitoaineiden\\_oppimistulokset](http://www.oph.fi/julkaisut/2011/taide_ja_taitoaineiden_oppimistulokset)
- 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.

**Assessment methods and criteria:**

Crafts:

Active participation in teaching, completion of independent and group assignments and production of teaching materials.

Music:

Active participation in teaching, completion of independent and group assignments and production of teaching materials.

- 0 - The student's performance is incomplete or deficient and does not indicate any learning in line with the expected learning outcomes.
- 1 - The student shows some performance in line with the expected learning outcomes, but attainment of one or more objectives remains superficial or is missing. The student is using the essential methods and working tools of the course one-sidedly, and does not much verbalize his or her doings. The student is not able to describe what s/he is doing and does not know how to justify his or her choices.
- 2 - The student's performance is somewhat in line with the learning outcomes, but only shows superficial learning. His/her performance shows only limited adoption of the learning contents, methods and working tools. The student is capable of describing his or her doings to a limited extent.
- 3 The student's performance is in line with the expected learning outcomes. The student uses and applies the key learning contents, methods and working tools of the course in his/her musical and craft expression. The student is able to describe his/her working process.
- 4 - The student's performance is in line with the expected learning outcomes. The student shows that s/he has a wide knowledge of the key learning contents, methods and working tools and is able

to apply them in proper ways in his/her musical and craft expression. The student is able to describe, conceptualize and evaluate his/her working process.

- 5 - The student's performance is in line with the expected learning outcomes on a wide and comprehensive scale. S/he applies and evaluates the key learning contents and methods, and uses working tools in appropriate ways in his/her musical and craft expression. The student is able to describe, conceptualize, evaluate and justify his/her working process.

**Grading:**

0-5

**Person responsible:**

Paula Rönkkö

**406060A: An Integrative Project: Multiliteracy in Phenomena, 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:**

2. year, 4. period

**Learning outcomes:**

After the study module, the student knows how to:

- use inquiry and problem-based learning, for instance, in project-based learning
- apply the contents and goals of primary school subjects on a broad scale in phenomenon-based learning
- choose and complement assessment to develop project work

**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 12-20h, 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)

pass

The student's performance shows acceptable skills in line with the expected learning outcomes. S/he deals with the theoretical matter of the study module analytically enough, and knows how to apply it appropriately.

fail

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

**Grading:**

Pass/fail

**Person responsible:**

Sari Harmoinen

**Working life cooperation:**

In connection with the Bachelor's Level School Experience

*Student completes either Bachelor's Level School Experience 406061A (LO, TAIKA, TEKNO) or School Experience: Bachelor's Level 407533A (ITE)*

**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:** Emilia Manninen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year, 4th period, spring

**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:**

Teaching practice in the Linnanmaa and Koskela units of the Oulu Teacher Training School

Face-to-face teaching

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

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

### **Target group:**

2nd year primary teacher education students

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

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

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

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

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

The Oulu Teacher Training School Curriculum  
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.

Assessment criteria

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:**

Emilia Manninen, Auli Halme

**Working life cooperation:**

Practical training

**407533A: School experience: Bachelor's level, 5 op**

**Voimassaolo:** 01.08.2017 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** English

Ei opintojaksokuvauksia.