

# Opasraportti

## FEdu - Special Education, BA (Education) (2017 - 2018)

### Special Education, Bachelor's Degree

The basis for the Special Education Programme is provided by the multidisciplinary and constantly changing tasks aimed at different age groups in the field of special education as well as scientific research conducted in the field. The Special Education Programme provides diverse skills for expert tasks in special education and research as well as guidance and counselling. The programme can qualify the teacher for special education posts in either early childhood or primary and secondary education, but also in vocational institutions. The main disciplines of science in this programme are special education, education, psychology, logopaedics and sociology.

The studies focus on children's development and deviations in it, identification of development and the prerequisites for learning, various interventions, the many facets of planning and implementing teaching, and special education leadership. The contribution of the home and society to the child's development is also discussed in depth. Key vocational areas include early childhood education, primary and secondary education, rehabilitation and institutional care as well as various research and administrative functions within the educational, disabled welfare, social welfare and health care sectors.

#### Learning Outcomes (**Bachelor of Arts (Education)**):

##### **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.

You find Course Structure Diagrams [http://www oulu.fi/edu/study\\_guide](http://www oulu.fi/edu/study_guide)

## **Tutkintorakenteet**

### **Special Education, Bachelor's Degree**

Tutkintorakenteen tila: archived

Lukuvuosi: 2017-18

Lukuvuoden alkamispäivämäärä: 01.08.2017

#### **Orientation Studies (5 ECTS cr) (5 op)**

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

#### **Language and communication studies (10 ECTS cr) (10 op)**

A200031: Language and Communication Studies, 10 op

*e1*

900102Y: Communicate with Impact, 5 op

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

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

902130Y: Foreign Language (English), 3 op

#### **Special Education, Basic Studies (25 ECTS cr) (25 op)**

A255102: Special Education, Basic Studies, 25 op

*Compulsory*

402106P: Basic Course in Special Education, 5 op

402107P: Challenges in Language and Communication, 5 op

402108P: Diversity of Learning, 5 op  
 402109P: Challenges of Behaviour, 5 op  
 402110P: Special Education and the Course of Life, 5 op

### **Special Education, Intermediate Studies (55 ECTS cr) (55 op)**

A255103: Special Education, Intermediate Studies, 55 op

#### *Compulsory*

402120A: Expertise in Special Education, 5 op  
 402121A: Learning Difficulties in Reading and Writing, 5 op  
 402122A: Learning Difficulties in Mathematics, 5 op  
 402123A: Socio-Emotional Growth and Pedagogy, 5 op  
 402134A: Diversity in Education, 5 op  
 402130A: Practice 1 - Fields of Action in Special Education, 5 op  
 402131A: Practice 2 - Special Education in School, 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

### **Minor Subject: Education, Basic Studies (25 ECTS cr)**

The student completes Basic Studies in Education as a compulsory minor of his/her Bachelor's degree.

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

### **Optional Minor (60 ECTS cr) (60 op)**

Choose one minor subject (60 ECTS credits = 25 + 35) to be completed as part of the Bachelor's degree. Minor can be for example Psychology (A250603 ja A250604), Sociology (A211401 ja A211402) or Mathematics.

Psychology and sociology are faculty of Educations unrestricted minors. Student is responsible if applying the minor studies from other Faculties.

60 ECTS credits minor or 2 25 ECTS credits minors and 10 ECTS credits optional studies.

Courses 406049A 5 ECTS cr and 406052A 5 ECTS cr are compulsory studies.

## **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 |  |
|-----------|---------------------------------------|--------|--|

**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:**

-

**Recommended optional programme components:**

-

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Regular participation in all contact teaching and completion of all required coursework. 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:**

-

**A255102: Special Education, Basic Studies, 25 op**

Opiskelumuoto: Basic Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ayA255102 Special Education (Oulu) (OPEN UNI) 25.0 op

**ECTS Credits:**

25 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Students pursuing major subject studies in special education: 1st year

Students pursuing minor subject studies in special education: 3rd or 4th year

**Learning outcomes:**

Having completed the basic studies, the student knows how to

- determine the position of special education as a support of the educational system
- identify and analyse the features of a separate special education service system and, on the other hand, an inclusive educational system
- describe the individual challenges in learning

**Contents:**

As a field of research and science, special education is an area of education which studies theoretical and practical aspects of special education. Closely related subjects include linguistics, psychology, sociology and medicine, as well as physical education and music, the concepts and theories of which are used in special education. As an area of education, special education supports the development, teaching and learning of children and adolescents in need of special support. The aim is to give educators, teachers and counsellors the necessary mindset, knowledge and skills needed in encountering learners and students who need special assistance, who need individual support in learning, as well as personal and alternative teaching methods and arrangements. Special education supports the child or adolescent through practical pedagogical means to develop socially, functionally, emotionally and intellectually in accordance with individual development resources. Special education in the school supports both general teaching and learning, but can also target individual learning, teaching and learner rehabilitation, in which cases we talk more widely of remedial education. In addition to alternative teaching methods, remedial education also includes the support from social services. Today, special education is a profession in its own right, in which practical goal-oriented methods are emphasized as are the teaching, cooperative and teamwork skills requirements of those who need alternative and personal teaching solutions.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Courses in the Basic Studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

For more information see the respective course descriptions section in the minor studies handbook

**Target group:**

Students at the Faculty of Education chosen to study in the major or minor subject of Special Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

None

**Recommended or required reading:**

To be announced for each course

**Assessment methods and criteria:**

0 = The students' outputs are unfinished and fragmented, and they do not show any familiarity with the core themes and materials of the course. The outputs do not correspond to the assignments given to them.

1 = The students' outputs are highly superficial, and the use of course materials is superficial and limited. The responses/outputs have been structured incoherently.

2 = The students' outputs are quite superficial. They have made use of some of the core materials, but the use of source materials is coincidental and summary. The responses are in accordance with the assignment. The structure of the responses/outputs is mostly clear and logical.



3 = The students' outputs cover the core themes of the courses, and their style of writing is reflective and critical in places. The responses make use of all the core materials of the course, and they are fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' outputs are wide-ranging and in-depth. His/her style of writing is mainly reflective and critical. The responses are fully in line with the assignments. The output is scientific, proceeds logically and is easy to read.

5 = The students' outputs are very wide-ranging and constitute scientific entities that manifest a deep and broadly-based understanding of the themes of the course. Sources are used in a wide-ranging, critical and analytical manner. The structure of the outputs is in line with the requirements of scientific writing. The outputs/responses have been submitted on schedule.

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

**Grading:**

1-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

None

*Compulsory*

**402106P: Basic Course in Special Education, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402106P Basic Course in Special Education (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st period

**Learning outcomes:**

Upon completion of the course the student knows how to

- describe activities in special education and their goals
- discuss activities in special education in practice
- examine and analyse key values in special education
- apply different models of disability
- describe tentatively the developmental lines of special education

**Contents:**

- Ideologies, value and principles underlying special education
- Views of the essence, dissimilarity and diversity of man
- Special education and close sciences
- Monitoring, observation and early intervention in the child's development
- General, special and reinforced support and care, teaching and rehabilitation
- Familiarisation with the field, target groups and practices of special education

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

20 h lectures, 6 h small groups, 3 visits, lecture and literature exam 3h.

**Target group:**

Students majoring in special education and students selected for the minor of Special Education at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Other courses in the basic studies in Special Education:

- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:**

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

*Erityispedagogiikan perusteet. WSOY. 221 s.*

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

*Sosiaali- ja terveydenhuoltolainsäädäntö.* (2016). Toim. Kokkonen T. 966 s. *tai FINLEX-tietokanta,* (

<http://www.finlex.fi/fi/laki/>). Ryhmissä soveltuvin osin, (mm. [Oppilas- ja opiskelijahuoltolaki 1287/2013](#); [Perusopetuslaki 2010, 1287/2013](#); [Varhaiskasvatuslaki \(2015/580\)](#); [So 206 kehitysvammahuolto](#), [So 214 Vammaishuolto](#) [Pe 105 Perus- ja ihmisoikeudet](#), [Si 209 lapsen oikeudet](#), [Si 233 Lastensuojelulaki](#), [Si 234 Rikostaustan selvitys](#), [So 214-215](#), [So 700 Valtion koulukodit Vammaisuuden perusteella järjestettävät tukitoimet](#)).

**Assessment methods and criteria:**

Participation in face-to-face teaching and visits, learning assignments, literature and lecture exam.

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

**Grading:**

1-5

**Person responsible:**

Marko Kielinen

**Working life cooperation:**

Yes, for example visits

**402107P: Challenges in Language and Communication, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402107P Supporting Language and Communication Development (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2nd period (autumn term)

**Learning outcomes:**

After completion, the student knows how to

- define the difficulties in language and communication
- distinguish between the challenges of communication at different ages
- compare different means of diagnosis and evaluation and their uses
- compare individual and collaborative rehabilitation methods and other support measures

**Contents:**

- Delayed and abnormal development of speech and language
- Language and hearing problems in childhood, adolescence and adulthood
- Manifestation and identification of speech, language and communication problems
- Supporting communication and communication methods to support and replace speech

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

14 h lectures, 3h lecture and literature exam

**Target group:**

Students selected for the minor or major of Special Education at the Faculty of Education

**Prerequisites and co-requisites:**

402106P Basic Course in Special Education (5 cr)

**Recommended optional programme components:**

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:**

Kommunikoinnin häiriöt. Syitä, ilmenemismuotoja ja kuntoutuksen perusteita. 2006. K. Launonen & A-M Korpijaakko-Huuhka (toim.) s. 277.

AND

Kerola, K., Kujanpää, S. & Timonen, T. 2009. Autismin kirjo ja kuntoutus. PS-Kustannus. s. 445. (soveltuin osin)

AND

Siiskonen, T.; Aro, T.; Ahonen, T. & Ketonen, R. (toim.) 2014. Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa. 4. uudistettu painos.

OR

Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2001/2004. Sanat sekaisin? Kielelliset oppimisvaikeudet ja opetus kouluiässä. Uusin painos.

OR

Aro, M., Siiskonen, T. & Ahonen, T. (toim.) 2007. Ymmärsinkö oikein? Kielelliset vaikeudet nuoruusiässä.

**Assessment methods and criteria:**

Participation in face-to-face teaching, literature exam and lecture exam.

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

**Grading:**

1-5

**Person responsible:**

Helena Miettunen

**Working life cooperation:**

Yes

**402108P: Diversity of Learning, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402108P Learning Difficulties and Uniqueness of Learning (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

3rd period (spring semester)

**Learning outcomes:**

The student knows how to

- analyse factors affecting learning in an individual's course of life and in different learning environments
- identify different difficulties related to learning and manifestations of talent
- identify the need for multiprofessional collaboration to intervene in the challenges of learning
- identify the impact of multiculturalism in learning

**Contents:**

- Approaches and backgrounds to learning skills and difficulties
- Sensorimotor functions in learning
- Different learners from the gifted to the disabled
- Challenges of learning from early childhood to adulthood
- Challenges of learning: identification, evaluation and support
- Individualisation and communality of teaching

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

14 h lectures, 3h exam

**Target group:**

Students selected for the minor or major of Special Education at the Faculty of Education

**Prerequisites and co-requisites:**

402106P Basic Course in Special Education (5 cr)

**Recommended optional programme components:**

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402109P Challenges of Behaviour (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:**

Ahvenainen, O. &amp; Holopainen, E. 2005. Lukemis- ja kirjoittamisvaikeudet: teoreettista taustaa ja opetuksen perusteita. Special data Oy.

AND

Teija Kujala, Christina M. Krause, Nina Sajaniemi, Maarit Silvén, Timo Jaakkola ja Kari Nyssölä. (toim.) 2012. Aivot, oppimisen valmiudet ja koulunkäynti. Neuro- ja kognitiotieteellinen näkökulma. s. 69.

[http://www.oph.fi/download/138958\\_Aivot\\_oppimisen\\_valmiudet\\_ja\\_koulunkaynti.PDF](http://www.oph.fi/download/138958_Aivot_oppimisen_valmiudet_ja_koulunkaynti.PDF)

AND

Kaski, M., Manninen, A., Mölsä, P. &amp; Pihko, H. 2012. Kehitysvammaisuus.

OR

Takala, M. (2016) huom. uusi painos! Erityispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s

**Assessment methods and criteria:**

Participation in face-to-face teaching and lecture and literature exam (3 books).

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

1-5

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes, visitor

**402109P: Challenges of Behaviour, 5 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

ay402109P Challenges of Behaviour (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

4th period (spring term)

**Learning outcomes:**

After the course, the student

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

**Contents:**

- Disorders of behaviour and emotional life based on different frames of reference
- Concepts, diagnostics and interpretations of challenging behaviour
- Manifestation of disorders in attention and behaviour among children and adolescents
- Meaning of emotional life to a child's development and the related need for support
- Risk factors of unfavourable development, such as danger of marginalization
- Factors providing shelter from behavioral disorders and ways to support favourable development
- School bullying, criminality as a phenomenon of alienation

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

14h lectures (the first one is highly compulsory), visits, independent work and 3 h exam

**Target group:**

Students selected for the minor or major of Special Education at the Faculty of Education

**Prerequisites and co-requisites:**

None

**Recommended optional programme components:**

Other courses in the basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges of Communication (5 cr)
- 402108P Challenges of Learning (5 cr)
- 402110P Special Education and the Course of Life (5 cr)

**Recommended or required reading:****4 books**- Positiivisen psykologian voima. 2015. (toim.) Uusitalo-Malmivaara, L. Jyväskylä. PS-kustannus  
AND

- Dufva, V. & Koivunen, M. 2012. ADHD. Diagnosointi, hoito ja hyvä arki. Jyväskylä. PS-Kustannus. 293 s. AND

- Kumpulainen, K., Aronen, E., Ebeling, H, Laukkanen, E. ym. (toim.) (2016). *Lastenpsykiatria ja nuorisopsykiatria*. Duodecim, n. 600 s. osat I ja II.

**And one book below**

- Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. PS-Kustannus. 165 s.

OR

Araneva, M. 2016. Lapsen suojelu - toteuttaminen ja päätöksenteko. Käsikirja lapsen asioista päättävälle. Talentum.

OR

Kerola, K. & Sipilä A-K. 2017. Haastava käyttäytyminen – syitä ja muutoksen mahdollisuuksia. Oulu: Tervaväylän koulu.

**Assessment methods and criteria:**

Participation in face-to-face teaching and study visits and lecture and literature exam (3 books) as agreed with the teacher.

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

**Grading:**

1-5

**Person responsible:**

Lea Veivo

**Working life cooperation:**

None

**402110P: Special Education and the Course of Life, 5 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay402110P Special Education and the Course of Life (OPEN UNI) 5.0 op

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

After completion, the student knows how to

- explain the history and developmental lines of special education as well as the development of its service system
- analyse the values and paradigms underlying both the historical development and that of the service system
- project her/himself into the position of a person who is disabled or needs support
- identify the requirements of a barrier-free society from the viewpoints of both the disabled and non-disabled
- determine the contents and preconditions of professional collaboration

**Contents:**

- Past, present and future of special education
- Integration, inclusion and the neighbourhood school principle
- Special education at different phases of the life span
- Service systems and multiprofessionalism in support of the individual and family

- Special education as a profession
- Accessibility on the various levels

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

8 h teaching, independent and groupwork, 3h exam

**Target group:**

Students selected for the minor or major of Special Education at the Faculty of Education

**Prerequisites and co-requisites:**

No

**Recommended optional programme components:**

Other courses in basic studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Challenges in Language and Communication (5 cr)
- 402108P Diversity of Learning (5 cr)
- 402109P Challenges of Behaviour (5 cr)

**Recommended or required reading:**

1. Määttä, P. & Rantala, A: 2010. Tavallisen erityinen lapsi. PS-Kustannus. 259 s.
2. Yhdessä toimien ja erilaisuutta arvostaen. Ammatilliset opettajakorkeakoulut erityisopetusta kehittämässä. 2015. Maija Hirvonen (toim.). [https://www.theseus.fi/bitstream/handle/10024/96197/JAMKJULKAISUJA2032015\\_web.pdf?sequence=1](https://www.theseus.fi/bitstream/handle/10024/96197/JAMKJULKAISUJA2032015_web.pdf?sequence=1)
3. Vehmas, S. 2005. Vammaisuus. Johdatus historian, teoriaan ja etiikkaan. Yliopistokustannus. 214 s TAI
3. Vammaisuuden tutkimus. 2006. Toim. A. Teittinen. Helsinki: Yliopistopaino. 260 s.

**Assessment methods and criteria:**

Participation in face-to-face teaching, literature (3 books) and lecture exam.  
Read more about [assessment criteria](#) at the University of Oulu webpage.

**Grading:**

1-5

**Person responsible:**

Elina Viljamaa

**Working life cooperation:**

None

**A255103: Special Education, Intermediate Studies, 55 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Study module

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

55 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd and 3rd year

**Learning outcomes:**

- In the intermediate studies, the student develops a deeper understanding of what s/he has learnt in introductory studies. S/he understands the scope of the special education profession.
- The student learns to identify challenges of behaviour and understands the underlying reasons.

- The student learns how interaction develops, what kind of challenges may be involved and how the challenges can be seen in the relations between adults and children. S/he learns to use interaction skills to promote pedagogical aims.
- The student understands the basis of making science, the nature of scientific knowledge, the ethical problems in science and the relationship between human and natural sciences.
- The student learns about the use of both qualitative and quantitative research methods.

**Contents:**

402120A Special Education as a Profession 5 cr  
 402121A Learning Difficulties in Reading and Writing 5 cr  
 402123A Socio-Emotional Growth and Pedagogy 5 cr  
 402122A Learning Difficulties in Mathematics 5 cr  
 402141S Supporting Language Development 5 cr  
 402130A Practice 1 - Fields of Action in Special Education 5 cr  
 402131A Practice 2 - Special Education in School 5 cr  
 407041A Basic course in qualitative research 5 cr  
 407040A Basic course in quantitative research 5 cr  
 407045A Bachelor's thesis 10 cr  
 407047A Maturity Test 0 cr

**Mode of delivery:**

Face-to-face teaching and independent study

**Learning activities and teaching methods:**

Lectures, small group sessions, independent work and practical training

**Target group:**

Students majoring in special education

**Prerequisites and co-requisites:**

Introductory studies in special education

**Recommended optional programme components:**

None

**Recommended or required reading:**

See course-specific descriptions

**Assessment methods and criteria:**

0 = The students' output is unfinished and fragmented, the response shows no familiarity with the core themes and materials of the course. The output does not correspond to the assignment at all.

1 = The students' output is highly superficial, and the use of course materials is superficial and limited. The response has been structured incoherently.

2 = The students' output is quite superficial. They have made use of some of the core materials, but the use of source materials is coincidental and summary. The response is in accordance with the assignment. The structure of the response is mostly clear and logical.

3 = The students' output covers the core themes of the courses, and their style of writing is reflective and critical in places. The response makes use of all the core materials of the course, and it is fully in line with the assignments. The response proceeds in a clear and logical manner.

4 = The students' output is wide-ranging and in-depth. In addition to the core materials of the course, supplementary materials have also been used to some extent. The style of writing is in line with academic requirements and it is mainly reflective, argumentative and critical. The response is fully in line with the assignment. The structure of the output is scientific, proceeds logically and is easy to read.

5 = The students' output is a very wide-ranging and scientific entity that manifests a deep and broadly-based understanding of the themes of the course. Sources are used in a wide-ranging, critical and analytical manner. The structure is in line with the requirements of scientific writing.

Read more [about course assessment](#) on the university website.

**Grading:**

The study module is assessed on the scale 1-5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes. The module includes practice periods.

*Compulsory*

**402120A: Expertise in Special Education, 5 op**



**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

finnish

**Timing:**

Spring term or autumn term

**Learning outcomes:**

- The student knows how to describe and use different contents and working methods typical of the special education profession.
- S/he learns how to function in various tasks in special education.
- For work as a teacher, she learns how to compose various documents (e.g. early education plans, pedagogical evaluations, statements and plans for individual instruction arrangements), multi-professional cooperation and functioning in different work communities.
- The student gets a deeper knowledge of the requirements for and implementation of support offered to children at different phases from pre-school to vocational education.
- The student learns about different situations of interaction in the work community and gets support for his or her own professional development.

**Contents:**

The role of the special education teacher in the school community and in the professional team, legislation, the requirements and contents of three-tier support and student welfare services. Tasks of the special education expert, the prerequisites of his/her tasks.

**Mode of delivery:**

Lectures and small group teaching, a visit if possible.

**Learning activities and teaching methods:**

Teaching in big group 16 h and small group sessions 14 h in flexible alternation, independent work 10 h and 3 h exam.

**Target group:**

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

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Mitchell, D. (2008) What really works in special and inclusive education. Using Evidence-based teaching strategies. Taylor & Francis. s. 1-194.

AND

Eteläpelto, A., Collin, K. & Saarinen, J. (toim.) 2007. Työ, identiteetti ja oppiminen. Helsinki: WSOY.304 s. Luetaan sivulle 235, ei osaa IV.

AND

Artikkeli: Co-teaching: Shin, M.; Lee, H. & McKenna, J. 2016. Special education and general education pre-service teachers' co-teaching experiences: a comparative synthesis of qualitative research. *International Journal of Inclusive Education*, 20 (1), 91-107.

AND 1 book below

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

OR

Cantell, H & Kallioniemi, A. 2016. Kansankynttilä keinulaudalla Miten tulevaisuudessa opitaan ja opetetaan? PS-Kustannus:Jyväskylä.

OR

Jahnukainen, M., Kontu, E., Thuneberg, H. & Vainikainen, M-L. (toim.) (2015). *Erityisopetuksesta oppimisen ja koulunkäynnin tukeen*. Suomen kasvatustieteellinen seura. 205 s.

**Assessment methods and criteria:**

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

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

**Grading:**

The course is graded 0-5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

Yes, visits to school and/or kindergarten

**402121A: Learning Difficulties in Reading and Writing, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumoto:** 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:**

Autumn term

**Learning outcomes:**

The student is familiar with the basic methods of teaching to read and write, and understands how the various methods are bound to a language. The student is familiar with the typical development of learning to read and write during a person's course of life, and is able to identify aberrant development in terms of both technical reading, spelling, and productive reading and reading comprehension. In addition to theoretical mastery, the student also knows how to use the tools to evaluate reading and writing difficulties, and how to interpret individual results from the viewpoint of intervention. The student is familiar with various research-based methods of intervention in reading and writing, and knows how to apply them effectively to the individual needs of pupils in different ages.

**Contents:**

Skills of teaching to read and write, background and causal factors of reading and writing difficulties, identification and evaluation of and support in reading and writing difficulties. In early childhood education, the focus is on overall language training, especially rehabilitation of language awareness in prevention of reading and writing difficulties and risk reduction.

**Mode of delivery:**

Face to face teaching

**Learning activities and teaching methods:**

Large group teaching 16h, small group teaching 14h.

**Target group:**

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

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Panula, A-M. 2013. Lukemisvaikeudet ja osa-aikainen erityisopetus: Seurantatutkimus esikoulusta yhdeksännen luokan loppuun. University of Helsinki, Faculty of Behavioral Sciences, Department of Teacher Education. <http://urn.fi/URN:ISBN:978-952-10-7871-2>

OR

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

AND

Kairaluoma, L., Ahonen, T. ;Aro, M. ; Kakkuri, I.; Laakso, K. Peltonen, M. & Wennström, K. 2008. Lukemalla ja tekemällä. NMI. Jyväskylä: Kopijyvä. s.193

AND

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

OR

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

AND

Lyytinen, H. & Lyytinen, P. 2016. Lukivaikeuksien ennalta tunnistuksen ja ehkäisyn keinot – ja niiden perustelut. Kielikukko 3, 2-11. [http://www.parnet.fi/~finra/Kielikukko/Lyytinen,%20H%20&%20P\\_Lukivaikeuksien%20ennalta%20tunnistuksen%20ja%20ehk%C3%A4isyn%20keinot%20-%20ja%20niiden%20perustelut.pdf](http://www.parnet.fi/~finra/Kielikukko/Lyytinen,%20H%20&%20P_Lukivaikeuksien%20ennalta%20tunnistuksen%20ja%20ehk%C3%A4isyn%20keinot%20-%20ja%20niiden%20perustelut.pdf)

**Assessment methods and criteria:**

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

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

**Grading:**

The course is graded 1-5.

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes, cooperation with Erilaiset Oppijat [Different Learners] and other associations

**402122A: Learning Difficulties in Mathematics, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

Autumn term

**Learning outcomes:**

The student learns to understand the development of mathematical skills and learning difficulties connected with it. S/he is familiarised with the theoretical background of the phenomenon, identification and evaluation of difficulties and methods of intervention. The student learns how to encounter different kinds of challenges in mathematics learning.

**Contents:**

- number sequence skills
- sub-processes of calculation
- connections with reading and writing difficulties
- nodal points in teaching at different ages
- identification of difficulties, evaluation and rehabilitation.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Large group teaching 14 h, small group teaching 12 h and independent work

**Target group:**

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

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

The course is part of the Intermediated Studies in Special Education.

**Recommended or required reading:**

- Dowker, A. (ed) 2008. *Mathematical Difficulties – Psychology and Intervention*. Elsevier. 244 s.
- Berch, D. B. & Mazzocco, M. M.M. (2007). *Why is Math So Hard for Some Children?*

OR

- Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P. & Flojo, J. (2008). *Mathematics Instruction for students with learning disabilities or difficulty learning mathematics. A synthesis of the intervention research*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

- Räsänen, P. 2012. Laskemiskyvyn häiriö eli dyskalkulia. *Duodecim*, 128; 1168-1177.

Another article will be agreed on with teacher.

**Assessment methods and criteria:**

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

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

**Grading:**

The course is graded 1-5.

**Person responsible:**

Kerttu Ristola

**Working life cooperation:**

None

**402123A: Socio-Emotional Growth and Pedagogy, 5 op**

**Voimassaolo:** 01.08.2012 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

Spring term

**Learning outcomes:**

The student knows how to identify adaptation difficulties related to developmental, personality and environmental factors. The student learns how to function in a way that takes into account the pupil's adaptation problems. The student is familiarized with research in special education and child psychiatrics on this field, and is able to evaluate and direct children's and adolescents' development on this basis. The student also learns how to develop learning materials and pedagogical solutions and how to organize cooperation for the planning of special education arrangements.

**Contents:**

- connection between behaviour and emotional life in different environments
- identification of the challenges of emotional life and rehabilitation measures

**Mode of delivery:**

Face-to-face teaching, an excursion possible.

**Learning activities and teaching methods:**

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

**Target group:**

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

**Prerequisites and co-requisites:**

Basic Studies in Special Education.

**Recommended optional programme components:**

The course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Kauffman, J.M. & Landrum, T.J. 2013. Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, New Jersey: Merrill/Pearson. (501 s.) Osa 1: luvut 1,2,3, 4 s. 1-93. Osa 2: luku 6, 7, s. 116-155. Osa 3: luvut 9, 10, 11, 12 s. 177-293, (10. painos).

OR

For Early Childhood Special Education Teacher Students: Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 325 s.

AND

Reid; S. F. & Johnson, J. 2012. Teacher's guide to ADHD. Guilford Press.

Ahtola, A-R. 2016. Psykykinen hyvinvointi ja oppiminen. PS-kustannus: Jyväskylä

**Assessment methods and criteria:**

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

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

**Grading:**

The course is graded 1-5.

**Person responsible:**

Lea Veivo

**Working life cooperation:**

None

**402134A: Diversity in 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:**

English

**Timing:**

Autumn term

**Learning outcomes:**

The student

- understands the effects of diversity and special needs into the work, pedagogical choices and communication of a teacher.
- understands the demands of equality, equity and design for all to education.
- will learn to take the various cultural and language backgrounds of pupils into consideration.
- sees them as individuals in their community also in multicultural situations.

**Contents:**

- Encountering diverse children and youngsters at educational situations.
- Concepts related to multiculturalism, documents dealing with related issues, various approaches, fulfilling social justice, diverse families, cultures and values.
- Guidelines to design for all and equality act.
- Equality between genders, sexual and gender minorities.

**Mode of delivery:**

Face-to-face teaching

**Learning activities and teaching methods:**

Lessons 14 h and individual work

**Target group:**

Students of special education, International students

**Prerequisites and co-requisites:**

Basic studies in special education

**Recommended optional programme components:**

This is part of intermediate or advanced studies in special education.

**Recommended or required reading:**

Together 3 books or 2 books and 2 articles. Choose two from these:

- Obiakor, F. E. 2006. *Multicultural Special Education: Culturally Responsive Teaching*. Pearson: Ohio. s. 297.
- Banks, J. A. & McGee Banks, C. A. 2013. *Multicultural Education: Issues and Perspectives*. John Wiley & Sons. Usa. 348 s.
- Gabel, S. L. & Lang, P. 2010. *Disability Studies in Education: Readings in Theory and Method*. Peter Lang Publishing.

Choose one from these:

- Abu-Hanna, Umayya. 2012. *Multikulti: Monikulttuurisuuden käsikirja*. Helsinki: Siltala.
- Niemi, A-M. Mietola, R. & Helakorpi, J. 2010. *Erytyisluokka elämäkulussa Selvitys peruskoulussa erityisluokalla opiskelevien vammaisten, romaniväestöön kuuluvien ja maahanmuuttajataustaisten nuorten aikuisten koulutus- ja työelämäkokemuksista*. Sisäministeriön julkaisu 1/2010. pdf <http://www.intermin.fi/julkaisu/012010?docID=24878>
- Paavola, H., & Talib, M-T. 2010. *Kulttuurinen moninaisuus päiväkodissa ja koulussa*. PS-kustannus
- Arvonen, A., Katva, L., & Nurminen, A. 2010. *Maahanmuuttajien oppimisvaikeuksien tunnistaminen*. PS-kustannus. Keskitalo, P. 2010.
- Saamelaiskoulun kulttuurisensitiivisyyttä etsimässä kasvatustutkimuksen keinoin. Rovaniemi: Lapin yliopisto. Die#ut 1. [http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys\\_brage\\_14543/1/pigga%20KORJ1-5-9.pdf](http://brage.bibsys.no/samall/bitstream/URN:NBN:no-bibsys_brage_14543/1/pigga%20KORJ1-5-9.pdf)
- Kivirauma, J. (toim.) 2016. *Vammaisten elämä & elämäkerta. Tulkintoja vammaisuudesta 1900-luvun Suomessa*. Kynnys ry.

2 articles from the list (can also be suggested by the teacher)

- Jaatinen, R-E. 2015. Promoting Interculturalism in Primary School Children through the Development of Encountering Skills: A Case Study in Two Finnish Schools. *Education*, 43(6), 731-742.
- Holm, G. & Londen, M. 2010. The Discourse on Multicultural Education in Finland: Education for Whom? *Intercultural Education*, 21(2), 107-120.
- Acquah, E. O.; Tandon, M.; Lempiäinen, S. 2016. Teacher Diversity Awareness in the Context of Changing Demographics. *European Educational Research Journal*, 15(2), 218-235.

**Assessment methods and criteria:**

Accepted course demands participation in lectures and participating in an exam of 3 books or two books and 2 articles.

**Grading:**

Evaluation 0-5.

**Person responsible:**

Professor Marjatta Takala

**Working life cooperation:**

None

**402130A: Practice 1 - Fields of Action in Special Education, 5 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

2nd year, spring

**Learning outcomes:**

Having completed the practice period, the student

- knows how to observe, implement and take part in activities promoting active learning and participation
- knows how to analyse phenomena related to special education and their background in practical activities, administration and leadership
- identifies inaccessibility in support services and other activities and has taken part in the development of accessibility
- perceives the width and multiculturalism of the scope of work in special education and his or her own need for professional growth
- knows how to make comparisons between activities related to special education and multiculturalism in different environments
- is introduced to multidisciplinary collaboration

**Contents:**

- on-the-job learning
- participation in meetings and training sessions whenever possible
- interaction, organisational activities, administration, multiculturalism
- observation and analysis of management, inclusive education and accessibility, active participation in the activities
- multidisciplinary collaboration

**Mode of delivery:**

Independent practice in the field and face-to-face teaching

**Learning activities and teaching methods:**

The practice period takes place in a school or some other unit of special education chosen by the student and approved by the supervisor.

Four weeks of practice, group supervision 8h. The practice is carried out in the form of pair practice whenever possible. The student shall spend a minimum of three full supervisor working days in the practice site. The supervisor in the practice site provides 3h/week of supervision to each pair of students.

The number of days of attendance in the practice site is 3-4/ week, about half of which consists of activities planned by the student and the other half consists of participation in the activities of the site. The student shall keep a diary of the hours spent in practice and document his/her plans for the practice supervisor to see.

**Target group:**

Students in the 5-year Degree Programme in Special Education

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

Course is part of the Intermediate studies in Special Education

**Recommended or required reading:**

Article chosen by the supervisor

**Assessment methods and criteria:**

Active participation in the practice and in supervision meetings, completion of individual assignments, a written output to be included in the student's pedagogical portfolio

**Grading:**

Pass/Fail/To be supplemented

**Person responsible:**

Leila Kairaluoma

**Working life cooperation:**

Yes

**Other information:**

The students must show an **extract from his/her criminal record**, if studies involve practice with minor children. **Please make sure that you have shown your extract from the criminal record before the practice begins.**

**402131A: Practice 2 - Special Education in School, 5 op**

**Voimassaolo:** 01.08.2015 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 ECTS cr

**Language of instruction:**

Finnish

**Timing:**

3rd year autumn (2nd period)

**Learning outcomes:**

Having completed the practice period, the student

- knows how to evaluate, by the side of general support, the meaning of intensified and special support as well as pupil welfare services in the span of a child's life
- knows how to use coteaching and approaches and working methods of special education
- knows how to evaluate pupils' skills and/or implement an intervention
- knows how to design and implement teaching based on intensified support for learners of different ages in primary school
- uses research-based assessment tools and teaching materials in special education
- understands the meaning of pedagogical responsibility, encouragement and positive attitudes



- identifies the requirements of multidisciplinary collaboration
- has familiarized her/himself with co-teaching

**Contents:**

- primary education, special education in a grade from 0 to 9
- teaching in reading and writing
- planning, implementation and assessment of individual teaching
- research-based learning materials, evaluation methods
- discussion on special education
- participation in multidisciplinary collaboration and familiarization with the school's welfare plan
- co-teaching

**Mode of delivery:**

practice and face-to-face teaching

**Learning activities and teaching methods:**

The practice period in the Teacher Training School, four weeks and group supervision 8h. The student shall spend a minimum of three full supervisor working days in the practice site every week. (The practice period includes individual supervision for 1.5 hrs per student). The practice is implemented in the form of pair practice wherever possible.

The workload is divided as follows: lessons given by the student, about 10h; monitoring of lessons and working as a pair with special education teacher and supervision given by special education teacher, and group supervision, 8h.

The practice period of 5 credits includes 133.5h of work by the student. The practice period is comprehensive in nature, and the abovementioned numbers of hours are only suggestive.

**Target group:**

Students in the 5 year Degree Programme in Special Education

**Prerequisites and co-requisites:**

Basic Studies in Special Education

**Recommended optional programme components:**

Course is part of the Intermediate Studies in Special Education.

**Recommended or required reading:**

Two articles from e-Erika or NMI-Bulletin

**Assessment methods and criteria:**

Active participation in practice and supervision sessions, completion of independent assignments, and a written output to be included in the pedagogical portfolio

**Grading:**

Pass/Fail/To be supplemented

**Person responsible:**

Marko Kielinen and the practice coordinators in the Teacher Training School (Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo, Sirkku Leppilähti and Katja Leinonen).

**Working life cooperation:**

Yes

**Other information:**

Practice 2 "Special Education in School" and Practice 3 "Consultative Special Education" are linked to each other in such a way that they are carried out at different school levels (preprimary, primary, secondary).

When registering for a practice period, the student shall report which his or her previous practice sites have been and present his or her wishes as regards the forthcoming practice period.

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

**Voimassaolo:** 01.08.2011 -

**Opiskelumoto:** 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 -

**Opiskelumoto:** 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

#### **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 -

**Opiskelumuoto:** 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.