

Opasraportti

FEdu - Special Education, BA (Education) (2020 - 2021)

University's new study guide for academic year 2020-2021 is published at <https://opas.peppi oulu.fi>.

The study guide includes information on degrees, curriculums, courses and course timetables. Course registrations are still done in Oodi.

If you have questions on information in the study guide, please contact the study field's Academic Affairs Service Team <https://www oulu.fi/forstudents/faculty-study-affairs>.

Special Education, Bachelor's Degree

The Special Education programme is one of the programmes in the Degree Programme in Teaching and Education. It includes studies in education and professional studies in special education. The main disciplines of science in the programme are special education, education, psychology, logopaedics and sociology. The programme focuses on inclusion (=full participation and equality), lifelong learning, sense of community, emotional and interaction skills, and the meaning of collaboration. The contents of the programme include e.g. the various needs for support among children and adolescents, three-tier support, the prerequisites for good development and learning, and the various interventions and pedagogical approaches to support the growth, development and learning of children and adolescents.

The programme provides abilities for the post of special education teacher and for expert duties in research, guidance and counselling. The programme aims to respond to the needs for education and research in special education in all of northern Finland. The studies are implemented through lectures and

group teaching, blended teaching, learning assignments, independent work and various occupational and participatory working methods. The studies also include teaching practice periods in primary education.

The goal of the Special Education programme is to educate experts in education with diverse skills in special education and good skills for collaboration and interaction. They find employment in a variety of changing tasks in education.

Having completed the Bachelor's degree, the student

- * is familiar with the main concepts and theories of his/her branch of science
- * observes individual needs related to growth and learning, and takes them into account in his/her activities
- * knows how to interpret the social and international connections of education and identifies his/her social responsibility as a pedagogical expert
- * knows how to evaluate and analyse interaction between people from the viewpoints of equality, human rights and caring.

You find Course Structure Diagrams [websites for students](#)

Tutkintorakenteet

Special Education, Bachelor's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2020-21

Lukuvuoden alkamispäivämäärä: 01.08.2020

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

Alternative

902130Y: Foreign Language (English), 3 op

902179Y: Foreign language other than 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: Supporting Language and Communication Development, 5 op

402108P: Learning Difficulties and Uniqueness of Learning, 5 op

402119P: Socio-Emotional Development, 5 op

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

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

402136A: Supporting Behaviour, 5 op

402138A: Supporting Skills and Communication, 5 op

402130A: Practice 1 - Learning Environments 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) (vähintään 25 op)

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 cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

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

- identify and understand the basic concepts and phenomena of technology-supported learning and computational thinking
 - identify the future skills from different competency frameworks (g. 21st century skills, digital competency framework etc) and knows how to apply them as part of learning and teaching
 - apply the basic concepts and research results of technology-supported learning and computational thinking when planning and implementing practical teaching and learning situations
 - Evaluate and categorise contemporary and future technologies from the pedagogical point of view.
- Having attended the informative orientation lectures and small group sessions, the student
- know how to plan his/her studies on his/her own and in collaboration with the student community.
 - understand the degree structures, contents and studying practices in his/her degree programme..
 - become a member of his/her own small group

Contents:

Orientation to the studies (1 cr):

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

Technology enhanced learning –part (4cr)

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

Mode of delivery:

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

Learning activities and teaching methods:

Orientation to studies, 1 credit

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

Technology-Supported Learning, 4 credits

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

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

Target group:

Students of education in the various degree programmes

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

The achievement of learning outcomes is assessed on the basis of the materials produced by the student, the open badges and/or the portfolio

To complete the course with a pass, the student shows that s/he is familiar with the main tools, concepts and approaches of technology-supported learning and teaching, and their development.

The student also shows that s/he is familiar with the 21st century core skills (in terms of the curriculum, the skills of transversal competence) as part of the frame of reference of technology-supported learning and teaching. S/he knows how to make systematic use of applications and tools as part of learning, teaching and interaction. The student knows how to evaluate his/her own production critically and how to present suggestions for improvement. S/he is capable of making his/her competence visible by means of a portfolio, open badges and sharing of productions.

In a failed course, the student has not shown any competence as described in the course instructions. His /her productions are unfinished, fragmentary and superficial. The student does not show familiarity with the basic tools, concepts and approaches of technology-supported learning and teaching. S/he also does not perceive the meaning of the 21st century core skills (skills of transversal competence in the basic education curriculum) in the frame of reference of technology-supported teaching and learning. The student has not made her competence visible by means of a portfolio, open badges and/or shared productions.

Grading:

Pass/Fail

Person responsible:

Jari Laru

Working life cooperation:

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

A200031: Language and Communication Studies, 10 op

Voimassaolo: 01.08.2010 -

Opiskelumuoto: General Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

e1

900102Y: Communicate with Impact, 5 op

Voimassaolo: 01.01.2017 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Proficiency level:

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

Language of instruction:

Finnish

Person responsible:

Jukka Käräjäoja

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

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

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

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

Other information:

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

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

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Opintokohteen kielet: Swedish

Leikkaavuudet:

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

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

*Alternative***902130Y: Foreign Language (English), 3 op**

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

Leikkaavuudet:

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

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

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

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

English

Timing:

Erkka: second year (autumn term, period 1)

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

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

Muko: first year (spring term, period 4)

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

Learning outcomes:

Objectives:

-develop students' English language skills needed for effective communication on different topics related to

education and teaching

-to practice comprehending and producing oral presentations and written texts using formal or semi-formal English

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

-to summarize, interpret and discuss formal or semi-formal texts on topics related to the field of education

-to write assignments on topics related to education and teaching

-to search for information on a chosen educational theme as well as analyse and explain the ideas

-to better understand the concept of diversity in education

-to better communicate with parents / colleagues of foreign background

Contents:

-texts and short videos related to education and teaching

-formal and semi-formal writing practice

-oral presentation practice

-communicative activities

Mode of delivery:

Contact teaching and independent study

Learning activities and teaching methods:

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

Target group:

Students of the Faculty of Education.

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

Pass / fail

Person responsible:

Sari Törmänen

Working life cooperation:

-

Other information:

Attendance is compulsory for ALL students in the first lesson.

902179Y: Foreign language other than English, 3 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Languages and Communication

Arvostelu: 1 - 5, pass, fail

Opettajat: Marja Pohjola-Effe

Opintokohteen kielet: English

Proficiency level:

CEFR-level B1/B2

Status:

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

Required proficiency level:

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

ECTS Credits:

3 ECTS. The workload is 80 hrs.

Language of instruction:

German

Timing:

Free / Autumn and spring term

Learning outcomes:

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

Contents:

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

Mode of delivery:

Contact teaching and independent study.

Learning activities and teaching methods:

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

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

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

See Required proficiency level.

Recommended optional programme components:

-

Recommended or required reading:

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

Assessment methods and criteria:

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

Grading:

Pass / fail

Person responsible:

Marja Pohjola-Effe

Working life cooperation:

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Other information:

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

A255102: Special Education, Basic Studies, 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

25 ECTS cr

Language of instruction:

Finnish

Timing:

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

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

Learning outcomes:

After completing the course, the student is able to:

- describe the role of special needs education in the basic education system.
- identify inclusive education and training system.
- describe the individual challenges of learning.
- define the related service systems and search for information about them.

Contents:

- Special pedagogy and related sciences
- Special pedagogy, special education and special education
- Supportive service systems
- Special pedagogy in practice
- Ideologies, values and principles in special education
- Special teacher work description

Courses in the Basic Studies in Special Education:

- 402106P Basic Course in Special Education (5 cr)
- 402107P Supporting Language and Communication Development (5 cr)
- 402108P Learning Difficulties and Uniqueness of Learning (5 cr)
- 402119P Socio-emotional Development (5 cr)
- 402110P Special Education in the Life Course (5 cr)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be announced for each course

Assessment methods and criteria:

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

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

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

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

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

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

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

Grading:

0-5

Person responsible:

Dr. Marko Kielinen

Working life cooperation:

None

Compulsory

402106P: Basic Course in Special Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Kielinen, Marko Esa Juhani

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

1st and 3rd period

Learning outcomes:

After completing the course, the student is able:

- to define special education in theory and practice
- to identify and analyze special pedagogical common values and different forms of disability
- to describe the development of special education in national context

Contents:

- Ideologies, value and principles underlying special education
- Views of the essence, dissimilarity and diversity of man
- Special education and close sciences
- General, special and reinforced support and care, teaching and rehabilitation
- Familiarisation with the field, target groups and practices of special education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h lectures, 6 h small groups, 2 visits, lecture and literature exam 3h.

Target group:

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

Prerequisites and co-requisites:

None

Recommended or required reading:

Moberg, S., Hautamäki, J., Kivirauma, J., Lahtinen, UY., Savolainen H. & Vehmas S. (2015). *Eryityspedagogiikan perusteet. WSOY. 221 s.*
Lasten erityishuolto ja -opetus Suomessa. 2012, toim. Jahnukainen M.. Lastensuojelun Keskusliitto. 437 s.
 a harjoitusryhmissä: *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 (2018/580); Kehitysvammaisten huolto: So 206 Laki kehitysvammaisten erityishuollosta ja Asetus kehitysvammaisten erityishuollosta ja erityishuoltopiirit; Vammaiset: So 214 Laki vammaisuuden perusteella järjestettävistä palveluista ja tukitoimista, So 215 Asetus vammaisuuden perusteella järjestettävistä palveluista ja tukitoimista, So 216 Laki vammaisuuksista, So 217 Laki vammaisten henkilöiden tulkkauspalvelusta, muut vammaisuuden perusteella järjestettävät tukitoimet; Perustuslaki, ihmisoikeudet ja yhdenvertaisuus: Pe 101 Suomen perustuslaki: Perusoikeudet; Lapsen oikeudet: Si 209, Lastensuojelu: Si 233 Lastensuojelulaki, Si 234 Laki lasten kanssa työskentelevien rikostaustan selvittämisestä ja Valtion koulukodit. Lukiolaki 714/2018

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Marko Kielinen

Working life cooperation:

Yes, for example visits

402107P: Supporting Language and Communication Development, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Riikka Sirkko

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

2nd period (autumn term)

Learning outcomes:

After completion, the student knows how to

- define the difficulties in language and communication
- distinguish between the challenges of communication at different ages
- compare different means of evaluation and their uses

- compare individual and collaborative rehabilitation methods and other support measures
- identify meaning of multidisciplinary co-operation in supporting language and communication

Contents:

- Manifestation and identification of speech, language and communication problems
- Delayed and abnormal development of speech and language, Specific Language Impairment
- Language and hearing problems
- Supporting communication and communication methods to support and replace speech
- Multidisciplinary co-operation in supporting language and communication

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

14 h lectures, 3h lecture and literature exam

Target group:

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

Prerequisites and co-requisites:

402106P Basic Course in Special Education (5 cr)

Recommended or required reading:

Three books of below list

- Niemitalo-Haapola, E., Haapala S. & Ukkola, S. (toim.) 2020. Lapsen kielen kehitys. Vuorovaikutus, leikin ja luovuuden merkitys. PS-kustannus.
- Loukusa, S & Paavola, L. (toim.) 2011. Lapset kieltä käyttämässä. Pragmaattisten taitojen kehitys ja sen häiriöt. PS-kustannus. 336 s.
- Siiskonen, T.; Aro, T.; Ahonen, T. & Ketonen, R. (toim.) 2014. Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa. 4. uudistettu painos. 385 s.
- Ahonen, T., Siiskonen, T. & Aro, T. (toim.) 2008. Sanat sekaisin? Kielelliset oppimisvaikeudet ja opetus kouluiässä. Uusin painos.
- Aro, M., Siiskonen, T. & Ahonen, T. (toim.) 2007. Ymmärsinkö oikein? Kielelliset vaikeudet nuoruusiässä.

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:

0-5

Person responsible:

Riikka Sirkko

Working life cooperation:

Yes

402108P: Learning Difficulties and Uniqueness of Learning, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

3rd period (spring semester)

Learning outcomes:

The student knows how to

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 or required reading:

- Ahonen, T.; Aro, M.; Aro, T.; Lerkkanen, K. & Siiskonen, T. (toim.) 2019. Oppimisen vaikeudet. Niilo Mäki Instituutti.
- Kaski, M., Manninen, A., Mölsä, P. & Pihko, H. 2012. Kehitysvammaisuus.
- Takala, M. (2016) huom. uusi painos! Erityispedagogiikka ja kouluikä. Palmenia. Gaudeamus.208 s

Assessment methods and criteria:

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:

0-5

Person responsible:

Leila Kairaluoma

Working life cooperation:

Yes, visitor

402119P: Socio-Emotional Development, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay402119P Socio-Emotional Development (OPEN UNI) 5.0 op

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

The course is held in the spring semester, during period 4. It is recommended to complete the course at the 1st spring semester

Learning outcomes:

After the course, the student:

- can describe the socioemotional development of children and youth. Moreover, the student can describe the protective and risk factors of the socioemotional development.

- can reflect the challenges of socioemotional development and emotional and behavioral disorders in the educational contexts from the individual`s and community`s perspective
- can tell how to support the socioemotional development of children and youth in multiprofessional cooperation and cooperation with parents and carers
- can describe the consequences of challenges in socioemotional development to an individual`s life

Contents:

- children`s and youth`s socioemotional development
- protective and risk factors of socioemotional development
- challenges in socioemotional development and behavior
- the impact of strengths-based education and the influence of encountering the child and youth for their self-esteem and self-image

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

None

Recommended or required reading:

- Sinkkonen, J. & Kalland, M. (2011). Varhaislapsuuden tunnesiteet ja niiden suojeleminen. WSOY. 289 pages.
- Uusitalo-Malmivaara, L. (toim.). (2015). Positiivisen psykologian voima. Jyväskylä: PS-kustannus. 381 pages.
- Salmivalli, C. (2010). Koulukiusaamiseen puuttuminen. Jyväskylä: PS-kustannus. 165 pages.
- Ahonen, L. (2017). Haastavat kasvatusilanteet. Lämpimän vuorovaikutuksen käsikirja. Jyväskylä: PS-kustannus. 290 pages.

Assessment methods and criteria:

Participation in the face-to-face teaching and visits and literature and lecture (4 books) exam as agreed with the teacher. Read more about the assessment criteria at the University of Oulu website.

Grading:

0-5

Person responsible:

Nina Heräjärvi

Working life cooperation:

None

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

Voimassaolo: 01.08.2005 -

Opiskelumoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Elina Viljamaa

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring

Learning outcomes:

Having completed the course, the student knows how to

- reflect on their own experiences, emotions and attitude towards diversity
- name values, meanings and paradigms behind special education and service systems
- name qualities of an accessible, barrier-free society
- reflect on the significance of family and close relatives in collaborating with professionals

Contents:

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

Mode of delivery:

Contact instruction and multiform learning. Course materials in Finnish and English. Coursework can be submitted in both languages

Learning activities and teaching methods:

6h of lectures, multiform learning, independent and group work and exam.

Target group:

Students selected for the major or minor of Special education, or exchange students, at the Faculty of Education.

Prerequisites and co-requisites:

It is recommended that the student has completed at least Basic Course in Special Education as a prerequisite. The prerequisite does not apply to exchange students.

Recommended or required reading:

1. One literary prose book which handles disability or special needs and their efforts to one's life The book can be chosen by oneself.
 2. Määttä, P. & Rantala, A. 2016. Tavallisen erityinen lapsi. Onnistuneen yhteistyön arvoitusta ratkaisemassa. 2. painos. Jyväskylä: PS-kustannus. 312 s.
 3. Vehmas, S. 2013. Vammaisuus. Johdatus historiaan, teoriaan ja etiikkaan. Yliopistokustannus. 214 s.
 4. Ammatilliseen erityisopetukseen liittyvää verkkomateriaalia / Internet material
- Books 2. and 3. can be changed into this book:
1. Kauffman, J.M. Hallahan, D.P., & Pullen, P.C. 2017. Handbook of Special Education. New York: Routledge. <https://www.taylorfrancis.com/books/9781315517698> (pages will be told in the beginning of the course)

Assessment methods and criteria:

The conduction of the exam is determined at the beginning of the course.

Grading:

0-5

Person responsible:

Elina Viljamaa

Working life cooperation:

None

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

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

ECTS Credits:

55 ECTS cr

Language of instruction:

Finnish

Timing:

2nd and 3rd year

Learning outcomes:

After intermediate studies, the student can

- search for knowledge of the various challenges, recognize and understand the difficulties and specific support related to children's and adolescents' growth, development and learning.
- evaluate the meaning of professional and multiprofessional cooperation and collaboration with parents in supporting the child.
- reflect on one's own cooperating and interaction and develop these skills.
- reflect on one's own expertise in special education and mature professionally.
- reflect on methodological and ethical questions related to the foundation of research and science, the nature of scientific knowledge and doing research.

Contents:

- 402120A Expertise in Special Education 5 cr cr
- 402121A Learning Difficulties in Reading and Writing 5 cr
- 402122A Learning Difficulties in Mathematics 5 cr
- 402136A Supporting Behaviour 5 cr
- 402138A Supporting Skills and Communication 5 cr
- 402130A Practice 1 - Learning Environments 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:

Basic studies in special education

Recommended optional programme components:

None

Recommended or required reading:

See course-specific descriptions

Assessment methods and criteria:

Assessment methods and criteria concerning different texts (e.g. summaries, exams).

- 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 0-5.

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

Opettajat: Riikka Sirkko, Elina Viljamaa

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

finnish

Timing:

Early childhood special education: 1st year, 3rd period

Special education: 2nd year, spring

Learning outcomes:

Having completed the course, the student knows how to

- reflect on working as a teacher on a professional ethical and theoretical basis
- evaluate professionalism and develop the work community from the viewpoint of equality
- describe the expertise of his/her own profession in (multi)professional and multidisciplinary cooperation
- name the most important documents and key laws guiding his/her work
- plan for, implement and evaluate three-tier support as part of preprimary and primary education
- explicate the meaning of individual and collective student welfare work as part of preprimary and primary education

Contents:

The teacher's professional identity, the professional ethical and theoretical basis of an early education teacher and special education teacher, expertise in early childhood education and special education as part of professional, multi-professional and multidisciplinary cooperation, laws and documents guiding work, three-tier support and pedagogical documents, individual and collective student welfare work from the viewpoint of multidisciplinary cooperation

Mode of delivery:

Early childhood special education: Flexible teaching and groups

Special education: Lectures and groups

Learning activities and teaching methods:

Early childhood special education: Online lectures on Zoom, independent assignments and discussion and peer commenting assignments on Moodle, personal skills portfolio

Special education: Lectures, groups, assignments, personal skills portfolio

Target group:

Students majoring in special education and students qualifying as special education teachers, also special teachers in early childhood education

Recommended optional programme components:

Early childhood special education: Implemented in cooperation with the early childhood education course 442462A Teachership and shared expertise in early childhood education. Also connected with the course 402132A Practice – Special Education in Early Childhood Education.

Special education: Connection with the primary teacher education course 407049A Special Education in Basic Education. Participation in the multidisciplinary cooperation afternoon.

Recommended or required reading:

Heiskanen Noora (2019) Children's needs for support and support measures in pedagogical documents of early childhood education and care. Väitöskirja. Jyväskylän yliopisto.

Jahnukainen, M.; Kontu, E. & Thuneberg, H. 2015. Erityisopetuksesta oppimisen ja koulunkäynnin tukeen. Suomen kasvatustieteellinen seura. Kasvatusalan tutkimuksia, osa 67. (205 s.)

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

Kurssin alussa ilmoitettavat tieteelliset artikkelit

Assessment methods and criteria:

Early childhood special education: Lecture assignments, peer commenting and plan for cooperation to be implemented in the practice period, exam as agreed at the beginning.

Special education: Participation and assignments, examination as agreed at the beginning. Evaluation criteria to be announced at the start of the course

Grading:

0-5

Person responsible:

Elina Viljamaa

Working life cooperation:

Early childhood special education: Connection with Practice – special education in early childhood education

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

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Autumn term

Learning outcomes:

- The student is familiar with and knows how to identify readiness and risk factors for learning to read and write.
- The student knows the basic methods of teaching to read and write and understands their connection to different languages.
- The student is familiar with the typical development of learning to read and write in a person's life cycle, and identifies development deviating from it in terms of technical reading, spelling, productive writing and reading comprehension.
- In addition to theoretical knowledge, the student also knows how to use tools for assessment of difficulties in reading and writing and how to interpret individual results from the support point of view.

- The student is familiar with various research-based reading and writing intervention methods and knows how to use them effectively, applying them to the individual support needs among pupils of different ages.
- The student understands the far-reaching significance of support and the importance of reading generally and specifically.
- The student knows and understands the importance of multiprofessional collaboration and collaboration with parents.

Contents:

Readiness to learn to read and write and the identifiable risk factors before school age, teaching and learning to read and write, dyslexia, theoretical background of dyslexia and poor reading skills, identification of dyslexia, individual assessment, giving support and monitoring the effectiveness of support. There is an emphasis on pre-emptive support for dyslexia in early childhood education. Reinforcement of reading motivation with different methods generally and specifically. Multiprofessional collaboration and collaboration with parents.

Mode of delivery:

Face to face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Basic Studies in Special Education

Recommended optional programme components:

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

Recommended or required reading:

Takala, M. & Kairaluoma, L. 2019. Lukivaikkeudesta lukitukseen. Gaudeamus.

JA

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

JA

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

TAI

Khateb, A. & Bar-Kochva, I. (toim.) 2016. Reading Fluency : Current Insights from Neurocognitive Research and Intervention Studies. Springer. (Soveltuvien osin)

JA

Yksi tieteellinen artikkeli opettajan ohjeiden mukaan.

Assessment methods and criteria:

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

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

Grading:

The course is graded 0-5.

Person responsible:

Leila Kairaluoma

Working life cooperation:

Yes

402122A: Learning Difficulties in Mathematics, 5 op

Voimassaolo: 01.08.2012 -

Opiskelumoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Leila Kairaluoma

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

Autumn or spring

Learning outcomes:

- The student is familiar with the developmental phases of mathematical skills and the difficulties in learning mathematics from early childhood to adulthood. She or he becomes familiar with the theoretical background of the phenomenon, identification of difficulties, individual assessment and research-based intervention methods.
- The student identifies needs for support and knows how to plan for and implement focused support and assess its effectiveness.
- The student knows and understands the importance of multiprofessional collaboration and collaboration with parents.
- The student is familiar with and capable of using research-based assessment and teaching materials.

Contents:

- development and assessment of mathematical skills (e.g. number-sequence skills, development of logic mathematical thinking, sub-processes of calculation)
- learning difficulties in mathematics
- comorbidity of other learning difficulties
- identification of difficulties, assessment, support, and monitoring the effectiveness of support

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Basic Studies in Special Education.

Recommended optional programme components:

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

Recommended or required reading:

- Mononen, R., Aunio, P., Väisänen- Korhonen, J., Tapola: Matemaattiset oppimisvaikeudet
- Joutsenlahti, Jorma & Silfverberg, Harry & Räsänen, Pekka. 2018. Matematiikan opetus ja oppiminen
- Dowker, A. (ed) 2008. Mathematical Difficulties – Psychology and Intervention. Elsevier. 244 s.
- Berch, D. B. & Mazzocco, M. M.M. (2007). Why is Math So Hard for Some Children? TAI
- Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P. & Flojo, J. (2008). Mathematics Instruction for students with learning disabilities or difficulty learning mathematics. A synthesis of the intervention research. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Another article will be agreed on with teacher.

Assessment methods and criteria:

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

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

Grading:

The course is graded 0-5.

Person responsible:

Leila Kairaluoma

Working life cooperation:

None

402136A: Supporting Behaviour, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Spring term

Learning outcomes:

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

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

Contents:

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

Mode of delivery:

Face-to-face teaching, an excursion possible

Learning activities and teaching methods:

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

Target group:

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

Prerequisites and co-requisites:

Basic studies in Special Education

Recommended optional programme components:

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

Recommended or required reading:

- Kauffman, J.M. & Landrum, T.J. (2013). Characteristics of emotional and behavioral disorders of children and youth. Upper Saddle River, New Jersey: Merrill/Pearson. Part 1: chapters 1,2,3,4 (pp. 1-93). Part 2: chapters 6,7 (pp. 116-155). Part 3: chapters 9,10,11,12 (pp. 177-293), (10th edition). Total 248 pages.
- Kumpulainen, K., Aronen, E., Ebeling, H., Laukkanen, E. et al. (eds.). (2016). Lastenpsykiatria ja nuorisopsykiatria. Duodecim. Part III (s. 194-425) and from the Part V chapters 36-44 (pp. 544-624). Total 311 pages.
- Sinkkonen, J. (2018). Kiintymyssuhteet elämänkaareissa. Duodecim. 223 pages.
- Supplemental literature: Ahtola, A-R. (2016). Psyykinen hyvinvointi ja oppiminen. Jyväskylä: PS-kustannus. 318 pages.

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Nina Heräjärvi

402138A: Supporting Skills and Communication, 5 op

Voimassaolo: 01.08.2020 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjatta Takala

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

Autumn term in the 5-year programme, spring term in the early childhood special education programme

Learning outcomes:

The student

- knows how to apply arts and crafts in support of pupils
- knows how to use some alternative and augmentative communication methods, such as picture and object communication and (speech supporting) signs
- understands the meaning of touch in communication and has familiarized him/herself with tactile communications
- has acquainted him/herself with intense special support

Contents:

In annual alternation, linking of drama education, music education or other arts and crafts with special education. Practice in the use of picture, sign and object communication. Practice in providing motivation and support. Development of the student's own skills of expression.

Learning activities and teaching methods:

Lectures 8h, exercises 10h

Target group:

Students majoring in special education

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:

Four articles as selected by the teacher

Assessment methods and criteria:

A pass for the course requires participation in face-to-face teaching

Grading:

Pass/fail

Person responsible:

Marjatta Takala

Working life cooperation:

Cooperation in the shape of visits

402130A: Practice 1 - Learning Environments in Special Education, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Nina Heräjärvi

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

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

Person responsible:

Nina Heräjärvi

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

Opettajat: Riikka Sirkko

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

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

Contents:

- 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
- participation in multidisciplinary collaboration and familiarization with the school's welfare plan

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:

Riikka Sirkko

Ossi Helander and the practice coordinators in the Teacher Training School (Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo, Sirkku Leppilahti 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 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Anu Alanko**Opintokohteen kielet:** Finnish**Leikkaavuudet:**

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish, English for ITE

Timing:

2nd or 3rd year

Learning outcomes:

Having completed the course, the student knows how to

- define the basic ideas in the approaches and methods of research in the human sciences from the viewpoint of different traditions of science
- find different and most suitable approaches to gather research material and to analyze it
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret simple qualitative studies made by others

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h, seminars 16, independent work app. 100 h

Target group:

All students in the faculty pursuing Intermediate Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

Lectures:

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

Exercises:

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

Grading:

The lecture assignments are graded Pass or Fail.

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

Person responsible:

Anu Alanko

Working life cooperation:

None

Other information:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

407040A: Basic Course in Quantitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 cr

Language of instruction:

Finnish, English for ITE

Timing:

2. or 3. year

Learning outcomes:

Having completed the course, the student knows how to

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

Contents:

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

Mode of delivery:

Face-to-face or blended teaching

Learning activities and teaching methods:

Lectures 24h, small group teaching 14h, independent work 96h

Target group:

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

Prerequisites and co-requisites:

Basic studies in education/psychology

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

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

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

Criteria for course performance:

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

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

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

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

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

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

Research studies completed elsewhere can once replace the research studies taken in the faculty. The studies taken in the faculty can also once replace the research studies in a minor subject, if the original studies were completed in the faculty (and were not acknowledged through recognition of prior learning). Otherwise, the teacher-in-charge shall decide on the studies to be taken.

407045A: Bachelor's Thesis, 10 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish/ English

Timing:

3rd year

Learning outcomes:

Having completed the course, the student

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

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

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

Target group:

Students at the Faculty of Education

Prerequisites and co-requisites:

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

Recommended optional programme components:

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

Recommended or required reading:

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

Assessment methods and criteria:

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

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

Grading:

0–5

Person responsible:

Tapio Tenhu and the leaders of seminar groups

Working life cooperation:

None

Other information:

Students submit their finalized theses to the Laturi system for review and approval. Website laturi oulu.fi
A list of current Bachelor's and Master's thesis groups is to be found on the faculty website at www oulu.fi /ktk/opinnaytetyot

407047A: Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

0 credits

Language of instruction:

The maturity essay is written in the student's mother tongue, if the language is Finnish or Swedish. In other cases the language used is English.

Timing:

3rd year

Learning outcomes:

According to the Decree on University Degrees (794/2004), students pursuing studies for the degree of Bachelor of Arts in Education shall write a maturity essay to show their familiarity with the field of their thesis and their skills in Finnish or Swedish. If either language is not the student's mother tongue, the test is completed in English.

Learning activities and teaching methods:

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

Target group:

Students in the Faculty of Education

Recommended optional programme components:

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

Grading:

For content and language: pass/fail.

Person responsible:

Sari Harmoinen and the supervisors of seminar groups

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: Phenomenon, 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:

0-5

Person responsible:

Ulvinen Veli-Matti

Other information:

None

Compulsory

410084P: Education as an Object of Scientific Research, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Katariina Holma

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

- identify basic concepts and approaches in education
- identify the main research areas of educational research
- describe the main traditions and research approaches in education
- apply educational concepts and research findings in describing and analyzing educational practices

Contents:

- Orientation to basic studies in educational sciences
- Specific features of scientific knowledge
- Specific features of educational research
- Education as a professional practice and research subject

Mode of delivery:

Teaching and independent study

Learning activities and teaching methods:

Basic part: 3 ECTS: Mutual Lectures 14 h, independent Work 67h.

Seminar part: 2 ECTS: seminar groups in training programs 10 h, Independent Work 44 h.

Target group:

Students in Education from different training programs

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of basic studies in education

Recommended or required reading:

- Siljander, P. (2014). Systemaattinen johdatus kasvatustieteeseen: Peruskäsitteet ja pääsuuntaukset. Tampere: Vastapaino. (myös [Ellibs](#)) or literature agreed with the teacher in charge
- Training program-specific study materials

Assessment methods and criteria:

Basic part 3 op

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

Written assignment.

Seminar Part 2 ECTS

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

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

Grading:

Pass/Fail

Person responsible:

Katariina Holma

Working life cooperation:

In seminar groups

410085P: Growth, Development and Learning, 5 op

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanni-Mari Muukkonen-van der Meer

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After completing the course, the students is able to

- Define and analyse learning from the perspectives of educational psychology and research on learning
- Identify the most prominent paradigms and tasks in educational of psychology
- Apply acquired knowledge of psychological trends and theories in classroom discussions considering different learning and teaching environments
- Compare different perspectives of educational psychology focusing on age- and culture-specific aspects in education and upbringing
- Reflect on own practices as a learner and a teacher based on knowledge in educational psychology

Contents:

- Individual growth, development and learning in the context of human development, cultural-historical environment, daily life and work
- The principal tasks of educational psychology as applied, new knowledge generating and critical science
- Research traditions, main concepts and research approaches in educational psychology
- The professional applications in supporting growth

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 14h, seminars 10h, and independent study 111 h

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

Ormrod, J. E., Anderman, E. M. & Anderman, L.H. (2019). Educational Psychology: Developing Learners (10th Edition). Pearson.

Crain W. (2010). Theories of Development: concepts and applications. 6th ed. Psychology Press

Assessment methods and criteria:

Active participation, essay

Grading:

Pass/Fail

Person responsible:

Hanni Muukkonen

Working life cooperation:

Seminar phase of the course work includes observation task in educational settings.

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:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

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

Timing:

1st year

Learning outcomes:

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

- use the central concepts of social sciences in educational research and analyze the related basic issues in various contexts of education and growth.
- identify, among other things, the significance of social status and gender in the discussion related to education and schooling (incl. intersectionality).
- apply social, multicultural, juridical and responsibility issues related to education and schooling in everyday life situations.
- describe the historical, socio-political and professional starting points of Finnish education system.

Contents:

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

Mode of delivery:

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

Learning activities and teaching methods:

Lectures 24 h, independent working 111 h.

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

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

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

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

Assessment methods and criteria:

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

Assessment criteria of learning task are:

0 = Work is unfinished, fragmentary, and handled matters are not connected to the theme of the course. References are poorly used.

1 = Work is very superficial in relation to the theme of the course, and handled matters are disconnected from each other. References are weakly used.

2 = Work is superficial in relation to the theme of the course, and handled matters are in some places partly disconnected from each other. References are satisfactorily used.

3 = Work is structured in relation to the theme of the course, handled matters are connected to each other, and there is a visible plot in the work. Using of references is at a good level.

4 = Work is presented and structured in somewhat analytical way in relation to the theme of the course, and handled matters are well connected to each other. Using of references is mainly at a very good level.

5 = Work is presented and structured in a systematic and analytical way in relation to the theme of the course, and handled matters are connected to each other very well. Using of references is at excellent level.

Grading:

0-5

Person responsible:

Vesa Puuronen (Mervi Heikkinen and Veli-Matti Ulvinen)

Working life cooperation:

The adoption of learning outcomes of the course may contain working life cooperation, which relates to the professional contents of each student's own study programme.

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

Voimassaolo: 01.08.2017 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Hanna-Maija Huhtala

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

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

- summarize and contrast central concepts and approaches of educational philosophy
- compare international perspectives on ethics
- apply concepts related to philosophy and ethics to discuss educational tasks and relationships in global contexts
- describe their current educational philosophy and explain and illustrate their approach to professional ethics

Contents:

- Western and non-western schools of educational philosophy
- Perspectives on global and professional ethics

- Educational implications of different approaches
- Ethical dilemmas in educational contexts

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

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

Course essay

Target group:

Students in all study programmes of Faculty of Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

The course is part of Basic Studies in Education

Recommended or required reading:

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:

Hanna-Maija Huhtala

Working life cooperation:

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