

Opasraportti

FEdu - Special Education, MA (Education) (2019 - 2020)

Master's Programme in Special Education

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 main disciplines of science in this programme are special education, education, psychology, logopaedics and sociology.

- http://www oulu.fi/edu/study_guide you find course structure diagrams

Tutkintorakenteet

Special Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2019-20

Lukuvuoden alkamispäivämäärä: 01.08.2019

Special Education, Advanced Studies (70 ECTS cr) (70 op)

A255104: Special Education, Advanced Studies, 75 - 80 op

Compulsory

- 402140S: Cognitive Performance and Assessment, 5 op
- 402142S: Society and Inclusive Education, 5 op
- 402143S: Work Community and Leadership, 5 op
- 402146S: Practice 3 - Consultative Special Education, 5 op
- 402147S: Practice 4 - Inclusive Special Education, 5 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

Alternative

- 413030S: Advanced course in quantitative research, 5 op
- 413031S: Advanced course in qualitative research, 5 op

Choose 402141S

- 402134A: Diversity in Education, 5 op
- 402141S: Senses and Communication, 5 op

Optional Minor (25-60 ECTS cr) (25 - 60 op)

A256402 Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education 60 ECTS
OR A256902 Professional Studies in Early Childhood Education 60 ECTS or other 60 ECTS minor or 25 ECTS minor. Student can apply study right aforesaid early childhood or primary teacher qualification studies during studies.

Optional Studies (0-25 ECTS cr)

Depending on how extended minor student has, minimum 120 ECTS Master degree must be completed.

Courses 406049A 5 ECTS cr and 406052A 5 ECTS cr are compulsory studies either in bachelor's degree or in master's degree.

Opintojaksojen kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A255104: Special Education, Advanced Studies, 75 - 80 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Marjatta Takala

Opintokohteen kielet: Finnish

ECTS Credits:

70 ECTS cr

Language of instruction:

Finnish and English

Timing:

4th and 5th years (Master's stage)

Learning outcomes:

The student understands the history and developmental phases of inclusion. S/he gets to know multiprofessional collaboration, the consultative approach and issues of leadership. S/he learns to identify and evaluate extremes of development. S/he is acquainted with various theoretical models, through which s/he can understand the contextuality of learning and development. S/he also familiarises him/herself with the challenges introduced by sensory handicaps. S/he expands his or her competence in the use of research methods, acquiring skills for application of methods.

Contents:

- 402142S Society and Inclusive Education 5 cr
- 402143S Work Community and Leadership 5 cr
- 402140S Cognitive Performance and Assessment 5 cr
- 402141S Senses and Communication 5 cr
- 402146S Practice 3 - Consultative Special Education 5 cr
- 402147S Practice 4 - Inclusive Special Education 5 cr
- 408043S Master's Thesis 30 cr
- 408044S Thesis Seminar 5 cr
- 408045S Abstract / Maturity Test 0 cr
- Optional course a OR b

413030S a) Advanced Course in Quantitative Research, 5 cr

413031S b) Advanced Course in Quantitative Research, 5 cr

Mode of delivery:

Contact teaching and independent work

Learning activities and teaching methods:

Lectures, small group teaching, independent work and practical training. For more details, see the course-specific descriptions.

Target group:

Students majoring in special education

Prerequisites and co-requisites:

Introductory and intermediate studies in special education

Recommended optional programme components:

None

Recommended or required reading:

For course-specific details, see course 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 the style of writing is reflective and critical in places. The response makes thorough 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, national and international research materials have also been used to some extent. The style of writing 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. Research materials are used in a wide-ranging, critical and analytical manner. The structure is in line with the requirements of scientific writing.

Grading:

The study module is assessed 1-5.

Person responsible:

Professor Marjatta Takala

Working life cooperation:

Yes. The module includes two practice periods of 5 credits each.

Compulsory

402140S: Cognitive Performance and Assessment, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced 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 is familiarised with the concept of talent. S/he is familiarised extremes of development: the special pedagogical needs required by talent and mental disability and assessment of children and adolescents. The student learns to work with persons who are talented in various ways. S/he learns to use the means and interventions of special education when faced by the various challenges posed by talent. The student deepens his/her knowledge of assessment as a scientific and professional activity. The student knows how to construct a screening method and test. S/he knows how to analyse their characteristics and is familiar with and knows how to evaluate diagnostic decision making. The student combines evaluation with decisions and means, and knows how to describe the ethical dimensions of assessment. S/he learns to evaluate the effectiveness of her/his own work. S/he gets to know the ICF system.

Contents:

Mental disability and talent as concepts, differentiation and individualisation, different pedagogical approaches and models of rehabilitation. Construction of a screening and test, scales and their principles. Testing of children and analysis of the results, description of ethical issues. ICF.

Mode of delivery:

Face-to-face teaching and small groups.

Learning activities and teaching methods:

Lectures 12 h and small group sessions 12 h, possibly with a partial online implementation.

Target group:

Students pursuing major subject studies in special education, and student qualifying as special education teachers

Prerequisites and co-requisites:

ERKO-student: Basic studies in special education. Major student: basic and intermediate studies in special education.

Recommended optional programme components:

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

Recommended or required reading:

3 books ja 2 articles:

Salvia, J. & Ysseldyke, S. & Bolt, S. (2013/2010). Assessment in special and inclusive education. 11th ed. Cengage Learning. Osat 1, 2 ja 5, sivut 3-128 sekä 308-369.

AND

Närhi, V., Seppälä, H., & Kuikka, P. 2010. Laaja-alaiset oppimisvaikeudet. NMI. 195 s.

AND

Snell, M. & Brown, F. (eds.) 2011. Instruction of Students with Severe Disabilities. s. 656 osin (6th edition, luvut 1-7; soveltuvin osin

ADC

Jolly, J. & Hughes, C. E. 2015. Beyond Stereotypes: Understanding, Recognizing, and Working With Twice-Exceptional Learners. *Teaching Exceptional Children*, 47(4), 187-189. or article choose by teacher

Assessment methods and criteria:

A pass requires participation in face-to-face teaching and successful completion of a literature exam based on 3 books, 1 article and the lectures.

Grading:

0-5

Person responsible:

Marko Kielinen

Working life cooperation:

None.

402142S: Society and Inclusive Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

autumn term

Learning outcomes:

The student understands the meaning of educational institutions, such as kindergarten and school, for the development of a human being. The student perceives the significance of social change for human development and the contribution of the near and distant environment to the goals, contents and forms of human activity. The student gets to know the sciences related to special education and s/he familiarises him/herself with current dialogue between society and special education. S/he familiarizes him/herself with international development of inclusion, and is informed of the stages and process nature of inclusive education. His/her conception of man and the meaning of values in education globally are clarified.

Contents:

The nature of knowledge about special education between and intermediating human development and school institutions, empirical description of the interaction between different levels of activity (the concepts and theoretical background of the micro, meso, exo and macro systems), consequences in terms of research methodology and the need to combine conceptually various research results. Societal change in relation to education and inclusive thinking internationally. Values and conception of man, development of and changes in them.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 12h

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education.

Recommended or required reading:

3 books for exam:

- Forlin: 2010. Teacher Education for Inclusion. Changing Paradigms and Innovative Approaches, Taylor & Francis. 259 p.

- Brown-Chidsey, R. & Steege, M.W. 2010. Response to Intervention. Principles and Strategies for effective practice. Guilford press. 190 p., chapters 1-9, pp. 1-147.

- [Meadows](#), S. 2010. The Child as Social Person. Routledge.

- Slee, R. 2010. The Irregular School: Exclusion, Schooling and Inclusive Education. SAGE.

- Pesonen, H. 2016. Pesonen, H. 2016. Sense of belonging for students with intensive special education needs - An exploration of students' belonging and teachers' role in implementing support. University of Helsinki.

Assessment methods and criteria:

For a student to get a pass s/he must take part in face-to-face teaching and pass an examination of three books.

Grading:

The course is graded on a scale from 0 to 5.

Person responsible:

Marjatta Takala

Working life cooperation:

Yes, international visitors

402143S: Work Community and Leadership, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced 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 is acquainted with the collaboration networks in the work community and gets an idea of power hierarchies and different types of interaction. S/he is familiarized with the concepts of organizational culture and a learning organization, and s/he identifies ways to support its development. S/he develops his or her own models and methods of interaction, gets an idea of the models of leadership and management, and identifies the requirements of leadership in special education. S/he has an understanding of administrative structures, administrative activities and decision-making as well as economics of education. S/he is familiar with meeting practices and the responsibilities of various functionaries.

Contents:

Types and requirements of collaboration in the work community, models of leadership, administration, the concept and different forms of consultation. Special education leadership, knowledge management. Organizational culture.

Mode of delivery:

Lectures and small group sessions in flexible alternation

Learning activities and teaching methods:

Lectures 14h, small group sessions 10h

Target group:

Students pursuing major subject studies in special education

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education

Recommended or required reading:

- Law, Ho. (2013) The psychology of coaching, mentoring and learning. Second edition. John Wiley & Sons; Malden, USA. (270 pages)
- Tutt, R. and Williams, P. 2012. How Successful Schools Work. The Impact of Innovative School Leadership. SAGE. London. s. 120.
- Perttula, J. & Syväjärvi, A. 2012. Johtamisen psykologia. PS-Kustannus.

Assessment methods and criteria:

A pass requires participation in face-to-face teaching, making one interview and an examination covering three books and the lectures.

Grading:

The course is graded on a scale from 0 to 5.

Person responsible:

Tuomo Vilppola

Working life cooperation:

Yes

402146S: Practice 3 - Consultative Special Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced 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:

Spring term or autumn term

Learning outcomes:

Having completed the practice period, the student knows how to

- knows how to compare different outlooks on teaching and education
- knows how to apply the theories, curricular contents and pedagogical documents s/he has learnt to children's individual needs in his/her work as a teacher and education
- knows how to analyse and use the consultative approach to work as a tool in the working environments of special education
- knows how to reflect on her/himself as a teacher and educator and enhance and maintain her/his own professional growth and coping at work
- is familiar with and has used models of co-teaching

Contents:

- Participation in early childhood education or basic education
- Work as a primary and secondary teacher or early educator
- Functions of the pupil welfare group
- Various structures and leadership in the school's work community
- Familiarisation with and composition of various documents (e.g. individual education plans, learning plans for intensified support, pedagogical assessments and accounts, curricula for early childhood education)
- Co-teaching with a special education teacher and also with other teachers

Mode of delivery:

Practice and face-to-face teaching

Learning activities and teaching methods:

Teaching practice in the Teacher Training School, 4 weeks, and group supervision, 8h. (The practice includes 1.5h of individual supervision per student.) As far as possible, the practice is implemented in the form of pair practice.

Lessons given by the student, about 10h/week; monitoring of lessons and working as a pair with a special education teacher with supervision by the teacher. The student will be spending a minimum of three full supervisor working days at the practice site every week. S/he will also produce a written output.

The practice of 5 ECTS credits includes 133.5h of work by the student

Target group:

Students in the 2 and 5 year Programmes in Special Education

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

Course is part of the advanced studies in special education

Recommended or required reading:

Article chosen by supervisor

Assessment methods and criteria:

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

Grading:

Pass/Fail/To be supplemented

Person responsible:

Ossi Helander, Nina Heräjärvi 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.

University student must show **extract from their criminal record**, if studies involve practice with minor children. **Please take care that you have shown extract from criminal record before the first masters degree practice begins.**

402147S: Practice 4 - Inclusive Special Education, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 cr

Language of instruction:

Finnish

Timing:

5th academic year, spring term

Learning outcomes:

Having completed the practice period, the student knows how to

- plan and implement independently teaching and support for learning based on multi-agency and special education, taking into account the all-round welfare of a pupil
- expand her/his conception of research-based fields of work in special education and of her/his own activities as an expert and teacher in special education
- consider in a critical and reflective way scientific knowledge and functional practices in special education
- make use of networking in the field of teaching and education

Contents:

- planning, implementation and evaluation of teaching
- the field of special education in a broad sense (primary schools, hospital school, secondary level, third sector, disability organisations, etc.)
- interventions
- teamwork, multi-agency, evaluation
- inclusive education, pupil welfare

- pedagogical innovations
- networking

Mode of delivery:

Practice and face-to-face teaching

Learning activities and teaching methods:

The practice is implemented in a unit of special education chosen by the student and approved by the supervisor, such as a school, special school or organisation for the disabled.

Practice among regional actors in a single 4-week period, and 8h of group supervision. The supervisor at the practice site will provide supervision for 3h/week to each pair of students.

The total of time spent in practice is 133h. Some 20h of this is spent in group supervision and on a written output/presentation.

Target group:

Students in the 2 and 5 year Programmes in Special Education

Prerequisites and co-requisites:

Basic and intermediate studies in special education

Recommended optional programme components:

The course is part of the advanced studies in special education.

Recommended or required reading:

Article chosen by the supervisor

Assessment methods and criteria:

Active participation in activities connected with practice, completion of individual assignments and a written output to be included in the pedagogical portfolio.

Grading:

The course is graded on the scale pass/fail/to be supplemented.

Person responsible:

Marko Kielinen and Elina Viljamaa

Working life cooperation:

Yes

408043S: Master's Thesis, 30 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Diploma thesis

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Other information:

"See 408044S Thesis Seminar"

408044S: Thesis Seminar, 5 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS + 30 ECTS Thesis

Language of instruction:

Finnish and English (especially in the ITE programme)

Timing:

4th and 5th years

Learning outcomes:

The student

- gets practice in using the basic concepts of his/her branch of science and knows how to determine and analyze the main research results in his/her field of science and how to evaluate them in relation to his/her own research
- masters the research methods chosen by him/herself and is able to describe the scientific traditions of the educational and social sciences, especially education and educational psychology
- knows how to compose alone, in pairs or in a group an educational thesis that shows familiarity with its topic and proves a readiness for scientific thinking
- knows how to evaluate studies made by others and take part in scientific debate and defend his/her own thesis

Contents:

5 credits: seminar session and 30 credits: writing a thesis

1. Composing your own research plan and presenting it in a seminar.
2. Presenting an international (or domestic) refereed article related to your own thesis in a seminar (to be agreed on with the supervisor)
3. Presenting an intermediate stage of your own thesis (e.g. methodological solutions/basis of analysis - to be agreed on with the supervisor)
4. Presenting your Master's thesis and responding to an opponent's criticisms.
5. Acting as an opponent to another student's thesis
6. Other activities in the seminars
7. Finishing your own thesis

Mode of delivery:

Seminar and supervision meetings agreed on with the supervisor

Learning activities and teaching methods:

Seminars and supervision

Target group:

Students in the Faculty of Education

Recommended or required reading:

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

Assessment methods and criteria:

Method: Active participation in seminars, completion of individual assignments and successful completion of the assignments connected with the seminar (5 credits). A major effort is the Master's thesis (30 credits), with criteria on the faculty website <http://www oulu.fi/ktk/opinnaytetyot>.

Grading:

0-5

For the assessment criteria, see the faculty website <http://www oulu.fi/edu/theses>.

Person responsible:

Hannu Heikkinen and the leaders of thesis groups

408045S: Abstract / Maturity Test, 0 op

Voimassaolo: 01.08.2015 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Alternative

413030S: Advanced course in quantitative research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Peltonen, Jouni Aslak

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-01 Quantitative Methodology 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

English (ITE)

Timing:

4th year (primary education)

Learning outcomes:

Having completed the course, the student

- knows how to analyse and interpret typical educational and psychological quantitative research data by using research methods designed for the examination of one-, two- or more dimensional distributions
- knows how to describe the basic ideas of research data analysis based on structural equation modelling and how to interpret models created by others
- knows how to assess the credibility, reliability and ethicality of her/his own research and research done by others

Contents:

- statistical testing
- classic multivariate methods
- modelling by means of linear structural equations
- publishing the results of statistical methods of analysis in a research report

Mode of delivery:

Face-to-face teaching (and possibly blended-learning)

Learning activities and teaching methods:

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

Target group:

Students pursuing advanced studies in the Faculty of Education

Prerequisites and co-requisites:

Basic course in quantitative research 5 cr. or equivalent studies in statistics

Recommended optional programme components:

The study module is part of the advanced studies in the education programme and supports the writing of a Master's Thesis

Recommended or required reading:

Metsämuuronen, J. (2003 or later edition) Tutkimuksen tekemisen perusteet ihmistieteissä (pages 273-764)

OR

Kerlinger, F. & Lee, H. (2003 or later edition) Foundations of behavioral research. Fourth edition.

OR

Hair, J.F., Anderson, R.E, Tatham, R.L. & Black, W.C. (1998 or later edition) Multivariate data analysis.

Assessment methods and criteria:

The students carry out, either independently or in small groups, assignments of analyzing quantitative data, in which the basis and materials are provided by the lectures, literature and other sources whenever possible (such as recordings of expert lectures). In concrete terms, a learning assignments can consist, for instance, of the analysis of data collected for the student's own thesis, or of sample data used in the course. By agreement, the course can also be arranged and carried out in other ways, such as by taking part in the activities of a research group in the faculty.

The student's course performance is

0 = unfinished and fragmented, with no concretization of the basic principles of analyzing quantitative research data

1 = highly superficial, the analysis is very superficial and contains lots of mistaken interpretations and erroneous conclusions

2 = superficial, the analysis is superficial and contains some mistaken interpretations and erroneous conclusions

3 = reflective. the analysis is justified and the results do not reveal many mistaken interpretations or erroneous conclusions

4 = an analytical and partly very successful whole, in which the proper methods of analysis were chosen for each situation, the student knew how to interpret the results mainly right without any significant erroneous conclusions

5 = a systematic and analytical whole, in which the proper methods were chosen for each situation, the student knew how to interpret the result correctly without any erroneous conclusions

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

413031S: Advanced course in qualitative research, 5 op

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

408517S-02 Qualitative Methodology 5.0 op

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

English (ITE)

Timing:

4th year (primary education)

Learning outcomes:

Having completed the course, the student

- knows how to describe and interpret qualitative data analysis methods used in education and psychology and their background
- knows how to analyse and interpret typical educational and psychological research data
- knows how to assess the credibility, reliability and ethicality of her/his own research and research done by others

LET STUDENTS:

After completion of this course, the student is able to

- process and analyse qualitative data
- describe and report on results based on qualitative research data
- utilize mixed method approach
- evaluate the ethicality and reliability of qualitative research

Contents:

- the meaning of different paradigms and research traditions in the planning and implementation of qualitative research
- different reading methods in the analysis and interpretation of qualitative research data
- proving credibility in qualitative research
- research reporting in qualitative research
- ethical issues in qualitative research

LET STUDENTS:

- Basic and central concepts of qualitative research
- Process oriented research methods
- Mixed method approach
- Writing a research publication

Mode of delivery:

Face-to-face teaching (and possibly blended-learning)

LET STUDENTS:

Face-to-face and online teaching, 40h: 18h lectures, 22h practice

Online, individual and collaborative learning, 95h

Learning activities and teaching methods:

Lectures 18h, small group sessions 16h, independent work approx. 100h

LET STUDENTS:

- Learning activities consist of active participation in face-to-face meetings where researchers in the field of learning science and educational technology introduce various topics related to qualitative research.
- Each presentation includes an online task for the students.
- In addition to researchers' presentations there will be seminars where the students are able to apply their research knowledge in practice.

In addition, the students reflect on their own learning and expertise in a digital portfolio.

Target group:

Students in the Faculty of Education.

Prerequisites and co-requisites:

Basic course in qualitative research, 5 credits, or an equivalent course

Recommended optional programme components:

The study module is a part of the advanced studies and supports the writing of a Master's thesis

Recommended or required reading:

Heikkinen, H. L. T., Rovio, E. & Syrjälä, L. (toim.) (2007) Toiminnasta tietoon. Toimintatutkimuksen menetelmät ja lähestymistavat.

OR

Lappalainen, S. Hynninen, P. Kankkunen, T. Lahelma, E. & Tolonen, T. (2007) Etnografia metodologiana. Lähtökohtana koulutuksen tutkimus.

OR

Lichtman, M. (2012) Qualitative Research in Education. A User's Guide.

OR

Creswell, J. W. (ed.) (2006) Qualitative Inquiry and Research Design: Choosing Among Five Approaches (revised edition)

LET STUDENTS:

American Psychological Association: Publication Manual of the American Psychological Association. (2009). 6th edition

Given, L. M. (Ed.) (2008) The Sage Encyclopedia of qualitative research. Volumes 1 & 2. <http://www.stiba-malang.com/uploadbank/pustaka/RM/QUALITATIVE%20METHOD%20SAGE%20ENCY.pdf>

and/or other contemporary readings in the field of learning and educational technology, to be announced in the beginning of the course.

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay
 Read more about [assessment criteria](#) at the University of Oulu webpage.

LET STUDENTS:

Completion of the course requires active participation in face-to-face teaching and successful completion of all individual learning tasks:

5: The student has participated actively in all face-to-face meetings and done all required individual tasks according to the course requirements. All tasks represent very good familiarity with course contents, course materials, and additional materials. The student is able to express deep understanding of core course contents in the digital portfolio.

4: The student has participated actively in all face-to-face meetings and done all required individual tasks according to the course requirements. All tasks represent good familiarity with course contents and course materials. The student is able to express understanding of core course contents in the digital portfolio.

3: The student has participated actively in most of the face-to-face meetings and done all required individual tasks. Tasks mostly represent good familiarity with course contents and core course materials. The student is able to express understanding of core course contents in the digital portfolio.

2: The student has participated in several face-to-face meetings and done individual tasks, but there are a few tasks missing. Tasks are done mostly based on one's own experiences and opinions, not on course literature and other course materials. Reflection of one's own learning in the digital portfolio is mostly superficial.

1: The student has been passive in face-to-face meetings, and there are assignments missing or they represent superficial understanding of the course content. The student is able to express the understanding of some course content either in the digital portfolio or in individual tasks, but the level of reflection is superficial and irrelevant, and it does not represent familiarity with the course materials.

Grading:

0 - 5

Person responsible:

Anu Alanko

Working life cooperation:

The alternative methods to complete the course can involve worklife cooperation.

Choose 402141S

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:

- Yergeau, Melanie. 2017. Authoring autism: on rhetoric and neurological querness. eBook Collection (EBSCOhost) see <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1668492>
- Koegeler-Abdi, Martina ; Parncutt, Richard. 2013. Interculturality : practice meets research E-kirja, Oulun yliopiston kirjasto , Ebsco : elektroniset kirjat - electronic books
- 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. Erityisluokka 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
- 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.
- Hummelstedt-Djedou, Ida; Zilliacus, Harriet; Holm, Gunilla. 2018. Diverging Discourses on Multicultural Education in Finnish Teacher Education Programme Policies: Implications for Teaching. *Multicultural Education Review*, 10(3), 184-202.
- 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:

Tuomo Vilppola

Working life cooperation:

None

402141S: Senses and Communication, 5 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Advanced 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 understands the connection between the senses and communication and the historical and social development of communication. The student knows how to describe normal and anomalous language development in a child. S/he learns to evaluate and support a child's language development on the general level and knows how to use communications methods to support and substitute for speech. The student learns to identify communication problems, such as difficulties with articulations and special difficulties in language development, and knows how to rehabilitate them through various interventions. The student learns about the effects of auditory and visual disabilities on language development.

Contents:

The stages in the development of communication, supporting them through exercises and/or the AAC methods, identification, evaluation and rehabilitation of the most common articulation errors. Getting to know sign language and speech-supporting signs.

Mode of delivery:

Face-to-face teaching in the form of large group and small group sessions.

Learning activities and teaching methods:

Large group sessions 16h, small group work 14h, independent work. The examination is in the form of an essay.

Target group:

Students pursuing major subject studies in special education, and students qualifying as special education teachers

Prerequisites and co-requisites:

Basic and intermediate studies in special education or, in the case of students qualifying as special education teachers, basic studies

Recommended optional programme components:

The course is part of the advanced or intermediate studies in special education, depending on the year in which the student started his/her studies. The course is also part of the professional studies in special education.

Recommended or required reading:

4 books:

Takala, M. & Sume, H. (toim.) 2016. Kieli, kuulo ja oppiminen. Kuurojen ja huonokuuloisten lasten opetus. Finn Lectura. Tampere: Tammer-Paino. 3. täysin uudistettu painos.

AND

Korpilahti, P., Aalto, O. ja Laine, M. (toim.) 2010. Kieli ja aivot. Turun yliopisto. Art-Print oy: Helsinki. (ei lukuja 2 (s.51-88) eikä 7 (s. 263-299).

TAI

Loukusa, S. & Paavola, L. (eds.) 2011. Lapset kieltä käyttämässä. Pragmaattisten taitojen kehitys ja sen häiriöt. PS-kustannus. 324 s.

AND

Damico, J. S.; Muller, N. & Ball, M. J. 2010. The Handbook of Language and Speech Disorders - Wiley & Blackwell. 543 p. (part III, only chapters 15, 16, 19, 20)

AND one on these

Huhtanen, K. (toim.) 2011. Puhetta tukevat ja korvaavat kommunikointimenetelmät Suomessa. Kehitysvammaliitto.

OR

Baron-Cohen, S. (2008). Autism and Asperger Syndrome. Oxford University press. 127 p.

OR

Bogdashina, O. (2005). Communication Issues in Autism and Asperger Syndrome. Do we speak the same language? Jessica Kingsley Publishers. 265 p.

Assessment methods and criteria:

Course approval requires participation in face-to-face teaching and successful completion of an examination based on four books and the lectures.

Grading:

0-5

Person responsible:

Marjatta Takala

Working life cooperation:

Yes, visits by organisations representing the sensory disabled

Other information:

The course replaces the study module entitled "Language Development and Its Support"