

Opasraportti

Early Childhood Education (2015 - 2016)

Degree Programme in Early Childhood Education

The basis for the degree programme in early childhood education is provided by the various tasks of early childhood education. This variety covers the following areas, among others: early childhood education training and planning, early childhood research and transmission of knowledge on early childhood education, as well as direction and management of early childhood education organisations.

The degree programme is a comprehensive pedagogical programme that aims at fostering the welfare of children and families in various educational, teaching and experts tasks in early childhood education and children's culture.

The students in the degree programme first complete a 180 ECTS credit Bachelor's degree followed by a 120 ECTS credit degree of Master of Arts (Education) degree. The education also qualifies them as kindergarten teachers.

Tutkintorakenteet

Early Childhood Education, Bachelor's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2015-16

Lukuvuoden alkamispäivämäärä: 01.08.2015

Orientation Studies (6 ECTS cr) (vähintään 6 op)

A200032: Orientation Studies, 6 op

Orientation studies consists following mandatory courses

405023Y: Orientation to studies, 1 op

410014Y: Information and communication as a pedagogical tool, 3 op

410017Y: Digital Media in Teaching and Learning, 2 op

Language and Communication Studies (9 ECTS cr) (vähintään 9 op)

A200031: Language and Communication Studies, 10 op

e1

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

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

902130Y: Foreign Language (English), 3 op
 900070Y: Scientific Communication I, 2 op
 900075Y: Speech Communication, 2 op

Basic studies, education (vähintään 25 op)

Early childhood education students select courses Research areas and basics of early childhood education and orientating practice in daycare center.

A250504: Education, Basic Studies (Oulu), 25 op

Compulsory

410067P: Basic course in education, 4 op
 410068P: Didactics, 4 op
 410069P: Educational psychology, 4 op
 410070P: Sociology of education, 4 op
 410071P: Educational philosophy, 4 op
 410072P: Pedagogical Research Seminar, 5 op

Alternative

410072P-01: Research areas and basics of early childhood education, 3 op
 410072P-02: Orientating Practice in a day care center, 2 op
 410072P-03: Orientation to Work at School, 2 op
 410072P-04: Pedagogical Seminar I: Knowing the Pupils and Interaction, 3 op
 410072P-05: Pedagogical Seminar in Technology Education I, 3 op
 410072P-06: Research Seminar, Education, 5 op

Intermediate Studies in Education, Especially Early Childhood Education (vähintään 50 op)

A251505: Early Childhood Education, Intermediate Studies (Oulu), 40 - 45 op

e1

442186A: Children's rights and basics of child welfare, 3 op
 442187A: Pedagogical applications and analysis, 3 op
 442166A: Collaboration in early childhood education, 3 op
 442188A: Early childhood teacher as a pedagogical expert, 2 op
 407040A: Basic Course in Quantitative Research, 5 op

Compulsory

407040A-01: Basis of research, 2 op
 407040A-02: Statistical analysis, lecture, 2 op
 407040A-03: Exercises, 1 op
 407041A: Basic Course in Qualitative Research, 5 op

Compulsory

407041A-01: Basic course in qualitative research, lecture, 2 op
 407041A-02: Basic course in qualitative research, exercises, 3 op
 442164A: Bachelor's thesis, 10 op

Compulsory

442164A-01: Bachelor's thesis, 8 op
 442164A-02: Seminar, 2 op
 442164A-03: Maturity Test, 0 op
 442165A: Literature, 4 op

Alternative

442165A-03: Pedagogical Trends in Early Childhood Education, 4 op
 442165A-04: Child Studies, 4 op
 442165A-05: Family Studies, 4 op
 442165A-06: Education through art and culture, 4 op
 442180A: Developmental psychology, 3 op
 442182A: Multiculturalism in early childhood education, 3 op
 442181A: Special education in early years, 4 op

Professional Studies in Early Childhood Education (vähintään 60 op)

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

e1

- 442401A: Pedagogy of children under 3 years, 3 op
- 442402A: Children's development and learning processes, 2 op
- 442403A: Preprimary education and transition to school, 2 op
- 442404A: Practical training in primary education, 2 op
- 442405A: Word Art and Drama I, 3 op
- 442406A: Word Art and Drama II, 2 op
- 442407A: Language and Communication, 3 op
- 442408A: Music Education I, 2 op
- 442409A: Music Education II, 3 op
- 442410A: Play: Piano or Guitar, 2 op

Compulsory

- 442410A-01: Play I, 1 op
- 442410A-02: Play II, 1 op
- 442411A: Physical education I, 3 op
- 442412A: Physical education II, 2 op
- 442413A: Art Education I, 3 op
- 442414A: Art Education II, 2 op
- 442415A: Handicrafts I, 2 op
- 442416A: Handicrafts II, 2 op
- 442417A: Handicrafts III, 1 op
- 442418A: Environmental education, 2 op
- 442419A: Mathematics and Science Education, 3 op
- 442420A: Ethics and religious education, 2 op
- 442421A: Pedagogical practise I, 7 op
- 442422A: Pedagogical practise II, 7 op

Minor studies (vähintään 25 op)

You can choose minor studies freely from among those offered by the University of Oulu.

Choose at least one (25 credits) minor subject to be included in your Bachelor's degree.

Optional Studies 10 ECTS cr (vähintään 10 op)

The student can choose any higher education -level courses.

A200090: Other Studies, 0 - 25 op

Electives

- 900071Y: Scientific Communication II, 2 op
- 410018Y: Professional growth, 3 op
- 405021Y: Knowledge Work as a Pedagogical Challenge, 3 op
- 410015Y: Philosophy of science, 3 op
- 407051A: Finnish as a Second Language, Optional, 5 op
- 410050Y: Educational research and information seeking systems I, 1 op
- 410051Y: Educational research and information seeking systems II, 1 op
- 408512S: Issues in globalisation, 5 op
- 408513S: Ethics and education, 5 op
- 408514S: Nordic education, 5 op
- 408516S: Educational policy, planning and leadership, 5 op
- 408502S: Development and Education, 5 op
- 407054A: Current Issues in Special Education, 5 op
- 408014S: Pedagogical Challenges in Research: Literature Course, 5 op
- 411007A: Educational systems I, 5 op
- 413003S: Educational systems II, 5 op
- 408015S: Curriculum and School Development, 5 op
- 402751P: Cultural Bases of Early Childhood, 5 op

Compulsory

- 402751P-01: Childhood as a cultural and societal phenomenon, 3 op
- 402751P-02: Childhood as narratives, narratives about childhood, 2 op
- 418021P: Designing Technology-Enhanced Learning, 7 op
- 418019P: Introduction to Learning and Educational Technology, 5 op
- 418020P: Learning Theory and Pedagogical use of ICT, 7 op

- 407056A: How to Design and Use Complete Learning Environments, 5 op
- 407055A: New Facilities, New Technology and Learning, 1 op
- 407033A: Science Culture and Technology, 2 op
- 405039A: Basics of Entrepreneurship Education, 2 op
- 404008S: Robotics Applications, 4 op
- 406037A: Optional Studies in Art and Practical Education, 2 - 6 op
- 404012A: Crazy about Felting, 2 op
- 404009S: Pedagogical Challenges of Knowledge Work, 4 op
- 404018A: Safety Product by Textile Means, 2 op
- 407052A: Educational Games as Teaching Tools, 2 op
- 407057A: First steps of the skill, 2 op
- 404017A: Story in a Textile, 2 op
- 404013A: School Graphics, 3 op
- 404014A: Media Education, 3 op
- 404019A: Alternative Photography, 3 op
- 407053A: SensoArt Laboratory: Comprehensive, Well-Rounded and Insightful Teacher, 3 op
- 407061A: Open workshop, 5 op
- 407060A: Learning Materials Project, 5 op

Early Childhood Education, Master's Degree

Tutkintorakenteen tila: archived

Lukuvuosi: 2015-16

Lukuvuoden alkamispäivämäärä: 01.08.2015

Advanced Studies in Education, Especially Early Childhoods Education (vähintään 70 op)

A251506: Early Childhood Education, Advanced Studies (Oulu), 80 op

e1

- 443189S: Early childhood education in local and global environments, 5 op
- 443190S: Interaction in educational communities, 5 op
- 443191S: Professional ethics, 5 op
- 443187S: Expertise in early childhood education, 8 op
- 408043S: Master's Thesis, 30 op
- 408044S: Thesis Seminar, 5 op
- 408045S: Abstract / Maturity Test, 0 op

Advanced research course

413030S: Advanced course in quantitative research, 5 op

Compulsory

413030S-01: Advanced course in quantitative research, lectures and literature, 2 op

413030S-02: Advanced course in quantitative research, exercises, 3 op

413031S: Advanced course in qualitative research, 5 op

Compulsory

413031S-01: Advanced course in qualitative research, lectures and literature, 2 op

413031S-02: Advanced course in qualitative research, exercises, 3 op

Optional course (a or b)

443192S: Leadership, working communities and organizations, 7 op

443193S: Guidance and support for adult learning, 7 op

Minor Studies (vähintään 25 op)

You can choose minor studies freely from among those offered by the University of Oulu.

Choose at least one (25 credits) minor subject to be included in the Bachelor's degree.

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

The student can choose any higher education -level courses.

The Early Childhood Education programme offers following free-choice studies.

408019S Basics of educational administration, 2 ECTS cr

442184A Early Learning and Education in Multicultural Contexts 7-13 ECTS cr

For more information about optional courses at the Faculty of Education, see www oulu.fi/ktk/kasope/english/studies.

Attention!! If you want to achieve a pedagogical qualification as a teacher, you must choose Basics of Educational Administration, 2 credits (408019S) as one of your optional courses.

A200090: Other Studies, 0 - 25 op

Electives

900071Y: Scientific Communication II, 2 op

410018Y: Professional growth, 3 op

405021Y: Knowledge Work as a Pedagogical Challenge, 3 op

410015Y: Philosophy of science, 3 op

407051A: Finnish as a Second Language, Optional, 5 op

410050Y: Educational research and information seeking systems I, 1 op

410051Y: Educational research and information seeking systems II, 1 op

408512S: Issues in globalisation, 5 op

408513S: Ethics and education, 5 op

408514S: Nordic education, 5 op

408516S: Educational policy, planning and leadership, 5 op

408502S: Development and Education, 5 op

407054A: Current Issues in Special Education, 5 op

408014S: Pedagogical Challenges in Research: Literature Course, 5 op

411007A: Educational systems I, 5 op

413003S: Educational systems II, 5 op

408015S: Curriculum and School Development, 5 op

402751P: Cultural Bases of Early Childhood, 5 op

Compulsory

402751P-01: Childhood as a cultural and societal phenomenon, 3 op

402751P-02: Childhood as narratives, narratives about childhood, 2 op

418021P: Designing Technology-Enhanced Learning, 7 op

418019P: Introduction to Learning and Educational Technology, 5 op

418020P: Learning Theory and Pedagogical use of ICT, 7 op

407056A: How to Design and Use Complete Learning Environments, 5 op

407055A: New Facilities, New Technology and Learning, 1 op

407033A: Science Culture and Technology, 2 op

405039A: Basics of Entrepreneurship Education, 2 op

404008S: Robotics Applications, 4 op

406037A: Optional Studies in Art and Practical Education, 2 - 6 op

404012A: Crazy about Felting, 2 op

404009S: Pedagogical Challenges of Knowledge Work, 4 op

404018A: Safety Product by Textile Means, 2 op

407052A: Educational Games as Teaching Tools, 2 op

407057A: First steps of the skill, 2 op

404017A: Story in a Textile, 2 op

404013A: School Graphics, 3 op

404014A: Media Education, 3 op

404019A: Alternative Photography, 3 op

407053A: SensoArt Laboratory: Comprehensive, Well-Rounded and Insightful Teacher, 3 op

407061A: Open workshop, 5 op

407060A: Learning Materials Project, 5 op

Teachers' pedagogical studies in early childhood education (vähintään 60 op)

An Early Childhood Education student can include the teachers's pedagogical studies in his/her degree. With the exception of the Basics of Educational Administration (408019S), all the other studies required by pedagogical qualification as a teacher are included in the Education, Especially Early Childhood Education degree.

Teacher's pedagogical studies (35 credits) included in the Bachelor's degree:

- A 251504 Early Childhood Education, Basic Studies 25 ECTS cr
- 442487A Pedagogical applications and analysis 3 ECTS cr
- 442422A Pedagogical practise II 7 ECTS cr

Teacher's pedagogical studies (25 credits) included in the Master's degree:

- 443189S Early childhood education in local and global environments 5 ECTS cr
- 443190S Interaction in educational communities 5 ECTS cr
- 443191S Professional ethics 5 ECTS cr
- 443187S Advanced professional practice 8 ECTS cr
- 408019S Basics of educational administration, 2 ECTS cr (to be studied as a free-choice course)

Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

404021A: Contributing to the University Community, 1 - 10 op
901001Y: Second Official Language (Swedish), 2 op

Opintojaksosten kuvaukset

Tutkintorakenteisiin kuuluvien opintokohteiden kuvaukset

A200032: Orientation Studies, 6 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.

Orientation studies consists following mandatory courses

405023Y: Orientation to studies, 1 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay405023Y Orientation to studies (OPEN UNI) 1.0 op

ECTS Credits:

1 ECTS cr

Language of instruction:

Finnish/ English

Timing:

1st year, autumn term

Learning outcomes:

After completion the student

- is able to plan the course of their own studies both independently and in cooperation with their fellow students.
- gain perspective on the structure, content and study practices of their own education.
- becomes a member of his/hers student group.

Contents:

- initiating studies
- study goals, progression, structure and content
- ethical principles of studying and the studying culture
- personal study plan (PSP)

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, teacher tutor and student tutor sessions 20 h

Target group:

New students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Study Guide and other handout materials.

Assessment methods and criteria:

Active participation and construction of a personal study plan (PSP).

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

Grading:

Pass/fail

Person responsible:

Student counsellors and teacher tutors

Working life cooperation:

None

Other information:

During th 1st year Autumn the thematic lectures on studying are highly recommended:

- lecture 1: Time managemant and planning of the studies 2 h
- lecture 2: Skillful learning 2 h

410014Y: Information and communication as a pedagogical tool, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410014Y Information and communication as a pedagogical tool (OPEN UNI) 3.0 op

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year, autumn term

Learning outcomes:

After completing the course the student knows how to

- understands how technology is integrated with wider framework of instructional and learning activities in theory and practise.
- make good use of the social media, roomware and productivity programs in teaching and learning.
- can use technology as tool for supporting both individual and collaborative learning.
- Understands basic principles of instructional design of technology enhanced learning course/lesson.

Contents:

- Theoretical foundations and pedagogical models
- Societal issues
- Instructional design of the ICT in education
- Learning environments (learning management systems, social media, mobile social media)
- Roomware (interactive whiteboards, document cameras etc)
- Productivity programs and academic infrastructure

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h, small-group sessions 20 h, independent work 25 h, group work 25 h

Target group:

All the students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

410017Y Digital Media in Teaching and Learning and 405021Y/ [404010S](#) Pedagogical Challenges of Knowledge Work

Recommended or required reading:

Lectures, assignments, students own material. Other study materials will be confirmed at the beginning of the course and in the www-pages.

Assessment methods and criteria:

Active participation in contact teaching and practical exercises.

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

Grading:

Pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

Other information:

<http://wiki.oulu.fi/display/ktkvtv/Etusivu>

410017Y: Digital Media in Teaching and Learning, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410017Y Digital Media in Teaching and Learning (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

Bachelor's Level, spring, see Course Structure Diagram

Learning outcomes:

After completing the course the student

- recognises the basic concepts of interactive digital media
- understands the role of copyrights in educational digital media projects
- knows how to use commonly available digital media production software and hardware
- has planned and implemented an educationally relevant digital product in a group
- Student is able to discover opportunities to use digital media in education

Contents:

- basic concepts in digital media
- copyrights in digital media
- planning digital media project: synopsis and treatment
- digital audio-, image-, and video processing
- digital animations and cartoons
- added reality, games and coding

Mode of delivery:

Blended teaching

Learning activities and teaching methods:

Lectures 6 hrs, small-group practical exercises 12 hrs, independent work 18 hrs, collaborative group work 20 hrs

Target group:

All the students in the faculty

Prerequisites and co-requisites:

None

Recommended optional programme components:

410014Y ICT as a Pedagogical Tool

Recommended or required reading:

Lectures, groupwork. Study materials will be confirmed at the beginning of the course.

Assessment methods and criteria:

Active participation in contact teaching, reflective blog journal about lecture topics, A digital media product.

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

Grading:

Pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

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

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

901033Y: Second Official Language (Swedish), Oral Skills, 1 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Negotiated Education**Opintokohteen kielet:** Swedish**Leikkaavuudet:**

901061Y	Second Official Language (Swedish), Oral Skills	1.0 op	
ay901033Y	Second Official Language (Swedish), Oral Skills (OPEN UNI)		1.0 op

902130Y: Foreign Language (English), 3 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Vastuuyksikkö:** Negotiated Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** English**Leikkaavuudet:**

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

Voidaan suorittaa useasti: Kyllä

Proficiency level:

B2

Status:

Compulsory course for students of education.

Required proficiency level:

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

ECTS Credits:

3 ECTS, workload is 80hrs (including 40 hrs of contact teaching)

Language of instruction:

English

Timing:

See the study guide of your study programme.

Learning outcomes:

Objectives:

- to develop students' English language skills needed for effective communication on different topics related to teaching and educational research
- to practice comprehending and producing scientific oral presentations and written texts
- to introduce students to the concept of multiculturalism and its impact on education

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

- to summarize, interpret and discuss academic texts on topics related to the field of education
- to write short essays on the topics related to teaching and educational research
- to search information on a chosen educational theme, and analyze, explain and orally communicate the ideas
- to describe and define the concepts of inter/multiculturalism, and identify and explain its effects on education

Contents:

- reading strategies and techniques with academic texts
- writing activities for summarizing and interpreting texts
- academic writing practice
- oral presentation practice
- intercultural awareness activities

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Small-group workshop, individual assignments 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.

Assessment methods and criteria:

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

Grading:

pass / fail

Person responsible:

See [contact teachers](#)

Working life cooperation:

-

Other information:

This course consists of two parts: [902130Y-01](#) and [902130Y-02](#)

Sign up to both of the parts by clicking the code.

900070Y: Scientific Communication I, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Negotiated Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900070Y Scientific Communication I (OPEN UNI) 2.0 op

Proficiency level:

-

Status:

This course unit is compulsory for all students undertaking a BA degree in Education, Subject Teacher Education, Primary Teacher Education, Technology Oriented Primary Teacher Education, Creative Arts Oriented Primary Teacher Education and Music Education.

Required proficiency level:

-

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

1st year of studies

Learning outcomes:

Upon completion of the course unit the student should be able to prepare a verbally and stylistically fluent scientific presentation. The student should be able to assess and revise his/her own texts and apply the conventions and practices of scientific writing to his/her own work, especially to his/her scientific theses or dissertations. The student should be able to recognise his/her strengths and weak points as a communicator.

Contents:

The basics and various types of scientific communication. The basic notions of grammatical correctness and the stylistic and formal conventions demanded by proper scientific discourse. Critical approach to source literature and the most common formal standards (referencing techniques, constructing bibliographies etc.). Throughout the course unit the student analyses and produces texts of various types.

Mode of delivery:

contact teaching

Learning activities and teaching methods:

Contact lessons and group work 16 h. Independent study ca. 34 h.

Target group:

Students of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

the Material in the Optima learning environment,
 Hirsjärvi, S., Remes, P. & Sajavaara, P. (2009). Tutki ja kirjoita. Helsinki: Tammi.
 Kemppainen, T. & Latomaa, T. (2002). Ensi askelia tieteen tiellä. Oulun yliopisto. Teos on saatavilla myös internetissä.

Lonka, I., Lonka, K., Karvonen, P. & Leino, P. (2006). Taitava kirjoittaja. Opiskelijan opas. Helsinki: Yliopistopaino.

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.
 Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Toropainen, Outi

Working life cooperation:

-

Other information:

-

900075Y: Speech Communication, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Negotiated Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900075Y Speech Communication (OPEN UNI) 2.0 op

Proficiency level:

-

Status:

According to the old curriculum this course is compulsory for all students undertaking a BA degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included this course unit in his/her Bachelor's Degree, he/she must include 900071Y Scientific Communication II in his/her Master's Degree.

According to the new curriculum (2013 - 2014) this course is compulsory to all students.

Required proficiency level:

-

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

1st or 2nd year of studies according to the curriculum of the education programme.

Learning outcomes:

Upon completion of the course unit the student should be able to prepare and give an illustrative and understandable oral presentation on a topic relating to his/her own field in a way that suits the audience and the situation. The student should be able to function purposefully in various situations where he/she is working by himself/herself or as a part of a group. He/she should be able to participate in scientific discourse with sound argumentation and analytical listening. He/she should be able to give, receive and process constructive criticism. The student should be able to critically evaluate his/her own oral communication skills and understand the significance of oral communication in university studies, scientific activity and as a part of professional interaction and communication.

Contents:

Presentation exercises, group work, communicator image and its significance, the speech communication situation and speech communication skills, structure of a speech, preparing a speech, goals and distinctive features of scientific interaction, communicating as an expert in scientific and professional contexts, discussion, negotiation and meeting procedures and practices, observation and analysis of speech communication situations.

Mode of delivery:

Contact teaching

Learning activities and teaching methods:

Contact teaching 20 h and independent study ca. 30 h.

Target group:

the students of the Faculty of Education

Prerequisites and co-requisites:

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Recommended or required reading:

material in the Optima learning environment

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments. Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

See the Languages and Communication webpages for contact teachers

Working life cooperation:

-

Other information:

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A250504: Education, Basic Studies (Oulu), 25 op

Opiskelumuoto: Basic Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

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:

[410067P](#) Basic Course in Education: Phenomenon, Theories and Practices of Education, 4 credits

[410068P](#) Didactics: Basics of Learning and Teaching, 4 credits

[410069P](#) Educational Psychology: Growth, Development and Learning, 4 credits

[410070P](#) Sociology of Education: Society, Educational Institutions and Social Interaction, 4 credits

[410071P](#) Educational Philosophy: Education as a Philosophical and Ethical Issue, 4 credits

[410072P](#) Pedagogical Research Seminar, 5 credits

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:

pass/fail

Person responsible:

Veli-Matti Ulvinen

Working life cooperation:

Depending on the degree programme, possibly included in the "Pedagogical Research Seminar".

Other information:

None

Compulsory

410067P: Basic course in education, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Rinne, Risto (1) , , 2004, pakollinen

Rinne, Risto , , 2000, pakollinen

Siljander, Pauli , , 2002, pakollinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410067P Basic course in education (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

After completion of the course, the student

- identifies the most important features of education as a science
- has a basic understanding of the history of education and its main areas of study
- knows how to use the basic concepts of education and pedagogy and is familiar with issues connected with them
- can relate different sectors of the educational sciences to each other
- is familiar with practical and professional tasks in the field of education and with issues connected to them.

Contents:

- basic concepts: development, bildung, teaching, pedagogical activity
- the status of scientific and practical theory in education and pedagogy
- education as a science, main areas and subareas
- history and development of education
- basics of professional growth and development
- orientation to practical tasks in education, assumption of a professional identity as a teacher and in other educational tasks.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h, independent work 89 h

Target group:

Students in all programmes pursuing Basic Studies in Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

This is the first course in the Basic Studies in Education (25 credits).

Recommended or required reading:

Rinne, R., Kivirauma, J. & Lehtinen, E. (eds.) (2000) Johdatus kasvatustieteisiin.

Siljander, P. (2014) Systemaattinen johdatus kasvatustieteeseen. Peruskäsitteet ja pääsuuntauokset. Vastapaino.

Availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments

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

Grading:

pass/fail

Person responsible:

Pauli Siljander

Working life cooperation:

None

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Hakkarainen, Kai , , 1999, pakollinen

Kansanen, Pertti , , 2004, pakollinen

Rauste-von Wright, Maijaliisa , , 2003, pakollinen

Rauste-von Wright, Maijaliisa , , 1994, pakollinen

Uusikylä, Kari , , 2005, pakollinen

Uusikylä, Kari , , 2000, pakollinen

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410068P Didactics: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

After completion the students

- understand the basic concepts related to learning and teaching, their theoretical foundations and significance in practice
- understand the learning process and its cognitive, motivational and social features.
- recognize the teacher's role as a director/guider of learning and are familiar with new models of teaching
- are able to analyse the characteristics of a good learner in theory and practice and are aware of how learning skills can be taught.

Contents:

- basic concepts of learning and teaching, their theoretical foundations and significance in practice
- basic processes of learning, their cognitive, motivational and social features
- theoretical foundations of learning guidance: the teacher's role as a director of learning, models of teaching
- principles of curriculum design and planning of teaching entities
- the characteristics of a good learner in theory and in practice: how learning skills can be taught

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other contact teaching 18 h, independent studies 89 h

Target group:

Students in all programmes pursuing Basic Studies in Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

Applicable parts:

- Hakkarainen, K. , Lonka, K. & Lipponen, L. (2004 or 2001) Tutkiva oppiminen. järki, tunteet ja kulttuuri oppimisen sytyttäjinä.
- and supplementary literature to be announced during the course.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments

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

Grading:

pass/fail

Person responsible:

Sanna Järvelä

Tuija Anttila

Working life cooperation:

No

410069P: Educational psychology, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410069P Educational psychology: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish

Timing:

1st year

Secondary teacher students 3rd year spring term

Learning outcomes:

Having completed the course, the student

- knows how to use the central concepts and identifies the main research areas and topics in educational psychology
- knows how to analyse the special nature of knowledge on educational psychology and estimate the opportunities and limitations in the application of this knowledge to educational work

Contents:

- the relationship of educational psychology to psychology and other subareas of education
- research object and basic concepts: growth, development and learning
- professional practice in educational psychology and its application to issues of growth and development at different ages

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent studies 89 h

Target group:

Students in all programmes pursuing Basic Studies in Education

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

Applicable parts:

- Lehtinen, E., Kuusinen, J. & Vauras, M. (2007) Kasvatuspsykologia
- Soini (2013) Johdatusta kasvatuspsykologian kysymyksiin. Opintomoniste, available in Optima.
- and additional literature to be announced during the course.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments

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

Grading:

pass/fail

Person responsible:

Teemu Suorsa

Working life cooperation:

No

Other information:

In early childhood education, this course is 2 cr in scope (lectures only).

410070P: Sociology of education, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410070P Sociology of education:Society, educational institutions and social interaction (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Timing:

1st year

Secondary teacher students 4th year autumn term

Learning outcomes:

After completion the student will be able to visualize:

- the links between educational sociology, sociology and education.
- basic issues and concepts in social sciences and educational sociology
- the Finnish education system and educational politics as a part of social politics

Contents:

- central concepts in social sciences
- basic concepts and issues in educational sociology
- sociology of education: links to education and sociology
- the roles of socialization and education
- classic trends in the educational sociology: structuralism, conflict-theory and critical sociology, and socialization theory and interaction
- the Finnish education system: past, present and future
- education politics as a part of social politics
- theoretical and practical issues in educational sociology: school practices (interaction-based school class research), hidden curriculum, equality of education, identity, normality and deviation.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and other teaching 18 h, independent study 89 h.

Target group:

Students in all programmes pursuing Basic Studies in Education.

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

Aittola, T. (toim.) 2012. Kasvatussosiologian suunnannäyttäjä.

[OR Aittola, T. (toim.) (1999) Kasvatussosiologian teoreetikoita. Uudesta kasvatussosiologiasta oppimisen kriittiseen tarkasteluun.]

Antikainen, A., Rinne, R. & Koski, L. (2000) Kasvatussosiologia.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments.

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

Grading:

pass/fail

Person responsible:

Veli-Matti Ulvinen

Working life cooperation:

No

410071P: Educational philosophy, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen oppimateriaali:

Atjonen, Päivi , , 2004, pakollinen

Lisätiedot:

Pitkänen, Pirkko , , 1996, pakollinen

Lisätiedot:

Puolimatka, Tapio , , 1996, pakollinen

Lisätiedot:

Puolimatka, Tapio , , 1995, pakollinen

Lisätiedot:

Vestergaard, Ebbe , , 1987, pakollinen

Lisätiedot:

Vestergaard, Ebbe , , 1985, pakollinen

Lisätiedot:

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410071P Educational philosophy: (OPEN UNI) 4.0 op

ECTS Credits:

4 credits

Language of instruction:

Finnish or English

Learning outcomes:

The students are familiar with the main areas of educational philosophy and how they give rise to educational problematisation and question formulation as well as research and results. The students know how to analyse and solve ethical and philosophical problems in education and teaching and are able to critically assess previously suggested solutions.

Contents:

- Educational philosophy as an area of educational sciences
- the nature of philosophy as a science, philosophical questions and the most important sub-areas.
- Objectives in education
- Historically important trends in academic study of educational philosophy
- Ethical nature of education, training and teaching, and ethical issues in pedagogical activity

Mode of delivery:

Lectures and other face-to-face teaching 18 h, independent work 89 h

Learning activities and teaching methods:

Lectures and other teaching 18 h and independent studies.

Target group:

Students in all programmes pursuing Basic Studies in Education (25 credits).

Prerequisites and co-requisites:

No

Recommended optional programme components:

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

Recommended or required reading:

Applicable parts:

- Atjonen, P. (2004) Pedagoginen etiikka koulukasvatuksen karttana ja kompassina.
- Ojakangas, M. (2001) Pietas - Kasvatuksen mahdollisuus.
- Puolimatka, T. (1995) Kasvatus ja filosofia. (Primary reading)
- Etiikka koulun arjessa. (2002)

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam or written assignments.

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

Grading:

pass/fail

Person responsible:

Eetu Pikkarainen

Working life cooperation:

No

410072P: Pedagogical Research Seminar, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay410072P Pedagogical Research Seminar (OPEN UNI) 5.0 op

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

Varies depending on the programme: during or at the end of the basic studies in education

Learning outcomes:

After the course, the student

- perceives the various areas of education and the relations between them
- is familiar with educational research and the basics of scientific writing
- has an understanding of the relationship between pedagogical theory and practice

In addition, students in the primary teacher education programmes in particular

- know how to gather observation data on social interaction in the classroom
- identify issues underlying changes in teachership
- know how to apply knowledge of the pupils in pedagogical activity as a teacher
- know how to present their pedagogical theories-in-use
- know how to compose a report based on observation data to discuss classroom observations from theoretical and practical viewpoints
- see the goals for the course Orientation to Practice 410072P-2 (formerly 410075P), 2 credits

In addition, students in the early childhood education programme in particular know how to

- explain the nature of the area of early childhood education research in the field of different sciences
- specify and evaluate different theoretical trends in early childhood education
- identify and assess the ethical basis of early childhood education research
- face different children and identify and assess the need for three-tier support in early childhood education
- summarise scientific text and discuss current research themes in early childhood education

Contents:

Research being carried out in the Faculty, expertise based on it, contents of a seminar paper based on the student's own interests, feedback and discussions related to it.

Mode of delivery:

Face-to-face and blended teaching, seminar sessions

Learning activities and teaching methods:

Varies by the degree programme. See the subcodes.

Target group:

Students in all programmes pursuing the Basic Studies in Education (25 credits).

Prerequisites and co-requisites:

Basic course in education

Recommended optional programme components:

The course is the final course in the Basic Studies in Education (25 credits), and in the primary teacher education programmes it is closely linked to Orientation to School Work and to studies in educational psychology and, in secondary teacher education, in special education.

Recommended or required reading:

E.g. Siljander, P. & Kivelä, A. (Eds) (2008). *Kasvatustieteen tila ja tutkimuskäytännöt: paradigmat katosivat, mitä jäljellä?* (applicable parts).

Availability of course books can be checked [online](#).

Assessment methods and criteria:

Varies by programme. See the subcodes.

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

Grading:

pass/fail

Person responsible:

Varies by programme

Working life cooperation:

There is teaching practice in the primary teacher education programmes.

Other information:

Courses vary by programme:

Early childhood education:

- 410072P-01 Research areas and basics of early childhood education 3 ECTS cr
- 410072P-02 Orientating Practice in a day care center 2 ECTS cr

Teacher education programmes:

- 410072P-03 Orientation to Work at School 2 ECTS cr
- 410072P-04 Pedagogical Seminar I: Knowing the Pupils and Interaction 3 ECTS cr (TEKNO: 410072P-05 Pedagogical Seminar in Technology Education I 3 ECTS cr)

Educational Sciences programme:

- 410072P-06 Research Seminar, Education 5 ECTS

Alternative

410072P-01: Research areas and basics of early childhood education, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (autumn)

Learning outcomes:

- Student knows the basic concepts and special scientific features of early childhood education
- Student knows how to describe the historical development of early childhood education
- Student knows the principles of early childhood education planning and pedagogical activities

Contents:

- Basic concepts, research objects and methods of early childhood education
- Historical development of early childhood education
- Basics of planning and pedagogy in early childhood education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and work in small groups 30 hours
- Independent work 50 hours

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- National Curriculum Guidelines on Early Childhood Education and Care in Finland (2005)
- Miller, L. & Pound, L. (Eds.) (2011) Theories and Approaches to Learning in the Early Years. Sage Publications.

Assessment methods and criteria:

- Active participation in lectures and work in small groups
- Completion of assignments

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

Grading:

pass/fail

Person responsible:

Eila Estola, Satu Karjalainen

Working life cooperation:

None

Other information:

None

410072P-02: Orientating Practice in a day care center, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 credits

Language of instruction:

Finnish

Timing:

1st year (autumn)

Learning outcomes:

- Student knows how to describe the day care center as a child's growth environment and as a work community
- Student is familiar with pedagogical planning and practical implementations in early childhood education
- Student knows how to observe children, children's activities and play

Contents:

- The day care centre as a child's growth environment and as a work community
- Pedagogical planning and implementation
- Observation of children and their activities

Mode of delivery:

Supervised practice in a day care center

Learning activities and teaching methods:

Work in a day care center 50 h

Practicum 4h

Target group:

Students of early childhood education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

None

Assessment methods and criteria:

Active completion of the practice period, participation in the practicum

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

Grading:

pass/fail

Person responsible:

Satu Karjalainen

Working life cooperation:

2 ECTS cr

Other information:

None

410072P-03: Orientation to Work at School, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

First year, Bachelor level

Learning outcomes:

After completion of the course, the student is able to:

- report on the activities of a class
- critically describe his/her conception of teachership and education
- assess the activity of a class by means of observation
- understand the contents and significance of curricula in school education

Contents:

School experience orientation is a part of the studies in the major subject at the Bachelor level. It is also a part of the pedagogical studies in teacher training. All the student teachers complete this practice period, irrespective of prior work experience.

The principal theme of this practice period is the pupil as a member of the classroom community.

The aim is for the students to build upon the themes and their individual levels of understanding of Pedagogical Seminar I by working in a concrete classroom context. In addition, this practice period introduces the students to the curriculum and its flexible implementation in teaching.

School experience orientation offers the students a guided opportunity to investigate child development and interaction in a classroom environment, as well as relevant socio-cultural phenomena, based on study assignments formulated in Pedagogical Seminar I. In the School experience orientation period, the students are introduced to the teaching profession by participating in the teaching and learning activities of their own student class groups and those of neighbouring classes (cells).

Place: Oulu Teacher Training School, grades 0-6.

Duration of the period: two calendar weeks

Mode of delivery:

School Work

Learning activities and teaching methods:

Description of the activities: During Orientation to School Work, the student works together with the staff of the Teacher Training School and his/her fellow students.

The student observes and monitors the activity in the class based on the learning assignments agreed on in Pedagogical Seminar I. The students get to know school as a growth and learning environment and is familiarised with the school curriculum, especially its general part.

The period starts with a cell-specific joint planning session, discussing the course and supervision arrangements and agreeing on the working classes where the planning continues. The planning is attended by all the persons taking part in the school work period. During this period, the student gets to know the class and carries out the monitoring tasks given in Pedagogical Seminar I.

There are 40 hours of activities tied to a time and place in this period, consisting of the following:

- In cooperation with Liikenneturva, the students in each class give a traffic education lesson to the pupils. There is a two-hour lecture on the contents of this lesson at a time to be specified later.
- The students also give small-scale simultaneous teaching, small group teaching or a jointly implemented teaching episode or lesson.
- In addition to the above, the students also monitor the activities in their own and neighbouring classes for a total of 36 hours.

Supervision: General supervision in Orientation to School Work is provided by the primary school principal at the Teacher Training School. Tutoring in a student's class or for a group of students is provided by specifically appointed class teachers. Tutoring in the major subject studies focuses on supervision of the practice period in Pedagogical Seminar I.

Information seminar: School experience orientation will begin with an information meeting to be held in the canteen for the grades 0-6 at the Teacher Training School.

Assessment: The class teacher assesses the student's performance on the scale pass/fail based on assessment discussions and the pedagogical portfolio. An entry on a "pass" is made in the practice card. The card is also signed by the staff member who delivered Seminar I. There are specific instructions available on the composition and contents of the pedagogical portfolio. Its composition is also discussed in Pedagogical Seminar I.

A fail may need to be retaken or supplemented. A failed school experience period can be retaken twice. There are specific instructions on supplementation or retakes. If a registration for the period is not cancelled, it is considered a fail.

Evaluation seminar: At the end of the Orientation to School Work, an evaluation seminar is organised at the Teacher Training School to analyse the fulfilment of the goals for the period and to discuss how the experiences can be utilised for future school experience periods. The seminar is attended by all the persons who contributed to the school experience period. A secretary chosen from among the students keeps minutes in the evaluation seminar, and the document is delivered to the members of the school experience team in electronic form within one week of the seminar.

Target group:

Primary teacher education (not ITE-students)
Special Education

Prerequisites and co-requisites:

Participation in Orientation to School Work also requires participation in Pedagogical Seminar I.

Recommended optional programme components:

Pedagogical Seminar I

Recommended or required reading:

None

Assessment methods and criteria:

Work placement

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

Grading:

Pass/ fail

Person responsible:

Vesa-Matti Sarenius, Auli Halme, Erkki Pekkala, Markku Juopperi, Outi Takalo

Working life cooperation:

Yes.

Other information:

Registration: Registration for the autumn period is by the end of September, and for the spring period by the end of previous November. The registration takes place via Weboodi. 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 practice begins.**

410072P-04: Pedagogical Seminar I: Knowing the Pupils and Interaction, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

Upon completion of the course, the student

- identifies knowledge of pupils as learners as a dialogical relationship and as a continuous process
- identifies the most important group phenomena in the classroom and knows how to observe interaction between pupils
- knows how to describe his/her pedagogical theory-in-use and how to critically describe and reflect on his/her views on teaching and education
- knows how to apply his/her pedagogical expertise in a diversified, attentive and pupil-centred manner in different interaction situations
- is familiar with research on classroom interaction

Contents:

- changing knowledge in educational and development psychology, especially the traits of the growth and development of children at school age, but also the theories in which these traits are seen as socially produced
- familiarisation with classical sociological studies that apply or develop theories by observing classroom situations
- pedagogical portfolio as a tool for reflection on the development of your own teachership: aims of the portfolio and starting to compile one

Taika-students: The seminar focuses on the arts and crafts education perspective in learner growth and development and the study of interactive and socio-cultural phenomena in the classroom. We learn how to identify the opportunities provided by the arts in deepening the teacher-student relationship.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group teaching 24 h/ self-study 56 h

The student works on her/his portfolio also in a blog environment between the face-to-face meetings

Target group:

Primary Teacher Ed and Special Ed Students

Prerequisites and co-requisites:

Basic Course in Education, Didactics

Recommended optional programme components:

Pedagogical Seminar I is part of a module formed by "Educational Psychology", "Sociology of Education" and "Orientation to School Work". Integrating the themes of these courses, students focus on studying the pupils' growth and development as well as interaction and sociocultural phenomena in the classroom. The pedagogical seminars I-III form a continuum in which the essential viewpoint is the student's comprehensive professional growth into a critical, reflective and inquiring teacher.

Recommended or required reading:

Sovitaan opintojakson alussa

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments and pedagogical portfolio
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Maija Lanas

Working life cooperation:

None

410072P-05: Pedagogical Seminar in Technology Education I, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year

Learning outcomes:

After the course the student knows how to plan and carry out teaching episodes based on research on technology education. The students knows hwo to analyse and evaluate teaching situations and reflect on the phenomena and issues taking place in them from the viewpoint of technology education.

Contents:

Familiarisation with technology learning with a focus on educational psychology. The inquiring teacher and significance of awareness of pupil needs in primary school.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group sessions 20 h, individual teaching 16 h, work placement 2 h.

The seminar focuses on the technology learning process when the pupils are supposed to learn some technological entity. Making use of a self-made assembly kit, a teaching episode is planned and carried out, with literature produced on technology education research providing the theoretical

basis. The teaching episode is analysed based on this, and the results of the analysis are presented in the form of a learning diary.

Target group:

Technology oriented primary teacher education

Prerequisites and co-requisites:

None

Recommended optional programme components:

405024Y Introduction to Theoretical Foundations and Practics in Technology Education, 407034A Pedagogical Seminar in Technology Education II, 408023S Pedagogical Seminar in Technology Education III, 406040A Crafts / Technical Work and Technology

Recommended or required reading:

Technology Education literature, self-produced educational materials

Assessment methods and criteria:

Literature, production and testing of learning materials at school, preparation of a pedagogical portfolio.

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

Grading:

Pass/ fail

Person responsible:

Matti Lindh

Working life cooperation:

Yes. The course includes giving a teaching session at school (2 h).

410072P-06: Research Seminar, Education, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

Having completed the course, the student

- has an understanding of the contents of and mutual relations between the courses in the Basic Studies in Education.
- has familiarised him/herself with current educational research especially in his/her own faculty.
- knows how to design, produce and evaluate scientific texts.

Contents:

Current educational research

Mode of delivery:

In the Education Programme, face-to-face teaching scheduled to last an entire study year. E.g. lectures on current research themes by researchers in the research group *Theory and Philosophy of Education* followed by discussion based on the lectures and production of a learning portfolio. *In the Open University*, lectures and seminar.

Learning activities and teaching methods:

Lectures and seminar sessions, 20 h. In the Education Programme, to be implemented as a 2-hour lecture session at the end of each basic studies course, with 10 hours of seminar sessions at the end of the course in which the students present their learning portfolios.

Target group:

Students pursuing the Basic Studies in Education

Prerequisites and co-requisites:

no

Recommended optional programme components:

The course links together the various courses in the Basic Studies in Education (25 credits).

Recommended or required reading:

As applicable Siljander, P & Kivelä, A. (toim.) (2008). Kasvatustieteen tila ja tutkimuskäytännöt. Paradigmat katosivat, mitä jäljellä?

You can check for the availability of the course books [here](#).

Assessment methods and criteria:

Active attendance in lectures is recommended, while a 80% class attendance is required in the seminars. The student composes a learning portfolio to study the core contents of the courses in the basic studies based on the 2-hour lectures arranged at the end of each basic studies course. In the portfolio written on the basis of these lectures given by researchers, the student shows that s/he has understood the main contents of the basic studies course, and also outlines his/her own research interests and specific educational viewpoints. The student is expected to discover for him/herself a meaningful and topical theme for further educational research. The portfolios are presented, discussed and assessed in the seminar groups. The portfolios are based on the researchers' lectures, the course materials in the basic studies, and supplementary literature as agreed individually based on the focus of each student's portfolio. There is more information on the [grading of studies](#) in the university's website.

In the Open University, the course is implemented as a lecture providing an introduction to seminar work, in which the student composes a report for a research plan, on the basis of which the course grade is given.

Grading:

pass/fail

Person responsible:

NN

Working life cooperation:

No

Other information:

See full description at the main code.

A251505: Early Childhood Education, Intermediate Studies (Oulu), 40 - 45 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

45 ECTS cr

Language of instruction:

Finnish

Timing:

1st - 3rd years

Learning outcomes:

Upon completion of the Intermediate Studies in Education, specifically early childhood education, the student knows how to apply and evaluate the approaches of educational research to pedagogical phenomena. S/he is capable

of scientific information acquisition and argumentation and knows how to report scientific results. S/he is capable of functioning in various expert duties in early childhood education in different communities.

Contents:

see under each course

Mode of delivery:

Face- to- face teaching

Learning activities and teaching methods:

Specified in more detail for each specific course.

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Specified in more detail for each specific course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

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

Grading:

pass/fail 0-5

Person responsible:

Eila Estola

Working life cooperation:

None

Other information:

None

e1

442186A: Children's rights and basics of child welfare, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 credits

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Student knows the principles of the Convention on the Rights of the Child (UN)

Student knows the basics of child welfare legislation and is able to follow the elaboration of the legislation

Student knows how to co-operate with child welfare professionals

Contents:

United Nation's Convention on the Rights of the Child

Acts and decrees related to children

Basics of social pedagogy

Co-operation between early childhood education and child protection

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and work in small groups 18 hours

Independent work

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

/ Finnish laws and decrees

Ranne, K., Sankari, A., Rouhiainen-Valo, T. & Ruusunen, T. (Toim). (2005) Sosiaalipedagoginen ammatillisuus - Madsenin kukasta toiminnan tulppaaniksi.

Assessment methods and criteria:

Active participation in lectures and small group sessions

Grading:

pass / fail

Person responsible:

nn

Working life cooperation:

None

Other information:

None

442187A: Pedagogical applications and analysis, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

Having completed the course. the student knows how to

- observe the activities of an individual child, a group of children and educational phenomena in its activities
- plan, instruct and evaluate the activities of pre-school level children by applying different pedagogical methods
- develop his/her capacity to adopt a research-oriented approach
- reflect on and develop his/her professionalism

Contents:

- observing educational phenomena in a group of children based on individual and small group supervision
- application of pedagogical methods in children's group activities
- completing a learning assignment related to an educational phenomenon based on both literature and observations gathered during the course

- reflection on and development of the student's own professionalism by writing a learning diary

Mode of delivery:

Face to face teaching

Learning activities and teaching methods:

Work in small groups 30h, Independent work 50h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- Puroila, A-M. (2003) Päiväkotiarjen rikkaus.
- *Hujala, E. & Turja, L. (toim.) 2011. Varhaiskasvatuksen käsikirja.*
- Other literature by agreement

Assessment methods and criteria:

Active participation in small group work and completion of assignments
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Satu Karjalainen

Working life cooperation:

None

Other information:

None

442166A: Collaboration in early childhood education, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

- the student identifies the principles of a humanistic idea of man and reflects on them in early childhood education work
- the student knows how to apply and develop her/his own cooperation methods together with parents based on ecocultural views and principles of educational partnership and dialogicality
- the student is familiar with and applies the principles of team work and makes her/his own competence available to the multiprofessional work community

Contents:

- educational partnership and dialogicality with parents in different interaction situations: e.g. at the start of day care, construction of early education plans
- team work, multiprofessional cooperation and on-the-job learning in early childhood education

Mode of delivery:

Face -to- face teaching

Learning activities and teaching methods:

- Lectures and small group sessions 30h
- Independent work 50h

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- Nummenmaa, A. R. & Karila, K. 2010. Ammatilliset keskustelut varhaiskasvatuksessa.
- Other literature as agreed

Assessment methods and criteria:

Active participation in teaching and completion of assignments.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Aila Tiilikka

Working life cooperation:

None

Other information:

None

442188A: Early childhood teacher as a pedagogical expert, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year

Learning outcomes:

/ The student explores and evaluates her/his teachership from the viewpoint of the ethical and theoretical foundations of her/his profession and her/his own pedagogical skills

The student describes, manifests and develops her/his theoretical and practical skills by means of a teaching portfolio

Contents:

- the underlying values, professional ethics and professionalism of kindergarten teachers' work
- biographical issues underlying a person's teachership
- coping and welfare at work
- exploration of and reflection on a person's own teachership in a peer group and by working on a portfolio

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

- lectures and exercises 20 h
- independent work 34 h

Target group:

3rd year students in the Early Childhood Education Programme

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

- Rouvinen, R. 2007. "Tässä työssä yhdistyy kaikki" Lastentarhanopettajat toimijoina päiväkodissa. Joensuu: Joensuun yliopisto 119. / OR
- Ylitapio-Mäntylä, O. 2009. Lastentarhanopettajien jaettuina muisteluja sukupuolesta ja vallasta arjen käytännöissä. Rovaniemi: Lapin yliopisto.
- Other literature by agreement

Assessment methods and criteria:

Active participation in teaching
Production of a teaching portfolio

Grading:

pass/fail

Person responsible:

Aila Tiilikka

Working life cooperation:

none

Other information:

none

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

Timing:

2. or 3. 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
- plan and implement the main stages of a simple quantitative study
- evaluate and interpret quantitative studies conducted by others

Contents:

The course is divided into three parts:

407040A-01 Basis of research (2 cr.)

- basic features of empirico-analytical research
- role of theory in research
- main stages of the research process
- formulating and shaping the research question
- types of research
- data collection
- accountability/reliability analysis

407040A-02 Statistical analysis (2 cr.)

- description of one- and two-dimensional empirical distribution
- foundations of statistical deduction
- estimation
- statistical testing

407040A-03 Exercises (1 cr.)

- enhancing knowledge of content areas in 1 and 2

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

1. Lectures 18 h
2. Lectures 18 h
3. Exercises: Small group sessions 14 h

Target group:

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

Prerequisites and co-requisites:

None

Recommended optional programme components:

Thesis studies support the writing of a Bachelor's thesis

Recommended or required reading:

Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).
Holma, K. & Mälkki, K. (toim.) (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

Course material availability can be checked [here](#).

Assessment methods and criteria:

1. Learning assignments
 2. Learning assignments given at exercises
 3. Active participation in small group sessions, an essay
- Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Other information:

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead.

Early Childhood Education Programme: Small groups of their own, with Asko Pekkarinen in charge.

*Compulsory***407040A-01: Basis of research, 2 op**

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-01 Basis of Research (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h

Prerequisites and co-requisites:

No

Recommended or required reading:

Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).
Holma, K. & Mälkki, K. (toim.) (2011) Tutkimusmatkalla. Metodologia, teoria ja filosofia kasvatustutkimuksessa.

Check the availability [here](#)

Assessment methods and criteria:

Learning assignments

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

Grading:

0-5

Person responsible:

Jouni Peltonen

Working life cooperation:

No

407040A-02: Statistical analysis, lecture, 2 op

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-02 Statistical analysis, lecture (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h

Prerequisites and co-requisites:

No

Recommended or required reading:

See Main code

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Jouni Peltonen

Working life cooperation:

No

407040A-03: Exercises, 1 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407040A-03 Exercises (OPEN UNI) 1.0 op

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small groups 14 h

Recommended or required reading:

See main code

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Jouni Peltonen

Working life cooperation:

No

407041A: Basic Course in Qualitative Research, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Anu Alanko

Opintokohteen kielet: Finnish

Leikkaavuudet:

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

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

2. or 3. 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
- plan and implement the main stages of a simple qualitative study
- evaluate and interpret qualitative studies conducted by others

Contents:

- formulating and shaping research questions
- approaches to qualitative research
- different approaches to qualitative research
- progression of the research process
- interviews and observation in qualitative research

407041A-01 Lectures 2 cr

407041A-02 Exercises 3 cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h, small group sessions 16 h

Target group:

Students in all programmes pursuing Intermediate Studies in Education (/Music Education)

Prerequisites and co-requisites:

None

Recommended optional programme components:

Thesis studies support the writing of a Bachelor's thesis

Recommended or required reading:

Alasuutari, P. (2011). Laadullinen tutkimus 2.0 (4. uud. p.)
 Ruusu vuori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.
 Course material availability can be checked [here](#).

Assessment methods and criteria:

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

Grading:

0 - 5

Person responsible:

Anu Alanko

Working life cooperation:

No

Other information:

Education Programme: if Research Methods I has been completed in the major subject studies, the student will complete equivalent credits worth of intermediate level studies in minor subject literature instead, or participates in research group work.

*Compulsory***407041A-01: Basic course in qualitative research, lecture, 2 op**

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A-01 Basic course in qualitative research, lectures (OPEN UNI) 2.0 op

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 18 h

Recommended or required reading:

Alasuutari, P. (2011). Laadullinen tutkimus 2.0 (4. uud. p.) Tampere: Vastapaino.
 Ruusu vuori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.
 Check the availability [here](#)

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Raimo Kaasila

Working life cooperation:

No

407041A-02: Basic course in qualitative research, exercises, 3 op

Voimassaolo: 01.08.2012 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay407041A-02 Basic course in qualitative research, exercises (AVOIN YO) 3.0 op

ECTS Credits:

3

Language of instruction:

Finnish

Timing:

2. or 3. year

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small groups 16 h

Recommended or required reading:

See main code

Assessment methods and criteria:

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

Grading:

0-5

Person responsible:

Raimo Kaasila

Working life cooperation:

No

442164A: Bachelor's thesis, 10 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

407030A Bachelor's Thesis 9.0 op

ECTS Credits:

10 ECTS credits

Language of instruction:

Finnish/English

Timing:

3rd year

Learning outcomes:

Upon completion of the course,

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on the topic of his/her thesis
- the student knows how to use relevant literature for a theoretical examination of her/his research topic
- the student is familiar with the basics of scientific writing and can use them to write a thesis
- the student composes a Bachelor's thesis
- the student knows how to act as opponent to a Bachelor's thesis written by another student

Contents:

The course consists of the following:

- composing a research plan
- carrying out research
- writing a research report
- acting as peer opponent and assessor of a thesis
- writing a maturity test

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions about 30 h, self-study 240 h

Target group:

Students in the Faculty of Education

Prerequisites and co-requisites:

Basic Studies (25 credits) in Major Subject, Scientific Communication I and Basic courses in qualitative and quantitative research (must have at least been started)

Recommended optional programme components:

The course is part of the Intermediate Studies in Major Subject

Recommended or required reading:

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

APA guide: <http://cc.oulu.fi/~sarenius/apatyyl/>

Assessment methods and criteria:

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

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

Grading:

0 - 5

Person responsible:

Jyrki Komulainen and supervisors of seminar groups

Working life cooperation:

None

Other information:

For details on current Bachelor's and Master's thesis groups, see www.oulu.fi/ktk/opinnaytetyot

Compulsory

442164A-01: Bachelor's thesis, 8 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 credits

Language of instruction:

Finnish/ English

Learning outcomes:

Upon completion of the course,

- the student knows how to formulate a research problem
- the student knows how to compose a research plan on the topic of his/her thesis
- the student can use relevant literature for a theoretical examination of her/his research topic
- the student is familiar with the basics of scientific writing and can use them to write a thesis
- the student prepares a Bachelor's thesis
- the student is able to act as an opponent for another student

Contents:

The course consists of the following:

- preparing a research plan
- conducting research
- writing a research report
- acting as peer opponent and assessor of a thesis
- writing the maturity test
- information skills training at the library

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Seminar sessions 30 h, information skills training at the library 10 – 12 t, and self-study 227 h

Target group:

All the students in the Faculty of Education

Prerequisites and co-requisites:

Basic Studies (25 credits) in Major Subject, Scientific Communication I and Basic courses in qualitative and quantitative research(started)

Recommended optional programme components:

The course is part of the Intermediate Studies in Major Subject

Recommended or required reading:

Hirsjärvi, S., Remes, P. & Sajavaara, P. Tutki ja kirjoita.
APA-opas: <http://cc.oulu.fi/~sarenius/apatyyl/>

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:

Minna Säaskilahti and the leaders of seminar groups

Working life cooperation:

None

442164A-02: Seminar, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumoto: Intermediate Studies

Laji: Partial credit
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

442164A-03: Maturity Test, 0 op

Voimassaolo: 01.08.2013 -
Opiskelumuoto: Intermediate Studies
Laji: Partial credit
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

Ei opintojaksokuvauksia.

442165A: Literature, 4 op

Voimassaolo: 01.08.2005 -
Opiskelumuoto: Intermediate Studies
Laji: Course
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish
Voidaan suorittaa useasti: Kyllä

ECTS Credits:

4 cr

Language of instruction:

Finnish

Timing:

As chosen by the student.

Learning outcomes:

The students gain an understanding of the main issues in an area of special interest, and are able to analyse their significance in the context of early childhood education.

Contents:

Students sit a written exam in one of the following content areas:

442165A-01, 1. Leadership and work communities in early childhood education, 4 credits

442165A-02, 2. Expertise and professional ethics in early childhood education, 4 credits

442165A-03, 3. Pedagogical trends in early childhood education, 4 credits

442165A-04, 4. Child studies, 4 credits

442165A-05, 5. Family studies, 4cr

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work.

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:**1. Leadership and work communities in early childhood education**

Ebbeck, M & Waniganayake, M. (2003) Early childhood professionals: leading today and tomorrow.

Nivala, V. (1999) Päiväkodin johtajuus.

Rodd, J. (1998) Leadership in early Childhood: a pathway to professionalism. 2. Ed.

2. Expertise and professional ethics in early childhood education

Jipson, J.A. & Johnson R.T. (eds.) Resistance and Representation. Rethinking Childhood Education. sivut 1 - 123.

Leinonen, E. (ed.) (2005) Opetuksen ja ohjauksen tasa-arvoiset käytännöt - sukupuolen huomioiva opas kasvatuksen arkeen.

Opetusalan eettinen neuvottelukunta & Sarras, R. (eds.) (2002) Etiikka koulun arjessa.

Estola, E. (2003) In the Language of the Mother - Re-Storying the Relational Moral in Teachers' Stories.

3. Pedagogical trends in early childhood education

Bruce, T. (1997) Early childhood education, 2nd ed.

Edwards, C. , Gandini, L. & Forman, G. (eds.) (1998) The hundred languages of children: The Reggio Emilia approach - advanced reflections, 2nd ed.

Starck, M. (1996) Kotkat eivät käytä portaita.

4. Child studies

Davids, Jenny. 2011. The nursery age child. London: Karnac Books.

Kronqvist, E-L. & Kumpulainen, K. 2011. Lapsuuden oppimisympäristöt: eheä polku varhaiskasvatuksesta kouluun

Smidt, Sandra 2008. Introducing Vygotsky. London: Routledge.

5. Family studies

Alasuutari, M. (2010) Suunniteltu lapsuus.

Hafstad, R. & Ovreeide, H. (2001) Föräldrafokuserat arbete med barn.

Ritala-Koskinen, A. (2001) Mikä on lapsen perhe? Tulkintoja lasten uusperhesuhteista.

Tiilikka, A. (2005) Äitien kasvatuskäsityksiä ja arvioiteja hyvästä päiväkotikasvatuksesta.

The availability of the literature can be checked [here](#).**Assessment methods and criteria:**

Written exam.

Grading:

0 - 5

Person responsible:

Aila Tiilikka

Working life cooperation:

None

*Alternative***442165A-03: Pedagogical Trends in Early Childhood Education, 4 op****Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

4 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Student is able to describe and evaluate the main pedagogical trends in early childhood education.

Contents:

Pedagogical trends in early childhood education

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work and literature exam

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Paalasmaa, J. (toim.) 2011. Lapsesta k&sin: Kasvatuksen ja opetuksen vaihtoehtoja. & Edwards, C. , Gandini, L. & Forman, G. (toim.) 2012. The hundred languages of children: the Reggio Emilia experience in transformation. & Isaacs, B. 2012. Understanding the Montessori Approach:& Early Years Education in Practice

Assessment methods and criteria:

Exam Read more about assessment criteria at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Satu Karjalainen

Working life cooperation:

None

Other information:

None

442165A-04: Child Studies, 4 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

4 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student is able to describe and evaluate the characteristics and theories of child studies in early childhood education

Contents:

Child Studies

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work and literature exam

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Davids, Jenny. 2011. The nursery age child. London: Karnac Books.

Whitebread, David. 2011. Developmental psychology and early childhood education: A Guide for Students and Practitioners.

Smidt, Sandra 2008. Introducing Vygotsky. London: Routledge.

Assessment methods and criteria:

Exam

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

Grading:

0-5

Person responsible:

Eila Estola

Working life cooperation:

None

Other information:

None

442165A-05: Family Studies, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

- the student is familiarised with and knows how to apply the theoretical foundations of professional discourse in support of parenthood in early childhood education
- the student is familiar with research on everyday family life and parenthood to understand the contexts of children's growth
- the student is capable of identifying different positions of parenthood, e.g. young parenthood

Contents:

Family studies

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work and literature exam

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Hafstad, R. & Övreeide, H. 2001. Föräldrafokuserat arbete med barn. Stockholm: Liber.

Perhe-elämän paletti. Vanhempana ja puolisona vaihtelevassa arjessa. 2009. Rönkä, A., Malinen, K & Lämsä, T. (toim.) Jyväskylä: PS-kustannus.

Tryggvason, N., Sorbring, E. & Samuelson, G. 2012. Unga föräldrar – identitet, möjligheter och utmaningar. Malmö: Liber.

Assessment methods and criteria:

Exam

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

Grading:

0-5

Person responsible:

Aila Tiilikka

Working life cooperation:

None

Other information:

None

442165A-06: Education through art and culture, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

The student knows how to

- name the essential contents of art education in early childhood education
- view and interpret the meaning of art and culture in education and in society
- view art pedagogy as an early childhood educator
- justify the meanings of art education as a part of small child's growth

Contents:

Arts and Culture Education

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent work and literature exam

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

The course comprises four books, including two compulsory books:

- Taidekasvatus varhaiskasvatuksessa. 2009. Toim. Inkeri Ruokonen, Sinikka Rusanen & Anna-Leena Välimäki. Helsinki: Terveystieteiden tutkimuskeskus (ISBN 978-952-245-138-5) (PDF)
- Elämysten alkupoluilla: lähtökohtia alle 3-vuotiaiden taidekasvatukseen. 2000. [toim.] Seija Karppinen, Arja Puurula, Inkeri Ruokonen

One of the following two books:

- Pääjoki, Tarja 2004. Taide kulttuurisena kohtaamispaikkana taidekasvatuksessa Jyväskylä: Jyväskylän yliopisto (ISBN 951-39-1997-8, PDF)
- Taiteen jälki. Taidepedagogiikan polkuja ja risteyksiä 2011. [toim.] Eeva Anttila. Helsinki: Teatterikorkeakoulu

And one of the following choices:

- Sava, Inkeri. 2007. Katsomme – näemmekö? Luovuudesta, taiteesta ja visuaalisesta kulttuurista. Jyväskylä: PS-Kustannus
- Satu kantaa lasta 2008.[Toim.] Silja Mäki & Pirjo Orvola. Helsinki: Duodecim.
- Louhivuori, J & Paananen, P. & Väkevä, L. (toim.)2009. Musiikkikasvatus. Näkökulmia kasvatukseen, opetukseen ja tutkimukseen. Suomen Musiikkikasvatusseura FISME ry

Registration with the examiner depending on the books chosen as follows:

- Katsomme - Näemmekö? - **Jaakko Moilanen**
- Satu Kantaa Lasta. - **Pirjo Suvilehto**
- Musiikkikasvatus. Näkökulmia kasvatukseen, opetukseen ja tutkimukseen. - **Leena Poikela**

Assessment methods and criteria:

Exam

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

Grading:

0-5

Person responsible:

Moilanen Jaakko, Suvilehto Pirjo, Poikela Leena

Working life cooperation:

None

Other information:

None

442180A: Developmental psychology, 3 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

- the student understands the basic theories of a child's development and learning
- the student knows how to apply knowledge related to development in her/his child observation
- the student understands individual traits in children
- the student is capable of reflecting on her/his own professionalism in relation to an individual child
- the student is familiar with current research on developmental psychology, especially on early years

Contents:

- Main development and learning theories
- Early learning in formal and informal environments
- The child's developmental stages before school age and at preschool and lower primary age
- Supporting the child's development and collaboration with the parents
- Observation of an individual child in different contexts
- Identification of development problems

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and exercises 24 h

Independent work 90 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Penn, Helen. Understanding early childhood : issues and controversies. Maidenhead : Open University Press, 2005.

Articles

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises.

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

0-5

Person responsible:

nn

Working life cooperation:

None

Other information:

None

442182A: Multiculturalism in early childhood education, 3 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

- the student can explain the basic concepts of multicultural education
- the student recognizes the need for multicultural education in early childhood education
- the student can define the concept of intercultural competence and is able to relate him/herself and his/her own actions based on that
- the student can recognize the cultural diversity and is able to plan and evaluate pedagogical activities taking into consideration the minority children

Contents:

- concept of culture
- multicultural education
- intercultural competence
- cultural minorities
- language and cultural identity
- immigration policy
- linguistic minorities

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 26 h, independent work 55 h.

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Paavola, H. (2007) Monikulttuurisuuskasvatus päiväkodin monikulttuurisessa esiopetusryhmässä. The availability of the literature can be checked [here](#).

Assessment methods and criteria:

Active participation in the course, lecture and literature examination, doing the exercises.

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

Grading:

0-5

Person responsible:

Asko Pekkarinen

Working life cooperation:

None

Other information:

None

442181A: Special education in early years, 4 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

- Having completed the course, the students masters the main concepts related to special education and early years special needs education and the most central literature on the field.
- The student identifies the need for special support and knows where to look for resources to support and face a child and to provide educational rehabilitation for him in cooperation with parents and other parties working with the child.
- A student who has completed the course identifies and is capable of analysing the values on which the views of early years special education are based.

Contents:

- concepts in special education
- special education in early childhood
- special support in early childhood education
- inclusion and related concepts
- family-centred multiple party collaboration

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h, small group sessions 10 h, other teaching 10 h.

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Pihlaja, P. 2005. Varhaiskasvatus suomalaisessa päivähoidossa. Kuntaliitto. s. 210.
Kontu, E. & Suhonen, E. 2006. Erityispedagogiikka ja varhaislapsuus. Gaudeamus

Assessment methods and criteria:

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

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

Grading:

0-5

Person responsible:

nn

Working life cooperation:

None

Other information:

None

A256902: Professional Studies in Early Childhood Education, 65 - 75 op

Opiskelumuoto: Intermediate Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

60 credits

Language of instruction:

Finnish

Timing:

1st and 2nd years

Learning outcomes:

- *knows how to work as a kindergarten/preschool teacher as a pedagogical expert of a small child's growth, development and learning in interaction with children, parents and other cooperation partners.*
- *is capable of independent and theoretical thinking and research work*
- *knows how to apply his/her theoretical knowledge in practical pedagogy and in the development of her/his own and his/her work community's activities in early childhood education*
- *knows how to observe and identify a child's individual needs and take them as starting points to support and assess the child's learning process*
- *understands the meaning of play, movement, exploration, and crafts and arts for a child's balanced growth, development and learning*
- *knows how to integrate the contents of the curriculum into meaningful learning modules*
- *knows how to evaluate early childhood education broadly from the viewpoint of sustainable development, paying attention to the cultural, social, economic and ecological dimensions*
- *identifies the status of early childhood and preprimary education and the challenges faced by them in a changing society*

Contents:

see under each course

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

600 h contact lessons

independent work

see under each course

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

see under each course

Assessment methods and criteria:

Active participation in face-to-face teaching and successful completion of assignments.

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

Grading:

pass/fail

Person responsible:

Hannele Karikoski

Working life cooperation:

Practice in Preprimary or Primary Education

Pedagogical Practice I

Pedagogical Practice II

Other information:

None

e1

442401A: Pedagogy of children under 3 years, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (spring)

Learning outcomes:

- the student knows how to apply the theory of contextual growth to implement daycare for under-3-year-olds
- the student understands the meaning of sensitivity, commitment and supporting the child's activeness in the education of small children
- the student knows how to support the small child's verbal development and interaction in play and other expressive activities

Contents:

- contexts of the growth and education of under-3-year-olds
- the educator's role in supporting the development and learning of a small child
- verbal development of under-3-year-old children
- drama games in the everyday life of under-3-year-old children

Mode of delivery:

Face-to-face-teaching

Learning activities and teaching methods:

Work in small groups 30 h, Independent work 50 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Kalliala, M. 2009. "Kato mua!" Kohtaako aikuinen lapsen päiväkodissa?
You can check the availability of the course books via [this link](#).

Assessment methods and criteria:

Active participation in small group work and completion of assignments
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Aila Tiilikka

Working life cooperation:

None

Other information:

None

442402A: Children's development and learning processes, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

Having completed the course, the student knows how to

- develop his/her abilities to plan, implement and evaluate the child's growth and learning processes in early childhood education
- integrate the contents of early childhood education into meaningful learning modules

Contents:

- theories of planning, implementing and evaluating the growth and learning processes in early childhood
- implementing a project assignment to integrate the contents of early childhood education

Mode of delivery:

Face-to-face-teaching

Learning activities and teaching methods:

Lectures and work in small groups 20h, independent work 33h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Heikka, J., Hujala, E. & Turja, L. 2009. Arvioinnista opiksi. Havainnointi, arviointi ja suunnittelu varhaispedagogiikassa. Helsinki: Multiprint.

Assessment methods and criteria:

Active participation in lectures and work in small groups, successful completion of the project assignment
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Satu Karjalainen

Working life cooperation:

None

Other information:

None

442403A: Preprimary education and transition to school, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

- the student identifies the continuum of a child's growth and learning process from early childhood to preprimary and primary education
- the student knows how to plan, implement and assess a child's growth and learning processes in preprimary education
- the student identifies the change in a child's role and growth environment in transition to school and is able to co-operate with the professionals in the child's different growth environments

Contents:

- Preprimary education in theory and practice
- Child's learning process as a continuum from early childhood to preprimary and primary education (1st to 2nd school years)
- A child's transition process in co-operation between the home, preschool and primary school

Mode of delivery:

Face-to-face-teaching

Learning activities and teaching methods:

Lectures and work in small groups 20h, independent work

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

- The preschool curriculum (2010)
- Basic education curriculum (2004), classes 1-2.
- Heikka & Hujala ja Turja.(2009). Arvioinnista opiksi. Vantaa: Printel OY
- Kronqvist & Kumpulainen (2011).Lapsuuden oppimisympäristöt. Eheä polku varhaiskasvatuksesta kouluun. Helsinki: WSOYpro OY.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of the planning assignment
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Hannele Karikoski

Working life cooperation:

None

Other information:

None

442404A: Practical training in primary education, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

The student

- is familiar with the growth and learning contexts, curricula and teaching and learning materials of 6-8 year-old children, and knows how to use and apply them in her/his educational and teaching tasks
- identifies the continuum of a child's growth and learning process
- knows how to cooperate with a child's home and other cooperation partners

Contents:

- Growth and learning contexts and educational cultures in preprimary and lower primary education, curricula, child's educational curriculum/plan for preprimary or lower primary education and the construction and use of such curricula
- Growth, development and learning of a child aged 6-8
- Preprimary and lower primary teacher as an educator, adviser and teacher

Mode of delivery:

Preprimary or Lower Primary Practice / Practical Training in a Daycare Centre or School

Learning activities and teaching methods:

Practice 50 h, practicum 4h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

Study unit 442403A must be completed.

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

- Core curriculum for preschool education
- Core curriculum for basic education (applicable parts)
- Institute's curriculum
- Child's educational curriculum/plan
- Teaching and learning materials

Assessment methods and criteria:

Active participation in practice and keeping a pedagogical diary

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

Grading:

pass/fail

Person responsible:

Hannele Karikoski

Working life cooperation:

Practice 50 h

Other information:

None

442405A: Word Art and Drama I, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (autumn)

Learning outcomes:

- The student is developing his/her self-expression and communication skills
- The student is acquainted with different genres and means of expressions in children's theatre
- The student is given tools to direct and apply the educational opportunities of drama in early childhood education.

Contents:

- Genres of children's theatre and the possibilities of drama pedagogy in early childhood education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h lectures and exercises, independent work

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Active participation in contact lessons and independent work

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

Grading:

pass / fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

None

Other information:

None

442406A: Word Art and Drama II, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year, (autumn)

Learning outcomes:

- In literary art education, the students are familiarised with the stages, genres and concepts of children's literature.
- The student is given tools to direct and apply the educational opportunities of children's literature and literary art in teaching.
- The student is also familiarised with the therapeutic possibilities of children's literature.

Contents:

Children's literature

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h face-to-face teaching (lectures and exercises) and independent work

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Active participation in contact lessons and independent work.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

None

Other information:

None

442407A: Language and Communication, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

- The course provides an introduction to the child's verbal development.
- The student is acquainted with methods and processes used in Finland of learning to read and write.
- S/he gets practice in direction, applying his/her knowledge to practical exercises and reporting on the results in writing.

Contents:

The child's verbal development, learning to read and write.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h face-to-face teaching (lectures and exercises) and independent work.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Active participation in face-to-face teaching and independent work
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Pirjo Suvilehto

Working life cooperation:

None

Other information:

None

442408A: Music Education I, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (autumn)

Learning outcomes:

Having completed the course, the student

- knows how to make music at his/her own skill level, singing, performing body percussion, playing percussions and Orff instruments and moving to both instrumental and sung music.
- understands the meaning of the development of his/her own overall expression as part of his/her professional growth
- knows how to plan, use and develop various application areas and musical processes of early childhood music education, e.g. through stories, pictures, movement and drama play
- understands the meaning of music education in supporting the overall personality of children aged 0-8
- knows notes and their longitudes, pauses and most common chords used in children's music
- understands the meaning of early childhood music education in terms of both holistic drama pedagogy and applied music therapy

Contents:

These course includes:

- Music education to support the overall personality of a child aged 0-8
- Listening education

- Singing, playing, music and movement, musical invention and comprehensive integration of the various arts in the planning and implementation of early childhood music education
- The viewpoint of music therapy in early childhood music education
- Musical skills and knowledge as part of a student's professional growth

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Workshops 20 h and independent work

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

- Hongisto-Åberg, M. et. al (2001) Musiikki varhaiskasvatuksessa: käsikirja.
- Ahonen, H. (2000) Musiikki, sanaton kieli: musiikkiterapian perusteet.
- Kurkela, K. (1994) Mielen maisemat ja musiikki: musiikin esittäminen ja luovan asenteen psykodynaamikka.
- Varhaiskasvatuksen ja esi- ja alkuopetuksen uusimmat valtakunnalliset opetussuunnitelmat. / The most recent national curricula for early childhood and (pre)primary education.
- Louhivuori, J., Paananen, P. & Väkevää, L. (Toim.) 2009. Musiikkikasvatus. Näkökulmia kasvatukseen, opetukseen ja tutkimukseen. Suomen Musiikkikasvatusseura FISME ry. Vaasa. Ykkös-Offset Oy.Osin. *
- Current articles (to be agreed on separately)

Assessment methods and criteria:

Active participation in face-to-face teaching, pedagogical portfolio and independent familiarisation with literature

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

Grading:

pass / fail

Person responsible:

Leena Poikela

Working life cooperation:

None

Other information:

None

442409A: Music Education II, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

Having completed the course, the student

- knows how to make music at his/her own skill level singing, performing body percussion, playing percussions and Orff instruments and moving to both instrumental and sung music.
- understands the meaning of the development of his overall expression as part of his/her professional growth
- knows how to plan, use and develop the various application areas and musical processes of early childhood music education, e.g. through stories, pictures, movement and drama play
- understands the meaning of music education in supporting the overall personality of children aged 0-8
- knows notes and their longitudes, pauses and most common chords used in children's music
- has familiarised her/himself with the history of music and knows how to apply the music of relevant eras in working methods appropriate for early childhood education
- understands in depth the meaning of early childhood music education in terms of both holistic drama pedagogy and applied music therapy

Contents:

The course includes:

- Music education to support the holistic personality of a child aged 0-8
- Listening education, e.g. genres and history of music
- Singing, playing, music and movement, musical invention and comprehensive integration of the various arts in the planning and implementation of early childhood music education
- The viewpoint of music therapy in early childhood music education
- Musical skills and knowledge as part of a student's professional growth

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Workshops 30 h and independent work

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

- Hongisto-Åberg, M. et. al (2001) Musiikki varhaiskasvatuksessa: käsikirja.
- Ahonen, H. (2000) Musiikki, sanaton kieli: musiikkiterapian perusteet.
- Kurkela, K. (1994) Mielen maisemat ja musiikki: musiikin esittäminen ja luovan asenteen psykodynaamikka.
- Varhaiskasvatuksen ja esi- ja alkuopetuksen uusimmat valtakunnalliset opetussuunnitelmat.
- Louhivuori, J., Paananen, P. & Väkevää, L. (Toim.) 2009. Musiikkikasvatus. Näkökulmia kasvatukseen, opetukseen ja tutkimukseen. Suomen Musiikkikasvatusseura FISME ry. Vaasa. Ykkös-Offset Oy.Osin.
- Current articles (to be agreed on)

Assessment methods and criteria:

Active participation in face-to-face teaching, pedagogical portfolio, independent familiarisation with literature
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Leena Poikela

Working life cooperation:

None

Other information:

None

442410A: Play: Piano or Guitar, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

1st and 2nd years

Learning outcomes:

- Having completed the course, the student knows how to use different styles of accompaniment in practical music making situations.

Contents:

- The student is familiarised with different kinds of notation, real chords, various accompaniment and music styles as well as playing techniques.
- Group sessions include practice in conducting and accompanying group singing as well as group playing.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h (in pairs) and independent study 32 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Playing materials representing different styles and genres of music, such as textbooks, song books and playing guides by various publishers.

Assessment methods and criteria:

Active participation in music lessons and in a music performance
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass/fail

Person responsible:

Maria Mustonen (piano) and Markku Pehkonen (guitar)

Working life cooperation:

None

Other information:

None

*Compulsory***442410A-01: Play I, 1 op****Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS cr

Language of instruction:

Finnish

Timing:

1st years

Learning outcomes:

- Having completed the course, the student knows how to use different styles of accompaniment in practical music making situations.

Contents:

- The student is familiarised with different kinds of notation, real chords, various accompaniment and music styles as well as playing techniques.
- Group sessions include practice in conducting and accompanying group singing as well as group playing.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h (in pairs) and independent study 32 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Playing materials representing different styles and genres of music, such as textbooks, song books and playing guides by various publishers.

Assessment methods and criteria:

Active participation in music lessons and in a music performance

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

pass/fail

Person responsible:

Maria Mustonen (piano) and Markku Pehkonen (guitar)

Working life cooperation:

None

Other information:

None

442410A-02: Play II, 1 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Intermediate Studies**Laji:** Partial credit**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

1 ECTS cr

Language of instruction:

Finnish

Timing:

2nd years

Learning outcomes:

- Having completed the course, the student knows how to use different styles of accompaniment in practical music making situations.

Contents:

- The student is familiarised with different kinds of notation, real chords, various accompaniment and music styles as well as playing techniques.
- Group sessions include practice in conducting and accompanying group singing as well as group playing.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h (in pairs) and independent study 32 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Playing materials representing different styles and genres of music, such as textbooks, song books and playing guides by various publishers.

Assessment methods and criteria:

Active participation in music lessons and in a music performance

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

pass/fail

Person responsible:

Maria Mustonen (piano) and Markku Pehkonen (guitar)

Working life cooperation:

None

Other information:

None

442411A: Physical education I, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (spring)

Learning outcomes:

- The student knows how to design and implement environments that persuade the pupils to do exercise for differently skilled children aged 0-6 depending on the time of the year

Contents:

- motor development and learning
- main forms of exercises to support the development of a child aged 0-8
- planning, implementation, integration and assessment of physical education as a process, with practice in a peer group

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group sessions 30 h and independent work 51 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Numminen, P. (1996) Kuperkeikka varhaiskasvatuksen liikunnan didaktiikkaan.
Early childhood education plans, physical activity accounted for.
Early childhood physical activity recommendations.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of learning assignments.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Susanna Takalo

Working life cooperation:

None

Other information:

None

442412A: Physical education II, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

Knows how to make arrangements for regular target-oriented day-care physical education and supporting family exercise activities.

Contents:

- planning, implementation, integration and assessment of physical education as a process, practising in a child group making use of the child studies observation centre
- student's reflections on him/herself as a PE educator based on literature and Pedagogical Practice I

Mode of delivery:

face-to-face teaching

Learning activities and teaching methods:

Small group sessions 20 h and independent work 34 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Numminen, P. (1996) Kuperkeikka varhaiskasvatuksen liikunnan didaktiikkaan.

Numminen P. (2005) Avaa ovi lapsen maailmaan.

Sääkslahti A. (2002). Liikunta varhaiskasvatuksessa. Teoksessa Heikinaro-Johansson P., Huovinen T. & Kytökorpi L. (toim.) Näkökulmia liikuntapedagogiikkaan.

Pönkkö A. & Sääkslahti A. (2012) Liikkuva Lapsi. Teoksessa Hujala E. & Turja L. Varhaiskasvatuksen käsikirja.

Zimmer, R. (2002) Liikuntakasvatuksen käsikirja: didaktis-metodisia perusteita ja käytännön ideoita.

Other literature as agreed.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of learning assignments.

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

Grading:

Pass/fail

Person responsible:

Susanna Takalo

Working life cooperation:

None

Other information:

None

442413A: Art Education I, 3 op**Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (spring)

Learning outcomes:

Student is able to

- plan, implement and develop visual art education in kindergarden, preschool and primary education
- apply working, data acquisition, research, interpretation and assessment skills that are common to visual arts education
- apply integrated visual arts education in early childhood education
- assess the visual art education of the early childhood education and preschool curriculums

Contents:

- techniques and materials of visual creating and forming
- narrative as research method in visual arts
- themes of art history

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Exercises 30 h and independent work 51 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

- Salminen, Antero (2005) Pääjalkainen : kuva ja havainto. (toim.) Inkeri Koskinen.
- Rusanen, Sinikka (2007) Taidekasvattajaksi varhaiskasvatukseen : kuvataiteen opintojen kehittäminen lastentarhanopettajien koulutuksessa.
- Materials handed out in the course

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises.

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

Pass/fail

Person responsible:

Jaakko Moilanen

Working life cooperation:

None

Other information:

None

442414A: Art Education II, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

Student is able to

- plan, implement and develop visual art education in kindergarden, preschool and primary education
- apply working, data acquisition, research, interpretation and assessment skills that are common to visual arts education
- apply integrated visual arts education in early childhood education
- assess the visual art education of the early childhood education and preschool curriculums

Contents:

- methods of media education and environmental and community art
- aesthetics, conceptions of art and experience as research objects

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Exercises 20 h and independent work 34 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

- Salminen, Antero (2005) Pääjalkainen : kuva ja havainto. (toim.) Inkeri Koskinen.
- Rusanen, Sinikka (2007) Taidekasvattajaksi varhaiskasvatukseen : kuvataiteen opintojen kehittäminen lastentarhanopettajien koulutuksessa.
- Materials handed out in the course

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen

Working life cooperation:

None

Other information:

None

442415A: Handicrafts I, 2 op**Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 ECTS cr

Language of instruction:

Finnish

Timing:

1st year (spring)

Learning outcomes:

Student

- knows how to plan, implement and develop handicrafts in the day care centre and in preprimary and primary education
- knows how to apply working and assessment methods appropriate for handicrafts
- knows how to use research knowledge on early childhood education and craftsmanship in her or his activities
- knows how to apply crafts education in an integrative manner in early childhood education
- knows how to assess and apply to her/his activities crafts education in the early childhood and preprimary education curricula.

Contents:

- introduction to the concepts of crafts processes, applicable methods, working methods and materials

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Exercises 20 h and independent work 34 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Karppinen, S., Puurula, A. & Ruokonen, I. (2001) Taiteen ja leikin lumous: 4 – 8-vuotiaiden lasten taito- ja taidekasvatus. Soveltuvin osin. / Applicable parts.

Karppinen, S. Puurula, A. & Ruokonen, I. (2000) Elämysten alkupuolilla: Lähtökohtia alle 3-vuotiaiden taidekasvatukseen. Soveltuvin osin. / Applicable parts.

1. Ruokonen, S. Rusanen & A.-L. Välimäki (toim.) 2009. Taidekasvatus varhaiskasvatuksessa. Iloa, ihmettelyä ja tekemistä. Helsinki: Yliopistopaino. Inkeri Ruokon Välimäki (toim.)
 Yliverronen, V., Rönkkö, M-L. & Korhonen, R. 2010. Käsiyö kuuluu varhaiskasvatukseen. Teoksessa R. Korhonen, M-L. Rönkkö & J-A. Aerila (toim.) Pienet oppimassa. Kasvatuksellisia näkökulmia varhaiskasvatukseen ja esiopetukseen. Turku: Uniprint.
 Articles as agreed.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises.
 Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Marjut Sarkkinen

Working life cooperation:

None

Other information:

None

442416A: Handicrafts II, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

Student

- knows how to plan, implement and develop handicrafts in day care centres and in preprimary and primary education
- knows how to apply working and assessment methods appropriate for handicrafts
- knows how to use research knowledge on early childhood education and craftsmanship in her or his activities
- knows how to apply crafts education in an integrative manner in early childhood education

Student

- knows how to plan, implement and develop handicrafts in day care centres and in preprimary and primary education
- knows how to apply working and assessment methods appropriate for handicrafts
- knows how to use research knowledge on early childhood education and craftsmanship in her or his activities
- knows how to apply crafts education in an integrative manner in early childhood education
- knows how to assess and apply to her/his activities crafts education in the early childhood and preprimary education curricula.

Contents:

- use of the skills of the hand and design materials and relevant handicraft methods in a context appropriate for children's handicrafts

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Exercises 20 h and independent work 34 h.

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Karppinen, S., Puurula, A. & Ruokonen, I. (2001) Taiteen ja leikin lumous: 4 – 8-vuotiaiden lasten taito- ja taidekasvatus. Soveltuvin osin. / Applicable parts.

Karppinen, S. Puurula, A. & Ruokonen, I. (2000) Elämysten alkupuolilla: Lähtökohtia alle 3- vuotiaiden taidekasvatukseen. Soveltuvin osin. / Applicable parts.

I.Ruokonen, S. Rusanen & A.-L. Välimäki. 2009. Taidekasvatus varhaiskasvatuksessa. Iloa, ihmettelyä ja tekemistä. Helsinki: Yliopistopaino. Inkeri Ru Välimäki (toim.)

Yliverronen, V., Rönkkö, M-L. & Korhonen, R. 2010. Käsityö kuuluu varhaiskasvatukseen. Teoksessa R. Korhonen, M-L. Rönkkö & J-A. Aerila (toim.) Pienet oppimassa. Kasvatuksellisia näkökulmia varhaiskasvatukseen ja esiopetukseen. Turku: Uniprint.

Articles as agreed.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises.

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

Grading:

Pass/fail

Person responsible:

Marjut Sarkkinen

Working life cooperation:

None

Other information:

None

442417A: Handicrafts III, 1 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (spring)

Learning outcomes:

Having completed the course, the student knows how to

- use the most common technical work machines, equipment and hand tools that are needed to work on materials appropriate for day care centres and preprimary and primary education.
- design, implement and assess small-scale projects on particular themes in daycare centres and in preprimary and primary education.

Contents:

- skills of the hand and design materials and relevant handicraft methods in a context appropriate for children's handicrafts

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small group sessions 10 h and independent work 17 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Literature to be agreed on at the start of the course.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises.

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

Grading:

Pass/fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

None

Other information:

None

442418A: Environmental education, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

- opiskelija osaa määritellä omaa ympäristösuhdettaan sekä kykenee refleктоimaan ja arvioimaan sitä
- opiskelija soveltaa kokonaisvaltaisen ympäristökasvatuksen tavoitteita ja menetelmiä lapsen positiivisen ja kestävästä kehitystä tukevan ympäristösuhteen tukemiseksi varhaiskasvatuksessa

Contents:

- the model of holistic environmental education; environmental values, personal environmental meanings, responsible action
- objectives of environmental education: social, cultural, ecological and economic sustainability in the activities of children below school age
- the child as an environmental actor in the built and ecological environment of his/her own sphere of life

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and work in small groups 20 h

Independent work 34 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Luomi, A., Paananen, P., Viberg, P. & Virta, L. 2010. Keke päiväkodissa. Pääkaupunkiseudun kierrätyskeskus. Helsinki.

Assessment methods and criteria:

Active participation in lectures and small group sessions

Completion of assignments

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

Grading:

pass / fail

Person responsible:

Aila Tiilikka

Working life cooperation:

None

Other information:

None

442419A: Mathematics and Science Education, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

After the course the student will be able to:

- explain learning theories related to mathematics and science education
- describe what child-centered mathematics and science education is about and apply this knowledge when working with children
- explain the following ECE mathematics contents:
 - sorting, patterning and classifying,
 - concept of number,
 - geometry, measurement and spatial thinking and
 - apply this knowledge when working with children
 - explain the concepts of science education through experimenting, conceiving, conception emphasizing, thoughtful and dialogical approaches
 - explain most common natural phenomena and apply what s/he has learnt when working with a child group

Contents:

- The course contains science and mathematics education contents in early childhood education and the child as an inquirer. In this course the students are also familiarised to teaching and the use of manipulatives and other learning aids in early childhood context.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

6 h lectures, 20 h small group work, 4 h making the science day for children, 50 h self study

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

To be agreed on at the start of the course

Assessment methods and criteria:

Making study work book, planning and organising a science day for children
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Anne Pellikka, Vesa-Matti Sarenius

Working life cooperation:

None

Other information:

None

442420A: Ethics and religious education, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

English

Timing:

1st year (spring)

Learning outcomes:

- The student is capable of educational planning, implementation and assessment required by and related to the orientation to religious and ethical education in early childhood education.
- The student knows how to apply and develop the professional competencies required by the goals of orientation to religious and ethical education.

Contents:

1. Introduction; course structure and requirements. Outlines of ethical and religious education in early childhood education
2. Religious and ethical orientation in early childhood education
3. Learning environment in religious and ethical education.
4. Child and spirituality
5. Ethicality and ethical growth as a challenge of religious and ethical education.
6. Multicultural, intercultural and global aspects in ethical and religious education in early childhood education.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 8 h, small group teaching 14 h and independent work 48 h

Target group:

Students in the Early Childhood Education Programme

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

Varhaiskasvatuksen uskontokasvatus (2001) J. Salminen (toim.) Vantaan täydennyskoulutuslaitos, Helsinki : Helsingin yliopisto, opettajankoulutuslaitos. 199 sivua. 40 pages per a group of five students

Halme L (2010) Lapsen parhaaksi: uskontokasvatus kokonaisvaltaisen ihmiskuvan valossa. Lasten keskus. Helsinki.

Kokonaisvaltainen kasvatus, lapsi ja uskonto (2010) M. Ubani & A. Kallioniemi & J. Luodeslampi. Lasten Keskus. Helsinki. 40 pages per a group of six students.

Kulttuurinen moninaisuus päiväkodissa ja koulussa (2010) H. Paavola & M.-T. Talib. PS-kustannus. Jyväskylä.

Tamm Maare (2002) Lapsen ja nuoren uskonnollinen maailma. Lasten Keskus. Helsinki.

Reconstructing religious, spiritual and moral education (2000) Clive Erricker & Jane Erricker. London : Routledge. New York.

Erricker C & Erricker J (2000) The Children and Worldviews Project: A Narrative Pedagogy If Religious Education. In Pedagogies of Religious Education. Case Studies in the Research and Development of Good Pedagic Pracitce in RE (2000) M. Grimmitt (ed.) . Mc Crimmons. Great Wakening, Essex. 188-206.

Assessment methods and criteria:

Active participation in face-to-face teaching and completion of exercises, revision test based on lectures, literature and other learning materials

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

Grading:

pass/fail

Person responsible:

Markku Salakka

Working life cooperation:

None

Other information:

None

442421A: Pedagogical practise I, 7 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year (autumn)

Learning outcomes:

- student knows how to apply theories, curricula and other documents related to early childhood education to practical early childhood education activities in a kindergarten
- student knows how to plan, implement and evaluate pedagogical activities for small groups of children aged 0-6 years on the basis of child observation and documentation
- student knows how to define his/her own learning objectives and reflect on them on the basis of a learning diary.

Contents:

- observation of children at both group and individual levels
- familiarisation with the observation and planning of educational environments and activities
- working in a goal-oriented and comprehensive manner using various educational, learning and guidance methods
- evaluation of educational activity and student's own learning based on documentation
- familiarisation with and, if possible, participation in the educational and development activities of the kindergarten

Mode of delivery:

Kindergarten work 175 h

Practice, group supervision 6 h

Independent work 8 h

Learning activities and teaching methods:

Supervised practice in a kindergarten

Target group:

Early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

None

Assessment methods and criteria:

Assessment is based on the student's self-assessment, and on assessment by the supervising teachers in the kindergarten and in the early childhood education programme. The teaching practice period is assessed based on the working plan and the goals set for the practice period. The goals set by the students for themselves, their work plans and work in general are defined in more detail and evaluated in regular supervision meetings based on the documentation made by the students, among other things. The student must actively participate in the assessment of his/her work and learning. The student writes a pedagogical diary during the practice period.

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

Grading:

pass/conditional/fail

Person responsible:

Satu Karjalainen

Working life cooperation:

Kindergarten work 175 h

Other information:

None

442422A: Pedagogical practise II, 7 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 ECTS cr

Language of instruction:

Finnish

Timing:

3rd year (spring)

Learning outcomes:

- student knows how to analyse and develop her/his own learning goals in kindergarten teaching on the basis of the preceding Pedagogical Practice I module
- student knows how to function comprehensively, responsibly, and in a goal-oriented manner in the role of a kindergarten teacher
- student knows how to develop her/his own professional identity through her/his learning process
- student is able to evaluate his/her work and its theoretical basis from the viewpoint of an inquiring teacher

Contents:

- taking comprehensive care of the duties of a kindergarten teacher using different educational, learning and guidance methods

- participating in the educational community of the kindergarten and in the kindergarten's external co-operation
- developing one's own identity as a kindergarten teacher
- evaluating one's own learning process based on a pedagogical diary

Mode of delivery:

Kindergarten work 150 h

Practice, group supervision 6 h

Independent work 33 h

Learning activities and teaching methods:

Supervised practice in a kindergarten

Target group:

Early childhood education students

Prerequisites and co-requisites:

Successful completion of Pedagogical Practice I AND Professional Studies in Early Childhood Education and Preprimary Education (60 ECTS credits).

Recommended optional programme components:

Part of the study module A256902 Professional Studies in Early Childhood Education and Preprimary Education

Recommended or required reading:

None

Assessment methods and criteria:

Assessment is based on the student's self-assessment, and on assessment by the supervising teachers in the kindergarten and in the early childhood education programme. The teaching practice period is evaluated based on the working plan and the goals set for the practice period. The goals set by the students for themselves, their work plans and work in general are defined in more detail and evaluated in regular supervision meetings based on the documentation made by the students, among other things. The student must actively participate in the evaluation of his/her work and learning. The student writes a pedagogical diary during the practice period.

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

Grading:

pass/to be supplemented/fail

Person responsible:

Aila Tiilikka

Working life cooperation:

Kindergarten work 160 h

Other information:

None

A200090: Other Studies, 0 - 25 op

Opiskelumuoto: Other Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

Electives

900071Y: Scientific Communication II, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Negotiated Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay900071Y Scientific Communication II (OPEN UNI) 2.0 op

Proficiency level:

-

Status:

According to the old curriculum 2012 - 2013: This course unit is compulsory for all students undertaking a Master's degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included a Speech Communication course unit in his/her Bachelor's Degree, he/she must include this course unit in his/her Master's Degree.

According to the new curriculum 2013 - 2014: This course is optional.

Required proficiency level:

-

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

4th or 5th year of studies

Learning outcomes:

Upon completion of the course unit the student should have a more in-depth understanding of scientific communication, especially scientific writing. He/she should be able to produce scientific text fitting for an MA thesis. The student should also be able to analyse and interpret the special field-specific conventions of scientific writing.

Contents:

The distinctive features of an MA thesis as a form of scientific communication. Writing as a process. Analysis of texts written for various scientific purposes. Popularised scientific discourse.

Mode of delivery:

contact teaching

Learning activities and teaching methods:

Contact lessons 20 - 26 h. Independent study ca. 34 h.

Target group:

Students of master's degree of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

the material in the Optima learning environment

Kinnunen, M. & Löytty, O. (2002). Tieteellinen kirjoittaminen. Tampere: Vastapaino.

Kniivilä, S., Lindblom-Yläne, S. & Mäntynen, A. (2007). Tiede ja teksti. Tehoa ja taitoa tutkielman kirjoittamiseen. Helsinki: WSOY.

Viskari, S. (2002). Tieteellisen kirjoittamisen perusteet. Opas kirjoittamiseen ja seminaarityöskentelyyn. Tampere: Tampereen Yliopistopaino Oy.

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

pass / fail

Person responsible:

Toropainen, Outi

Working life cooperation:

-

Other information:

-

410018Y: Professional growth, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

Masters level (autumn)

Learning outcomes:

The students

- identify their competence from the perspective of working life.
- construct their professional identity together with other students
- strengthen their self-knowledge
- learn about the teaching profession and obtain the tools that are necessary for coping in daily work life
- familiarize themselves with other professions in the field of education and with working life in general
- know how to find employment and are encouraged to enter working life.

Contents:

- self-knowledge and ways to support it
- identifying one's own skills
- opportunities in education and working life (thesis, minor subjects, jobs, etc.)
- the teaching profession
- transitional elements in working life (skills, employment, coping)
- building a professional identity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small-group work, seminars, visiting lecturers.

Target group:

Master-level primary teacher students, music education students and early childhood education students

Prerequisites and co-requisites:

None

Recommended or required reading:

To be announced at the start of the course

Assessment methods and criteria:

Active participation, completion of assignments

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

Grading:

Pass/fail

Person responsible:

Coordinators Katja Perttula/Minna Sainio (primary teacher education programmes) and Paula Loukkola/Hennariikka Valppu-Paaso (early childhood education programme)

Working life cooperation:

None

Other information:

The course is organised as allowed by resources.

405021Y: Knowledge Work as a Pedagogical Challenge, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Students familiarize themselves with the pedagogical and technological challenges imposed by the knowledge society, and learn to understand the research-based pedagogical principles underlying the pedagogical use of ICT. Students enhance their capacity to function as teachers/educators in a technology-based environment in an information society based on knowledge work.

Contents:

- familiarization with the phenomena of information society and knowledge work
- the challenges of learning and teaching in the information society
- digital natives, social media, mobile learning, u-learning and other phenomena of the information society and their influence on teaching arrangements and learning as a whole
- social discussion on the theme and its connections with, for instance, curriculum work

Mode of delivery:

Three face-to-face meetings and work in a wiki environment

Learning activities and teaching methods:

Lectures 4h, web-based work 10h, seminar 6h, independent study.

- Lecture
- Group discussion after the lecture
- Independent work and writing a summary article based on literature
- Group discussion on the results of independent work
- Knowledge construction by the group in a wiki environment
- Presentation of wiki articles.

Target group:

Primary teacher students (apart from ITE-students), music education students, early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the Master-level language, communication and orientation studies, mutually optional with "Professional growth" and "Philosophy of science".

Content connected with the following courses:

- 410014Y Information and communication technology as a pedagogical tool
- 410017Y Multimedia as a learning projecti
- 410068P Didactics
- 407027A Guidance of learning, planning and assessment of teaching

Recommended or required reading:

- Literature (international peer-reviewed articles, Finnish peer-reviewed articles, book chapters, reports, presentations) divided into themes a) teaching, b) information society, c) knowledge work, available on the course wiki
- Lecture materials on the wiki and on SlideShare
- Abstract of the students' articles and their essays are stored on the wiki.

Assessment methods and criteria:

- Active participation in face-to-face meetings
- Summarising an article/articles as independent work
- Composition of a wiki article based on article summaries in a group

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

Grading:

Pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

Other information:

<https://wiki oulu.fi/display/ktkvtv/Etusivu>

410015Y: Philosophy of science, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

Master's level

Learning outcomes:

After completion, the student

- will be knowledgeable of the core factions and traditions in the philosophy of science and scientific research
- understands the special nature of scientific work and the role of education as one of the sciences.
- is able to justify, philosophically, the different alternatives in scientific research.

Contents:

The following topics are covered:

- overview of the history of philosophy
- introduction to philosophical thought
- different classes in philosophical science

Mode of delivery:

Face-to-face or web-based teaching

Learning activities and teaching methods:

Note: Student in VAKA and MUKO complete this course online. See http://cc.oulu.fi/~epikkara/opetus/tf/jtf_1.htm for further information.

KAKO: book exam.

In English see <http://cc.oulu.fi/~epikkara/opetus/philsoci.htm>

Target group:

All students in the faculty

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the Master's level language, communication and orientation studies, mutually optional with "Professional growth" and "Knowledge work as a pedagogical challenge" (for primary teacher, music teacher and early childhood education students)

Recommended or required reading:

Kiikeri, M. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteen tutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

You can check for the availability of course books [here](#).

Assessment methods and criteria:

Book exam or online course. In the case of the online course, either an online exam and essay.

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

Grading:

Pass/fail

Person responsible:

By programme:

- Ari Kivelä (KAKO)
- Eetu Pikkarainen (VAKA, MUKA, LUKO)

Working life cooperation:

None

Other information:

Education students: The course is compulsory if it was not already completed in the Bachelor's programme. If it was completed, another optional communications/orientation studies course that was not taken at the Bachelor's level must be taken in its place.

407051A: Finnish as a Second Language, Optional, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

In different phases of the studies

Learning outcomes:

- To get acquainted with the goals and arrangements of teaching people with an immigrant background and with their assessment in curricula and in practice from the viewpoint of the work of a primary teacher
- To be familiarised with the most essential theoretical ways to understand multilingualism, second-language learning and teaching and everyday life in a multicultural school
- To learn in her/his own work as a primary teacher to take into account the linguistic needs of a multilingual learner in general teaching, in the teaching of Finnish as a second language and in instruction preparing for basic education
- To familiarise her/himself with essential literature and materials on Finnish as a second language

Contents:

The course deals with teaching Finnish as a second language in practice and theory especially from the viewpoint of a primary teacher's work: how to teach Finnish and support the learner linguistically in practice in mainstream education, when teaching Finnish as a second language and in instruction preparing for basic education.

The course topics include learning and teaching Finnish, components of language skills and their development, spoken and written language, Finnish as a second language in curricula, language skills assessment and the European frame of reference, learning to read and write and text skills among Finnish learners, the need for special support among multilingual learners, learning materials in Finnish as a second language, development of teaching Finnish as a second language, and the utilisation of new technologies in teaching Finnish as a second language.

Mode of delivery:

26 h face-to-face teaching and independent work

Learning activities and teaching methods:

- Getting to know Finnish as a second language by means of lecture materials and literature
- Active participation in small group sessions: asking, commenting, questioning and sharing of personal experiences and thoughts
- Participation in exercises
- Reading circle
- Visiting speakers & conversation
- Familiarisation with a case learning assignment, based on which an introductory talk to the rest of the group

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- Aalto, Eija – Mustonen, Sanna – Tukka, Kaisa 2009. *Funktionaalisuus toisen kielen opetuksen lähtökohtana*. Virittäjä 3/2009.
- *Eurooppalainen viitekehys 2003. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Euroopan neuvosto / WSOY.
- Jokinen, Päivi # Nissilä, Leena # Immonen-Oikkonen, Pirjo 2011. *Kommentoitu luettelo maahanmuuttajataustaisten opetuksen ja koulutuksen materiaaleista*. Opetushallitus.
- Kuukka, Ilona – Rapatti, Katriina 2009. *Yhteistä kieltä luomassa: suomea opetteleva opetusryhmässäni*. Opetushallitus.
- Latomaa, Sirkku (toim.) 2007. *Oma kieli kullaa kallis. Opas oman äidinkielen opetukseen*. Opetushallitus.
- Lehtinen, Kirsti 2006. *Maahanmuuttajataustainen oppilas äidinkielen ja kirjallisuuden tunneilla*. Teoksessa Grünthal, Satu – Pentikäinen, Johanna (toim.) *Kulmakivi. Luokanopettajan äidinkieli ja kirjallisuus*. Otava.
- Mela, Marjo – Mikkonen, Pirjo (toim.) 2007. *Suomi kakkonen ja kirjallisuuden opetus*. Tietolipas 126. Suomalaisen kirjallisuuden seura.

- Nissilä, Leena – Martin, Maisa – Vaarala, Heidi – Kuukka, Ilona 2006: *Saako olla suomea? Opas suomi toisena kielenä -opetukseen*. Opetushallitus.
- Päivärinta, Marjut – Nissilä, Leena (toim.) 2010. *Perusopetukseen valmistava opetus – opetussuunnitelmatyöstä käytäntöön*. Oppaat ja käsikirjat 2010: 7. Opetushallitus.
- Riitaoja, Anna-Leena 2013. *Toiseuksien rakentuminen koulussa. Tutkimus opetussuunnitelmista ja kahden helsinkiläisen alakoulun arjesta*. Tutkimuksia 346. Väitöskirja. Helsinki: Helsingin yliopisto.
- Sajavaara, Kari & Piirainen-Marsh, Arja (toim.) 1999. *Kielenoppimisen kysymyksiä*. SOLKI: Jyväskylän yliopisto.
- Tani, Hanna – Nissilä, Leena 2010. *Tasolta toiselle. Opas kielitaidon tasojen kuvausasteikon käyttöön suomi toisena kielenä -opetuksessa*. Opetushallitus.
- Tukia, Kaisa – Aalto, Eija – Mustonen, Sanna 2007. *S2-oppilas lukijana: Miten opetan tekstinymmärtämisen taitoja?* Virke 4/2007.

Assessment methods and criteria:

- An advanced assignment on the student's own background
- Keeping a learning diary with reflections on the literature dealt with in the course
- Case learning assignment as a group work and presentation of the work
- A visit of at least two lessons to a session of instruction preparing for basic education
- Preparation of questions for visitors

Grading:

Pass/fail

Person responsible:

Päivi Jokinen

Working life cooperation:

A visit to a session of instruction preparing for basic education & classroom assistance

Other information:

Continuous feedback

410050Y: Educational research and information seeking systems I, 1 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish/English

Timing:

During periods I, II, III & IV

Learning outcomes:

Upon completion of the course, the student will be able to search scientific information. The student will be able to use most important databases of the discipline and evaluate different information sources.

Contents:

- Transforming information need to search terms
- Most important datebases of the discipline
- Search process: search techniques & analysing search results
- Using reference management software

Mode of delivery:

Face-to-face teaching or web-based teaching

Learning activities and teaching methods:

Several methods: lectures or web-based teaching, self study

Target group:

Major students of the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Recommended to take the course at the beginning of proseminar

Recommended or required reading:

None

Assessment methods and criteria:

Participation in classroom teaching and successful completion of the course assignments
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Information specialist at the Pegasus Library

Working life cooperation:

None

Other information:

Web pages: <http://www.oulu.fi/library/node/10695>

410051Y: Educational research and information seeking systems II, 1 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish/English

Timing:

During periods II & IV

Learning outcomes:

Upon completion of the course, the student will deepen his information searching skills. The student can search scientific information for his thesis. Furthermore, he uses evaluation tools to estimate the quality of scientific information and he understands the principles of scientific publishing. The student uses different features of the reference management software.

Contents:

- principles of informations search
- most important databases of the discipline
- different search techniques
- the central publication and information channels of the field
- saving searches in the databases
- keeping the track of new information using alert services offered by the databases
- the evaluation of scientific information
- RefWorks- bibliographic management program

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, self study

Target group:

Major students of the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Recommended to take the course at the beginning of pro gradu seminar

Recommended or required reading:

None

Assessment methods and criteria:

Participation in classroom teaching and successful completion of the course assignments
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Information specialist at the Pegasus Library

Working life cooperation:

None

Other information:

Web pages: <http://www oulu.fi/library/node/10695>

408512S: Issues in globalisation, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn and spring, 1st - 4th teaching period

DD: 2nd year, autumn and spring (in Oulu), 1st - 4th teaching period

Learning outcomes:

After completion of the course, students are able to:

- Analyse globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Compare and evaluate the different attitudes towards globalisation
- Contribute to the debate about its nature, the tensions and the conflicting values
- Identify the effects of globalisation on educational practices, policies and changes within countries and between countries
- Differentiate the positive and negative effects of globalisation
- Examine the directing of global change through global governance
- Investigate globalisation in the context of values
- Analyse and produce their own theories and constructs of globalisation
- Relate globalisation to education
- Make decisions and enhance their professional development using their knowledge on global issues

Contents:

- Globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Education as a commodity
- Knowledge production, equity, neo-colonialism
- Effects of globalisation on education and learning
- Globalisation and the Nation State
- Global governance
- Localisation and globalisation

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50h lectures/seminars, 85 h independent study

Target group:

1st year students in the Master's Degree Programme in Education and Globalisation
DD students

Prerequisites and co-requisites:

No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408513S, 408514S, 408527S and 408516S

Recommended or required reading:

Held, D. & McGrew, A. (Eds.). (2003). *Global transformations reader: An introduction to the globalization debate*. (2nd ed). Cambridge: Polity Press.

Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.). (2007). *Globalization theory*. Cambridge: Polity Press.

Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Active participation in lectures/seminars, weekly assignments for seminars, essay assignments

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

Grading:

0 - 5

Person responsible:

Gordon Roberts

Working life cooperation:

No

Other information:

No

408513S: Ethics and education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn semester, 1st - 2nd teaching period

DD: 2nd year, autumn (in Oulu), 1st - 2nd teaching period

Learning outcomes:

After completion of the course, students are able to:

- Discuss the multi-dimensional relationships between education, ethics and internationalization
- Analyse current challenges and future alternatives in relation to addressing the needs of marginalised communities in education and educational research
- Synthesise debates related to global ethics and human rights addressing the issue of universalization of values
- Map four different traditions of educational ethics with reference to North-South-East-West dialogue
- Analyse educational policies, practices and changes from ethical perspectives

Contents:

- North-South-East-West dialogue: four traditions of ethics
- Education as an ethical and value-laden activity
- Professional ethics in education
- Human rights, global ethics and education
- WSF and new social movements
- Contradictory trends in European and global educational transformations
- Key debates in equality, justice, interdependence and sustainability
- Development discourses (including the right to development)
- Global and development education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30h lectures, 10h seminars, 95h independent study

Target group:

1st year students in the Master's Degree Programme in Education and Globalisation
DD students

Prerequisites and co-requisites:

Completion of 1st year, autumn semester courses
DD students: No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408512S, 408514S, 408527S and 408516S

Recommended or required reading:

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Oxford: Rowman & Littlefield Publishers.
Purpel, D. E. & McLaurin jr., W. M. (2004). *Reflections on the moral and sSpiritual crisis on education*. Counterpoints (Book 262). New York: Peter Lang International Academic Publishers.
Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

4 learning tasks and an open book exam
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0 - 5

Person responsible:

Johanna Lampinen

Working life cooperation:

No

Other information:

No

408514S: Nordic education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn and spring, 1st - 2nd teaching period

DD: 2nd year, autumn and spring (in Oulu), 1st - 2nd teaching period

Learning outcomes:

After completion of the course, students are able to:

- Assess education in the Nordic countries
- Identify geographical and demographic circumstances in the circumpolar areas
- Analyse and compare education in different settings
- Identify trends in Nordic societies affecting education in the European and global context
- Provide models of educational structures based on best practices and lessons learnt

Contents:

- Educational systems in the Nordic countries
- Current educational issues in relation to Europe and the global context
- Challenges to education (historical, geographical, globalisation)
- Visits to educational institutions

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h lectures, 20 h seminars (and visits), 85 h independent study

Target group:

- 1st year students in the Master's Degree Programme in Education and Globalisation
- DD students

Prerequisites and co-requisites:

No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408512S, 408513S, 408527S and 408516S

Recommended or required reading:

Choice of books:

Ahonen, S. & Rantala, J. (Eds.). (2001). *Nordic lights: Education for nation and civic society in the Nordic countries 1850-2000*. Helsinki: SKS/FLS.

Arter, David (2008). *Scandinavian politics today* (2nd edition). Manchester: Manchester University Press.

Darnell, F. & Höem, A. (1996). *Taken to extremes: Education in the far north*. Oslo: Scandinavia University Press.

Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Active participation in lectures/seminars, weekly assignments for seminars, a study journal produced according to given guidelines, an exam

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

Grading:

0 - 5

Person responsible:

Maria Järvelä

Working life cooperation:

no

Other information:

DD students complete **one** of the following courses:

- 408514S Nordic Education in the European and Global Context, 5 credits

OR

- 408527S Comparative Educational Research, 5 credits

408516S: Educational policy, planning and leadership, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 2nd year, autumn, 1st - 2nd teaching period

DD: 2nd year, autumn (in Oulu), 1st - 2nd teaching period

Learning outcomes:

After completion of the course, students are able to:

- Define the functions of educational policy and the tensions between policy making and implementation
- Analyse national and international policies and discuss the processes of decision making, planning and implementation at national and international levels
- Apply key concepts in informed decision making in relation to problem-solving tasks in educational policy, planning and leadership
- Distinguish the principles of socially responsible educational leadership

Contents:

- Current issues in educational politics
- Educational policy and planning in different contexts
- Strategic management, implementation and leadership

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h lectures, 20 h seminars, 95 h independent study

Target group:

2nd year students on the Master's Degree Programme in Education and Globalisation

DD students

Prerequisites and co-requisites:

Completion of 1st year courses in the Master's Degree Programme in Education and Globalisation

DD students: No

Recommended optional programme components:

1st year EdGlo courses: 408512S, 408513S, 408527S and 408514S

Recommended or required reading:

Choice of books:

Altbach, P. (2010). *Leadership for world-class universities: Challenges for developing countries*. New York: Routledge.

Ball, S., Goodson, I and Maguire, M. (Eds.). (2007). *Education, globalization and new times*. New York: Routledge.

Rizvi, F. and Lingard, B. (2009). *Globalizing education policy*. New York: Routledge.

Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Study journal on lectures, exam based on choice of literature

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

Grading:

0 - 5

Person responsible:

Johanna Lampinen

Working life cooperation:

No

Other information:

No

408502S: Development and Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, spring

Learning outcomes:

After completion of the course, students are able to

- Distinguish between different ideological frameworks for development and education, development education, and discuss Finnish and international policies and debates in the field of development and education
- Discuss possibilities for sustainable education sector development co-operation Identify the current trends of the UNESCO Education for All (EFA) initiative
- Discuss the challenges of implementation of EFA, and the Millennium Development Goals (MDGs)
- Critically examine approaches to partnerships and education that promote problematic ethnocentric, depoliticised, ahistorical and paternalistic patterns Summarise emerging educational theories that promote an ethical relationship to individuals and communities who have historically been marginalised and use educational theory to create informed pedagogical practices
- Identify challenges and opportunities for partnerships in working in countries labelled 'less economically developed'

Contents:

- Development approaches and education

- Sustainable development as political, social, cultural, ecological, ethical, and economical concept
- The United Nations Millennium Development Goals
- UNESCO Education for All initiative
- Ethnocentrism, depoliticisation, ahistoricism and paternalism in development approaches and education
- Current debates and new approaches in 'development education'
- Practicing education for sustainable development and development education
- Finnish and International policies of development and development education
- Working in countries labelled 'less economically developed'

Mode of delivery:

Blended learning and face-to-face teaching

Learning activities and teaching methods:

Lectures and seminars 20 h, 14 h seminars, reading and assignment preparation 81 h

Target group:

- Students enrolled in the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other students pursuing minor studies "Education in Transition"

Prerequisites and co-requisites:

No

Recommended optional programme components:

Other courses in Education in Transition:

407530A Defining Education, Educational Sciences and Their Tasks, 5 credits

407531A Technology-Enhanced Learning, 5 credits

407532A Economics of Education, 5 credits

407519A Societies and Education in Transition, 5 credits

Recommended or required reading:

McEwan, C. (2009). *Postcolonialism and development*. London: Routledge.

The availability of the literature can be checked in [this link](#).

Assessment methods and criteria:

Online tasks (reflection journals and presentations) and assignments

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

Grading:

0 – 5

Person responsible:

Johanna Lampinen

Working life cooperation:

No

Other information:

Priority is given to students enrolled in the Master's Degree Programme in Education and Globalisation

407054A: Current Issues in Special Education, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5ECTS cr

Language of instruction:

Finnish

Timing:

From September 2015 to april 2016
2015-2016: 15.9., 29.10., 24.11., 28.1., 23.2., 17.3. and 19.4.

Learning outcomes:

By means of the "Online Lectures in Special Education" and other materials, the student is familiarised with current issues in special education, with the background to topical themes and a few recent publications on the topic. S/he understands and knows how to use essential concepts related to the relevant range of topics. The student forms an overall picture of the topic and knows how to view themes of special education that are close to the topic in addition to those given to her/him. S/he updates her/his ideas of current issues in special education.

Contents:

The student composes an essay in his lecture diary of at least 3 pages on each lecture (7-8 lectures of two hours each) including an introduction, main elements of the topic of the lecture, themes related to the topic and practical connections. S/he also writes a reflective discussion to consider future perspectives.

Mode of delivery:

Online lectures, lecture journal, exam

Learning activities and teaching methods:

listening to all the Online Lectures in Special Education (7-8 lectures, two hours each) and getting to know the lecture materials

- writing a lecture diary on each lecture with reflections, 3 pages each, totalling some 20 pages
- book (some 200-300 pages exam) to be agreed on later with the professor
- feedback in a group or individually, 1-2 hours

The lecture diary is returned at the end of the lecture series. The book exam is taken in the spring term of 2016.

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Basic Studies in Special Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments and exam

Grading:

pass/fail

Person responsible:

Marjatta Takala and Marko Kielinen

Working life cooperation:

none

Other information:

Details on the lectures: <http://www.luovi.fi/luovi/asiantuntijapalvelut/erkaa-verkossa-luennot/>.
Please note! You need to register for each lecture separately through the Online Lectures in Special Education website!

408014S: Pedagogical Challenges in Research: Literature Course, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuo: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 cr

Language of instruction:

Finnish

Timing:

4th and 5th years, spring/summer

Learning outcomes:

After completing this course, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

- The student acquaints her/himself with research carried out in the various research groups of the faculty and with modern educational literature.
- The student is capable of deepening the topics of her/his Bachelor's or Master's thesis
- The student enhances her/his pedagogical skills to respond to the challenges offered by current themes.

Contents:

The literature packages familiarize the student with various pedagogical challenges in the field of education. The student chooses one of the following literature packages, among others:

- a) Ethical issues in education and multiculturalism
- b) Prevention of and intervention in school violence
- c) Environmental ethics and aesthetics
- d) Child's voice and place
- e) The teacher's work in terms of being in relationships
- f) Learning and ways to support it

Mode of delivery:

Independent and face-to-face teaching

Learning activities and teaching methods:

The literature course is carried through in the spring term, but the course ends at the start of the next autumn term. It is thus possible to study in the summer to complete the course. The student chooses one of the available literature packages. Each package has a responsible leader of its own representing one of the faculty's research groups. The course consists of independent work and includes 2-3 meetings in a small group. The course starts with an information meeting, after which registrations for the course are allowed: the students register for their chosen package on Weboodi.

The literature course comprises

- an information meeting 2 h
- small group sessions 6 h
- independent work 73 h

Target group:

Primary teacher students and students in the degree programme in education (final exam)

Prerequisites and co-requisites:

None

Recommended optional programme components:

You may utilise the course literature in your Master's thesis.

Recommended or required reading:

To be handed out/agreed on at the start of the course.

Assessment methods and criteria:

Participation in small group sessions and familiarisation with the chosen literature. Either a literature exam, or essays written on the literature.

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

Grading:

0 - 5

Person responsible:

Minna Uitto

Working life cooperation:

None

Other information:

The literature course offers one way to complete the Optional Course (advanced studies, primary teacher education) or Final Exam (advanced studies, education) or it can be included among other optional studies. Students in the Education Programme should note that the course is worth 4 credits. Arrangements should be made with the person in charge for a more comprehensive package.

411007A: Educational systems I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411007A Educational systems I (OPEN UNI) 4.0 op

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student

- is able to consider the Finnish educational system from a comparative perspective and to use its conceptual tools to do so
- perceives the developmental lines and changes in Finnish educational system
- knows how to evaluate the economic and political factors affecting national educational systems

Contents:

The course introduces the students to the Finnish educational system as part of the European educational system and EU education policy. Special attention is given to issues of educational systems assessment, the international dimensions of education, and economic and political factors with an impact on national educational systems.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h.

Target group:

Students in the educational sciences programme studying the Intermediate Studies (35-45 ECTS) in Education.

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the Intermediate Studies (35-45 credits) in Education.

Recommended or required reading:

Rinne, R., Tähtinen, J., Jauhiainen, A. & Broberg, M. (toim.) (2011). Koulutuspolitiikan käytännöt kansallisessa ja ylikansallisessa kehityksessä.

Porter, A. & Gamoran, A. (toim.) (2002). Methodological advances in cross-national surveys of educational achievement / Board on International Comparative Studies in Education.

Arnone, R. & Torres, C. (toim.) (1999). Comparative education: the dialectic of the global and the local.

Kettunen, P & Simola, H. (2011). Tiedon ja osaamisen Suomi - kasvatusta ja koulutusta Suomessa 1960-luvulta 2000-luvulle - Suomen kasvatuksen ja koulutuksen historia.

Lampinen, O. (1998). Suomen koulutusjärjestelmän kehitys.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Active participation and seminar assignment

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

Grading:

0-5

Person responsible:

Professor of Education

Working life cooperation:

None

413003S: Educational systems II, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

The student identifies the institutional and organisational forms of educational systems. S/he is familiar with the views of pedagogical institutions and their special characteristics that have developed within the framework of modern educational and cultural theory. The student is capable of making use of what s/he has learnt to discuss and evaluate the various forms of institutional education.

Contents:

The course examines the institutional and organisational forms of educational systems. The topic will be approached by taking a closer look at the theories of pedagogical institutions that have developed within the framework of modern education and civilisation theory.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 24 h.

Target group:

Students majoring education in the educational sciences programme

Prerequisites and co-requisites:

Educational Systems 1

Recommended optional programme components:

No

Recommended or required reading:

- Benner, D. (2001). Allgemeine Pädagogik. Eine systematisch-problemgeschichtliche Einführung in die Grundstruktur pädagogischen Denkens und Handelns.
- Illich, I. (1971). Deschooling society.
- Laine, K. (2000). Koulukuvia. Koulu nuorten kokemistilana.
- Miettinen, R. (1990). Koulun muuttamisen mahdollisuudesta. Analyysi opetustyön kehityksestä ja ristiriidoista.
- Luhmann, N. & Schorr, K-E. (2000). Problems of reflection in the system of education.

Availability of course books can be checked [here](#).

Assessment methods and criteria:

Assignment, a seminar presentation

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

Grading:

0-5

Person responsible:

Ari Kivelä

Working life cooperation:

None

408015S: Curriculum and School Development, 5 op

Voimassaolo: 01.08.2005 -

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:

4th year, spring term

Learning outcomes:

The course provides students with the necessary capacities for curricular design at the school and municipal levels, and training for curricular evaluation at the local level. The course familiarises the students with curriculum theory - especially with the significance of the curriculum in the development of a school's activities - and discusses the connections of the curriculum with society and education policy. In addition, educational evaluation is looked at in terms of both theory and practice at local, national and international levels. As a whole, the course gives student teachers the capacity to function as committed, critical and responsible actors in the development of the curricular and its evaluation.

After the course the student is able to

- identifies the theoretical premises underlying different curricula
- identify and interpret the values and goals underlying curricula as well as their connections with society and education policy.
- identifies and is able to determine the different levels of educational evaluation (local, national, international; theory and practice)
- design a curriculum and manage/develop its basis of evaluation

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- lectures 20 h and small group sessions 12 h, as part of which a project plan is made in practice related to the field of curriculum or evaluation, or a project in progress in which you are involved is described and evaluated
- the planning or evaluation task can be integrated with teaching practice

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Can be integrated with a teaching practice period.

Recommended or required reading:

Vitikka, E. 2009. Opetussuunnitelman mallin jäsenyys: sisältö ja pedagogiikka kokonaisuuden rakentajina. Helsinki: Suomen kasvatustieteellinen seura.

Articles from W. Pinar (Ed.) 2003. International Handbook of Curriculum Research. Mahwah, New Jersey: Lawrence Erlbaum Associates. E.g. Autto, T. Post-modern Paradoxes in Finland: The Confinements of Rationality in Curriculum Studies. p. 301-328 and Johansson, U. Frame Factors, Structures, and Meaning Making: Shifting Foci of Curriculum Research in Sweden, p. 575-594.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Based on an exam and report on the development or evaluation assignment. Both parts are assessed on the scale 0-5. The exam is based on the lectures and literature.

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

Grading:

0 - 5

Person responsible:

Leena Syrjälä

Working life cooperation:

None

402751P: Cultural Bases of Early Childhood, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic 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:

1.-2. period

Learning outcomes:

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research
- Student is familiar with narrative methods and is able to apply them in practice

Contents:

- 402751P-01 Childhood as a cultural and societal phenomenon 3 ecta cr
- 402751P-02 Childhood as narratives, narratives about childhood 2 ecta cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 50 hours
- Independent work 85 hours

Target group:

Students of the faculty of education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

- Part of minor studies "Cultural environments of early childhood"

Recommended or required reading:

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Viljamaa, E. (2012) Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

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

Grading:

pass/fail

Person responsible:

Elina Viljamaa

Working life cooperation:

None

Other information:

None

*Compulsory***402751P-01: Childhood as a cultural and societal phenomenon, 3 op**

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1.period

Learning outcomes:

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research

Contents:

- Memories of childhood
- Time and place in childhood
- Childhood and culture

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 30 hours
- Independent work 50 hours

Target group:

Students of the faculty of education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

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

Grading:

pass / fail

Person responsible:

Elina Viljamaa

Working life cooperation:

None

Other information:

None

402751P-02: Childhood as narratives, narratives about childhood, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2.period

Learning outcomes:

- Student is familiar with the basic concepts and theories of narrative approach in childhood research
- Student is able to apply narrative methods in childhood research and pedagogical practices

Contents:

- Basics of narrative approach in childhood research
- Children as narrators
- Narrating and listening
- Analysis of narrative material

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 20 hours
- Independent work 34 hours

Target group:

Students of the faculty of education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

- Viljamaa, E. (2012) Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

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

Grading:

pass / fail

Person responsible:

Elina Viljamaa

Working life cooperation:

None

Other information:

None

418021P: Designing Technology-Enhanced Learning, 7 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5/7 ECTS

Language of instruction:

English/Finnish

Timing:

Spring term, 1st year studies in the LET Master's Degree Programme; 1st year studies in the EdGlo Master's Degree Programme

Learning outcomes:

After completion of this course, the student knows how to

- describe the theoretical background and main stages of designing technology-enhanced learning (TEL)
- design a TEL course
- justify and evaluate instructional and technological design

Contents:

- Technology-Enhanced Learning (TEL) as a concept
- Designing TEL: instructional and technological design
- Structuring individual and collaborative learning activities
- Implementing and evaluating TEL

Mode of delivery:

Face-to-face and online

Learning activities and teaching methods:

Face-to-face / online 32h

Collaborative and individual learning 150h

Students become familiar with the key concepts, theories and approaches of technology-enhanced learning (TEL) and implement this knowledge by designing their own course in small groups. Students reflect and report on the different stages of the design process in a digital portfolio.

Target group:

1st year students on the LET Master's Programme
1st year studies in the EdGlo Master's Degree Programme
Educational Technology minor students
Other students

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Contemporary readings in the field of technology-enhanced learning, to be announced at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching and collaborative and independent work. Successful completion of all the learning assignments and exercises.

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

Grading:

0-5

Person responsible:

Essi Vuopala

Working life cooperation:

No

Other information:

The students in the Master's Degree Programme in Education and Globalization (EdGlo) join the same face-to-face sessions in their own 5-credit course "Designing Technology-Enhanced Learning".

EdGlo students will be informed about their specific tasks in the beginning of the course.

418019P: Introduction to Learning and Educational Technology, 5 op**Voimassaolo:** 01.08.2011 -**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

English/Finnish

Timing:

autumn 2013

Learning outcomes:

After completion of this course, the student knows how to

- describe the basic concepts of learning sciences and educational technology
- name some of the major research topics in the field of learning sciences and technology enhanced learning
- identify and discuss contemporary issues in educational technology in global and local educational contexts
- use contemporary educational software and hardware, and also evaluate those pedagogical usability
- create a digital portfolio in the form of a personal journal in a weblog

Contents:

- Basic concepts of instruction, learning and technology enhanced learning
- Introduction to the field of learning sciences and technology enhanced learning: objectives, research subjects and theoretical framework
- Reflection on one's own learning and expertise
- Pedagogical use of contemporary educational software and hardware

Mode of delivery:

Face-to-face and online

Learning activities and teaching methods:

Face-to Face 50h

Collaborative and individual learning 80 h

In this course the students familiarise themselves with the theoretical background, core concepts, and contemporary tools of educational technology. The course introduces the students to the field of learning sciences and examines the role of learning and educational technology in a globalised world. One central goal of this course is to learn to use and evaluate technologies in a pedagogically meaningful way. In this course students start to reflect on their own learning and expertise in a digital portfolio.

Target group:

1st year students on the LET Master's Programme

Educational Technology minor students

Other students (as a part of their optional studies)

Prerequisites and co-requisites:

no

Recommended or required reading:

- How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Washington, DC: The National Academies Press.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

Assessment methods and criteria:

Active participation in face-to-face teaching and collaborative and independent work. Successful completion of all the learning assignments and exercises.

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

Grading:

0-5

Person responsible:

Essi Vuopala

418020P: Learning Theory and Pedagogical use of ICT, 7 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 ECTS

Language of instruction:

English/Finnish

Timing:

Autumn term, 1st year studies in the LET Master's Programme

Learning outcomes:

After completion of this course, the student knows how to

- identify the theoretical principles underlying technology-enhanced learning
- define the concepts of self-regulated learning, collaborative learning and learning of expertise
- describe the use of technology to support such learning
- justify pedagogical use of technology by using current theoretical knowledge of learning

Contents:

- Self-Regulated Learning
- Collaborative Learning and Computer-Supported Collaborative Learning (CSCL)
- Learning of Expertise
- Supporting learning with technology

Mode of delivery:

face-to-face and online

Learning activities and teaching methods:

Face-to-face 30 h

Collaborative and individual learning 157 h

The course includes three theoretical viewpoints on learning: self-regulated learning, collaborative learning, and learning of expertise. The goal of the course is to understand these theoretical principles of learning and comprehend the possibilities to support such learning with technology. Students reflect on their theoretical knowledge and their own learning process in their digital portfolio

Target group:

1st year students on the LET Master's Programme

Educational Technology minor students

Other students (as a part of their optional studies)

Prerequisites and co-requisites:

no

Recommended optional programme components:

no

Recommended or required reading:

- How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Washington, DC: The National Academies Press.

- Boekaerts, M. Pintrich, P.R. & M. Zeidner, M. (Eds.), (2000). Handbook of Self-Regulation. San Diego, CA: Academic Press.
- Spada E. & Reiman, P. (Eds) (1996). Learning in Humans and Machine: Towards an interdisciplinary learning science. Oxford: Elsevier.
- Bereiter, C. & Scardamalia, M. (1993). Surpassing ourselves: An Inquiry Into the Nature and Implications of Expertise. Open Court Publishing Company.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

Assessment methods and criteria:

Active participation and collaborative and independent work. Successful completion of all the learning assignments and exercises.

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

Grading:

0-5

Person responsible:

Essi Vuopala

Working life cooperation:

No

407056A: How to Design and Use Complete Learning Environments, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

After the course the students will be able to:

- practice the introduced methods as a part of developing their pedagogical competence
- describe the future trends of learning
- describe the concept of future learning scenarios
- evaluate different elements of the learning environments
- identify different benefits in technology and in other pedagogical practices
- evaluate how the future learning scenarios support the design process of learning environments
- sense the different trends possibly affecting future learning environments
- use a learning scenario in its most beneficial form
- familiarize in the pedagogical practices; learning activities, and learning stories of current teachers
- choose appropriate technological tools to support learning activities and explain those choices
- plan and carry out a learning stories to enhance their teaching practices

Contents:

- Examples on how the future learning environments, teaching tools and roles of teachers might change in the future
- Group work based on beneficial learning environments, and learning and teaching practises
- Knowledge on holistic learning environments fruitful for learning
- Student-oriented learning, Design learning
- The *Eduvista* –approach and the *Edukata* –approach
- Putting the learned learning activities and learning stories into practice

- Presentations, peer evaluations, and feedback on the group work assignments
- Familiarizing in the innovative, nearby projects on learning environments

Mode of delivery:

Lectures: 44h Seminars: 6h Independent work: 85h

Learning activities and teaching methods:

Interactive learning, excursions, group work, individual assignment

Target group:

All students

Prerequisites and co-requisites:

None

Recommended optional programme components:

704055A

Recommended or required reading:

www.oppimaisema.fi Other material will be introduced during the first lecture

Assessment methods and criteria:

Active participation, completing group work and individual assignment

Grading:

pass/fail

Person responsible:

Juha-Matti Turpeinen, Markku Lang ja Pasi Kurttila

407055A: New Facilities, New Technology and Learning, 1 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS cr

Language of instruction:

Finnish

Timing:

2nd period

Learning outcomes:

After the course the students will be able to:

- evaluate their own learning environments
- define the basic elements of their usual, day-to-day learning environments
- identify new trends related to the building of learning environments
- participate in conversations on the technology of the *Ubiikki*
- state their opinion on the requirements of beneficial learning environments and technology to support natural learning processes
- identify aspects of modern learning environments supporting teaching and learning

Contents:

- Examples on possible alternatives for building schools
- Examples on research and development of learning environments
- Examples on current trends of technology
- A look into the learning environment –related projects in Finland

Mode of delivery:

Lectures: 10h Independent work: 17h

Learning activities and teaching methods:

Active lecturing

Target group:

All students

Prerequisites and co-requisites:

None

Recommended optional programme components:

704056A

Recommended or required reading:

www.oppimaisema.fi Other material will be introduced during the first lecture

Assessment methods and criteria:

Active participation during lectures

Grading:

pass/fail

Person responsible:

Juha-Matti Turpeinen, Markku Lang ja Pasi Kurttila

407033A: Science Culture and Technology, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

5th year, spring term

Learning outcomes:

Upon completion of the course, the student knows how to...

- Students are able to introduce a scientific world picture of the key criteria.
- Students develop understanding of the importance of math and science and technological knowledge, as well as the functioning of these disciplines interact.
- Students planning to practice in the above-mentioned subjects own teaching .

Contents:

- Natural Sciences structures
- Department of Mathematics and Physics, central theories
- The temporary topics of science and technology sectors and its applications

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 10 h/ Self-study 34 h

Target group:

Technology Oriented Primary Teacher Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments and multimedia report

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

Grading:

Pass/ fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

None

405039A: Basics of Entrepreneurship Education, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

After the course, the student identifies the concepts of corporate and individual entrepreneurship. The student is familiarised with the application of these concepts to basic education as part of his/her own and pupils' work in the form of assignments to be carried out. The assignments help the students to get an idea of what an enterprising life attitude is all about, what the requirement of future working life are like and how they are used in teaching. After the course, the student knows how to design examples of applications and know how to analyze curricula as outlined in "Yrittäjyyskasvatuksen suuntaviivat 2015". The goal is to interpret and solve together issues involving entrepreneurship education as part of the pedagogical activity of the school. After the course, the thematic entity "Inclusive citizenship and entrepreneurship" is identified as a positive working method.

Contents:

- theory of entrepreneurship education
- social status of entrepreneurship education
- policy decisions in education policy as part of the educational system
- creativity, innovation, production of ideas, taking responsibility, decision-making
- familiarisation with and analysis of curricula for basic education
- practical arrangements for a corporate visit and legislation
- characteristics of an enterpriser
- significance of motivation and volition in teaching through entrepreneurship education as part of the teaching activities
- personal economics management
- the effect of the hidden curriculum in a learning environment

Thematic entities:

- Inclusive citizenship and entrepreneurship
- Man and technology

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 14 h, exercises 6 h, independent work 34 h

Target group:

All students of the Faculty of Education (except Technology Oriented Primary Teacher Education students)

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Mankinen, P.(toim). 2000. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa, osat 2 ja 3.

Santakallio, E. (toim.) 1997. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa, osa 1.

Ristimäki,K. 2004. Yrittäjyyskasvatus.

Kyrö, P. (toim.) 2007. Yrittäjyyskasvatuksen monia suuntia.

You can check for the availability of course books [here](#).

Assessment methods and criteria:

Active participation in lectures and exercises and completion of study assignments.

Grading:

Pass/fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

None

404008S: Robotics Applications, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

5th year, spring term

Learning outcomes:

Upon completion of the course, the student knows how to

- combine robotics building kits and component-based learning environments in robotics teaching in primary school level,
- apply different programming languages in different situations depending on theme and
- design and organize a robotics club in primary school level.

Contents:

Robotics building kit, component-based learning environment, programming language and robotics club in school.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

Target group:

Primary teacher students / All the students in the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)
- 408052S Programmable Logics and Logical Reasoning (4 cr)

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, carrying out practical exercises and textual outputs. Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/ fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

406037A: Optional Studies in Art and Practical Education, 2 - 6 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

1 - 6 credits

Language of instruction:

English

Contents:

Optional studies consist of art and practical studies or integrating thematic units. Optional studies and their completion are announced separately at the beginning of each term. The extent of optional studies is 2.0 points (1.5 cr.), and the amount of contact teaching is 14 h/ point.

Recommended or required reading:

Literature (in English) introduced by the lecturers at the beginning of the course.

Assessment methods and criteria:

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

Grading:

Pass/fail

Person responsible:

Marja Ervasti

Other information:

Optional courses are not compulsory, if the amount of achieved points within Art and Practical Education otherwise exceeds 30.

404012A: Crazy about Felting, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

404009S: Pedagogical Challenges of Knowledge Work, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Upon completion of the course, the student knows how to

- draw simple technical drawings with 3D design software,
- machine small components with CNC milling machine and
- apply CAD/CAM system in teaching of technical work and technology in primary school level.

Contents:

Technical drawing, 3D design and CAD/CAM system.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

Target group:

Primary teacher students / All the students in the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, carrying out practical exercises and textual outputs.
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/ fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

404018A: Safety Product by Textile Means, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd period

Learning outcomes:

Having completed the course, the student knows how to:

- test materials appropriate for a product
- produce a functional and practical safety product
- specify the safety product and its purpose of use
- analyse her/his own learning
- report on her/his learning in writing

Contents:

The students do the following in the course:

- examine various materials and their meanings in terms of safety
- deal with the patterning of different forms, applying them to techniques in textile work

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Marjut Sarkkinen/Leena Hartikka

Working life cooperation:

none

Other information:

optional studies, max 20 students

407052A: Educational Games as Teaching Tools, 2 op**Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 ECTS cr

Language of instruction:

Finnish

Timing:

3rd period

Learning outcomes:

Having completed the course, the students know how to

- apply and experiment with various techniques in textile work
- test materials appropriate for a product
- produce a functional and practical learning tool
- analyse their learning and report on it in writing

Contents:

The students do the following in the course:

- discuss methods used in textile work as a basis for manufacturing a product

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Marjut Sarkkinen ja Leena Hartikka

Working life cooperation:

none

Other information:

Optional Studies, max 20 students

407057A: First steps of the skill, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

Having completed the course, the student knows how to:

- choose alternative implementation methods in textile work depending on their uses, applying them for early and preprimary learners
- combine appropriate working methods with various exercises
- practice the development of motor functions by getting to know various materials-based methods and tools

Contents:

The students do the following in the course:

- design exercises suitable for early skill levels
- produce sample items on a small scale
- get to know the first tools of small learners and materials that help them to learn

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education and Early Childhood Education Students

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Pia Leppänen-Keränen

Working life cooperation:

None

Other information:

Optional Studies, max 20 students

404017A: Story in a Textile, 2 op**Voimassaolo:** 01.08.2013 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 ECTS cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

Having completed the course, the student knows how to:

- choose alternative implementation methods in textile work depending on the purpose of use
- visualise a story by means of textile work
- combine appropriate working methods for narrative purposes

Contents:

The students do the following in the course:

- based on a selected story, design sets that are descriptive of it
- implement a narrative product using methods appropriate for the product

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

pass/fail

Person responsible:

Marjut Sarkkinen ja Leena Hartikka

Working life cooperation:

none

Other information:

Optional Studies, max 20 students

404013A: School Graphics, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

Optional studies 1st period

Learning outcomes:

The student

- gets to know the expressive means of graphics
- understands graphics as a means of artistic expression
- knows how to apply the methods of graphics in her/his own visual expression
- knows how to apply various methods of school graphics in school and early childhood education

Contents:

During the course the student deepens her/his knowledge and skills in the various methods, materials and expressive possibilities of school graphics. Special attention is given to the development of a personal relationship to art and visual expression.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions 30 h, independent work 51 h

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-curricular Themes Taught in Basic Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

fail/ pass

Person responsible:

Matti Lukkari

Working life cooperation:

None

404014A: Media Education, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year of studies

Learning outcomes:

The student

- knows how to discuss changes taking place in the media teaching and learning environments
- knows how to discuss the basic nature and purpose of different media
- knows how to analyse media contents and means of communication
- knows how to function as a media expert in primary school grades 0-6 and in early childhood education
- knows how to apply media education in the primary school grades 0-6 and in early childhood education

Contents:

Media education is viewed during the course on a diverse basis from the viewpoints of the school, learning and practical applications.

The course enables the student to encounter, produce, understand and assess media.

The studies focus on practical applications for the primary school grades 0-6 and early childhood education.

The work is based on the following themes, among others: comics, films, animation, advertisements.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions 30 h, independent work 51 h

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen ja Pekka Mertala

Working life cooperation:

None

404019A: Alternative Photography, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

3rd or 2nd year of studies

Learning outcomes:

The student

- understands the expressive means of photography.
- is familiarised with photography as part of art education.
- knows how to apply photography in her/his teaching in primary school grades 0-6 and in early childhood education.

Contents:

During the course, photography is considered from the viewpoint of school applications.

The course provides abilities to encounter, produce, understand and evaluate photos.

The studies focus on practical applications in the primary school grades 0-6 and in early childhood education.

The work is based on the following themes, among others:

- photography without a camera
- elements of studio photography and image manipulation
- photographic narrativeness and empowerment

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions 30 h, independent work 51 h

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

pass/fail

Person responsible:

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

Working life cooperation:

None

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

The SensoArt Laboratory is an activity-based study module with the main objective of helping the participants to perceive and reinforce the unity of body and mind as well as creativity in their own teachership. The themes of the course are approached in a multidisciplinary fashion from the viewpoints of pedagogy, cultural studies and art, combining practice and theory. The course is essentially based on Pauliina Lappi's interactive educational philosophy, with a solid basis in dialogicality and an experiential way to learn by exploring one's own work. The studies introduce the student to the study of bodily information, various corporal techniques, relaxation methods and movement improvisation. Genuine encounters and the genuine me invite people to move together, on the way towards wisdom of the body and self-expression.

Contents:

The student perceives the meaning of corporality, the senses and emotions in teaching and learning. S/he learns to make use of creative, activity-based methods in teaching and is given tools for art pedagogical work with various (integrated and other) groups. The student also develops her/his interactive and emotional skills, knowledge of her/his body, creativity and self-expression.

Mode of delivery:

Multiform studying

Learning activities and teaching methods:

Workshops and lectures. Also independent and/or group assignments.

Target group:

Students in the faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in workshops and seminars

Grading:

Pass/fail

Person responsible:

Johanna Aromaa (johanna.k.aromaa@gmail.com)

Pauliina Lappi (pauliina.ruhanen@gmail.com)

Working life cooperation:

Possibly the students will design and implement a small art project and/or a creative teaching episode as a group.

Other information:

The teachers in this course are Pauliina Lappi (Espoo), dance artist and trainer, and Johanna Aromaa (Oulu), postgraduate student of cultural anthropology. The course is organised in the spring of 2015.

407061A: Open workshop, 5 op**Voimassaolo:** 01.08.2014 -**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Jari Laru**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 ECTS

Language of instruction:

Finnish

Timing:

Optional studies, the whole year continued non-stop course
Continuous registration.

Learning outcomes:

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

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning activities
- Use state-of-the art technology enhanced learning tools for supporting project work

Contents:

This course does consists of student projects and group meetings where project progress will be presented. Projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Mode of delivery:

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

Learning activities and teaching methods:

Group meetings: 30h (online and/or face-to-face meetings)

Individual or group work: 100h

Target group:

Students from Faculty of Education

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

Look at course www-pages: <http://bit.ly/avoинworkshop>

Assessment methods and criteria:

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

Grading:

0-5

Person responsible:

Jari Laru

Working life cooperation:

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Other information:

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

407060A: Learning Materials Project, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

Continuous registration.

Optional studies, the whole year continued non-stop course

Learning outcomes:

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

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning material
- Use 1) state-of-the art technology enhanced learning tools for creating learning material (e.g. games, social media, virtual reality, mobile devices) 2) widely established desktop tools for creating more traditional material

Contents:

This course does consists of learning material projects and group meetings where learning material project progress will be presented. These projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Mode of delivery:

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

Learning activities and teaching methods:

Small group sessions: max 40 h, project work: spend time is up to students project

Target group:

All the students in the faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

none

Recommended or required reading:

Look at course www-pages: <http://bit.ly/avoinworkshop>

Assessment methods and criteria:

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document

- design and implement project or applicable work: documentation

- do self- and peerassessment

Assesment criterias will be presented on course www-pages

Grading:

0-5

Person responsible:

Jari Laru

Working life cooperation:

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Other information:

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

A251506: Early Childhood Education, Advanced Studies (Oulu), 80 op

Opiskelumuoto: Advanced Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Eila Estola

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

70 credits

Language of instruction:

Finnish

Timing:

4th and 5th year

Learning outcomes:

Upon completion of the advanced studies in education, the student knows how to evaluate critically the foundations of and approaches to educational research. S/he knows how to apply scientific data acquisition methods to the research of early childhood education and its processes. S/he has a theoretically justified view of his/her expertise and a readiness to function in expert positions in different organisations of early childhood education.

Contents:

see under each course

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

see under each course

Target group:

Early Childhood Education students on the Master's level

Prerequisites and co-requisites:

Basic (25cr) and Intermediate (45cr) Studies in Education, especially Early Childhood Education

Recommended optional programme components:

none

Recommended or required reading:

To be agreed on course by course

Assessment methods and criteria:

Vary by course

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

Grading:

Pass/fail/0-5

Person responsible:

Eila Estola

Working life cooperation:

[443187S](#) Expertise in early childhood education

443189S: Early childhood education in local and global environments, 5 op**Voimassaolo:** 01.08.2013 -**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:

4th (autumn)

Learning outcomes:

Students are able to:

- analyze local, national and international programmes and politics of early childhood education
- evaluate critically programmes and pedagogy focusing on human rights, equality, justice, multiculturalism and sustainable development
- work with cultural sensitivity in diverse environments and interaction

Contents:

- Equality, justice, multiculturalism and interculturalism in early childhood education
- Critical and post-structural research and pedagogy in early childhood education
- Programmes in early childhood education and challenges in different countries, EU and globally
- Global citizenship and place-based education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 24 hours
- Independent work 100 hours

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

Einarsdottir, J. & Wagner, J. T. (eds.) 2006. Nordic Childhoods and Early Education. Philosophy, Research, Policy, and Practice in Denmark, Finland, Iceland, Norway, and Sweden. Greenwich, Connecticut: Information Age Publishing.

Dahlberg, G. & Moss p. (2005) Ethics and politics in early childhood education. London, Routledge Falmer.

Assessment methods and criteria:

- Active participation in lectures and working in small groups
- Completion of exercises

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

Grading:

0-5

Person responsible:

Asko Pekkarinen

Working life cooperation:

None

Other information:

None

443190S: Interaction in educational communities, 5 op**Voimassaolo:** 01.08.2013 -**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:

4th (autumn)

Learning outcomes:

- Student knows approaches of interaction research (multimodal analysis, conversation analysis, frame analysis, narrative approach)
- Student is able to analyze various interactional situations in educational communities
- Student is able to act in constructive ways in challenging interactional situations

Contents:

- Approaches of interaction research
- Interaction between different educational Community members (children, parents, workers, other professionals)
- Challenges and solving problems in interaction

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 24 hours
- Independent work 100 hours

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

- Viljamaa, E. (2012). Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto
- Haddington, P. Kääntä, L. (toim.). (2011) Kieli, keho ja vuorovaikutus. Multimodaalinen näkökulma sosiaaliseen toimintaan.
- Puroila, A-M. (2010) Vuorovaikutuksen lukutaito. Teoksessa J. Hurtig, M. Laitinen & Uljas-Rautio, K. (toim.) Ajattele itse! Tutkimuksellisen lukutaidon perusteet.

Assessment methods and criteria:

- Active participation in lectures and working in small groups

- Observation and analysis of interaction in the child research center and LeaForum
- Completion of exercises

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

Grading:

pass / fail

Person responsible:

Satu Karjalainen, Saara-Leena Kaunisto

Working life cooperation:

None

Other information:

None

443191S: Professional ethics, 5 op

Voimassaolo: 01.08.2013 -

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:

4th (spring)

Learning outcomes:

Students are able to:

- analyse and validate their practices in the frame of professional duties and ethics
- are able to evaluate and influence on the social status of early childhood education
- recognize aspects related to wellbeing and coping at work and have readiness to support wellbeing and coping of the work community

Contents:

- Formal duties of related to professional ethics
- Relational ethics as a basic framework of professional ethics
- Ethical sensitivity
- Commitment and coping at work
- Peer groups as support at work
- Moral dilemmas and professional ethics

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures 24 hours
- Independent work 100 hours

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

- Gooch, K. 2010. Towards Excellence in Early Years Education. Exploring Narratives of Experience. London: Routledge.
- other learning material according to the joint agreement

Assessment methods and criteria:

- Active participation in lectures and working in small groups
- Leaf-forum will be used for peer group activities
- Completion of exercises

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

Grading:

0-5

Person responsible:

Eila Estola

Working life cooperation:

None

Other information:

None

443187S: Expertise in early childhood education, 8 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Practical training

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

10 ECTS cr

Language of instruction:

Finnish

Timing:

5th year

Learning outcomes:

- Students widen and deepen their professional expertise in early childhood education
- Students know the theoretical principles of chosen professional area and are able to apply and evaluate them professionally

Contents:

- Professional applications of early childhood in different organisations of education, adult education and social services
- The practice can be taken for instance in the organisations of education, administration or planning, in developmental projects, in Nongovernmental Organisations in Finland or abroad
- Orientation with the theoretical principles and practical implementations of the organization in the question

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Early childhood education, advanced practice, practice period 190h

Early childhood education, advanced practice, group supervisions in pedagogy 8 h

Independent work 16 h.

Target group:

Early childhood education students

Prerequisites and co-requisites:

Pedagogical Practice I and II, and the major subject studies, as well as part of the advanced studies carried out

Recommended optional programme components:

None

Recommended or required reading:

literature according to the joint agreement

Assessment methods and criteria:

The successful completion of practice, the presentation of the aims and report of the practice and active participation in the group supervision

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

Grading:

pass/fail

Person responsible:

Valppu-Paaso Hennariikka, Leena Poikela, Jaakko Moilanen

Working life cooperation:

advanced professional practice (8 ECTS cr)

Other information:

None

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

Ei opintojaksokuvauksia.

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

Ei opintojaksokuvauksia.

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

Ei opintojaksokuvauksia.

Advanced research course

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 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Having completed the course, the student

- 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

Contents:

Course is divided into two parts:

413030S-01 Lectures, 2 credits

413030S-02 Exercises, 3 credits

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20 h, small group sessions 16 h

Target group:

Students pursuing Advanced Studies in the Faculty of Education

Prerequisites and co-requisites:

Basic course in quantitative research 5 cr.

Recommended optional programme components:

Master's Thesis

Recommended or required reading:

Metsämuuronen, J. (2003) Tutkimuksen tekemisen perusteet ihmistieteissä (sivut 273-764)

OR

Kerlinger, F. & Lee, H. (2000) Foundations of behavioral research. Fourth edition.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Lectures and exercises are studies as an entity by given assignments, active participation in small group sessions

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

Grading:

0 - 5

Person responsible:

Jouni Peltonen

Working life cooperation:

None

Compulsory

413030S-01: Advanced course in quantitative research, lectures and literature, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

413030S-02: Advanced course in quantitative research, exercises, 3 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

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 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Having completed the course, the student

- 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

Contents:

Course is divided into two parts:

413031S-01 Lectures, 2 credits

413031S-02 Exercises, 3 credits

- 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, such as design-type and case studies and in ethnographic, narrative and discourse analytical research
- proving credibility in qualitative research
- research reporting in qualitative research
- ethical issues in qualitative research

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 20 h, small group sessions 16 h

Target group:

Students pursuing Advanced Studies in Education/ Music Education

Prerequisites and co-requisites:

Basic course in qualitative research 5 cr.

Recommended optional programme components:

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)

Course material availability can be checked [here](#).

Assessment methods and criteria:

Exam, active participation in small group sessions, an essay

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

Grading:

0 - 5

Person responsible:

Anu Alanko ja Markku Salakka

Working life cooperation:

No

Compulsory

413031S-01: Advanced course in qualitative research, lectures and literature, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Advanced Studies
Laji: Partial credit
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

413031S-02: Advanced course in qualitative research, exercises, 3 op

Voimassaolo: 01.08.2011 -
Opiskelumuoto: Advanced Studies
Laji: Partial credit
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

Optional course (a or b)

443192S: Leadership, working communities and organizations, 7 op

Voimassaolo: 01.08.2013 -
Opiskelumuoto: Advanced Studies
Laji: Course
Vastuuyksikkö: Faculty of Education
Arvostelu: 1 - 5, pass, fail
Opintokohteen kielet: Finnish

ECTS Credits:

7 ECTS cr

Language of instruction:

Finnish

Timing:

5th year (autumn)

Learning outcomes:

- Student knows basic concepts and theories concerning leadership, working communities and organizations and is able to apply them in early childhood education contexts
- Student is able to analyze tasks related with leadership (administration, staff leadership, pedagogical leadership, quality management, change leadership)
- Student has abilities to work as a leader in early childhood education

Contents:

- Orientation to leadership
- Economy and administration as part of leader's work
- Leadership and developmental work in changing contexts of early childhood education
- Director's self reflection

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 40 hours
- Independent work 140 hours

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Education basic and intermediate studies and advanced studies required

Recommended optional programme components:

Leadership, working communities and organizations

Consists of 2 parts:

- 443192S-01 Orientation to leadership 4 ECTS cr
- 443192S-02 Leadership and developmental work in changing contexts of early childhood education 3 ECTS cr

Recommended or required reading:

- Clegg, S., Kornberger, M. & Pitsis, T. (2008). Managing and organizations. An introduction to theory and practice. Sage, London.
- Halttunen, L. (2009) Päivähoitotyö ja johtajuus hajautetussa organisaatiossa.
- Perttula, J. & Syväjärvi, A. (toim.) (2012) Johtamisen psykologia. Ihmisten johtaminen muuttuvassa työelämässä. Jyväskylä: PS-kustannus.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Active participation in lectures and working in small groups
- Completion of exercises
- Exam
- Learning diary

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

Grading:

0-5

Person responsible:

Estola Eila

Working life cooperation:

None

Other information:

None

443193S: Guidance and support for adult learning, 7 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 ECTS cr

Language of instruction:

Finnish

Timing:

5th year (autumn)

Learning outcomes:

Students are able to

- describe theoretical approaches of adult learning
- to work in different tasks of adult education in organisations

Contents:

- principles of adult education
- education planning and project work

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 40 hours
- Independent work 140 hours

Target group:

Students of early childhood education

Prerequisites and co-requisites:

Education basic and intermediate studies and advanced studies required

Recommended optional programme components:

Adult education

Consists of 2 parts:

- 443193S -01 Adult education
- 443193S -02 Education planning and project work

Assessment methods and criteria:

- Active participation in lectures and working in small groups
- Completion of exercises

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

Grading:

0-5

Person responsible:

Eila Estola

Working life cooperation:

None

Other information:

None

A200090: Other Studies, 0 - 25 op

Opiskelumuoto: Other Studies

Laji: Study module

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

Ei opintojaksokuvauksia.

*Electives***900071Y: Scientific Communication II, 2 op**

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Negotiated Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

Proficiency level:

-

Status:

According to the old curriculum 2012 - 2013: This course unit is compulsory for all students undertaking a Master's degree in Subject Teacher Education, Primary Teacher Education, Technology Oriented Teacher Education, Creative Arts Oriented Teacher Education and Music Education. If a student of Education has included a Speech Communication course unit in his/her Bachelor's Degree, he/she must include this course unit in his/her Master's Degree.

According to the new curriculum 2013 - 2014: This course is optional.

Required proficiency level:

-

ECTS Credits:

2 ECTS credits

Language of instruction:

Finnish

Timing:

4th or 5th year of studies

Learning outcomes:

Upon completion of the course unit the student should have a more in-depth understanding of scientific communication, especially scientific writing. He/she should be able to produce scientific text fitting for an MA thesis. The student should also be able to analyse and interpret the special field-specific conventions of scientific writing.

Contents:

The distinctive features of an MA thesis as a form of scientific communication. Writing as a process. Analysis of texts written for various scientific purposes. Popularised scientific discourse.

Mode of delivery:

contact teaching

Learning activities and teaching methods:

Contact lessons 20 - 26 h. Independent study ca. 34 h.

Target group:

Students of master's degree of the Faculty of Education

Prerequisites and co-requisites:

-

Recommended optional programme components:

-

Recommended or required reading:

the material in the Optima learning environment

Kinnunen, M. & Löytty, O. (2002). Tieteellinen kirjoittaminen. Tampere: Vastapaino.

Kniivilä, S., Lindblom-Yläne, S. & Mäntynen, A. (2007). Tiede ja teksti. Tehoa ja taitoa tutkielman kirjoittamiseen. Helsinki: WSOY.

Viskari, S. (2002). Tieteellisen kirjoittamisen perusteet. Opas kirjoittamiseen ja seminaarityöskentelyyn. Tampere: Tampereen Yliopistopaino Oy.

Assessment methods and criteria:

Active participation in teaching, independent study and completion of given assignments.

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

Grading:

pass / fail

Person responsible:

Toropainen, Outi

Working life cooperation:

-

Other information:

-

410018Y: Professional growth, 3 op**Voimassaolo:** 01.08.2005 -**Opiskelumuoto:** General Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

Language of instruction:

Finnish

Timing:

Masters level (autumn)

Learning outcomes:

The students

- identify their competence from the perspective of working life.
- construct their professional identity together with other students
- strengthen their self-knowledge
- learn about the teaching profession and obtain the tools that are necessary for coping in daily work life
- familiarize themselves with other professions in the field of education and with working life in general
- know how to find employment and are encouraged to enter working life.

Contents:

- self-knowledge and ways to support it
- identifying one's own skills
- opportunities in education and working life (thesis, minor subjects, jobs, etc.)
- the teaching profession
- transitional elements in working life (skills, employment, coping)
- building a professional identity

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Small-group work, seminars, visiting lecturers.

Target group:

Master-level primary teacher students, music education students and early childhood education students

Prerequisites and co-requisites:

None

Recommended or required reading:

To be announced at the start of the course

Assessment methods and criteria:

Active participation, completion of assignments

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

Pass/fail

Person responsible:

Coordinators Katja Perttula/Minna Sainio (primary teacher education programmes) and Paula Loukkola/Hennariikka Valppu-Paaso (early childhood education programme)

Working life cooperation:

None

Other information:

The course is organised as allowed by resources.

405021Y: Knowledge Work as a Pedagogical Challenge, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Students familiarize themselves with the pedagogical and technological challenges imposed by the knowledge society, and learn to understand the research-based pedagogical principles underlying the pedagogical use of ICT. Students enhance their capacity to function as teachers/educators in a technology-based environment in an information society based on knowledge work.

Contents:

- familiarization with the phenomena of information society and knowledge work
- the challenges of learning and teaching in the information society
- digital natives, social media, mobile learning, u-learning and other phenomena of the information society and their influence on teaching arrangements and learning as a whole
- social discussion on the theme and its connections with, for instance, curriculum work

Mode of delivery:

Three face-to-face meetings and work in a wiki environment

Learning activities and teaching methods:

Lectures 4h, web-based work 10h, seminar 6h, independent study.

- Lecture
- Group discussion after the lecture
- Independent work and writing a summary article based on literature
- Group discussion on the results of independent work
- Knowledge construction by the group in a wiki environment
- Presentation of wiki articles.

Target group:

Primary teacher students (apart from ITE-students), music education students, early childhood education students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the Master-level language, communication and orientation studies, mutually optional with "Professional growth" and "Philosophy of science".

Content connected with the following courses:

- 410014Y Information and communication technology as a pedagogical tool
- 410017Y Multimedia as a learning project

- 410068P Didactics
- 407027A Guidance of learning, planning and assessment of teaching

Recommended or required reading:

- Literature (international peer-reviewed articles, Finnish peer-reviewed articles, book chapters, reports, presentations) divided into themes a) teaching, b) information society, c) knowledge work, available on the course wiki
- Lecture materials on the wiki and on SlideShare
- Abstract of the students' articles and their essays are stored on the wiki.

Assessment methods and criteria:

- Active participation in face-to-face meetings
- Summarising an article/articles as independent work
- Composition of a wiki article based on article summaries in a group

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

Grading:

Pass/fail

Person responsible:

Jari Laru

Working life cooperation:

None

Other information:

<https://wiki oulu.fi/display/ktkvt/Etusivu>

410015Y: Philosophy of science, 3 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 cr

Language of instruction:

Finnish

Timing:

Master's level

Learning outcomes:

After completion, the student

- will be knowledgeable of the core factions and traditions in the philosophy of science and scientific research
- understands the special nature of scientific work and the role of education as one of the sciences.
- is able to justify, philosophically, the different alternatives in scientific research.

Contents:

The following topics are covered:

- overview of the history of philosophy
- introduction to philosophical thought
- different classes in philosophical science

Mode of delivery:

Face-to-face or web-based teaching

Learning activities and teaching methods:

Note: Student in VAKA and MUKO complete this course online. See http://cc oulu.fi/~epikkara/opetus/tf/jtf_1.htm for further information.

KAKO: book exam.

In English see <http://cc.oulu.fi/~epikkara/opetus/philsci.htm>

Target group:

All students in the faculty

Prerequisites and co-requisites:

None

Recommended optional programme components:

Part of the Master's level language, communication and orientation studies, mutually optional with "Professional growth" and "Knowledge work as a pedagogical challenge" (for primary teacher, music teacher and early childhood education students)

Recommended or required reading:

Kiikeri, M. (2004) Tiede tutkimuskohteena. Filosofinen johdatus tieteen tutkimukseen.

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

You can check for the availability of course books [here](#).

Assessment methods and criteria:

Book exam or online course. In the case of the online course, either an online exam and essay.

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

Grading:

Pass/fail

Person responsible:

By programme:

- Ari Kivelä (KAKO)
- Eetu Pikkarainen (VAKA, MUKA, LUKO)

Working life cooperation:

None

Other information:

Education students: The course is compulsory if it was not already completed in the Bachelor's programme. If it was completed, another optional communications/orientation studies course that was not taken at the Bachelor's level must be taken in its place.

407051A: Finnish as a Second Language, Optional, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

In different phases of the studies

Learning outcomes:

- To get acquainted with the goals and arrangements of teaching people with an immigrant background and with their assessment in curricula and in practice from the viewpoint of the work of a primary teacher
- To be familiarised with the most essential theoretical ways to understand multilingualism, second-language learning and teaching and everyday life in a multicultural school

- To learn in her/his own work as a primary teacher to take into account the linguistic needs of a multilingual learner in general teaching, in the teaching of Finnish as a second language and in instruction preparing for basic education
- To familiarise her/himself with essential literature and materials on Finnish as a second language

Contents:

The course deals with teaching Finnish as a second language in practice and theory especially from the viewpoint of a primary teacher's work: how to teach Finnish and support the learner linguistically in practice in mainstream education, when teaching Finnish as a second language and in instruction preparing for basic education.

The course topics include learning and teaching Finnish, components of language skills and their development, spoken and written language, Finnish as a second language in curricula, language skills assessment and the European frame of reference, learning to read and write and text skills among Finnish learners, the need for special support among multilingual learners, learning materials in Finnish as a second language, development of teaching Finnish as a second language, and the utilisation of new technologies in teaching Finnish as a second language.

Mode of delivery:

26 h face-to-face teaching and independent work

Learning activities and teaching methods:

- Getting to know Finnish as a second language by means of lecture materials and literature
- Active participation in small group sessions: asking, commenting, questioning and sharing of personal experiences and thoughts
- Participation in exercises
- Reading circle
- Visiting speakers & conversation
- Familiarisation with a case learning assignment, based on which an introductory talk to the rest of the group

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

- Aalto, Eija – Mustonen, Sanna – Tukia, Kaisa 2009. *Funktionaalisuus toisen kielen opetuksen lähtökohdana*. Virittäjä 3/2009.
- *Eurooppalainen viitekehys 2003. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Euroopan neuvosto / WSOY.
- Jokinen, Päivi # Nissilä, Leena # Immonen-Oikkonen, Pirjo 2011. *Kommentoitu luettelo maahanmuuttajataustaisten opetuksen ja koulutuksen materiaaleista*. Opetushallitus.
- Kuukka, Ilona – Rapatti, Katriina 2009. *Yhteistä kieltä luomassa: suomea opetteleva opetusryhmässäni*. Opetushallitus.
- Latomaa, Sirkku (toim.) 2007. *Oma kieli kullaan kallis. Opas oman äidinkielen opetukseen*. Opetushallitus.
- Lehtinen, Kirsti 2006. *Maahanmuuttajataustainen oppilas äidinkielen ja kirjallisuuden tunneilla*. Teoksessa Grünthal, Satu – Pentikäinen, Johanna (toim.) *Kulmakivi. Luokanopettajan äidinkieli ja kirjallisuus*. Otava.
- Mela, Marjo – Mikkonen, Pirjo (toim.) 2007. *Suomi kakkonen ja kirjallisuuden opetus*. Tietolipas 126. Suomalaisen kirjallisuuden seura.
- Nissilä, Leena – Martin, Maisa – Vaarala, Heidi – Kuukka, Ilona 2006: *Saako olla suomea? Opas suomi toisena kielenä -opetukseen*. Opetushallitus.
- Päivärinta, Marjut – Nissilä, Leena (toim.) 2010. *Perusopetukseen valmistava opetus – opetussuunnitelmatyöstä käytäntöön*. Oppaat ja käsikirjat 2010: 7. Opetushallitus.
- Riitaoja, Anna-Leena 2013. *Toiseuksien rakentuminen koulussa. Tutkimus opetussuunnitelmista ja kahden helsinkiläisen alakoulun arjesta*. Tutkimuksia 346. Väitöskirja. Helsinki: Helsingin yliopisto.
- Sajavaara, Kari & Piirainen-Marsh, Arja (toim.) 1999. *Kielenoppimisen kysymyksiä*. SOLKI: Jyväskylän yliopisto.
- Tani, Hanna – Nissilä, Leena 2010. *Tasolta toiselle. Opas kielitaidon tasojen kuvausasteikon käyttöön suomi toisena kielenä -opetuksessa*. Opetushallitus.

- Tuki, Kaisa – Aalto, Eija – Mustonen, Sanna 2007. *S2-oppilas lukijana: Miten opetan tekstinymmärtämisen taitoja?* Virke 4/2007.

Assessment methods and criteria:

- An advanced assignment on the student's own background
- Keeping a learning diary with reflections on the literature dealt with in the course
- Case learning assignment as a group work and presentation of the work
- A visit of at least two lessons to a session of instruction preparing for basic education
- Preparation of questions for visitors

Grading:

Pass/fail

Person responsible:

Päivi Jokinen

Working life cooperation:

A visit to a session of instruction preparing for basic education & classroom assistance

Other information:

Continuous feedback

410050Y: Educational research and information seeking systems I, 1 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish/English

Timing:

During periods I, II, III & IV

Learning outcomes:

Upon completion of the course, the student will be able to search scientific information. The student will be able to use most important databases of the discipline and evaluate different information sources.

Contents:

- Transforming information need to search terms
- Most important databases of the discipline
- Search process: search techniques & analysing search results
- Using reference management software

Mode of delivery:

Face-to-face teaching or web-based teaching

Learning activities and teaching methods:

Several methods: lectures or web-based teaching, self study

Target group:

Major students of the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Recommended to take the course at the beginning of proseminar

Recommended or required reading:

None

Assessment methods and criteria:

Participation in classroom teaching and successful completion of the course assignments
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/fail

Person responsible:

Information specialist at the Pegasus Library

Working life cooperation:

None

Other information:

Web pages: <http://www.oulu.fi/library/node/10695>

410051Y: Educational research and information seeking systems II, 1 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: General Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS credit

Language of instruction:

Finnish/English

Timing:

During periods II & IV

Learning outcomes:

Upon completion of the course, the student will deepen his information searching skills. The student can search scientific information for his thesis. Furthermore, he uses evaluation tools to estimate the quality of scientific information and he understands the principles of scientific publishing. The student uses different features of the reference management software.

Contents:

- principles of informations search
- most important databases of the discipline
- different search techniques
- the central publication and information channels of the field
- saving searches in the databases
- keeping the track of new information using alert services offered by the databases
- the evaluation of scientific information
- RefWorks- bibliographic management program

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures, self study

Target group:

Major students of the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Recommended to take the course at the beginning of pro gradu seminar

Recommended or required reading:

None

Assessment methods and criteria:

Participation in classroom teaching and successful completion of the course assignments

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

Grading:

Pass/fail

Person responsible:

Information specialist at the Pegasus Library

Working life cooperation:

None

Other information:

Web pages: <http://www oulu.fi/library/node/10695>

408512S: Issues in globalisation, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn and spring, 1st - 4th teaching period

DD: 2nd year, autumn and spring (in Oulu), 1st - 4th teaching period

Learning outcomes:

After completion of the course, students are able to:

- Analyse globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Compare and evaluate the different attitudes towards globalisation
- Contribute to the debate about its nature, the tensions and the conflicting values
- Identify the effects of globalisation on educational practices, policies and changes within countries and between countries
- Differentiate the positive and negative effects of globalisation
- Examine the directing of global change through global governance
- Investigate globalisation in the context of values
- Analyse and produce their own theories and constructs of globalisation
- Relate globalisation to education
- Make decisions and enhance their professional development using their knowledge on global issues

Contents:

- Globalisation as a political, economic, social, cultural, ecological and technological phenomenon
- Education as a commodity
- Knowledge production, equity, neo-colonialism
- Effects of globalisation on education and learning
- Globalisation and the Nation State
- Global governance
- Localisation and globalisation

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

50h lectures/seminars, 85 h independent study

Target group:

1st year students in the Master's Degree Programme in Education and Globalisation
DD students

Prerequisites and co-requisites:

No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408513S, 408514S, 408527S and 408516S

Recommended or required reading:

Held, D. & McGrew, A. (Eds.). (2003). *Global transformations reader: An introduction to the globalization debate*. (2nd ed). Cambridge: Polity Press.

Held, D., McGrew, A., Goldblatt, D. & Perraton, J. (Eds.). (2007). *Globalization theory*. Cambridge: Polity Press.

Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Active participation in lectures/seminars, weekly assignments for seminars, essay assignments

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

Grading:

0 - 5

Person responsible:

Gordon Roberts

Working life cooperation:

No

Other information:

No

408513S: Ethics and education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn semester, 1st - 2nd teaching period

DD: 2nd year, autumn (in Oulu), 1st - 2nd teaching period

Learning outcomes:

After completion of the course, students are able to:

- Discuss the multi-dimensional relationships between education, ethics and internationalization
- Analyse current challenges and future alternatives in relation to addressing the needs of marginalised communities in education and educational research

- Synthesise debates related to global ethics and human rights addressing the issue of universalization of values
- Map four different traditions of educational ethics with reference to North-South-East-West dialogue
- Analyse educational policies, practices and changes from ethical perspectives

Contents:

- North-South-East-West dialogue: four traditions of ethics
- Education as an ethical and value-laden activity
- Professional ethics in education
- Human rights, global ethics and education
- WSF and new social movements
- Contradictory trends in European and global educational transformations
- Key debates in equality, justice, interdependence and sustainability
- Development discourses (including the right to development)
- Global and development education

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30h lectures, 10h seminars, 95h independent study

Target group:

1st year students in the Master's Degree Programme in Education and Globalisation
DD students

Prerequisites and co-requisites:

Completion of 1st year, autumn semester courses
DD students: No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408512S, 408514S, 408527S and 408516S

Recommended or required reading:

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Oxford: Rowman & Littlefield Publishers.
Purpel, D. E. & McLaurin jr., W. M. (2004). *Reflections on the moral and spiritual crisis on education*. Counterpoints (Book 262). New York: Peter Lang International Academic Publishers.
Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

4 learning tasks and an open book exam
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0 - 5

Person responsible:

Johanna Lampinen

Working life cooperation:

No

Other information:

No

408514S: Nordic education, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 1st year, autumn and spring, 1st - 2nd teaching period

DD: 2nd year, autumn and spring (in Oulu), 1st - 2nd teaching period

Learning outcomes:

After completion of the course, students are able to:

- Assess education in the Nordic countries
- Identify geographical and demographic circumstances in the circumpolar areas
- Analyse and compare education in different settings
- Identify trends in Nordic societies affecting education in the European and global context
- Provide models of educational structures based on best practices and lessons learnt

Contents:

- Educational systems in the Nordic countries
- Current educational issues in relation to Europe and the global context
- Challenges to education (historical, geographical, globalisation)
- Visits to educational institutions

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

30 h lectures, 20 h seminars (and visits), 85 h independent study

Target group:

- 1st year students in the Master's Degree Programme in Education and Globalisation
- DD students

Prerequisites and co-requisites:

No

Recommended optional programme components:

1st and 2nd year EdGlo courses: 408512S, 408513S, 408527S and 408516S

Recommended or required reading:

Choice of books:

Ahonen, S. & Rantala, J. (Eds.). (2001). *Nordic lights: Education for nation and civic society in the Nordic countries 1850-2000*. Helsinki: SKS/FLS.

Arter, David (2008). *Scandinavian politics today* (2nd edition). Manchester: Manchester University Press.

Darnell, F. & Höem, A. (1996). *Taken to extremes: Education in the far north*. Oslo: Scandinavia University Press.

Other study material will be confirmed at the beginning of the course.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Active participation in lectures/seminars, weekly assignments for seminars, a study journal produced according to given guidelines, an exam

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

Grading:

0 - 5

Person responsible:

Maria Järvelä

Working life cooperation:

no

Other information:

DD students complete **one** of the following courses:

- 408514S Nordic Education in the European and Global Context, 5 credits

OR

- 408527S Comparative Educational Research, 5 credits

408516S: Educational policy, planning and leadership, 5 op

Voimassaolo: 01.08.2006 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

EdGlo: 2nd year, autumn, 1st - 2nd teaching period

DD: 2nd year, autumn (in Oulu), 1st - 2nd teaching period

Learning outcomes:

After completion of the course, students are able to:

- Define the functions of educational policy and the tensions between policy making and implementation
- Analyse national and international policies and discuss the processes of decision making, planning and implementation at national and international levels
- Apply key concepts in informed decision making in relation to problem-solving tasks in educational policy, planning and leadership
- Distinguish the principles of socially responsible educational leadership

Contents:

- Current issues in educational politics
- Educational policy and planning in different contexts
- Strategic management, implementation and leadership

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

20 h lectures, 20 h seminars, 95 h independent study

Target group:

2nd year students on the Master's Degree Programme in Education and Globalisation

DD students

Prerequisites and co-requisites:

Completion of 1st year courses in the Master's Degree Programme in Education and Globalisation

DD students: No

Recommended optional programme components:

1st year EdGlo courses: 408512S, 408513S, 408527S and 408514S

Recommended or required reading:

Choice of books:

Altbach, P. (2010). *Leadership for world-class universities: Challenges for developing countries*. New York: Routledge.

Ball, S., Goodson, I and Maguire, M. (Eds.). (2007). *Education, globalization and new times*. New York: Routledge.

Rizvi, F. and Lingard, B. (2009). *Globalizing education policy*. New York: Routledge.

Other study material will be confirmed at the beginning of the course.
The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Study journal on lectures, exam based on choice of literature
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0 - 5

Person responsible:

Johanna Lampinen

Working life cooperation:

No

Other information:

No

408502S: Development and Education, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: English

ECTS Credits:

5 credits

Language of instruction:

English

Timing:

1st year, spring

Learning outcomes:

After completion of the course, students are able to

- Distinguish between different ideological frameworks for development and education, development education, and discuss Finnish and international policies and debates in the field of development and education
- Discuss possibilities for sustainable education sector development co-operation Identify the current trends of the UNESCO Education for All (EFA) initiative
- Discuss the challenges of implementation of EFA, and the Millennium Development Goals (MDGs)
- Critically examine approaches to partnerships and education that promote problematic ethnocentric, depoliticised, ahistorical and paternalistic patterns Summarise emerging educational theories that promote an ethical relationship to individuals and communities who have historically been marginalised and use educational theory to create informed pedagogical practices
- Identify challenges and opportunities for partnerships in working in countries labelled 'less economically developed'

Contents:

- Development approaches and education
- Sustainable development as political, social, cultural, ecological, ethical, and economical concept
- The United Nations Millennium Development Goals
- UNESCO Education for All initiative
- Ethnocentrism, depoliticisation, ahistoricism and paternalism in development approaches and education
- Current debates and new approaches in 'development education'
- Practicing education for sustainable development and development education
- Finnish and International policies of development and development education
- Working in countries labelled 'less economically developed'

Mode of delivery:

Blended learning and face-to-face teaching

Learning activities and teaching methods:

Lectures and seminars 20 h, 14 h seminars, reading and assignment preparation 81 h

Target group:

- Students enrolled in the Master's Degree Programme in Education and Globalisation pursuing minor studies "Education in Transition"
- Other students pursuing minor studies "Education in Transition"

Prerequisites and co-requisites:

No

Recommended optional programme components:

Other courses in Education in Transition:

407530A Defining Education, Educational Sciences and Their Tasks, 5 credits

407531A Technology-Enhanced Learning, 5 credits

407532A Economics of Education, 5 credits

407519A Societies and Education in Transition, 5 credits

Recommended or required reading:

McEwan, C. (2009). *Postcolonialism and development*. London: Routledge.

The availability of the literature can be checked in [this link](#).

Assessment methods and criteria:

Online tasks (reflection journals and presentations) and assignments

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

Grading:

0 – 5

Person responsible:

Johanna Lampinen

Working life cooperation:

No

Other information:

Priority is given to students enrolled in the Master's Degree Programme in Education and Globalisation

407054A: Current Issues in Special Education, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5ECTS cr

Language of instruction:

Finnish

Timing:

From September 2015 to april 2016

2015-2016: 15.9., 29.10., 24.11., 28.1., 23.2., 17.3. and 19.4.

Learning outcomes:

By means of the "Online Lectures in Special Education" and other materials, the student is familiarised with current issues in special education, with the background to topical themes and a few recent publications on the topic. S/he understands and knows how to use essential concepts related to the relevant range of topics. The student forms an overall picture of the topic and knows how to view themes of special

education that are close to the topic in addition to those given to her/him. S/he updates her/his ideas of current issues in special education.

Contents:

The student composes an essay in his lecture diary of at least 3 pages on each lecture (7-8 lectures of two hours each) including an introduction, main elements of the topic of the lecture, themes related to the topic and practical connections. S/he also writes a reflective discussion to consider future perspectives.

Mode of delivery:

Online lectures, lecture journal, exam

Learning activities and teaching methods:

listening to all the Online Lectures in Special Education (7-8 lectures, two hours each) and getting to know the lecture materials

- writing a lecture diary on each lecture with reflections, 3 pages each, totalling some 20 pages
- book (some 200-300 pages exam) to be agreed on later with the professor
- feedback in a group or individually, 1-2 hours

The lecture diary is returned at the end of the lecture series. The book exam is taken in the spring term of 2016.

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Basic Studies in Special Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments and exam

Grading:

pass/fail

Person responsible:

Marjatta Takala and Marko Kielinen

Working life cooperation:

none

Other information:

Details on the lectures: <http://www.luovi.fi/luovi/asiantuntijapalvelut/erikkaa-verkossa-luennot/>.

Please note! You need to register for each lecture separately through the Online Lectures in Special Education website!

408014S: Pedagogical Challenges in Research: Literature Course, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 cr

Language of instruction:

Finnish

Timing:

4th and 5th years, spring/summer

Learning outcomes:

After completing this course, students are able to justify their educational viewpoints with recent and diverse scientific knowledge.

- The student acquaints her/himself with research carried out in the various research groups of the faculty and with modern educational literature.
- The student is capable of deepening the topics of her/his Bachelor's or Master's thesis
- The student enhances her/his pedagogical skills to respond to the challenges offered by current themes.

Contents:

The literature packages familiarize the student with various pedagogical challenges in the field of education. The student chooses one of the following literature packages, among others:

- a) Ethical issues in education and multiculturalism
- b) Prevention of and intervention in school violence
- c) Environmental ethics and aesthetics
- d) Child's voice and place
- e) The teacher's work in terms of being in relationships
- f) Learning and ways to support it

Mode of delivery:

Independent and face-to-face teaching

Learning activities and teaching methods:

The literature course is carried through in the spring term, but the course ends at the start of the next autumn term. It is thus possible to study in the summer to complete the course. The student chooses one of the available literature packages. Each package has a responsible leader of its own representing one of the faculty's research groups. The course consists of independent work and includes 2-3 meetings in a small group. The course starts with an information meeting, after which registrations for the course are allowed: the students register for their chosen package on Weboodi.

The literature course comprises

- an information meeting 2 h
- small group sessions 6 h
- independent work 73 h

Target group:

Primary teacher students and students in the degree programme in education (final exam)

Prerequisites and co-requisites:

None

Recommended optional programme components:

You may utilise the course literature in your Master's thesis.

Recommended or required reading:

To be handed out/agreed on at the start of the course.

Assessment methods and criteria:

Participation in small group sessions and familiarisation with the chosen literature. Either a literature exam, or essays written on the literature.

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

Grading:

0 - 5

Person responsible:

Minna Uitto

Working life cooperation:

None

Other information:

The literature course offers one way to complete the Optional Course (advanced studies, primary teacher education) or Final Exam (advanced studies, education) or it can be included among other optional studies.

Students in the Education Programme should note that the course is worth 4 credits. Arrangements should be made with the person in charge for a more comprehensive package.

411007A: Educational systems I, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Leikkaavuudet:

ay411007A Educational systems I (OPEN UNI) 4.0 op

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

Having completed the course, the student

- is able to consider the Finnish educational system from a comparative perspective and to use its conceptual tools to do so
- perceives the developmental lines and changes in Finnish educational system
- knows how to evaluate the economic and political factors affecting national educational systems

Contents:

The course introduces the students to the Finnish educational system as part of the European educational system and EU education policy. Special attention is given to issues of educational systems assessment, the international dimensions of education, and economic and political factors with an impact on national educational systems.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 20 h.

Target group:

Students in the educational sciences programme studying the Intermediate Studies (35-45 ECTS) in Education.

Prerequisites and co-requisites:

Basic studies

Recommended optional programme components:

The course is part of the Intermediate Studies (35-45 credits) in Education.

Recommended or required reading:

Rinne, R., Tähtinen, J., Jauhiainen, A. & Broberg, M. (toim.) (2011). Koulutuspolitiikan käytännöt kansallisessa ja ylikansallisessa kehityksessä.

Porter, A. & Gamoran, A. (toim.) (2002). Methodological advances in cross-national surveys of educational achievement / Board on International Comparative Studies in Education.

Arnone, R. & Torres, C. (toim.) (1999). Comparative education: the dialectic of the global and the local.

Kettunen, P & Simola, H. (2011). Tiedon ja osaamisen Suomi - kasvatusta ja koulutusta Suomessa 1960-luvulta 2000-luvulle - Suomen kasvatuksen ja koulutuksen historia.

Lampinen, O. (1998). Suomen koulutusjärjestelmän kehitys.

Course material availability can be checked [here](#).

Assessment methods and criteria:

Active participation and seminar assignment
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

0-5

Person responsible:

Professor of Education

Working life cooperation:

None

413003S: Educational systems II, 5 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS credits

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

The student identifies the institutional and organisational forms of educational systems. S/he is familiar with the views of pedagogical institutions and their special characteristics that have developed within the framework of modern educational and cultural theory. The student is capable of making use of what s/he has learnt to discuss and evaluate the various forms of institutional education.

Contents:

The course examines the institutional and organisational forms of educational systems. The topic will be approached by taking a closer look at the theories of pedagogical institutions that have developed within the framework of modern education and civilisation theory.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Contact teaching 24 h.

Target group:

Students majoring education in the educational sciences programme

Prerequisites and co-requisites:

Educational Systems 1

Recommended optional programme components:

No

Recommended or required reading:

Benner, D. (2001). Allgemeine Pädagogik. Eine systematisch-problemgeschichtliche Einführung in die Grundstruktur pädagogischen Denkens und Handelns.

Illich, I. (1971). Deschooling society.

Laine, K. (2000). Koulukuvia. Koulu nuorten kokemistilana.

Miettinen, R. (1990). Koulun muuttamisen mahdollisuudesta. Analyysi opetustyön kehityksestä ja ristiriidoista.

Luhmann, N. & Schorr, K-E. (2000). Problems of reflection in the system of education.

Availability of course books can be checked [here](#).

Assessment methods and criteria:

Assignment, a seminar presentation

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

Grading:

0-5

Person responsible:

Ari Kivelä

Working life cooperation:

None

408015S: Curriculum and School Development, 5 op

Voimassaolo: 01.08.2005 -

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:

4th year, spring term

Learning outcomes:

The course provides students with the necessary capacities for curricular design at the school and municipal levels, and training for curricular evaluation at the local level. The course familiarises the students with curriculum theory - especially with the significance of the curriculum in the development of a school's activities - and discusses the connections of the curriculum with society and education policy. In addition, educational evaluation is looked at in terms of both theory and practice at local, national and international levels. As a whole, the course gives student teachers the capacity to function as committed, critical and responsible actors in the development of the curricular and its evaluation.

After the course the student is able to

- identifies the theoretical premises underlying different curricula
- identify and interpret the values and goals underlying curricula as well as their connections with society and education policy.
- identifies and is able to determine the different levels of educational evaluation (local, national, international; theory and practice)
- design a curriculum and manage/develop its basis of evaluation

Contents:

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

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- lectures 20 h and small group sessions 12 h, as part of which a project plan is made in practice related to the field of curriculum or evaluation, or a project in progress in which you are involved is described and evaluated

- the planning or evaluation task can be integrated with teaching practice

Target group:

Primary teacher students

Prerequisites and co-requisites:

None

Recommended optional programme components:

Can be integrated with a teaching practice period.

Recommended or required reading:

Vitikka, E. 2009. Opetussuunnitelman mallin jäsenitys: sisältö ja pedagogiikka kokonaisuuden rakentajina. Helsinki: Suomen kasvatustieteellinen seura.

Articles from W. Pinar (Ed.) 2003. International Handbook of Curriculum Research. Mahwah, New Jersey: Lawrence Erlbaum Associates. E.g. Autto, T. Post-modern Paradoxes in Finland: The Confinements of Rationality in Curriculum Studies. p. 301-328 and Johansson, U. Frame Factors, Structures, and Meaning Making: Shifting Foci of Curriculum Research in Sweden, p. 575-594.

The availability of the literature can be checked from [this link](#).

Assessment methods and criteria:

Based on an exam and report on the development or evaluation assignment. Both parts are assessed on the scale 0-5. The exam is based on the lectures and literature.

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

Grading:

0 - 5

Person responsible:

Leena Syrjäjä

Working life cooperation:

None

402751P: Cultural Bases of Early Childhood, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic 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:

1.-2. period

Learning outcomes:

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research
- Student is familiar with narrative methods and is able to apply them in practice

Contents:

- 402751P-01 Childhood as a cultural and societal phenomenon 3 ects cr
- 402751P-02 Childhood as narratives, narratives about childhood 2 ects cr

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 50 hours
- Independent work 85 hours

Target group:

Students of the faculty of education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

- Part of minor studies "Cultural environments of early childhood"

Recommended or required reading:

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Viljamaa, E. (2012) Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

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

Grading:

pass/fail

Person responsible:

Elina Viljamaa

Working life cooperation:

None

Other information:

None

*Compulsory***402751P-01: Childhood as a cultural and societal phenomenon, 3 op**

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

1.period

Learning outcomes:

- Student is able to analyse her/his perceptions of childhood
- Student is able to analyse childhood as a culturally constructed phenomenon
- Student recognizes the methodological and ethical challenges of childhood research

Contents:

- Memories of childhood
- Time and place in childhood
- Childhood and culture

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 30 hours
- Independent work 50 hours

Target group:

Students of the faculty of education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

- Sava, I. & Vesänen-Laukkanen, V. (toim.) (2004) Taiteeksi tarinoitu oma elämä. Jyväskylä: PS-kustannus.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

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

Grading:

pass / fail

Person responsible:

Elina Viljamaa

Working life cooperation:

None

Other information:

None

402751P-02: Childhood as narratives, narratives about childhood, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Partial credit

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2.period

Learning outcomes:

- Student is familiar with the basic concepts and theories of narrative approach in childhood research

- Student is able to apply narrative methods in childhood research and pedagogical practices

Contents:

- Basics of narrative approach in childhood research
- Children as narrators
- Narrating and listening
- Analysis of narrative material

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

- Lectures and working in small groups 20 hours
- Independent work 34 hours

Target group:

Students of the faculty of education

Prerequisites and co-requisites:

Basic and intermediate studies of education

Recommended optional programme components:

None

Recommended or required reading:

- Viljamaa, E. (2012) Lasten tiedon äärellä. Äidin ja lasten kerronnallisia kohtaamisia kotona. Oulu: Oulun yliopisto.
- Scientific articles (appointed in the beginning of the course)

Assessment methods and criteria:

- Participation in lectures and small group sessions
- Completion of exercises
- Learning diary

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

Grading:

pass / fail

Person responsible:

Elina Viljamaa

Working life cooperation:

None

Other information:

None

418021P: Designing Technology-Enhanced Learning, 7 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5/7 ECTS

Language of instruction:

English/Finnish

Timing:

Spring term, 1st year studies in the LET Master's Degree Programme; 1st year studies in the EdGlo Master's Degree Programme

Learning outcomes:

After completion of this course, the student knows how to

- describe the theoretical background and main stages of designing technology-enhanced learning (TEL)
- design a TEL course
- justify and evaluate instructional and technological design

Contents:

- Technology-Enhanced Learning (TEL) as a concept
- Designing TEL: instructional and technological design
- Structuring individual and collaborative learning activities
- Implementing and evaluating TEL

Mode of delivery:

Face-to-face and online

Learning activities and teaching methods:

Face-to-face / online 32h

Collaborative and individual learning 150h

Students become familiar with the key concepts, theories and approaches of technology-enhanced learning (TEL) and implement this knowledge by designing their own course in small groups. Students reflect and report on the different stages of the design process in a digital portfolio.

Target group:

1st year students on the LET Master's Programme
1st year studies in the EdGlo Master's Degree Programme
Educational Technology minor students
Other students

Prerequisites and co-requisites:

No

Recommended optional programme components:

No

Recommended or required reading:

Contemporary readings in the field of technology-enhanced learning, to be announced at the beginning of the course

Assessment methods and criteria:

Active participation in face-to-face teaching and collaborative and independent work. Successful completion of all the learning assignments and exercises.

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

Grading:

0-5

Person responsible:

Essi Vuopala

Working life cooperation:

No

Other information:

The students in the Master's Degree Programme in Education and Globalization (EdGlo) join the same face-to-face sessions in their own 5-credit course "Designing Technology-Enhanced Learning".

EdGlo students will be informed about their specific tasks in the beginning of the course.

418019P: Introduction to Learning and Educational Technology, 5 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

English/Finnish

Timing:

autumn 2013

Learning outcomes:

After completion of this course, the student knows how to

- describe the basic concepts of learning sciences and educational technology
- name some of the major research topics in the field of learning sciences and technology enhanced learning
- identify and discuss contemporary issues in educational technology in global and local educational contexts
- use contemporary educational software and hardware, and also evaluate those pedagogical usability
- create a digital portfolio in the form of a personal journal in a weblog

Contents:

- Basic concepts of instruction, learning and technology enhanced learning
- Introduction to the field of learning sciences and technology enhanced learning: objectives, research subjects and theoretical framework
- Reflection on one's own learning and expertise
- Pedagogical use of contemporary educational software and hardware

Mode of delivery:

Face-to-face and online

Learning activities and teaching methods:

Face-to Face 50h

Collaborative and individual learning 80 h

In this course the students familiarise themselves with the theoretical background, core concepts, and contemporary tools of educational technology. The course introduces the students to the field of learning sciences and examines the role of learning and educational technology in a globalised world. One central goal of this course is to learn to use and evaluate technologies in a pedagogically meaningful way. In this course students start to reflect on their own learning and expertise in a digital portfolio.

Target group:

1st year students on the LET Master's Programme

Educational Technology minor students

Other students (as a part of their optional studies)

Prerequisites and co-requisites:

no

Recommended or required reading:

- How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Washington, DC: The National Academies Press.
- and/or other contemporary readings in the field of learning and educational technology, to be announced at the beginning of the course.

Assessment methods and criteria:

Active participation in face-to-face teaching and collaborative and independent work. Successful completion of all the learning assignments and exercises.

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

Grading:

0-5

Person responsible:

Essi Vuopala

418020P: Learning Theory and Pedagogical use of ICT, 7 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Basic Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

7 ECTS

Language of instruction:

English/Finnish

Timing:

Autumn term, 1st year studies in the LET Master's Programme

Learning outcomes:

After completion of this course, the student knows how to

- identify the theoretical principles underlying technology-enhanced learning
- define the concepts of self-regulated learning, collaborative learning and learning of expertise
- describe the use of technology to support such learning
- justify pedagogical use of technology by using current theoretical knowledge of learning

Contents:

- Self-Regulated Learning
- Collaborative Learning and Computer-Supported Collaborative Learning (CSCL)
- Learning of Expertise
- Supporting learning with technology

Mode of delivery:

face-to-face and online

Learning activities and teaching methods:

Face-to-face 30 h

Collaborative and individual learning 157 h

The course includes three theoretical viewpoints on learning: self-regulated learning, collaborative learning, and learning of expertise. The goal of the course is to understand these theoretical principles of learning and comprehend the possibilities to support such learning with technology. Students reflect on their theoretical knowledge and their own learning process in their digital portfolio

Target group:

1st year students on the LET Master's Programme

Educational Technology minor students

Other students (as a part of their optional studies)

Prerequisites and co-requisites:

no

Recommended optional programme components:

no

Recommended or required reading:

- How People Learn: Brain, Mind, Experience, and School: Expanded Edition. (2000). Washington, DC: The National Academies Press.
- Boekaerts, M. Pintrich, P.R. & M. Zeidner, M. (Eds.), (2000). Handbook of Self-Regulation. San Diego, CA: Academic Press.
- Spada E. & Reiman, P. (Eds) (1996). Learning in Humans and Machine: Towards an interdisciplinary learning science. Oxford: Elsevier.
- Bereiter, C. & Scardamalia, M. (1993). Surpassing ourselves: An Inquiry Into the Nature and Implications of Expertise. Open Court Publishing Company.

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

Assessment methods and criteria:

Active participation and collaborative and independent work. Successful completion of all the learning assignments and exercises.

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

Grading:

0-5

Person responsible:

Essi Vuopala

Working life cooperation:

No

407056A: How to Design and Use Complete Learning Environments, 5 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

After the course the students will be able to:

- practice the introduced methods as a part of developing their pedagogical competence
- describe the future trends of learning
- describe the concept of future learning scenarios
- evaluate different elements of the learning environments
- identify different benefits in technology and in other pedagogical practices
- evaluate how the future learning scenarios support the design process of learning environments
- sense the different trends possibly affecting future learning environments
- use a learning scenario in its most beneficial form
- familiarize in the pedagogical practices; learning activities, and learning stories of current teachers
- choose appropriate technological tools to support learning activities and explain those choices
- plan and carry out a learning stories to enhance their teaching practices

Contents:

- Examples on how the future learning environments, teaching tools and roles of teachers might change in the future
- Group work based on beneficial learning environments, and learning and teaching practises
- Knowledge on holistic learning environments fruitful for learning
- Student-oriented learning, Design learning
- The *Eduvista* –approach and the *Edukata* –approach
- Putting the learned learning activities and learning stories into practice
- Presentations, peer evaluations, and feedback on the group work assignments
- Familiarizing in the innovative, nearby projects on learning environments

Mode of delivery:

Lectures: 44h Seminars: 6h Independent work: 85h

Learning activities and teaching methods:

Interactive learning, excursions, group work, individual assignment

Target group:

All students

Prerequisites and co-requisites:

None

Recommended optional programme components:

704055A

Recommended or required reading:

www.oppimaisema.fi Other material will be introduced during the first lecture

Assessment methods and criteria:

Active participation, completing group work and individual assignment

Grading:

pass/fail

Person responsible:

Juha-Matti Turpeinen, Markku Lang ja Pasi Kurttila

407055A: New Facilities, New Technology and Learning, 1 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1 ECTS cr

Language of instruction:

Finnish

Timing:

2nd period

Learning outcomes:

After the course the students will be able to:

- evaluate their own learning environments
- define the basic elements of their usual, day-to-day learning environments
- identify new trends related to the building of learning environments
- participate in conversations on the technology of the *Ubiikki*
- state their opinion on the requirements of beneficial learning environments and technology to support natural learning processes
- identify aspects of modern learning environments supporting teaching and learning

Contents:

- Examples on possible alternatives for building schools
- Examples on research and development of learning environments
- Examples on current trends of technology
- A look into the learning environment –related projects in Finland

Mode of delivery:

Lectures: 10h Independent work: 17h

Learning activities and teaching methods:

Active lecturing

Target group:

All students

Prerequisites and co-requisites:

None

Recommended optional programme components:

704056A

Recommended or required reading:

www.oppimaisema.fi Other material will be introduced during the first lecture

Assessment methods and criteria:

Active participation during lectures

Grading:

pass/fail

Person responsible:

Juha-Matti Turpeinen, Markku Lang ja Pasi Kurttila

407033A: Science Culture and Technology, 2 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

5th year, spring term

Learning outcomes:

Upon completion of the course, the student knows how to...

- Students are able to introduce a scientific world picture of the key criteria.
- Students develop understanding of the importance of math and science and technological knowledge, as well as the functioning of these disciplines interact.
- Students planning to practice in the above-mentioned subjects own teaching .

Contents:

- Natural Sciences structures
- Department of Mathematics and Physics, central theories
- The temporary topics of science and technology sectors and its applications

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 10 h/ Self-study 34 h

Target group:

Technology Oriented Primary Teacher Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments and multimedia report
Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/ fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

None

405039A: Basics of Entrepreneurship Education, 2 op

Voimassaolo: 01.08.2011 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 cr

Language of instruction:

Finnish

Timing:

2nd year

Learning outcomes:

After the course, the student identifies the concepts of corporate and individual entrepreneurship. The student is familiarised with the application of these concepts to basic education as part of his/her own and pupils' work in the form of assignments to be carried out. The assignments help the students to get an idea of what an enterprising life attitude is all about, what the requirements of future working life are like and how they are used in teaching. After the course, the student knows how to design examples of applications and know how to analyze curricula as outlined in "Yrittäjyyskasvatuksen suuntaviivat 2015". The goal is to interpret and solve together issues involving entrepreneurship education as part of the pedagogical activity of the school. After the course, the thematic entity "Inclusive citizenship and entrepreneurship" is identified as a positive working method.

Contents:

- theory of entrepreneurship education
- social status of entrepreneurship education
- policy decisions in education policy as part of the educational system
- creativity, innovation, production of ideas, taking responsibility, decision-making
- familiarisation with and analysis of curricula for basic education
- practical arrangements for a corporate visit and legislation
- characteristics of an enterpriser
- significance of motivation and volition in teaching through entrepreneurship education as part of the teaching activities
- personal economics management
- the effect of the hidden curriculum in a learning environment

Thematic entities:

- Inclusive citizenship and entrepreneurship
- Man and technology

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 14 h, exercises 6 h, independent work 34 h

Target group:

All students of the Faculty of Education (except Technology Oriented Primary Teacher Education students)

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

Mankinen, P.(toim). 2000. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa, osat 2 ja 3.

Santakallio, E. (toim.) 1997. Näkökulmia yrittäjyys- ja teknologiakasvatuksen kehittämiseen Suomessa, osa 1.

Ristimäki,K. 2004. Yrittäjyyskasvatus.

Kyrö, P. (toim.) 2007. Yrittäjyyskasvatuksen monia suuntia.

You can check for the availability of course books [here](#).

Assessment methods and criteria:

Active participation in lectures and exercises and completion of study assignments.

Grading:

Pass/fail

Person responsible:

Juha-Matti Turpeinen

Working life cooperation:

None

404008S: Robotics Applications, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

5th year, spring term

Learning outcomes:

Upon completion of the course, the student knows how to

- combine robotics building kits and component-based learning environments in robotics teaching in primary school level,
- apply different programming languages in different situations depending on theme and
- design and organize a robotics club in primary school level.

Contents:

Robotics building kit, component-based learning environment, programming language and robotics club in school.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

Target group:

Primary teacher students / All the students in the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)
- 408052S Programmable Logics and Logical Reasoning (4 cr)

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, carrying out practical exercises and textual outputs. Read more about [assessment criteria](#) at the University of Oulu webpage.

Grading:

Pass/ fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

406037A: Optional Studies in Art and Practical Education, 2 - 6 op

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Voidaan suorittaa useasti: Kyllä

ECTS Credits:

1 - 6 credits

Language of instruction:

English

Contents:

Optional studies consist of art and practical studies or integrating thematic units. Optional studies and their completion are announced separately at the beginning of each term. The extent of optional studies is 2.0 points (1.5 cr.), and the amount of contact teaching is 14 h/ point.

Recommended or required reading:

Literature (in English) introduced by the lecturers at the beginning of the course.

Assessment methods and criteria:

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

Grading:

Pass/fail

Person responsible:

Marja Ervasti

Other information:

Optional courses are not compulsory, if the amount of achieved points within Art and Practical Education otherwise exceeds 30.

404012A: Crazy about Felting, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

Assessment methods and criteria:

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

404009S: Pedagogical Challenges of Knowledge Work, 4 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Advanced Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

4 ECTS cr

Language of instruction:

Finnish

Timing:

4th year

Learning outcomes:

Upon completion of the course, the student knows how to

- draw simple technical drawings with 3D design software,
- machine small components with CNC milling machine and
- apply CAD/CAM system in teaching of technical work and technology in primary school level.

Contents:

Technical drawing, 3D design and CAD/CAM system.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures 10 h/ Small group teaching 30 h/ Self-study 68 h

Target group:

Primary teacher students / All the students in the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

- 406040A Craft, technical work and technology (6 cr)
- A255902 Craft, technical work, technology (25 cr)

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, carrying out practical exercises and textual outputs.

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

Grading:

Pass/ fail

Person responsible:

Jaakko Nykänen

Working life cooperation:

None

404018A: Safety Product by Textile Means, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

2nd period

Learning outcomes:

Having completed the course, the student knows how to:

- test materials appropriate for a product
- produce a functional and practical safety product
- specify the safety product and its purpose of use
- analyse her/his own learning
- report on her/his learning in writing

Contents:

The students do the following in the course:

- examine various materials and their meanings in terms of safety
- deal with the patterning of different forms, applying them to techniques in textile work

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Marjut Sarkkinen/Leena Hartikka

Working life cooperation:

none

Other information:

optional studies, max 20 students

407052A: Educational Games as Teaching Tools, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

3rd period

Learning outcomes:

Having completed the course, the students know how to

- apply and experiment with various techniques in textile work
- test materials appropriate for a product
- produce a functional and practical learning tool
- analyse their learning and report on it in writing

Contents:

The students do the following in the course:

- discuss methods used in textile work as a basis for manufacturing a product

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Marjut Sarkkinen ja Leena Hartikka

Working life cooperation:

none

Other information:

Optional Studies, max 20 students

407057A: First steps of the skill, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

1st period

Learning outcomes:

Having completed the course, the student knows how to:

- choose alternative implementation methods in textile work depending on their uses, applying them for early and preprimary learners
- combine appropriate working methods with various exercises
- practice the development of motor functions by getting to know various materials-based methods and tools

Contents:

The students do the following in the course:

- design exercises suitable for early skill levels
- produce sample items on a small scale
- get to know the first tools of small learners and materials that help them to learn

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education and Early Childhood Education Students

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Pia Leppänen-Keränen

Working life cooperation:

None

Other information:

Optional Studies, max 20 students

404017A: Story in a Textile, 2 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

2 ECTS cr

Language of instruction:

Finnish

Timing:

4th period

Learning outcomes:

Having completed the course, the student knows how to:

- choose alternative implementation methods in textile work depending on the purpose of use
- visualise a story by means of textile work
- combine appropriate working methods for narrative purposes

Contents:

The students do the following in the course:

- based on a selected story, design sets that are descriptive of it
- implement a narrative product using methods appropriate for the product

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

small group teaching

Target group:

Primary Teacher Education Students

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

pass/fail

Person responsible:

Marjut Sarkkinen ja Leena Hartikka

Working life cooperation:

none

Other information:

Optional Studies, max 20 students

404013A: School Graphics, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

Optional studies 1st period

Learning outcomes:

The student

- gets to know the expressive means of graphics
- understands graphics as a means of artistic expression
- knows how to apply the methods of graphics in her/his own visual expression
- knows how to apply various methods of school graphics in school and early childhood education

Contents:

During the course the student deepens her/his knowledge and skills in the various methods, materials and expressive possibilities of school graphics. Special attention is given to the development of a personal relationship to art and visual expression.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions 30 h, independent work 51 h

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-curricular Themes Taught in Basic Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

fail/ pass

Person responsible:

Matti Lukkari

Working life cooperation:

None

404014A: Media Education, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

2nd year of studies

Learning outcomes:

The student

- knows how to discuss changes taking place in the media teaching and learning environments
- knows how to discuss the basic nature and purpose of different media
- knows how to analyse media contents and means of communication
- knows how to function as a media expert in primary school grades 0-6 and in early childhood education
- knows how to apply media education in the primary school grades 0-6 and in early childhood education

Contents:

Media education is viewed during the course on a diverse basis from the viewpoints of the school, learning and practical applications.

The course enables the student to encounter, produce, understand and assess media.

The studies focus on practical applications for the primary school grades 0-6 and early childhood education.

The work is based on the following themes, among others: comics, films, animation, advertisements.

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions 30 h, independent work 51 h

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

Pass/fail

Person responsible:

Jaakko Moilanen ja Pekka Mertala

Working life cooperation:

None

404019A: Alternative Photography, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Timing:

3rd or 2nd year of studies

Learning outcomes:

The student

- understands the expressive means of photography.
- is familiarised with photography as part of art education.
- knows how to apply photography in her/his teaching in primary school grades 0-6 and in early childhood education.

Contents:

During the course, photography is considered from the viewpoint of school applications.

The course provides abilities to encounter, produce, understand and evaluate photos.

The studies focus on practical applications in the primary school grades 0-6 and in early childhood education.

The work is based on the following themes, among others:

- photography without a camera
- elements of studio photography and image manipulation
- photographic narrativeness and empowerment

Mode of delivery:

Face-to-face teaching

Learning activities and teaching methods:

Lectures and small group sessions 30 h, independent work 51 h

Target group:

Students in the faculty of education

Prerequisites and co-requisites:

None

Recommended optional programme components:

Multidisciplinary Studies in the Subjects and Cross-Curricular Themes Taught in Basic Education

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in contact teaching, completion of assignments

Grading:

pass/fail

Person responsible:

Tapio Tenhu, Minna Myllykangas, Matti Lukkari

Working life cooperation:

None

407053A: SensoArt Laboratory: Comprehensive, Well-Rounded and Insightful Teacher, 3 op

Voimassaolo: 01.08.2013 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

3 ECTS cr

Language of instruction:

Finnish

Learning outcomes:

The SensoArt Laboratory is an activity-based study module with the main objective of helping the participants to perceive and reinforce the unity of body and mind as well as creativity in their own teachership. The themes of the course are approached in a multidisciplinary fashion from the viewpoints of pedagogy, cultural studies and art, combining practice and theory. The course is essentially based on Pauliina Lappi's interactive educational philosophy, with a solid basis in dialogicality and an experiential way to learn by exploring one's own work. The studies introduce the student to the study of bodily information, various corporal techniques, relaxation methods and movement improvisation. Genuine encounters and the genuine me invite people to move together, on the way towards wisdom of the body and self-expression.

Contents:

The student perceives the meaning of corporality, the senses and emotions in teaching and learning. S/he learns to make use of creative, activity-based methods in teaching and is given tools for art pedagogical work with various (integrated and other) groups. The student also develops her/his interactive and emotional skills, knowledge of her/his body, creativity and self-expression.

Mode of delivery:

Multiform studying

Learning activities and teaching methods:

Workshops and lectures. Also independent and/or group assignments.

Target group:

Students in the faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

To be agreed on at the beginning of the course

Assessment methods and criteria:

Active participation in workshops and seminars

Grading:

Pass/fail

Person responsible:

Johanna Aromaa (johanna.k.aromaa@gmail.com)

Pauliina Lappi (pauliina.ruhanen@gmail.com)

Working life cooperation:

Possibly the students will design and implement a small art project and/or a creative teaching episode as a group.

Other information:

The teachers in this course are Pauliina Lappi (Espoo), dance artist and trainer, and Johanna Aromaa (Oulu), postgraduate student of cultural anthropology. The course is organised in the spring of 2015.

407061A: Open workshop, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

Optional studies, the whole year continued non-stop course

Continuous registration.

Learning outcomes:

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

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning activities
- Use state-of-the art technology enhanced learning tools for supporting project work

Contents:

This course does consists of student projects and group meetings where project progress will be presented. Projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Mode of delivery:

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

Learning activities and teaching methods:

Group meetings: 30h (online and/or face-to-face meetings)

Individual or group work: 100h

Target group:

Students from Faculty of Education

Prerequisites and co-requisites:

none

Recommended optional programme components:

none

Recommended or required reading:

Look at course www-pages: <http://bit.ly/avoainworkshop>

Assessment methods and criteria:

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

Grading:

0-5

Person responsible:

Jari Laru

Working life cooperation:

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Other information:

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

407060A: Learning Materials Project, 5 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opettajat: Jari Laru

Opintokohteen kielet: Finnish

ECTS Credits:

5 ECTS

Language of instruction:

Finnish

Timing:

Continuous registration.

Optional studies, the whole year continued non-stop course

Learning outcomes:

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

- Plan and regulate his/her own or collaborative work in order to solve ill-structured problems
- Explore phenomenas, technologies, trends etc. which are not present in the normal teacher education curriculum
- Design pedagogically meaningful teaching and learning material
- Use 1) state-of-the art technology enhanced learning tools for creating learning material (e.g. games, social media, virtual reality, mobile devices) 2) widely established desktop tools for creating more traditional material

Contents:

This course does consists of learning material projects and group meetings where learning material project progress will be presented. These projects can be a part of student's/students' other studies. Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Mode of delivery:

Blended learning: small group meetings and technology enhanced learning (for supporting project work)

Learning activities and teaching methods:

Small group sessions: max 40 h, project work: spend time is up to students project

Target group:

All the students in the faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

none

Recommended or required reading:

Look at course www-pages: <http://bit.ly/avoinworkshop>

Assessment methods and criteria:

In order to complete the course, one student or group has to:

- plan and regulate her/his or their work: plan document
- design and implement project or applicable work: documentation
- do self- and peerassessment

Assesment criterias will be presented on course www-pages

Grading:

0-5

Person responsible:

Jari Laru

Working life cooperation:

Projects can be implemented in the form of school clubs, inservice-teacher education courses, or in other educational contexts. However, implementation is flexible, students design and decide what they want do.

Other information:

Optional studies / Look at course www-pages: <http://bit.ly/avoinworkshop>

Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

404021A: Contributing to the University Community, 1 - 10 op

Voimassaolo: 01.08.2014 -

Opiskelumuoto: Intermediate Studies

Laji: Course

Vastuuyksikkö: Faculty of Education

Arvostelu: 1 - 5, pass, fail

Opintokohteen kielet: Finnish

ECTS Credits:

1-10 ECTS cr

Language of instruction:

Finnish/ English

Timing:

During academic studies

Learning outcomes:

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

- apply the skills needed in academic positions of trust (interaction skills, meeting techniques, working in a group, cooperation skills, leadership skills)
- evaluate critically the issues to be decided, take a stand on them and justify his or her viewpoint
- attend to the functions related to his or her position of trust in a responsible manner

Contents:

The course can include functions in a number of positions of trust as follows:

- Student Union Board, 1 year, 4-5 credits
- Student Union representatives, 2 years, 2 credits
- University Board of Directors, 1 year, 2 credits
- University Collegium, 2 years, 2 credits
- Education Council, 1 year, 2 credits
- Faculty Board, 2 years, 2 credits
- Board of a subject organisation, 1 year, 1-3 credits
- National student organisation such as SYL, SOOL or Specia, 1 year, 1-5 credits
- Other important functions in the field of education policy and/or development of teaching, 1-3 credits

The number of credits to be awarded to a student is determined by the programme coordinator based on available documentation following the principles mentioned above.

Mode of delivery:

Independent work

Learning activities and teaching methods:

Independent report

Target group:

All the students in the Faculty of Education

Prerequisites and co-requisites:

None

Recommended optional programme components:

None

Recommended or required reading:

None

Assessment methods and criteria:

The student shall keep a learning diary of the position(s) of trust that (s)he has been managing, discussing the following issues among others:

1. Which organisation has the student been working in, how long and how actively has s/he been taking part in its activities?
2. What does the student think s/he has learnt from the position of trust? (With special consideration of these working life skills: communication skills, social skills, technical skills, international competence, commercial and financial competence, development of self-knowledge)
3. How can the student make use of his or her experience in the future?
4. In the student's mind, how should the preparation of matters be developed?

The learning diary and proof of having been in charge of a position of trust are returned to the student's programme coordinator, who will determine the number of credits to be awarded. The length of the learning diary

Grading:

Pass/ fail

Person responsible:

Programme coordinator

Working life cooperation:

None

Other information:

The maximum number of credits for the above activities is 10 credits in one to two parts.

901001Y: Second Official Language (Swedish), 2 op

Voimassaolo: 01.08.1995 -

Opiskelumuoto: Language and Communication Studies

Laji: Course

Vastuuyksikkö: Negotiated Education

Opintokohteen kielet: Swedish

Leikkaavuudet:

ay901001Y Second Official Language (Swedish) (OPEN UNI) 2.0 op

Ei opintojaksokuvauksia.