

# Opasraportti

## KTK - Early Childhood Education 2009-2011 (2008 - 2011)

### Early Childhood Education

#### Objectives

Having completed the early childhood education studies, the student is capable of functioning in various educational, research and expert tasks promoting the welfare of children and families.

Having completed the degree of Bachelor of Education including the professional studies, the student is qualified to function as a kindergarten teacher.

#### Structure

This is a comprehensive pedagogical training programme which works towards advancing the well-being of children and families by imparting and developing the skills needed in the various educational, teaching and expert-level tasks in early childhood education and child culture.

At the foundation of the early childhood education programme are the multidisciplinary duties of early childhood education. The multidisciplinary platform covers these areas: early childhood education and planning, early childhood education and imparting knowledge, directing and managing early childhood education institutions and organisations, etc.

The early childhood education programme consists of a 180 ECT B(Ed) and a 120 ECT M(Ed) degree. The B(Ed) studies consist of the basic and intermediate studies in the major subject as well as language, communication and orientation studies, minor subject studies and other studies. The intermediate studies include a Bachelor's thesis. The M(Ed) degree consists of advanced studies, which include a Masters thesis in addition to language, communication and orientation studies and other studies.

Minor subject studies consist of relevant tasks and practice as well as studies in pre-school and kindergarten teaching and other minor subject studies of the student's own choice. Optional studies can be incorporated into the degree as well.

The teacher's pedagogical studies (60 ECT) are incorporated into both degrees:

# Tutkintorakenteisiin kuulumattomat opintokokonaisuudet ja -jaksot

442164A: Bachelor's thesis, 10 op  
 410067P: Basic course in education, 4 op  
 408019S: Basics of educational administration, 2 op  
 442179A: Basics of social administration and child welfare, 4 op  
 441107P-02: Child, education and culture, exercises, 3 op  
 442166A: Collaboration in early childhood education, 3 op  
 443185S: Current research discussion and literature, 12 op  
 443185S-01: Current research discussion and literature, literature, 6 op  
 443185S-02: Current research discussion and literature, researcher's scientific, 6 op  
 443188S: Development and quality in early childhood education, 8 op  
 410071P-02: Early Childhood Education - theoretical approaches and exercises, 2 op  
 410071P: Educational philosophy, 4 op  
 410069P: Educational psychology, 4 op  
 442180A: Educational psychology II, 3 op  
 442178A: Ethics and religious education, 2 op  
 443187S: Expertise in early childhood education, 8 op  
 405020Y: Foreign language and multiculturalism, 3 op  
 442161A: History of childhood and education, 3 op  
 410014Y: Information and communication as a pedagogical tool, 3 op  
 442176A: Language and interaction, 5 op  
 442170A: Literary and drama education, 5 op  
 442165A: Literature, 4 op  
 442165A-01: Literature 1, 4 op  
 442165A-02: Literature 2, 4 op  
 442165A-03: Literature 3, 4 op  
 442165A-04: Literature 4, 4 op  
 442165A-05: Literature 5, Family Studies, 4 op  
 442175A: Manual skills, 5 op  
 442177A: Mathematics, science subjects and environmental education, 5 op  
 442182A: Multiculturalism in early childhood education, 3 op  
 410017Y: Multimedia as a learning project, 2 op  
 442171A: Music education, 5 op  
 442172A: Music education/instruments, 2 op  
 442183A: Optional Studies in Early Childhood Pedagogics, 8 op  
 408025S: Optional Studies: Basics of Educational Administration, 1 op  
 405018Y: Orientation to studies, 1 op  
 441109P: Pedagogical foundations of early childhood education, 6 op  
 442162A: Pedagogy of early childhood education, 5 op  
 442169A: Pedagogy of learning, 5 op  
 410015Y: Philosophy of science, 3 op  
 442173A: Physical education, 5 op  
 A256902: Professional Studies in Early Childhood Education, 65 - 75 op  
 410018Y: Professional growth, 3 op  
 411006A: Research course I, 10 op  
 413005S: Research course II, 10 op  
 443186S: Research studies/Master's thesis, 40 op  
 410013Y: Scientific communication I, 2 op  
 410019Y: Scientific communication II, 2 op  
 405019Y: Social contexts and value basis of education and teacherhood, 3 op  
 410070P-01: Sociology of Education, 3 op  
 410070P: Sociology of education, 4 op  
 442181A: Special education in early years, 4 op  
 410016Y: Speech Communication, 2 op  
 441111P: Summary seminar, 3 op  
 442167A: Teaching practice I, 7 op  
 442168A: Teaching practice II, 8 op  
 442174A: Visual arts and art education, 5 op

## Opintojaksojen kuvaukset

### Tutkintorakenteisiin kuulumattomien opintokokonaisuuksien ja -jaksojen kuvaukset

#### 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 cr

**Language of instruction:**

Finnish

**Timing:**

3rd year

**Learning outcomes:**

- the students can define a research problem
- the students can prepare a research plan
- the students can use relevant literature when examining their research topic theoretically
- the student is familiar with the basics of scientific writing and can use them
- 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
- reporting
- acting as an opponent and evaluation
- maturity test

**Learning activities and teaching methods:**

Two parts,

- a) bachelor's thesis
- b) Bachelor's seminar

(30h of sessions)

**Assessment methods and criteria:**

B(Ed) thesis, participation in seminar sessions. Maturity test.

**Grading:**

0 - 5

**Person responsible:**

Asko Pekkarinen and Hannele Karikoski and Eeva-Liisa Kronqvist

#### 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 kielet:** Finnish

**Leikkaavuudet:**

ay410067P Basic course in education (OPEN UNI) 4.0 op

**ECTS Credits:**

4 ECTS

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completion, the student

- understands the most important features of education as a science
- has a basic understanding of the history of education and its main areas of study.
- Grasps the basic concepts of education and pedagogy and associated issues
- Can relate the subareas of educational sciences with each other
- Can identify tasks in the practical and professional field and associated problem areas.

**Contents:**

Education...

- as a science, main areas and subareas
- basic concepts: development, civilisation, teaching, pedagogical activity
- history and development in Finland
- In practice
- Basics of professional growth and development
- Orientation to educational tasks in practice, and examining professional identity in teaching or other educational tasks.

**Learning activities and teaching methods:**

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

**Recommended or required reading:**

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

Siljander, P. (2002) Systemaattinen johdatus kasvatustieteeseen.

Availability can be checked [here](#).

**Assessment methods and criteria:**

Exam.

**Grading:**

pass/fail

**Person responsible:**

Eetu Pikkarainen

## 408019S: Basics of educational administration, 2 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Language of instruction:**

Finnish

**Timing:**

4th or 5th year

**Learning outcomes:**

Upon completion of the study module, the students

- know the laws and statutes governing educational administration as well as their contents
- know how to apply educational administration legislation into practice at their own level of education
- know how to use the Finlex software.

**Contents:**

The course aims to give the students the necessary legal proficiency for work as a public servant or in school administration. In addition, the students will gain an understanding of their own rights and obligations and learn how to recognize situations when further information and/or help is necessary. During the course, the students will be introduced with the administration system and public services in terms of set duties and opportunities as defined in legal regulations and norms.

**Learning activities and teaching methods:**

Lectures 16 h, small-group work and an assignment 4 h.

**Grading:**

pass/fail

**Person responsible:**

N.N.

## **442179A: Basics of social administration and child welfare, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anna-Maija Puroila

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

4 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

- the student knows the system and the roles of various actors
- the student is familiar with the principles of legislation relating to social administration and child welfare, and can keep up-to-date with its development.
- The student knows the basic platforms of multi-sectoral collaboration.

**Learning activities and teaching methods:**

Lectures 18h, small-group work 8h.

**Recommended or required reading:**

Recent literature in the field.

**Assessment methods and criteria:**

Successful completion of set assignments.

**Grading:**

pass/fail

**Person responsible:**

research fellow in early childhood education

## **441107P-02: Child, education and culture, exercises, 3 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Viklund, Marja Sisko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

- the students are able to examine the interdependence between Finnish educational culture and society from the perspective of early childhood education.

**Contents:**

Recent and traditional aspects of Finnish education in the home.

**Learning activities and teaching methods:**

Small -group work 20 h, independent study 33 h.

**Recommended or required reading:**

Järventie, I. & Sauli, H. (toim.) 2001. Eriarvoinen lapsuus. Helsinki: Wsoy

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

**Assessment methods and criteria:**

Active participation in small-group work sessions, interviews and other exercises 32 h.

**Grading:**

pass/fail

**Person responsible:**

Marja Viklund

**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

**Learning outcomes:**

- the students can apply and develop their ways of collaboration with parents in line principles concerning with eco-cultural education theory and educational partnership principles.
- The students can put their own abilities to use when working in teams and are able to apply them in multi-sectoral collaboration.

**Contents:**

The following topics will be covered:

- educational partnership in early childhood education
- teamwork as a form of cooperation
- multi-sectoral collaboration and learning on the job
- issues relating to family work in early childhood education

**Learning activities and teaching methods:**

Lectures 6h, small-group work 24h.

**Recommended or required reading:**

Karila, K. & Nummenmaa A. (2001) Matkalla moniammatillisuuteen: kuvauskohteena päiväkot.

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

**Assessment methods and criteria:**

Participation in lectures and small-group sessions, assignments, exam.

**Grading:**

pass/fail

**Person responsible:**

Aila Tiilikka

**443185S: Current research discussion and literature, 12 op**

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hakkarainen Pentti

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

12 cr

**Language of instruction:**

Finnish

**Timing:**

Masters level

**Learning outcomes:**

- the student is familiar with recent literature in early childhood education
- the student is able to follow research discussion and debate in the field
- the student knows about the various forms of publishing research results: abstracts, articles, posters
- the student can produce scientific text and popularize the results of scientific research
- the students are able to produce a poster based on their own research

**Contents:**

1. literature 6 cr

2. Researcher skills in scientific communication 6cr

**Person responsible:**

Professor and lecturer/research fellow.

**Other information:**

see sub-codes

**443185S-01: Current research discussion and literature, literature, 6 op**

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hakkarainen Pentti

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 cr

**Language of instruction:**

Finnish

**Timing:**

Masters level

**Learning outcomes:**

The students familiarise themselves with recent research in early childhood education and practice scientific writing and argumentation.

**Contents:**

Scientific discourse, argumentation and evaluation, presenting scientific results.

**Learning activities and teaching methods:**

Expert lectures and exercises, working in an online environment, familiarisation with relevant literature, contact teaching 40h.

**Assessment methods and criteria:**

Participation in lectures and online commentary of the material produced during the course, completion of exercises.

**Grading:**

pass/fail

**Person responsible:**

Pentti Hakkarainen

## 443185S-02: Current research discussion and literature, researcher's scientific, 6 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Advanced Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 cr

**Language of instruction:**

Finnish

**Timing:**

Masters level

**Learning outcomes:**

The students familiarise themselves with recent research in early childhood education and practice scientific writing and argumentation.

**Recommended or required reading:**

Härkönen, U & Savolainen, E. (toim.) 2008 International Views on Early Childhood Education. <http://sokl.joensuu.fi/verkkojulkaisut/varhais/index.htm>.

Goldstein, L. (1996) Teaching with love. A Feminist Approach to Early Childhood Education.

Fischer, J. (2002) Starting from the Child.

Rönkä, A. & Kinnunen, U. (toim.) (2002) Perhe ja vanhemmuus - suomalainen perhe ja sen tukeminen.

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

**Grading:**

0 - 5

**Person responsible:**

Asko Pekkarinen

## 443188S: Development and quality in early childhood education, 8 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education



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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

8 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

- the student is able to understand, locate, and assess quality factors in early childhood education
- the student can identify development challenges and participate in development activities.
- The student knows the working field of a person in a leading position in early childhood education, and understands the links between development, quality and leadership.

**Contents:**

- Development and quality in early childhood education
- Quality control and development activity , including leadership and management in early childhood education organisations and institutions
- Familiarisation with (also participation, if possible) in research and development projects.

**Content areas:**

- leadership in early childhood education; national, regional and local development activities, student assignment to different projects.
- Advanced studies and participation in quality control and development work in early childhood education institutions and organisations (venue according to student's own interests)

**Learning activities and teaching methods:**

- group teaching 50h
- introduction to research and development projects 80 h
- independent study 133 h

**Recommended or required reading:**

Juuti, P. (2005) Toivon johtaminen.

Moss, P. & Pence, A. (Toim.) (1994) Valuing quality in early childhood services: New approaches to defining quality.

Murto, K. (2001) Prosessin johtaminen: kohti prosessikeskeistä työyhteisön kehittämistä

Parrila, S. (2002) Perhepäivähoito osana suomalaista päivähoitojärjestelmää: näkökulmia perhepäivähoidon laatuun ja sen kehittämiseen.

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

**Grading:**

pass/fail

**Person responsible:**

Eila Estola

## **410071P-02: Early Childhood Education - theoretical approaches and exercises, 2 op**

**Voimassaolo:** 01.08.2008 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anna-Maija Puroila

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

- the students are able to locate early childhood education research in within the field of research in general.
- The students are knowledgeable of various theoretical approaches in early childhood education
- The students can identify the ethical foundations of early childhood education research.

**Contents:**

Approaches in early childhood education

**Learning activities and teaching methods:**

Small-group work 18 h

**Recommended or required reading:**

Raatikainen, P. (2004) Ihmistieteet ja filosofia.

Karila, K., Kinon, J. & Virtanen, J. (2001) Varhaiskasvatuksen teoriasuuntauksia.

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

**Assessment methods and criteria:**

Active participation and small-group work.

**Grading:**

pass/fail

**Person responsible:**

Kaisa Jakkula

**Other information:**

Part of 410071P Philosophy of Education.

**410071P: Educational philosophy, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**Leikkaavuudet:**

ay410071P Educational philosophy: (OPEN UNI) 4.0 op

**ECTS Credits:**

4 credits

**Language of instruction:**

Finnish

**Timing:**

1st year

**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 are able to identify, analyse and solve ethical and philosophical problems in education and teaching work 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
- The ethical disposition of educational, schooling and teaching, and question formulation in pedagogical activity
- Educational philosophy and ethical perspectives as a platform for professional ethics in pedagogical activity.

**Learning activities and teaching methods:**

Lectures and other teaching 18 h, independent studies.

**Recommended or required reading:**

Applicable parts:

Ojakangas, M. (2001) Pietas - Kasvatuksen mahdollisuus.

Puolimatka, T. (1995) Kasvatus ja filosofia.

Etiikka koulun arjessa. (2002)

Atjonen, P. (2004) Pedagoginen etiikka koulukasvatuksen karttana ja kompassina.

Wulf, C. (2002) Anthropology of education.

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

**Assessment methods and criteria:**

Participation in lectures. Exam.

**Grading:**

pass/fail

**Person responsible:**

Jouni Peltonen

**Other information:**

For Early childhood education students this course is 3 ECTS; in addition to lectures they will complete 2 ECTS worth of exercises.

## 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

**Learning outcomes:**

- the student knows the central concepts and research areas and topics in educational psychology
- the student understands the special nature of educational psychology and can estimate the opportunities and limitations in applying it in educational work

**Contents:**

- the relationship between educational psychology and psychology, educational research and civilisation studies as well as other subareas of education
- object of research and basic concepts: growth, education, development and developmental processes, and psychological adulthood as a form of personal sophistication
- psychological theory of growth and development
- professional practice in educational psychology and its application in issues relating to growth and development

**Learning activities and teaching methods:**

Lectures and other teaching 18 h, independent studies

**Recommended or required reading:**

Applicable parts:

Dunderfelt, T. (1992-2006) Elämänkaaripsykologia.

Lehtinen, E., Kuusinen, J. & Vauras, M. (2007) Kasvatuspsykologia OR

Lehtinen, E. & Kuusinen, J. (2001). Kasvatuspsykologia.

Vuorinen, R. (1990-2000). Persoonallisuus ja minuus.

**Early Childhood Education students study one of the Lehtinen, E. books.**

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

**Assessment methods and criteria:**

Exam.

**Grading:**

pass/fail

**Person responsible:**

Hannu Soini

**Other information:**

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

**442180A: Educational psychology II, 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:**

4 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

Students will:

- recognize life-stage and lifespan viewpoints as a part of human development.
- Identify contextual factors related to psychological development
- Familiarize themselves with psychological development research
- and independently generate an evaluation system for a specific developmental stage.

**Contents:**

The course will cover the following topics:

- the interaction between individuals and the environment and the contextual significance of development in psychological development.
- Life span theories and research, the different stages in a lifespan.
- Change in psychological functions in different stages of life.

**Learning activities and teaching methods:**

Lectures and other teaching 24h.

**Recommended or required reading:**

Kronqvist, E-L. & Pulkkinen, M-L. (2007) Kehityopsykologia - matkalla muutokseen.

Nurmi, J-E, Ahonen, T., Lyytinen, H. ym. (2006) Ihmisen psykologinen kehitys.

Sinkkonen, J. & Kalland, M. (2003) Varhaiset ihmissuhteet ja niiden häiriintyminen.

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

**Assessment methods and criteria:**

Participation in lectures, exercises, and group work. Lecture and literature-based exam.

**Grading:**

0-5

**Person responsible:**

Eeva-Liisa Kronqvist

**442178A: Ethics and religious education, 2 op**

**Voimassaolo:** 01.08.2005 - 31.07.2017

**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

**Learning outcomes:**

The student is able to plan, implement, and assess ethics and religious education activities in early childhood education. The student is able to develop relevant professional skills in various areas in religious and world view education.

**Contents:**

World views, the religious and moral development of the individual, ethics of educational work in relation to the child and on a professional level, the liturgical year and various Lutheran religious festivities at day care centres.

**Learning activities and teaching methods:**

- 16h contact teaching
- 37h independent study (incl. 5 h teaching practice)

**Recommended or required reading:**

Nurmi, S. (1994) Katsomukset kohtaavat.

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

**Grading:**

pass/fail

**Person responsible:**

Markku Salakka

## 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 ECT

**Language of instruction:**

Finnish

**Learning outcomes:**

After completion the student will be able to:

- apply and expand their skills either in early childhood education management, direction, development, research or schooling or in social work
- attain a sufficient working level of basic theory in the selected practice area and apply and evaluate them professionally.

**Contents:**

During the Expertise in Early Childhood Education module, the students will familiarize themselves with the applications of educational sciences in various schooling, adult education, and social-sector organisations. The module enables the students to expand their professional abilities in different places of work practice (8 ECT) of their own choice. In addition, the module consists of group supervisions (2 ECT), which aim to generate a more personal level of evaluation of the practice period in question.

1. the practice period can be completed e.g. through schooling/training, administration, research or planning and design duties, development projects, project- or organisation work in Finland or abroad.
2. the students will familiarise themselves with the theoretical approaches relevant to the chosen field of work and how they function in practice.

3. the planning, evaluating, and the student's own reporting will take place at group supervision sessions.

**Learning activities and teaching methods:**

267h. The courses has 3 parts:

1. 443187S-01 Early childhood education, advanced level practice period Practice 210h (8 ECT)
2. 443187S-02 Early childhood education, advanced level practice, group supervisions in pedagogy 20h (2ECT)
3. Independent work 37h.

**Recommended optional programme components:**

- Successful completion of Teaching Practice I and II.
- Completion of intermediate studies in the major subject.
- Presentation and approval of the practice period plan in a group supervision.

**Recommended or required reading:**

literature, free-choice

**Grading:**

pass/fail

**Person responsible:**

Aila Tiilikka, Marja Viklund / Leena Poikela

## 405020Y: Foreign language and multiculturalism, 3 op

**Voimassaolo:** 01.08.2005 - 31.07.2012

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

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

**Opettajat:** Roberts Gordon

**Opintokohteen kielet:** English

**ECTS Credits:**

3 cr

**Language of instruction:**

English

**Timing:**

1st year

**Learning outcomes:**

- Ability to communicate in different topics relating to teaching and educational research in a foreign language.
- Practice in producing and comprehending teaching and scientific presentation in a different language (written and spoken)
- Gather information on a selected topic and give presentations on the chosen topic area.
- Familiarisation with different forms of media as channels of interaction.
- Gain insight on how multicultural environments affect teaching.

**Contents:**

The course builds student capacities in communicating. Student practice providing teaching and the presenting scientific material and their general understanding in a different language.

**Learning activities and teaching methods:**

Small-group work 40 h.

**Recommended or required reading:**

TBC.

**Grading:**

pass/fail

**Person responsible:**

Gordon Roberts

## 442161A: History of childhood and education, 3 op

**Voimassaolo:** 01.08.1950 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Anna-Maija Puroila

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

- the student understands childhood as a historical and cultural phenomenon
- the student is knowledgeable of the origins of and the main lines of development in Finnish early childhood education
- the student is able to outline research areas and resources in educational history.

**Contents:**

The following topics will be covered:

- the connections between early childhood education, the origins of educational philosophy, and transitions in the position of teaching during different eras.
- Changes in the appreciation and significance of childhood
- The development of early childhood education and day care in Finnish society
- Optional study of literature and/or the development of a particular area of early childhood education in recent history.

**Learning activities and teaching methods:**

Lectures, 8 h. Small-group work 20 h.

**Recommended or required reading:**

Huhmarniemi, R., Skinnari, S. & Tähtinen, T. (toim.) (2001) Platonista transmodernismiin: juonteita ihmisyyteen, ihmiseksi kasvamiseen, oppimiseen, kasvatukseen ja opetukseen.

**OR**

Välimäki, A-L. (1999) Lasten hoitopuu: lasten päivähoitojärjestelmä Suomessa 1800- ja 1900-luvulla.

**AND**

Kuikka, M. T. (2001) Kasvatuksen historian tutkimus.

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

**Grading:**

pass/fail

**Person responsible:**

Research Fellow in early childhood education.

## **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 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The students

- familiarize themselves with the technical infrastructure of the university
- gain the abilities to use ICT as a tool in teaching and learning
- learn about how to use core programmes and their pedagogical applicability.
- Learn about the opportunities and limitations of new technologies in teaching and learning
- Learn to react critically to existing services and to assess them in terms of one's own work.

**Contents:**

The following topics are covered:

- general development of ICT
- the computer as a technical structure
- ICT-use in teaching, pedagogical applications
- Didactic/educational viewpoints
- Network-based learning environments
- Word-processing, digital image processing and web-content
- Basics of presentation graphics
- Basics of IP-based video-conferencing

**Learning activities and teaching methods:**

Lectures 10h, small-group sessions 20h, online work 10h, independent work.

**Recommended or required reading:**

Lectures, exercises and the students' own work (as applicable; published in the online learning environment). Other literature specified in the beginning of the course.

**Assessment methods and criteria:**

Active participation, independent exercises (online study journal), pair assignments (planning and realizing a teaching situation using video-conferencing), and a group assignment (presentation based on literature).

**Grading:**

pass/fail

**Person responsible:**

Kari Kumpulainen ja Asko Pekkarinen

**442176A: Language and interaction, 5 op****Voimassaolo:** 01.08.2005 - 31.07.2017**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

- the students understand the main aspects of a child's language development
- the students can identify the main features of learning reading and writing skills.
- The students can counsel a child according to their learning needs.
- The student is able to methodically choose the most suitable approach towards reading and writing when working with a young child.

**Contents:**

During the course, the main aspects of language development and learning to read are discussed. The students familiarise themselves with various stages of a child's language development, different processes in learning to read and write, various counselling and teaching methods, especially in the Finnish context. The students apply their newly acquired skills in practical exercises and report on their results in their study journals.

**Learning activities and teaching methods:**

- lectures and exercises 48h
- experimental trials with child groups



- 72h independent study (incl. 12h of teaching practice)

**Recommended or required reading:**

Korkeamäki, R-L. (1996) How first graders and kindergarten children constructed literacy knowledge in the context of story reading and meaningful writing (soveltuvin osin).

Siiskonen, T., Aro, T., Ahonen, T., Ketonen, R. (Toim.) (2004) Joko se puhuu? Kielenkehityksen vaikeudet varhaislapsuudessa.

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

**Grading:**

pass/fail

**Person responsible:**

Riitta-Liisa Korkeamäki

## 442170A: Literary and drama education, 5 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

During the literary education course, different stages, genres and terminology in children's literature will be covered. After completion, the student will be able to use these educational applications in teaching work. In drama education, the student develops self-expression and interactive skills. After completion, the student will be able to use various types and expressive styles in puppet theatre in teaching work, particularly as a means of communication between the teacher and the child.

**Contents:**

children's literature, drama

**Learning activities and teaching methods:**

60 h of contact teaching (lectures and exercises), independent work of which 8h is teaching practice.

**Assessment methods and criteria:**

participation in teaching sessions, study journal

**Grading:**

pass/fail

## 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

**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 will undergo a written exam in one of the following content areas:

- Leadership and working communities in early childhood education
- Expertise and professional ethics in early childhood education
- Pedagogical trends in early childhood education
- Child study research
- Family study and research

**Learning activities and teaching methods:**

Independent study.

**Recommended or required reading:****1. Johtajuus ja työyhteisöt varhaiskasvatuksessa**

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. Varhaiskasvatuksen asiantuntijuus ja ammattietiikka**

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

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

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

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

**3. Pedagogisia suuntauksia varhaiskasvatuksessa**

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

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

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

**4. Lapsitutkimus**

James, A. & Jenkins, C. & Prout, A. (eds.) (1998) Theorizing childhood.

Corsaro, W. (1997) The sociology of childhood.

Lehtinen, M-T. (2000) Lasten kesken - lapset toimijoina päiväkodissa.

**OR**

Kronqvist, E-L. (2004) Mitä lapsiryhmässä tapahtuu? Pienten lasten yhteistoiminta, sen rakentuminen ja kehittyminen spontaaneissa leikki-tilanteissa.

**5. Perhetutkimus**

Alasuutari, M. (2003) Kuka lasta kasvattaa?

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 arviointeja hyvästä päiväkotikasvatuksesta.

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

**Assessment methods and criteria:**

written exam

**Grading:**

0 - 5

**Person responsible:**

Riitta-Liisa Korkeamäki

**442165A-01: Literature 1, 4 op**

Voimassaolo: 01.08.2005 -

Opiskelumuoto: Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

### **442165A-02: Literature 2, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

### **442165A-03: Literature 3, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

### **442165A-04: Literature 4, 4 op**

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Intermediate Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

Ei opintojaksokuvauksia.

### **442165A-05: Literature 5, 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

Ei opintojaksokuvauksia.

**442175A: Manual skills, 5 op****Voimassaolo:** 01.08.2005 - 31.07.2017**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd year

**Learning outcomes:**

The student can design, implement and develop manual skills education activities in early childhood education.

**Contents:**

The course consists of the following:

- understanding the role of manual skills in child development
- pedagogical skills and integrating them to the child's 'play' world and immediate environment

**Learning activities and teaching methods:**

Small-group work 70h, independent study 64 h (includes 8h of teaching practice).

**Recommended or required reading:**

Karpainen, S., Puurula, A. &amp; Ruokonen, I. (2001) Taiteen ja leikin lumous: 4 - 8-vuotiaiden lasten taito- ja taidekasvatus. Soveltuvien osien.

Karpainen, S. Puurula, A. &amp; Ruokonen, I. (2000) Elämysten alkupoluilla: Lähtökohtia alle 3- vuotiaiden taidekasvatukseen. Soveltuvien osien.

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

Active participation in teaching sessions, exercises, and portfolio.

**Grading:**

pass/fail

**Person responsible:**

Pia Leppänen-Keränen

**442177A: Mathematics, science subjects and environmental education, 5 op****Voimassaolo:** 01.08.2005 - 31.07.2017**Opiskelumuoto:** Intermediate Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

### 01 Environmental education

- The students are aware of their own relationships to the environment and are able to develop them.
- The student is able to apply environmental education objectives and methods in supporting the positive, sustainability-based development of the child's relationship to the environment.

### 02 Maths

- Knowledge of maths learning, research and theories
- Understanding active and child-based maths teaching
- Understanding the role of classification, order and the repetition of order in developing mathematical thought.
- Understanding the development of a child's numeric ability and applying this knowledge in practice
- Understanding the development of a child's geometric and measurement thought
- Content areas and relevant learning materials in maths teaching in early childhood education

### 03 Science subjects

- the student is given the capacity to teach science subjects in general
- the student learns physics and chemistry terminology and concepts through a figurative, investigative and discursive approach towards conceptualisation and experimental work.
- The student is able to explain simple daily phenomena with the help of physics and chemistry.
- The student can plan science teaching at pre-school and kindergarten level

#### **Contents:**

During the course the following topics will be covered: the role of maths and science subjects in early childhood education; the child as an observer and environmental actor in both built and ecological environments; and methods and materials in maths and sciences learning.

#### Content:

- the child as an explorer
- science subjects and maths in early childhood education
- maths, science, and environmental education methods and materials
- the child as an actor in his or her own surroundings, both built and natural environments.

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

The course has three parts:

01- Environmental Ed. 2 ECT small-group work 20h, 33 h independent study (incl. 5 h teaching practice)

02- Maths 1.5 ECT, small-group work 16h, 24 h independent study (incl. 5 h teaching practice)

03- Sciences 1.5 ECT small-group work 16h, 24 h independent study (incl. 5 h teaching practice)

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

Attendance and independent assignments.

#### **Grading:**

pass/fail

#### **Person responsible:**

Aila Tiilikka, Emilia Manninen ja Vesa-Matti Sarenius

## **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:**

4 cr

#### **Language of instruction:**

Finnish

#### **Timing:**

3rd year

#### **Learning outcomes:**

- The student knows the basic concepts of multicultural education

- The student is knowledgeable of the ethnic minorities living in Finland and respecting their cultural needs in early childhood education.
- The student is aware of socio-political decisions and how they affect the well-being of immigrants.

**Contents:**

- concept of culture
- intercultural development
- cultural minorities
- language and culture identities
- global migration
- immigration politics
- education and development of language minorities
- teaching immigrant children

**Learning activities and teaching methods:**

Contact teaching 30h, independent study 76 h.

**Recommended or required reading:**

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

**Grading:**

0 - 5

**Person responsible:**

Asko Pekkarinen

**410017Y: Multimedia as a learning project, 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:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

In this course, the students

- learn about the opportunities of ICT in enhancing social learning in teaching
- study how to generate multimedia applicable for use in teaching and education.
- Gain the capacity to act as a pedagogical expert in a multimedia project
- Learn to use general programmes for creating multimedia content
- Understand the opportunities and restrictions of multimedia in teaching and education
- Study the sub-factors of multimedia (text, image, sound, animation, video) and relevant programmes
- Learn to publish multimedia products (CD/DVD/Internet/LAN)

**Contents:**

- basic concepts in multimedia
- Digital Storytelling as an agent in social learning and as a form of art
- Digital sound processing
- Digital image processing
- Programmes suitable for school and educational use
- Web-based animation
- Working in a web-based learning environment
- Closing seminar

**Learning activities and teaching methods:**

Lectures 10h, small-group sessions 20h, web-based work 10h, independent study.

**Assessment methods and criteria:**

Active participation, group assignment (digital story-telling or other team-based pedagogical multimedia project).

**Grading:**

pass/fail

**Person responsible:**

Kari Kumpulainen ja Asko Pekkarinen (Vaka)

## 442171A: Music education, 5 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Poikela, Leena Riitta

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> year 2cr

2<sup>nd</sup> year 2cr

3<sup>rd</sup> year 1cr

**Learning outcomes:**

After completion, you will be

- a) able to use music according to your own skill level by singing and playing various percussive instruments (including the body) as well as moving to music
- b) aware of and understand the role of self-expression as a part of your professional development
- c) to design, implement, and develop various applications of early childhood music education and musical processes, e.g. through stories, pictures, movement, and drama
- d) understand the role of music education in supporting the persona development of a 0-8 year old.
- e) know musical notes, time values, rests, and commonly used chords in children's songs
- f) develop a deeper and more comprehensive understanding of the role of music education from the perspective of pedagogy and applied music therapy.

**Contents:**

- Music education in personality development in 0-8 year olds.
- Aural education: different genre and styles in music
- Singing, playing, music and movement, comprehensive and integrative appreciation of all types of arts in designing and implementing early childhood music education.
- Music therapy perspectives in early childhood music education
- Musical skills and knowledge as a part of professional development

**Learning activities and teaching methods:**

60 h of contact teaching, 60 h independent study (of which 8h is teaching practice).

**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 psykodynamiikka.

Varhaiskasvatuksen ja esi- ja alkuopetuksen valtakunnalliset opetussuunnitelmat.

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

**Assessment methods and criteria:**

Active participation in classes and a portfolio (relevant literature and children music composition).

**Grading:**

pass/fail

**Person responsible:**

Leena Poikela

## 442172A: Music education/instruments, 2 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**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:**

1st and 2nd year

**Learning outcomes:**

The students gain skills in basic accompaniment for different kinds of musical situations. The students are able to read music and real chords, and is knows about different accompaniment styles.

**Contents:**

Studies focus on different types of notations (including real chords), various accompaniment styles and instrumental technique. During groups sessions we will practice directing, playing and accompanying group songs.

**Learning activities and teaching methods:**

Contact teaching 20 h and independent study 32 h.

**Recommended or required reading:**

Various music, also music books and instrument books by various publishers.

**Assessment methods and criteria:**

Active participation in music lessons and sessions.

**Grading:**

pass/fail

**Person responsible:**

Maria Mustonen and Markku Pehkonen

## 442183A: Optional Studies in Early Childhood Pedagogics, 8 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Viklund, Marja Sisko, Kaisa Jakkula, Tiilikka, Aila Maria

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

8 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

- the student is familiar with the psychological and physiological development process of a child below three years of age and is able to apply them in practice
- the student can apply socio-cultural and eco-cultural theory in collaboration and pedagogical tasks.

**Contents:**



During these studies, the student learns about the development and growth of a child below 3 years of ages and about how children's environments function as a foundation of pedagogical activity. Relevant pedagogical principles are explored through theory and practice: designing, implementing and assessing in relation to the needs of the child and the family.

Content:

- growth and development processes in under 3-year olds.
- Examining the child's environment as a pedagogical foundation
- Designing, implementing and evaluating pedagogical activity

**Learning activities and teaching methods:**

- lectures, exercises
- contact teaching 60 h
- forms of care for under 3-year olds 35 h
- independent study (e.g. cooperation with families) 118h.

**Recommended or required reading:**

Brodin, M., & Hylander, I. (1999) Att bli sig själv. Daniel Sterns teori i förskolans vardag.

Helenius, A., et. al. (2001) Pienet päivähoidossa.

Sinkkonen, J. (toim.) (2003) Pesästä lentoon.

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

**Grading:**

pass/fail

**Person responsible:**

Aila Tiilikka and ja Marja Viklund

## 408025S: Optional Studies: Basics of Educational Administration, 1 op

**Voimassaolo:** 01.08.2006 -

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

1 cr

**Language of instruction:**

Finnish

**Contents:**

The course aims to give the students the necessary legal proficiency in relation to work as a public servant or in school administration. In addition, the students gain a good understanding of their own rights and obligations and are able to recognise situations when further information and/or help is needed. During the course, students will be introduced with the administrative system and public services in terms of set duties and opportunities as defined in legal regulations and norms.

**Assessment methods and criteria:**

Small-group work and practice assignment 4 h.

**Grading:**

pass/fail

**Person responsible:**

N.N.

**Other information:**

This is a part of the mandatory 416004A course Basics in educational administration.

## 405018Y: Orientation to studies, 1 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** General Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish.

**Timing:**

1st year

**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 (small-group tutorials). Students gain perspective on the structure, content and study practices of their own education. During the course, students prepare a Personal Study Plan (PSP).

**Contents:**

- initiating studies
- study goals, progression, structure and content
- professional task areas, finding employment
- PSP

**Learning activities and teaching methods:**

Small-group sessions 8h, other teaching 15 h.

**Recommended or required reading:**

TBC (handouts and online material)

**Assessment methods and criteria:**

active participation in lectures and exercises, completion of PSP.

**Grading:**

pass/fail

**Person responsible:**

By programme.

Katja Holtinkoski (LuKo)

Tiina Kemppainen (KaKo)

Marja Viklund (VaKa)

Maija Fredrikson, Nina Jokela (Muko)

## **441109P: Pedagogical foundations of early childhood education, 6 op**

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Basic Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Tiilikka, Aila Maria, Hannele Karikoski

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

6 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

- the student is knowledgeable of the theoretical approaches and the main concepts in early childhood education.
- The student is knowledgeable of the pedagogical principles, relevant implementation design and assessment factors in early childhood education
- The student knows the theoretical origins and practical applications of the pedagogy of play.

- The student is familiar with relevant legislation and documentation and their content.
- The student can identify the humanistic origins of the human idea and the basic principles of social pedagogy in early childhood education work.

**Contents:**

The course is divided into two parts:

## 441109P-01 4 ECT

- pedagogical foundation of early childhood education, child development and learning, pedagogy of play.
- Comprehensive overview of childhood as the foundation of growth, development and learning
- Pedagogical significance of growth and learning environments

## 441109P-02 2 ECT

- foundations of educational cooperation and practical applications
- the significance of the home in early childhood education

**Learning activities and teaching methods:**

## 441109P-01

Lectures 24 h, small-group work 16h, independent study 100h, of which one week is an orientation visit to a day care centre.

## 441109P-02

Lectures 6 h, small group-work 14 h, independent study.

**Recommended or required reading:****441109P-01**

Hujala, E., Puroila, A-M., Parrila-Haapakoski, S. & Nivala, V. (1998) Päivähoidosta varhaiskasvatukseen.

Piironen, L. (toim) (2004) Leikin pikkujättiläinen. (soveltuvin osin)

Varhaiskasvatussuunnitelman perusteet.2005. Stakes. Oppaita 56.

Wood, E & Attfield, J. (2005) Play, Learning and the Early Childhood Curriculum (second edition).

**441109P-02**

Kurki, L. (2000) Sosiokulttuurinen innostaminen.

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

**Assessment methods and criteria:**

Participation in lectures, small-group work and day care visits, and a written summary report, exercises, lecture and literature exam.

**Grading:**

pass/fail

**Person responsible:**

Hannele Karikoski (441109P-01)

Aila Tiilikka (441109P-02)

**442162A: Pedagogy of early childhood education, 5 op**

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Tiilikka, Aila Maria, Viklund, Marja Sisko

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1<sup>st</sup> year 442162A-01

2<sup>nd</sup> year 442162A-02

3<sup>rd</sup> year 442162A-03

**Learning outcomes:**

- the students are able to observe the activities of both an individual child and a group of children
- the students develop their abilities in designing, managing and assessing the activities of pre-school level children
- the students assess and verifies their own professional abilities in their teaching portfolios
- the students research, evaluate and develop their own teacherhood in a teaching portfolio

**Contents:**

The following topics are covered:

- observing educational phenomena in a group of children on the basis of individual and small-group instruction work.
- Applying pedagogical methods in children's group activities.
- Teacherhood, professionalism, professional development and ethics.
- Examining one's own professionalism and development through portfolio work.

**Learning activities and teaching methods:**

442162A-01: 15 h small-group work with children, independent study 12 h.

442162A-02: small-group work with children, independent study 26h

442162A-03: small-group work, independent assignment 32 h.

**Recommended or required reading:**

**442162A-02,**

Doverborg, E. & Pramling, I. (1995) Mångfaldens pedagogiska möjligheter. .

Puroila, A-M. (2003) Päiväkotiarjen rikkaus.

**442162A-03,**

Karila, K. (1997) Lastentarhanopettajan kehittyvä ammatillisuus.

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

**Assessment methods and criteria:**

Participation in small-group sessions, completion of exercises. Planning, realising and assessing activities for groups of children.

**Grading:**

pass/fail

**Person responsible:**

Marja Viklund (442162A-01, -02)

Aila Tiilikka (442162A-03)

**442169A: Pedagogy of learning, 5 op**

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Hannele Karikoski

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

2nd year

**Learning outcomes:**

The student can design, implement, and assess the developmental and learning processes of 0-6 year old children and 6 year old kindergarteners in a day-care facility. The student is familiar with the child's upcoming education, the environment in which the child is growing, and the role change associated with changing schools.

**Contents:**

The course is divided into two parts:

- 442169A-01 2.5 ECT Preschool/Kindergarten teaching and starting school
- 442169-02 Principles, design, implementation and assessment of children's development and learning processes in early childhood education

**Learning activities and teaching methods:**

Lectures 20h, small-group work 20 h, independent study 85h of which 8 h is practical work experience.

**Recommended or required reading:**

Berk, L. & Winsler, A. (1995) Scaffolding Children's Learning: Vygotsky and Early Childhood Education. Volume 7 of the NAEYC Research into Practice Series. U.S.A

Hakkarainen, P. (2002) Kehittävä esiopetus ja oppiminen.

Helenius, A. & ym (Toim.) (2002) Pienet päivähoitossa.

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

**Assessment methods and criteria:**

participation in lectures and small-group sessions, an essay, a planning assignment (during Teaching Practice I).

**Grading:**

pass/fail

**Person responsible:**

Hannele Karikoski ( 442169A-01)

Marja Viklund (442169-02)

**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

**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

**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](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>

**Grading:**

pass/fail

**Person responsible:**

Ari Kivelä (KAKO),

Eetu Pikkarainen (VAKA, MUKA, LUKO)

**Other information:**

EduSci students: this course is compulsory if it has not been completed in the B(Ed) programme. If it has been completed, on other optional communications/orientation studies course that was not taken at the B(Ed) level must be taken in its place.

## 442173A: Physical education, 5 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

- For the student to take an inquisitive, practical, and integrative attitude
- Understanding the significance of physical education in the child's development process and grounding this understanding in knowledge, skills development and physical experiences. This includes incorporating an awareness of various teaching methods.
- Expanding knowledge of various issues related to children's physical education in terms of their needs (0-8 years)

**Contents:**

- physical education as a part of child development
- central forms of P.E. for 0-8 year olds
- designing, implementing and assessing processes

**Learning activities and teaching methods:**

Small-group work 60 h, 5 h of independent study time allocated to teaching practice.

**Recommended or required reading:**

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

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

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

**Grading:**

pass/fail

**Person responsible:**

Susanna Takalo

## 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 cr

**Language of instruction:**

Finnish

**Contents:**

442169A Pedagogy of learning 5 op

442170A Literary and drama education 5 op

442171A Music Education 5 op

442172A Music Education/instrument 2 op

442173A Physical Education 5 op

442174A Visual Arts and art education 5 op

442175A Manual Skills 5 op

442176A Language and interaction 5 op

442177A Mathematics, science subjects and environmental education 5 op

442178A Ethics and religious education 2 op

442179A Basics of social administration and child welfare 4 op

442180A Educational psychology II 4 op

442181A Special Education in early years 4 op

442182A Multiculturalism in early childhood education 4 op

It is possible to complete a 25 ECT study entity from these courses. In this case, the student completes course 1 entirely, 10 ECTS from courses 2-7, and 10 ECTS from courses 8-10, as specified in their personal study plans.

**Grading:**

pass/fail

**Person responsible:**

Hannele Karikoski

**Other information:**

Includes kindergarten- and school practice 3 ECT. During the teaching practice the students familiarise themselves with the supervising and teaching six-year olds or 1<sup>st</sup>/2<sup>nd</sup>-graders.

## 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

**Learning outcomes:**

The students

- are able to identify their own skills from the perspective of working life.
- Are able to 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 education and work life in general
- Are able to find work and are encouraged to enter work life.

**Contents:**

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

**Learning activities and teaching methods:**

Small-group work, seminars, visiting lecturers.

**Assessment methods and criteria:**

Active participation, completion of assignments.

**Grading:**

pass/fail

**Person responsible:**

Katja Holtinkoski (primary school teacher training programmes)

**Other information:**

The course is organised as resources allow.

**411006A: Research course I, 10 op**

**Voimassaolo:** 01.08.2005 - 31.07.2016

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Peltonen, Jouni Aslak

**Opintokohteen kielet:** Finnish

**Voidaan suorittaa useasti:** Kyllä

**ECTS Credits:**

10 cr

**Language of instruction:**

Finnish

**Timing:**

2<sup>nd</sup> and 3<sup>rd</sup> year

**Learning outcomes:**

The student

- knows the approaches and the most typical features of humanistic science.
- Can set and specify research questions
- Know the main features and foundations of research and the basic principles of implementing both quantitative and qualitative research.
- Knows and is able to apply typically used research methods
- Is able to apply descriptive statistical methods in analysing empirical data.
- Can prepare a research plan

**Contents:**

The course is divided into two main parts (a, b), of which a) is further divided into three subsections (1-3).

a. Quantitative research

1 Basis of research

- 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

2 Statistical analysis

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



### 3 Exercises

- enhancing knowledge of content area in 1-2.
- b. Qualitative research
  - formulating and shaping research questions
  - approaches to qualitative research
  - progression of the research process
  - the interview and observation in qualitative research

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

a1) lectures 18h, a2) lectures 20h, a3) exercises 16h, assignment b) lectures 20h, exercises 16h and assignment.

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

- a) Metsämuuronen, J. (2003). Tutkimuksen tekemisen perusteet ihmistieteissä (s. 1-146).
- b) Ruusuvaori, J. & Tiittula, L. (toim.)(2005). Haastattelu. Tutkimus, tilanteet ja vuorovaikutus.

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

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

participation in lectures and exercises, completion of assignments and exams.

#### **Grading:**

0-5

#### **Person responsible:**

Jouni Peltonen (part a), Markku Salakka (part b).

#### **Other information:**

EduSc: if Research I has been completed, the student will complete equivalent credit worth of intermediate level studies in minor subject literature instead. ECEdu: set small-groups, Hannele Karikoski and Asko Pekkarinen .

## **413005S: Research course II, 10 op**

**Voimassaolo:** 01.08.2005 - 31.12.2012

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

#### **ECTS Credits:**

10 cr

#### **Language of instruction:**

Finnish

#### **Timing:**

4th year

#### **Learning outcomes:**

The students will have a profound knowledge of either qualitative or quantitative methods in educational research based on their choice. Students are able to build argumentation, analyse and interpret data, present results and discuss the results in the context of the theory and earlier research. Students are able to write a coherent, logical and justified research report and evaluate the reliability and ethics of the research.

#### **Contents:**

- a) Quantitative research methods:
  - testing and estimating one and two populations
  - basic multivariate data analysis
  - modeling data with structural equations
- b) Qualitative research methods:
  - perspectives of different paradigms in qualitative research
  - analyzing and interpreting qualitative data
  - reliability and validity of qualitative research
  - research report
  - ethical questions in research

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

a) lectures 20 h and exercises 16 h

b) lectures 20 h and exercises 16 h

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

a) Quantitative methods:

Metsämuuronen, J. (2003) Tutkimuksen tekemisen perusteet ihmistieteissä (sivut 273-764)

TAI

Kerlinger, F. & Lee, H. (2000) Foundations of behavioral research. Fourth edition.

b) Qualitative methods:

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

TAI

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

TAI

Tuomi, J. & Sarajärvi, A. (2002) Laadullinen tutkimus ja sisällönanalyysi.

TAI

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:**

Active participation in the workshops and lectures.

**Grading:**

0-5

**Person responsible:**

Leena Syrjälä and Jouni Peltonen

**Other information:**

Educ. sciences and Early childhood education students study both quantitative and qualitative parts of Research course (10 cr).

Teacher education and Music education students study either quantitative or qualitative part of Research course (5 cr).

## 443186S: Research studies/Master`s thesis, 40 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Advanced Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

40 cr

**Language of instruction:**

Finnish

**Timing:**

4th and 5th year

**Learning outcomes:**

As a part of the advanced level studies of the major subject, the students prepare, independently or in pairs, a masters thesis, which shows that the student(s) is knowledgeable of the research area, has the capacity for academic thought, and has the necessary skills in research methodology and scientific and academic forms of communication.

**Learning activities and teaching methods:**

seminar work 40h, thesis, maturity test.

**Assessment methods and criteria:**

seminar work 40h, opponence of the work of at least one peer, thesis, maturity test.

**Grading:**

approbatur - laudatur

**Person responsible:**

Riitta- Liisa Korkeamäki, Eeva-Liisa Kronqvist, Aila Tiilikka, Asko Pekkarinen, Eila Estola ja Hannele Karikoski

## 410013Y: Scientific communication I, 2 op

**Voimassaolo:** 01.08.2005 - 31.07.2012

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

After completion, the students will be aware of the different types of scientific communication and are able to produce linguistically and stylistically impeccable scientific text. The students are also able to assess and edit their own text. In addition, the students are able to critically analyse the stylistic features when reading scientific text.

**Contents:**

- foundations of scientific communication
- genres and styles
- grammatical and stylistic demands of impeccable scientific writing and the foundations of various formalities
- core referencing skills
- text analysis and text production

**Learning activities and teaching methods:**

Lectures and small-group work 16h and independent study.

**Recommended or required reading:**

[Kempainen, T. & Latomaa, T. \(2002\). \*Ensi askelia tieteen tiellä\*. Oulu: Oulun yliopisto.](#)

Can be found online (click title)

**Assessment methods and criteria:**

Participation in teaching sessions, independent written assignment.

**Grading:**

pass/fail

**Person responsible:**

Minna Sääskilähti

## 410019Y: Scientific communication II, 2 op

**Voimassaolo:** 01.08.2005 - 31.07.2012

**Opiskelumuoto:** Language and Communication Studies

**Laji:** Course

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**

4 th year

**Learning outcomes:**

After completion, the students

- are able to apply their skills in scientific communication in the production of larger scientific texts, e.g. a master's thesis.
- Are able to identify problem-areas and to develop their own writing skills.
- In addition, the students are aware of cultural differences in writing scientific text.

**Contents:**

- special features of the master's thesis as academic work

- The Masters thesis as a writing process
- Comparative examination of scientific texts in different languages
- Popular scientific writing

**Learning activities and teaching methods:**

Lectures and small-group sessions 16h, independent study.

**Assessment methods and criteria:**

Participation in teaching sessions and independent written assignment.

**Grading:**

pass/fail

**Person responsible:**

Minna Sääskilähti

## 405019Y: Social contexts and value basis of education and teacherhood, 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:**

1st year

**Learning outcomes:**

The course gives perspective in scientific foundation, ethical and aesthetic sensitivity, active citizenship and pedagogical thinking and practical ability. The course helps students orientate themselves towards sustainable development and the challenges of equality in education, and builds their capacity to conceptualize present and future developmental and educational environments.

**Contents:**

- Globalisation, school and teacherhood
- Sustainable development in education and teaching
- Active citizenship and interactive design processes
- Gender equality

**Learning activities and teaching methods:**

Lectures 24h, lecture journal, essay

**Recommended or required reading:**

TBC.

**Grading:**

pass/fail

**Person responsible:**

By programme.

## 410070P-01: Sociology of Education, 3 op

**Voimassaolo:** 01.08.2005 -

**Opiskelumuoto:** Basic Studies

**Laji:** Partial credit

**Vastuuyksikkö:** Faculty of Education

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

**Opettajat:** Kalle Reinikainen

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**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.

**Learning activities and teaching methods:**

Lectures and other teaching 18h and independent study.

**Recommended or required reading:**

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

**Assessment methods and criteria:**

Lectures and exam.

**Grading:**

pass/fail

**Person responsible:**

N.N.

**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

**Timing:**

1st year

**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.

**Learning activities and teaching methods:**

Lectures and other teaching 18 h and independent study.

**Recommended or required reading:**

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

**Grading:**

pass/fail

**Person responsible:**

Veli-Matti Ulvinen

**Other information:**

**In the early childhood education programme, this course consists of two parts, 01 and 02. Students can find more information on coursework and reading material in the relevant section of the course guide.**

## 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 cr

**Language of instruction:**

Finnish

**Learning outcomes:**

After completion, the student is proficient in special education in the context of early childhood education, its concepts and terminology as well as relevant literature. The student is able to identify the need for special education and knows where to seek the necessary resources for supporting, facing, and educational rehabilitation in cooperation with parents and other relevant actors. After the course, the student is able to identify and analyse the values on which special early childhood education grounds itself.

**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

**Learning activities and teaching methods:**

Lectures 10h, small-group work 10h, other teaching 10h.

**Recommended or required reading:**

Pihlaja, P. & Svärd, P.-L. (1996) Erityiskasvatus varhaislapsuudessa.

Lummelahti, L. (2001) Yksilöllinen esiopetus.

Määttä, P. (1999) Perhe asiantuntijana. Erityiskasvatuksen ja kuntoutuksen käytännöt.

Rantala, A. (2002) Perhekeskeisyys - puhetta vai todellisuutta.

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

**Grading:**

pass/fail

**Person responsible:**

Marko Kielinen

**410016Y: Speech Communication, 2 op****Voimassaolo:** 01.08.2005 - 31.07.2012**Opiskelumuoto:** Language and Communication Studies**Laji:** Course**Arvostelu:** 1 - 5, pass, fail**Opintokohteen kielet:** Finnish**ECTS Credits:**

2 cr

**Language of instruction:**

Finnish

**Timing:**1<sup>st</sup> or 4<sup>th</sup> (KAKO)**Learning outcomes:**

The students are equipped with basic skills in speech communication. They can apply speech communication didactics and the principles of drama education. In addition, the students are able to experiment using aspects of artistic expression education in their work.

**Contents:**

- speech communication as a science
- core theories and concepts
- identification and analysis of speech communication situations in working life
- studying and developing personal communication styles

**Learning activities and teaching methods:**

Small-group work 20h, independent study.

**Assessment methods and criteria:**

Participation in contact teaching sessions, independent written assignment/exam.

**Grading:**

pass/fail

**Person responsible:**

N.N.

**Other information:**

EduSci students: If this course was already completed in the B(Ed) studies, Scientific Communication II must be completed.

A&amp;CEd: completed jointly with Drama Education Project 406039A.

**441111P: Summary seminar, 3 op****Voimassaolo:** 01.08.2005 - 31.07.2017**Opiskelumuoto:** Basic Studies**Laji:** Course**Vastuuyksikkö:** Faculty of Education**Arvostelu:** 1 - 5, pass, fail**Opettajat:** Tiilikka, Aila Maria**Opintokohteen kielet:** Finnish**ECTS Credits:**

3 cr

**Language of instruction:**

Finnish

**Timing:**

1st year

**Learning outcomes:**

The student is able to summarize scientific text, the student is knowledgeable of and able to discuss current research themes in early childhood education.

**Contents:**

The course consists of the following:

- introduction to recent research themes in early childhood education
- producing scientific written work using early childhood research material.

**Learning activities and teaching methods:**

Lectures 6h, small-group work 24h, independent study 56h.

**Assessment methods and criteria:**

Participation in lectures, small-group sessions and completion of written assignment.

**Grading:**

pass/fail

**Person responsible:**

Aila Tiilikka

## 442167A: Teaching practice I, 7 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

7 ECT

**Language of instruction:**

Finnish

**Timing:**

2<sup>nd</sup> study year.

**Learning outcomes:**

After completion, the student will be able to:

- apply theories relating to early childhood education, curricula and other literature in practicing early childhood education at a kindergarten
- plan, implement and evaluate pedagogical activities for small groups aged 0-6 years on the basis of child observation and documentation
- define personal learning objectives and reflect on them on the basis of a study journal.

**Contents:**

During this practice period, the student teachers will engage in

- observing children at both group and individual levels
- familiarising themselves with observing and planning learning environments and activities
- working in a goal-oriented and comprehensive manner using different educational, learning and guidance methods.
- Assessing daily activity through documentation
- Getting to know and possibly participating in educational and development activity at the kindergarten.

**Learning activities and teaching methods:**

Kindergarten work 167 h. Practice, group supervision 8 h, independent work 12h.

**Grading:**

pass/conditional/fail

**Person responsible:**

Aila Tiilikka

## 442168A: Teaching practice II, 8 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Practical training



**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

8 ECT

**Language of instruction:**

Finnish

**Timing:**

3<sup>rd</sup> study year

**Learning outcomes:**

After completion the students will be able to:

- analyse and develop their own learning goals in kindergarten teaching on the basis of the preceding Teaching Practice I module.
- function comprehensively, responsibly, and in a goal-oriented manner in the role of a kindergarten teacher
- develop their own professional identity during the learning process.

**Contents:**

During this practice period, the students will engage in the following:

- practicing kindergarten teacher duties using different schooling, learning and guidance methods.
- Participating in the schooling community of the kindergarten and engage in co-operation between the kindergarten and the outside world.
- Developing their own identities as a kindergarten teachers.
- Evaluating their progress on the basis of the pedagogical portfolio.

**Learning activities and teaching methods:**

Kindergarten work 181h. Practice, group supervisions 8h. Independent studies 25h.

**Recommended optional programme components:**

In order to participate in this practice period, the student is required to have successfully completed Teaching Practice I.

**Grading:**

pass/conditional/fail

**Person responsible:**

Marja Viklund

## 442174A: Visual arts and art education, 5 op

**Voimassaolo:** 01.08.2005 - 31.07.2017

**Opiskelumuoto:** Intermediate Studies

**Laji:** Course

**Vastuuyksikkö:** Faculty of Education

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

**Opintokohteen kielet:** Finnish

**ECTS Credits:**

5 cr

**Language of instruction:**

Finnish

**Timing:**

1st and 2nd year

**Learning outcomes:**

The student can design, implement and develop visual arts and art education activity in early childhood education.

**Contents:**

The course consists of the following:

- visual arts in early childhood education: content areas, didactics, and pedagogy
- developing the student's visual thought, knowledge of art, and self-expression
- children's pictures and visual development
- making pictures - methods and materials
- interpretation and analysis

**Learning activities and teaching methods:**

Small-group work 70h, independent work 64h (incl. 8h school practice).

**Recommended or required reading:**

Varhaiskasvatussuunnitelman perusteet; Taiteellinen kokeminen ja ilmaiseminen (2004) Stakes-oppaita 56.

Esiopetuksen opetussuunnitelman perusteet. (2000)

Hakkola, K., Laitinen, S. & Ovaska-Airasmaa, M. (1991) Lasten taidekasvatus.

Töyssy, S., Vartiainen, L. & Viitanen, P. (1999) Kuvataide: visuaalisen kulttuurin käsikirja.

Salminen, A. (2005) Pääjalkainen. Kuva ja havainto.

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

**Assessment methods and criteria:**

Active participation in teaching sessions, exercises and portfolio assignments.

**Grading:**

pass/fail

**Person responsible:**

Pia Leppänen-Keränen